



GRADUATE PROGRAM IN COUNSELING

STUDENT MANUAL 2025-2026

Masters of Arts in Counseling
60-credit degree

Specialty Concentrations

Autism

Child and Family Therapy

Community Public Health

Foundations of BCBA®

Mental Health Counseling

Mediation and Conflict Transformation

Trauma: Clinical Bases of Treatment and Recovery

Dual Degrees

Masters of Arts in Counseling and Masters of Arts in International Peace and Conflict Resolution

Masters of Public Health and Masters of Arts in Counseling

Advanced Graduate Study Programs

Child and Family Therapy Certificate

Trauma: Clinical Bases of Treatment and Recovery Certificate

Post-Masters Program in Counseling for Licensure Readiness

Early Entry MA Counseling Program

Disclaimer

The current manual serves as a resource and guide for all students, faculty, and staff in the Graduate Program in Counseling at Arcadia University for the current academic year. Each summer, this manual is reviewed for revision based on feedback from the community. The core faculty will try not to amend this manual during the academic year; however, certain situations (e.g., COVID-19) can arise unexpectedly that may warrant changes to program policies and procedures. Any changes made during the academic year will be communicated by the Director via a program-wide email announcement. Opportunities to discuss major changes with the core faculty will be provided.

Introduction

Welcome to the Graduate Program in Counseling (GPC) at Arcadia University and your path toward becoming a professional counselor or building your expertise in a specialty area. Masters-level counseling professionals play a critical role in the mental health care field. In many communities, counselors serve as the frontline of mental health care. They provide various clinical services (e.g., assessment, consultation, therapy, advocacy, program development and evaluation) across multiple settings (e.g., mental health agencies, hospitals, schools and colleges, and private practices).

This manual offers an overview of Arcadia's GPC, including the procedures and policies that govern the program. It is supplemented by the Internship and Practicum Manuals, which are both posted on the program's Canvas site, along with the Graduate Catalog, which is available at:

<https://www.arcadia.edu/academics/resources/registrar/university-catalogs/>.

Students are expected to carefully read this manual before starting courses and before their fall orientation for the program. All students must confirm that they have read this manual before the start of classes. Failure to read this manual could lead to challenges that adversely impact students' progress in the program (e.g., cause a delay in their program plan). **Students must confirm that they have read this entire manual by completing a brief survey at this link:**

<https://forms.gle/MAKNRMRJ6RVKCKLTA>.

Core Faculty of the Graduate Program in Counseling (GPC)

The GPC includes five full-time faculty members (referred to as the *core faculty*), along with a team of part-time adjunct faculty members. The core faculty serve in various roles within the program. Please see below for a guide to *who does what* within our program. Please try to direct questions and concerns about the program to the appropriate faculty member. If you are unsure about whom to contact, please reach out to our Director as a first step. Contact and biographical information for the core faculty is available at <https://www.arcadia.edu/faculty-counseling-masters/>.

- Lauren Reid, PhD, Associate Professor of Counseling
 - Program Director: supervises all program faculty, manages all curriculum, maintains MPCAC accreditation expectations, admissions
 - Career Guidance Mentor, Targeted Mentor, MA Thesis Advisor
- Lauren Cain-Baxter, MA, Instructor of Counseling
 - Associate Director, Internship and Practicum coordinator, supervises graduate assistants, admissions, orienting new students
 - Career Guidance Mentor, Targeted Mentor
- Michael Morrow, PhD, Professor of Counseling (**on sabbatical for AY 25-26**)
 - Career Guidance Mentor, Targeted Mentor, MA Thesis Advisor
- Karen Schwartz, PhD, Assistant Professor of Counseling
 - Career Guidance Mentor, Targeted Mentor, MA Thesis Advisor
- Kristen Hawk-Purcell, PsyD, Visiting Professor of Counseling
 - Career Guidance Mentor, Targeted Mentor, MA Thesis Advisor

Program Mission and Objectives

The mission of Arcadia University's GPC is to provide students with opportunities to develop the

knowledge, self-awareness, dispositions, and skills needed to become competent professional counselors trained to integrate evidenced-based and multicultural practices in their professional work. Students also receive instruction in career development and self-care to help them achieve their professional goals and sustain themselves in their professional careers over time. Our curriculum provides students with repeated opportunities to practice counseling skills, as well as receive and offer feedback to help them become advocates for social justice. Further, our curriculum provides students with the opportunities to fulfill all graduate educational requirements necessary to become Licensed Professional Counselors (LPC) in the state of Pennsylvania. Overall, the curriculum is designed to embody our motto, ***Best Practices and Social Justice with Heart***, and meet the following objectives:

- Graduates will evidence competency in evidence-based practice in counseling.
- Graduates will demonstrate competency in multicultural practice in counseling.
- Graduates will display skills needed to pursue their specific careers in counseling.
- Graduates will exhibit skills needed to incorporate self-care into their counseling careers.

Program Accreditation

Arcadia University is accredited by the Commission on Higher Education of the Middle States Association of Universities and Schools. The GPC is accredited by the Master's in Psychology and Counseling Accreditation Council (MPCAC). **The program's current accreditation lasts until 2030.** For more information about MPCAC and Arcadia's accreditation, see: <http://mpcacaccreditation.org/>.

Masters of Arts in Counseling

The GPC offers a 60-credit Masters of Arts in Counseling (MAC) that requires completion of 14 core courses and 4 multicultural laboratory experiences, comprising 45 total academic credits and leaving room for 15 credits of elective coursework. The MAC satisfies current course and credit requirements to sit for the National Counselor Exam (NCE) and to apply for licensure in Pennsylvania, after passing the NCE and after accumulating 3,000 hours of supervised clinical experience. Specific information about licensure requirements in Pennsylvania can be found at the PA State Board's website:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageandFamilyTherapistsandProfessionalCounselors/Pages/Social-Workers-Guide.aspx>. **If students are planning to pursue licensure in another state(s), they should notify their Career Guide now to discuss possible additional requirements for licensure.** Students will also have a learning activity dedicated to exploring licensure in other states within PY570 (Professional Issues of Counseling).

Required Core Courses & Labs (45 credits)

- PY500 Educational and Career Counseling (3 credits)
- PY516 Human Development: Life Span (3 credits)
- PY521 Research Design, Methods and Evaluation (3 credits)
- PY535 Neuroscience and Psychopharmacology for Counselors (1 credit)
- PY570 Professional Issues in Counseling (3 credits)
- PY572 Concepts of Mental Health and Mental Illness (3 credits)
- PY572L Multicultural Lab: Self-Awareness I (non-credit)
- PY586 Theories and Techniques of Counseling (3 credits)
- PY587 Practicum (2 credits)
- PY610 Group Counseling (3 credits)
- PY620 Advanced Counseling Techniques (3 credits)
- PY626 Assessment in Counseling (3 credits)
- PY688 Cultural Bases of Counseling (3 credits)
- PY688L Multicultural Lab: Self-Awareness II (non-credit)

- PY630B Internship: Mental Health Counseling (300 hrs., 6 credits)
- PY630L Multicultural Lab: Knowledge I (non-credit)
- PY631B Internship: Mental Health Counseling (300 hrs., 6 credits)
- PY631L Multicultural Lab: Knowledge II (non-credit)

The GPC offers the following elective courses. As indicated below, several elective courses require advanced approval to register. Other graduate-level courses at Arcadia (outside of the electives listed above) could be taken for credit toward the 60-credit MAC but only with the approval of the Program Director and the Division of Student Success. To do this, students must complete a Petition for Exception to Policy that includes a statement on course relevance to their academic program and career goals (for form, see <https://www.arcadia.edu/academics/resources/registrar/graduate-forms/>). Of note, GPC students also occasionally take undergraduate-level courses at Arcadia; however, these courses never count toward the 60-credit MAC.

Elective Courses (15 elective credits are needed to earn the MAC)

- PY585 Special Topics in Counseling (3 credits; requires approval)
- PY598 Advanced Seminar (3 credits; requires approval)
- PY605 Addictive Behaviors: Substance Abuse and Eating Disorder Counseling (3 credits)
- PY613 Family Counseling (3 credits)
- PY614 Couples Counseling (3 credits)
- PY618 Evidenced-Based Treatments of Trauma (3 credits)
- PY622 Trauma, Advocacy, and Social Justice (3 credits)
- PY623 Strategies for Treating Grief and Bereavement (3 credits)
- PY640 Treatment of Childhood Internalizing Disorders (3 credits)
- PY650 Treatment of Childhood Externalizing Disorders (3 credits)
- PY686 Special Project (1 credit; requires approval)
- PY697 Master's Thesis in Counseling (3-credit option; requires approval)
- PY698 Master's Thesis in Counseling (3-credit option; requires approval)

Practicum and Internship Requirements

Please see our separate Practicum and Internship Manuals for more information about the requirements for these external training experiences, along with their accompanying course seminars and labs. This manual can be found on our Canvas site and website:

<https://www.arcadia.edu/majors-and-programs/counseling-masters/program-documents-outcomes/>

Specialty Concentrations

Certain combinations of elective courses comprise specialty concentrations within the curriculum. These concentrations are summarized below, including the required electives for each. Notably, the number of total required credits varies across concentrations. Students can complete more than one concentration and change their concentration(s) during their time in the program. The most popular combination of concentrations within the GPC is Child & Family and Trauma Concentrations, which requires 63 total credits and can typically be completed without extending students' program plans. **However, completing multiple concentrations and changing concentrations could delay graduation in certain circumstances. Accordingly, students are not permitted to change their concentration(s) without first discussing the impacts with our Career Guidance Mentor. Students interested in changing their concentration(s) must notify our Associate Director at least two weeks before the start of the registration period for the next semester.**

Concentrations provided by GPC (taught by Counseling faculty)

Mental Health Counseling: This concentration provides a solid core of counselor training with room to pursue a range of elective courses. Students select 5 elective courses and are required to take one course from the Child and Family Therapy Concentration (PY613, PY640, PY650), one course from the Trauma Concentration (PY618, PY622, PY623), and no more than one course outside of the GPC (e.g., courses housed within Arcadia's School of Education or Public Health Program).

Child & Family Therapy: This 15-credit concentration includes 3 elective courses offered by the GPC and 2 additional electives. Courses focus on child and family mental health, including assessment, diagnosis, and multiple empirically supported therapeutic treatments. This concentration emphasizes cultural responsibility, including cultural tailoring, in serving youth and families from various cultural backgrounds and with different cultural identities. Students who complete this concentration are required to complete their internship at a site that provides clinical services to youth and families.

- PY613 Family Counseling (3 credits)
- PY640 Treatment of Childhood Internalizing Disorders (3 credits)
- PY650 Treatment of Childhood Externalizing Disorders (3 credits)
- Two electives approved by the Associate Director (6 credits)

Trauma: Clinical Bases of Treatment and Recovery: This 15-credit concentration includes 3 elective courses offered by the GPC and 2 additional electives. Courses respond to the need for counselors to assist clients who have been impacted by traumatic experiences. Training focuses on short-term interventions and long-term care with emphasis on empirically supported treatments of trauma, strategies for treating grief and bereavement, as well as advocacy and social justice. Students who complete this concentration are required to complete their internship at a site that provides clinical services to clients who have experienced trauma.

- PY618 Evidenced-Based Treatments of Trauma (3 credits)
- PY622 Trauma, Advocacy, and Social Justice (3 credits)
- PY623 Strategies for Treating Grief and Bereavement (3 credits)
- Two electives approved by the Associate Director (6 credits)

Concentrations Provided by other Arcadia Programs

Autism: This 15-credit concentration includes 4 courses offered by Arcadia's School of Education and 1 additional elective. This concentration responds to the need for trained professionals to work with children with autism and their families. Courses focus on empirically supported and person-centered therapeutic and educational programs aimed to teach skills to enhance independence, reduce challenging behavior, and promote community integration.

- ED660 Characteristics of Students with Autism Spectrum Disorders (3 credits)
- ED661A Concepts and Principles of Applied Behavior Analysis (3 credits)
- ED662 Teaching Methods for Students with Autism (3 credits)
- ED663 Special Topics in Autism (3 credits)
- One elective approved by the Associate Director (3 credits)

Community Public Health: This 15-credit concentration includes 4 courses offered by Arcadia's Public Health Program and 1 approved elective. Through this concentration, students learn about the systemic forces that impact mental and physical health and how to intervene within communities to create health-promoting practices and environments.

- PBH501 Achieving Health Equity: From Individuals to Systems (3 credits)
- PBH530 History, Theories and Core Functions of Public Health (3 credits)
- PBH600 Introduction to Epidemiology (3 credits)
- PBH630 Program Planning and Evaluation (3 credits)
- One elective approved by the Associate Director (3 credits)

Foundations in BCBA®: This 22-credit concentration requires students to complete 67 total credits toward their 60-credit MAC, including 8 elective courses all offered by the School of Education. Courses provide students with specialized knowledge of the application of behavioral principles to complement their counselor training. This concentration allows students the opportunity to pursue credentials as Board Certified Behavior Analysts (BCBA®).

- ED680A Intro to ABA Studies (1 credit)
- ED661A Concepts and Principles of Applied Behavior Analysis (3 credits)
- ED681A Educational Research & Experimental Design (3 credits)
- ED682A Functional Behavior Assessment and Behavior Change (3 credits)
- ED683A Behavior Analysis and Principles of Development (3 credits)
- ED684A Behavioral Consultation in Homes, Schools and Communities (3 credits)
- ED685A Ethics and Professionalism (3 credits)
- ED686A ABA Training & Supervising Human Service Staff (3 credits)

Mediation and Conflict Transformation: This 15-credit concentration includes 4 courses offered by Arcadia's International Peace & Conflict Resolution Program and 1 additional elective. Mediation is applied in couples counseling and separation/divorce proceedings, in assisting communities affected by violence, and fostering communication and collaboration to create safe environments (locally and internationally). Students learn to integrate their knowledge and skills in these areas into their counseling, advocacy, and conflict transformation.

- IP504 Foundations of Conflict Analysis (3 credits)
- IP515 Mediation and Conflict Coaching (3 credits)
- IP533 Conflict Transformation (3 credits)
- IP537 Restorative Justice (3 credits)
- One elective approved by the Associate Director (3 credits)

Program Pathways for the MAC

A majority of students in the GPC complete their 60-credit MAC in just under 3 years. On the 3-year Pathway, students typically take 9 credits (3 courses) or fewer per semester. Please see Canvas for an example of a 3-year Pathway program plan. If needed, students can also take longer to complete the program. For example, we have graduated students who were only able to take 1 or 2 courses per semester, which can extend program plans to 4 or 5 years. For students with time and space for an intensive curriculum, we have an Accelerated Pathway.

Accelerated Pathway: The GPC offers an Accelerated Pathway (AP) for students who qualify to complete the MAC at a fast-tracked pace. The AP can be completed in approximately two years for students who matriculate in the fall, spring, or summer semesters. Please see Canvas for an example of an Accelerated Pathway program plan.

The AP is an intense educational experience that requires students to dedicate substantial time and energy to their coursework and training each semester. The workload of the AP likely approximates that of a full-time job. AP students can take 15 credits (5 graduate courses plus labs) in a single semester and as well as 1 or 2 courses each semester during their final year while completing their intensive internship

training experience off campus.

Before pursuing the AP, students are encouraged to carefully consider their non-academic responsibilities (e.g., work, family, self-care, etc.) to determine whether such a demanding academic experience is feasible. The AP is not recommended for students who must work full time (or nearly full time) during their graduate education. Moreover, during their final year, students in the AP who work part-time may need to discontinue their employment or substantially reduce their workload to meet the combined demands of continuing coursework and internship training.

Students can pursue the AP by enrolling in the Pre-Accelerated Track (PAT) at the start of their program, unless they were admitted to the GPC under special conditions (communicated by the Program Director at the time of admission). **To enroll in the PAT, students must communicate their intent to pursue the AP to our Associate Director, prior to the start of their first fall semester.**

To be admitted to the AP, students must meet the following criteria while completing their PAT:

- At least 12 credits of Counseling courses, including PY570 and PY572
- Grades of A- or better in both PY570 and PY572
- An overall GPA of at least 3.50
- No grades below a B+ and no pass/fail grades of U
- Satisfactory Individual Student Evaluations for all courses taken to date
 - No ratings or comments indicating skills deficits or behavior that reflect significant clinical concerns
- No other indications of skills deficits or behavior that reflect significant clinical concerns

Students who meet the above criteria will advance from the PAT to the AP. **To remain on the AP, students must maintain good academic and behavioral standing. If AP students earn a B- (or lower), earn a pass/fail grade of U, or demonstrate clinically concerning skills deficits or behavior, the core faculty will convene to discuss whether it is appropriate for them to continue on the AP.** Students on the AP can decide to slow their pace if they wish to proceed more gradually. To withdraw from the AP, students can contact their Career Guidance mentor.

Dual Degree Programs

The GPC offers dual degree programs with Arcadia's Department of Public Health and with the International Peace and Conflict Resolution Program. In both dual degree programs, students earn a 60-credit MAC that satisfies current course and credit requirements to sit for the NCE and to apply for licensure in Pennsylvania, after passing the NCE and after accumulating 3,000 hours of post-graduate supervised work experience. Since dual degree programs follow their own unique timelines, please see the Graduate Catalog (<https://www.arcadia.edu/academics/resources/registrar/university-catalogs/>) for more detailed information about our dual degrees.

Advanced Graduate Study Options

The GPC also offers three advanced educational options for practicing counselors and related mental health providers looking to further their knowledge, skills, and career opportunities. Applicants must hold a Masters or doctoral degree in Counseling or a related field and meet all the other general admissions requirements listed for the MAC. Specifically, the GPC offers two advanced study certificates, along with a personalized program to help current professionals complete courses and training hours needed to apply for licensure, particularly in Pennsylvania.

Certificate in Trauma: Clinical Bases of Treatment and Recovery: This 15-credit certificate includes 4

determined courses, one lab, and one approved elective. This certificate responds to the need for counselors to assist clients who have been impacted by traumatic experiences. Training focuses on short-term interventions and long-term care with emphasis on empirically supported treatments of trauma, strategies for treating grief and bereavement, as well as advocacy and social justice. Students who complete this certificate are required to complete their internship at a site that provides clinical services to clients who have experienced trauma.

- PY618 Evidenced-Based Treatments of Trauma (3 credits)
- PY622 Trauma, Advocacy, and Social Justice (3 credits)
- PY623 Strategies for Treating Grief and Bereavement (3 credits)
- PY630/1A Internship: Mental Health Counseling 150 hrs. (3 credits)
- PY630/1L Multicultural Lab: Knowledge I/II (non-credit)
- One elective approved by the administrators of the program (3 credits)

Child & Family Therapy Certificate: This 15-credit certificate includes 4 determined courses, one lab, and one approved elective that provide specialized training in child and family mental health, including assessment, diagnosis, and various evidence-based therapeutic treatments. This certificate emphasizes cultural responsibility, including cultural tailoring, in serving youth and families from various cultural backgrounds and with different cultural identities. Students who complete this certificate are required to complete their internship at a site that provides clinical services to youth and families.

- PY613 Family Counseling (3 credits)
- PY640 Treatment of Childhood Internalizing Disorders (3 credits)
- PY650 Treatment of Childhood Externalizing Disorders (3 credits)
- PY630/1A Internship: Mental Health Counseling 150 hrs. (3 credits)
- PY630/1L Multicultural Lab: Knowledge I (non-credit)
- One elective approved by the administrators of the program (3 credits)

Post-Master's Program in Counseling for Licensure Readiness: This program is designed for individuals who have completed Masters degrees in Counseling and wish to pursue further systematic study to qualify to sit for the National Counselor's Examination (NCE) or licensure in Pennsylvania (or other states with equivalent requirements). The specific courses that students take in this program vary according to their individual needs in meeting specific NCE and state licensure requirements. However, a minimum of 12 credits are required for individuals with a 48-credit Master's degree.

The exact number of credits and specific courses required will be determined after a transcript analysis has been completed by the Program Director. **Students are strongly advised to apply to their State Board for a precise determination of the exact courses and other requirements needed to achieve licensure.** Notably, the GPC cannot guarantee that our transcript analysis will be identical to the State Board's review and is not liable in any way if the board mandates additional requirements beyond the recommendations of our transcript analysis.

Specific courses will be selected through meeting with the Associate Director. Students could take any of the GPC's core or elective courses recommended by the Program Director. Students could also take courses featured in our specialty concentrations offered by other Arcadia programs (e.g., Autism, Foundations in BCBA[®], Community Public Health, and Mediation and Conflict Transformation), pending approval from these graduate programs and completion of any necessary prerequisites. Other graduate-level courses at Arcadia (outside of the electives listed above) could be taken for credit but only with the approval of the Program Director.

Early Entry MA Counseling Program

The Early Entry MA Counseling Program allows students in their junior year of undergraduate studies (across all majors) to apply to take up to three graduate counseling courses during their senior year. These graduate courses do not require any prerequisites beyond those required for general admission to the GPC. This program is open to Arcadia University undergraduate students, including transfer students, as well as undergraduate students from other accredited institutions. Taking courses while completing their undergraduate studies allow seniors to lighten their coursework as graduate students, especially within the Counseling program's Accelerated Pathway. While completing courses, Early Entry students receive Career Guidance from a core faculty member. **Importantly, the credits earned for these graduate courses by Early Entry students will only count toward their intended graduate degree (and cannot simultaneously count as credits for their undergraduate degree).**

Students in the Early Entry MA Counseling Program can earn 3 to 9 graduate credits during their final year of undergraduate studies by completing 1 to 3 of the following courses:

- PY500 Educational and Career Counseling (3 credits)
- PY516 Human Development: Life Span (3 credits)
- PY521 Research Design, Methods and Evaluation (3 credits)
- PY570 Professional Issues in Counseling (3 credits)

Research Opportunities

As an applied program, the GPC does not require students to conduct original research. However, the program provides multiple opportunities for interested students to become involved in research. Students are able to conduct their own original research studies by completing a Masters Thesis research project (PY697-698). For these projects, students are supported by a primary and a secondary faculty adviser. We typically encourage students to complete a Master's Thesis if they are considering pursuing doctoral-level training in the future. Of note, students must apply to complete a Masters Thesis, which includes the completion of a brief written research review and proposal. For more information about the Masters Thesis application process, please see Canvas.

Students can also complete smaller-scale research via one semester of Master's Thesis (PY697 or PY698) or through Special Projects (PY686). The Special Projects course is required for students with no or limited research experience as a prerequisite for Master's Thesis (PY697 and/or PY698). Students should consult with their faculty mentor early in the program to find out how research experience might complement their interests, their concentration, and their career goals. For more information about the different research options in the GPC, please see the Research Opportunities document on Canvas.

Assessment of Competency

At the end of every semester, instructors will provide feedback on your progress toward competency in 6 areas:

- 1) Therapeutic relationship and communication
- 2) Diversity
- 3) Integration of Research and Evidence-Based Practice
- 4) Conceptualization and intervention
- 5) Ethics
- 6) Methods of Evaluation and Assessment

Utilizing the End-of-Semester Evaluation, each core course instructor (with the exception of PY535 and labs) will provide every matriculated student with feedback on their progress towards competency based

on information gathered from assignments in the course, class discussions, engagement with instructor and peers, live observation form and supervisor evaluation. Based on the criteria, your instructor will determine if you are meeting the expectations such that you are demonstrating competency in the identified area or whether you exceed or are below expectations. Core faculty will meet to discuss all of the feedback and follow-up with students who receive a 3 (near expectations) or below. All feedback will be uploaded to students' folders prior to the start of the next semester. Students who fall below a 2 (below expectations) in a competency area, may be required to engage in targeted mentoring (discussed below). Any student who receives a 1 (harmful) may be dismissed from the program.

At the end of your fall semester in your final year, students will receive final feedback on their competency in all areas through their PY630 End-of-Semester Evaluation. Students must meet expectations in order to graduate from the program.

Email, Canvas, & Social Media

Arcadia students are provided with a University Gmail account that is accessible on and off campus from any standard web browser. All email communications from the GPC will be delivered to students' Arcadia email accounts. **All students are expected to check that account every class day per week.**

The GPC has a program Canvas site, called *Graduate Program in Counseling Community*. Upon matriculation, GPC students are given access to this Canvas site, which contains important program documents and program announcements. **Students are expected to familiarize themselves with the Canvas site during their first semester of coursework.** During the academic year, students will be contacted via email about updates to Canvas. Failure to read Canvas updates and check email regularly could also lead to challenges that adversely impact students' progress in the program (e.g., miss special educational opportunities or lead to remediation).

There is also a program LinkedIn page (Counseling Program at Arcadia University) and Instagram account (@arcadia_counseling). For additional University social media resources, please see <https://www.arcadia.edu/about-arcadia/offices-facilities-services/alumni/connect/social-media/>.

Support Services for Students with Disabilities

Arcadia University is committed to providing qualified students with documented disabilities equal access to programs, facilities and services in accordance with the Americans with Disabilities Act (as amended) and Section 504 of the Rehabilitation Act of 1973. The Office of Academic Development provides services and coordinates academic accommodations for students with disabilities. Students who wish to receive accommodations from the University due to a disability must meet with Disability Support Services (DSS) in the Office of Academic Development at Knight Hall. Students with disabilities are accommodated on an individual basis to best meet their particular needs. All discussion between our staff and students is strictly confidential. Students are not required to reveal a disability unless they will need accommodations. Graduate students should work with DSS at the start of each semester that they require accommodations. Ideally, this should occur after a student registers for courses and at least three weeks before classes begin. For more information, see <https://www.arcadia.edu/departments/disability-support-services/>.

Policy on Professional Impairment and Self-Care

As future counselors, it is essential that you maintain the highest standards of professional competence and ethical practice, as outlined in the ACA Code of Ethics, particularly Standard C.2.g. This standard emphasizes that counselors must monitor their own physical, emotional, and mental well-being to ensure

they are fit to provide competent and ethical services to clients. It is your responsibility to recognize when personal issues may affect your ability to perform your professional duties and to take proactive steps to address these challenges.

1. Self-Monitoring for Impairment:

As you progress through this course, you are expected to regularly assess your own physical, emotional, and psychological state, especially in situations where stress, personal challenges, or health issues may impair your ability to engage in counseling practice competently. This includes, but is not limited to:

Physical Impairments: Illness, fatigue, or any physical condition that impairs your ability to work effectively.

- Emotional Impairments: Mental health concerns such as depression, anxiety, or overwhelming personal issues that may interfere with your emotional regulation, decision-making, or client interactions.
- Substance Use Impairments: Any misuse of substances (alcohol, drugs, medications) that could impact your judgment or professional functioning.

If you notice any signs of impairment, you are encouraged to seek support or assistance immediately to address the issue. Impairment could compromise your ability to maintain professional boundaries, provide competent counseling, or fulfill the ethical obligations to your clients.

2. Seeking Support and Assistance:

If you believe that you are experiencing impairment that could affect your professional functioning, it is important that you take steps to address the issue. This may include:

- Seeking Professional Help: Reach out to a counselor, therapist, or medical professional to address personal health issues or challenges impacting your well-being. Engaging in self-care practices and professional therapy is essential to maintaining competence and preventing burnout.
- Supervision and Consultation: Discuss any concerns about personal impairment with a trusted faculty member, supervisor, or mentor. Seeking guidance from a licensed counselor or counselor educator will help you determine the appropriate steps to take and whether limitations on your professional responsibilities are necessary.

3. Limiting, Suspending, or Terminating Professional Responsibilities:

If personal issues or impairment are significant enough to affect your ability to provide competent counseling services, it is critical that you take appropriate action. This may involve:

- Limiting Professional Responsibilities: If you feel that your impairment is temporary and manageable, consider limiting your caseload or reducing your involvement in certain professional activities until you are able to function at your usual capacity.
- Suspending Professional Activities: If the impairment reaches a level that significantly affects your ability to work effectively, you may need to temporarily suspend your participation in counseling activities (e.g., internship, clinical work) until you can safely resume practice.
- Terminating Professional Responsibilities: In extreme cases where impairment prevents you from functioning as a counselor, you may need to withdraw from clinical duties entirely until it is determined that you are able to resume practice safely.

You should never continue to provide counseling services when you are impaired to the point that it would compromise your professional responsibilities or client welfare. Doing so may be considered

unethical and may violate professional standards.

4. Confidentiality and Ethical Considerations:

Any issues regarding impairment should be discussed confidentially with appropriate professionals (e.g., faculty, licensed supervisors). This is important both for your well-being and for ensuring that ethical standards, such as client confidentiality, are upheld. You are not required to disclose specific details about your personal situation, but it is important to communicate the need for any limitations, suspension, or termination of your professional responsibilities.

5. Academic and Clinical Consequences:

If it is determined that you are unable to safely fulfill your professional responsibilities due to impairment, the instructor and relevant academic or clinical supervisors will work with you to determine a course of action. This may include adjusting your clinical hours, providing support, or, if necessary, temporarily removing you from counseling-related coursework or practicum until you are cleared to resume your responsibilities.

6. Self-Care and Professional Resilience:

We encourage students to practice self-care and adopt strategies that promote emotional and physical well-being throughout the course. Regular self-reflection, seeking supervision or peer support, and maintaining a healthy work-life balance are essential in preventing impairment and ensuring you remain capable of providing ethical, competent, and compassionate care to your future clients.

Code of Ethical/Professional Standards and Conduct

According to University policy, graduate programs at Arcadia University prepare students to take positions of responsibility and leadership within their communities and professions. Many of the departments and programs require supervised off-campus clinical experience in which students are expected to conduct themselves as professionals-in-training. These programs represent professions that adhere to established standards of behavior and ethics. Arcadia University students are expected to adhere to those standards. Behavior in violation of ethical or professional standards of the field and/or Arcadia University constitutes grounds for immediate dismissal from the program. In line with this University policy, GPC students are expected to adhere to the established standards of behavior and ethics of the counseling profession. Please see the American Counseling Association's Code of Ethics (<https://www.counseling.org/resources/ethics>). Students are also expected to familiarize themselves with the University's Graduate Academic Policies, which can be found at <https://www.arcadia.edu/academics/resources/registrar/graduate-academic-policies/>.

Personal Counseling Requirement

As part of the GPC's self-care curriculum, MAC students are required to complete six sessions of individual counseling **before starting practicum (PY587)**.

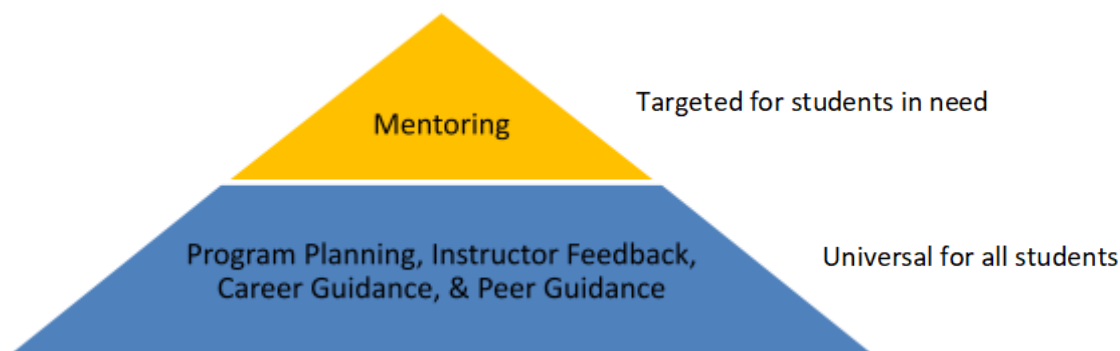
The six sessions of counseling can be completed by two (but no more than two) separate counselors. Proof of completing these sessions must be documented by the counselor(s). Once students have completed their six sessions, they must email the Associate Director with the name and contact information (email address and phone number) of their counselor(s). The Associate Director will then send the counselor(s) a secure survey link that will ask them to confirm the number of sessions attended. No additional information will be collected.

Students may select a therapist through their own health insurance, referral networks, or by accessing Arcadia's Counseling Services. Notably, Counseling Services might refer students to local providers

outside of the university after completing an initial intake. If this occurs (at Counseling services or at any other site), this intake counts as one counseling session. Students can learn more about Counseling Services at <https://www.arcadia.edu/life-arcadia/campus-life-resources/health-wellness/counseling-services/>, where they can also find a comprehensive referral list of local providers. On our GPC Community Canvas page, there is a mental health resource list that can serve as a starting place if you do not have your own therapist already. Additionally, the University has services available for a cost.

Student Support System

The GPC employs a two-tiered system to provide universal support to all students and more intensive mentoring to students who need or desire a higher level of support (see model below). Universal support includes program planning, instructor feedback, career guidance, and peer guidance. This system aims to match students with an appropriate level of support and to give students a voice in selecting a mentor when a higher level of support is required, recommended, or requested.



Universal Supports

Program Planning: The Associate Director meets with students prior to their first semester to collaboratively develop an initial program plan that fulfills the requirements of the MAC. The specific objectives of program planning include:

- To help students design an initial program plan
- To guide students to complete forms to change concentrations or dual degrees
- To support students in completing necessary graduation paperwork during their final year

As described earlier, students can proceed through the program at different paces and with different concentrations. Our Associate Director works with students to help them thoughtfully consider their options to design a plan that best fits their goals and life circumstances. **Nevertheless, it is ultimately students' responsibility to ensure that they complete all core courses and labs, along with necessary elective courses for their concentration(s), to fulfill the requirements of the 60-credit MAC.** Accordingly, students should keep track of their progress by recording the courses and labs that they have completed and those that they still need to complete. Students are encouraged to use the Course Completion Checklist posted on the Canvas page to monitor their progress. **Career Guidance mentors are available to support students with assessing their status in completing their program plans; however, students must demonstrate that they have made an effort to document their completed and remaining courses using the Course Completion Checklist.**

Students are able to modify their program plans if necessary and possible. For instance, a student might

need to slow their pace by taking fewer courses than initially planned due to an unexpected life event. A student could also add or drop a specialty concentration if their interests change as they advance in the program. Career Guidance Mentor will work with students to make these modifications but cannot guarantee that the exact changes are possible nor that these changes will not delay graduation. **After meeting with the Career Guidance Mentor, if students ultimately decide to change their program plans, they should notify our Associate Director at least two weeks before the next registration period opens to allow adequate time to carefully think through the impacts of the proposed changes.**

Students are not permitted to register for courses that do not appear on their program plans or change their concentration(s) without first notifying the Associate Director of these modifications. When students fail to discuss these changes, the GPC is not responsible for the effects of these changes nor liable to modify program policies or procedures to address the consequences of students' decision to deviate from their plans. Importantly, students are not allowed to complete additional courses toward their MAC in semesters following their completion of internship (PY631).

Instructor Feedback: The GPC works to maintain an appropriate culture of feedback within our community. This culture includes the exchange of constructive feedback from faculty to students and from students to faculty. To support students in their counselor education and training, faculty provide all matriculated students with ongoing feedback throughout the semester regarding their progress in developing and demonstrating the essential skills and dispositions of professional counseling. Instructor feedback is also utilized to determine whether targeted mentoring is needed and in cases where remediation or dismissal may be necessary.

Specifically, students will receive feedback from their GPC core course instructors at the end of the semester with regard to their progress in competency areas (see End-Of-Semester Evaluation). Of note, this type of feedback is not provided for any of the multicultural labs or for PY535 (an abbreviated seminar). **Instructors and students are both encouraged to reach out to meet to discuss any significant concerns they have regarding the feedback.** Some (but not all) instructors will offer individual meetings with all of the students in their courses to discuss their feedback and answer students' questions.

As part of this process, all instructors (except for PY535 and PY630L & PY631L) complete an optional Mid-Semester Evaluation for each matriculated student enrolled in their course to provide feedback on any significant concerns (e.g., skills deficits or problematic behavior) that could impede the delivery of effective and ethical clinical care, including direct services (e.g., counseling) and indirect services (e.g., documentation). Of note, on-site supervisors for practicum and internship (PY587, PY630, & PY631) also complete evaluations that are used to assess students' progress and contribute to students' grades in these courses. Please see Canvas for templates of the Feedback Guidelines, End-of-Semester Evaluation, and Site Supervisor Evaluations of Students.

Career Guidance: All matriculated students are assigned a Career Guide at their start of the program. Career Guides are typically full-time teaching faculty members within the GPC. Career Guides will reach out to students to schedule a meeting during their second semesters. Career Guides will also be available to meet on a yearly basis thereafter. Of note, during students' final year, their Internship Seminar Instructors assume the role of their Career Guides given the substantial time devoted to career development during internship seminar meetings. In addition, students also receive career development support through several core courses, including PY500 and PY572. Career Guidance is designed to meet the following objectives:

- To support students in identifying professional interests and career goals
- To encourage and guide MAC students' use of their \$500 Professional Development Fund
- To gather feedback from students about their general experience of the GPC

When providing constructive feedback, students and faculty are expected to follow the GPC's Feedback Guidelines (posted to Canvas). It is also important to note that any concerning feedback that students share about other faculty members and program administrators will be communicated to those individuals to give them the opportunity to reflect, make modifications, and to meet with students to discuss their concerns. **Accordingly, feedback shared by students during meetings with their Career Guides, as well as with other faculty and program administrators, is not confidential.**

Professional Development Fund: All MAC students are awarded the **Arlene Snyder Professional Development Fund (\$500)** upon matriculating into the GPC. This fund is aimed to support students' professional development outside of the program and can be used to pay for conference expenses (e.g., registrations and transportation), professional development workshops, professional association dues, and more. Of note, these funds cannot be used for the purchase of books or other educational materials. **All expenses must be approved by students' assigned Career Guide or the faculty member requiring attendance at a professional development event, at least one week prior to the event.** If using money for a counseling course assignment, approval should come from the course instructor. Students should email their Career Guide or instructor with their request, including a web link or other information about their request. More information may be requested from the students to determine whether the request is appropriate. Students will not be reimbursed for expenses beyond their allotted amount. Please see the Professional Development Fund forms posted to Canvas for more information.

Peer Guidance: All new students are invited to participate in peer guidance. The GPC connects all new students to more advanced students who are available to share their experience of the GPC and the counseling field. There are no required meetings; however, these peers are available to meet as needed during the academic year. During internship, students will also be connected to a recent alum through our Distinguished Alum Program. This program is aimed to help students learn about life during the first few years after graduation and learn from their alum's experiences finding employment, securing supervision for post-graduate training, and navigating the licensure application process. More specific information about this program will be shared at the start of Internship Seminar (PY630).

Targeted Support

Mentoring: Some students in the GPC will require additional support beyond the universal supports outlined in the preceding section. This support is referred to as mentoring. While mentoring styles will vary across faculty members, mentoring is generally aimed to meet the following objectives:

- To establish clear boundaries and expectations for the mentoring relationship and work
- To elaborate on areas for professional growth and discuss methods to reach goals
- To assist in designing concrete plans to meet goals and monitor progress

It is critical to be clear that mentoring is not therapy or counseling. If students reveal information that warrants professional support beyond the boundaries of mentoring or actively seek therapeutic support from their mentor, mentors will provide feedback, review the boundaries and expectations for mentoring, and encourage professional support outside of mentoring.

Mentoring can be recommended, requested, or required:

- Mentoring is **required** for all students who are admitted conditionally to the GPC. Mentoring is also required for students who demonstrate skills deficits or problematic behavior determined that warrant remediation via a Mentoring Plan. Mentoring is typically discontinued once students have demonstrated necessary growth in skills or behavior (e.g., met the terms of their conditional acceptance or Mentoring Plan); mentoring can continue at students' request. In particular, anyone receiving a 1 or 2 on their Site Supervisor Evaluation and/or End-of-Semester Evaluations may be required to complete mentoring.
- Mentoring is **recommended** for students who appear at-risk for demonstrating skills deficits or problematic behavior that could warrant remediation in the future. When mentoring is recommended by the core faculty, it is strongly encouraged but optional for the student. Students receiving a 3 on any evaluations may be recommended to engage in mentoring as an additional support system.
- Mentoring can also be **requested** by students who would appreciate a higher level of support beyond the universal supports provided by the program. Students can request mentoring at any point during the academic year.

Students deserve a voice in choosing their mentor. Our core faculty members (Cain-Baxter, Hawk-Purcell, Morrow, Reid, and Schwartz) can each serve as a mentor, when their schedules allow. When mentoring is requested, recommended, or required, the core faculty will discuss who is available to provide mentoring and share a list of possible mentors with the student in need. The student can then select a mentor from that list. Since the GPC has a small core faculty, it is unlikely that all core faculty members will be available to initiate mentoring every semester. Students will also need to change mentors when faculty members are on sabbatical or other leave from the University (e.g., medical or parental leave). Of note, when mentoring is **required**, students must choose a mentor from the list or possible mentors provided. However, when mentoring is **recommended** or **requested**, students are not obligated to choose a mentor from the list provided and may pursue mentoring outside of the GPC (e.g., with a counselor, professional coach, community member, family member, friend, etc.).

The need for mentoring is communicated to students at different times, depending on their circumstances. For students who are conditionally admitted to the GPC, the Program Director will communicate the requirement of mentoring at the time of their admission. When mentoring is required for already matriculated students, when possible, a core faculty member will meet with the student to discuss this requirement. Decisions to require mentoring are typically made at the end of a semester when the core faculty review all students' academic and behavioral progress. However, mentoring could be required, recommended, or requested at any point during the academic year. **Of note, mentoring is not typically provided in the summer because most of our faculty members are not contracted with the University during the summer.**

Students can request mentoring by completing a form (<https://forms.gle/M2h7GNSxwq8AXySw6>) and emailing the Program Director to indicate that they submitted a request. Failure to send this email could lead to a delay in mentoring. The form asks students to offer a brief explanation of why they would like a higher level of support and what they hope to work on in mentoring. The core faculty will review students' requests to determine whether mentoring is appropriate and follow up with the student.

Student Evaluation, Remediation, & Dismissal

The GPC's MAC curriculum is designed to carefully assess students' progress and identify students in need of remediation or at risk for dismissal. Students are evaluated by faculty throughout the academic year in terms of meeting academic and behavioral expectations.

Academic Progress: Students' **academic progress** is assessed via graded learning activities (e.g., exams, papers, journals, activity logs, oral presentations, role-plays, and other assignments). A grade point average of *B* or better (GPA of 3.0 or higher) is required for admission to degree candidacy, to begin Internship (PY630 & PY631), and for graduation. Only 6 credits of *C* or *C+* grades will count toward students' degree. **Any grade below *C* is considered failing, cannot be applied toward a degree, and could result in dismissal from the program.** Importantly, a grade of *B* or above is required to pass Internship (PY630 & PY631) because this is the culminating activity of the MAC curriculum.

In the case of a failing grade, the core faculty will review students' academic and behavioral progress to date to determine whether continuation in the program is warranted. When students are given special permission to proceed (after failing a course), the failed course must be repeated, may only be repeated one time, and must be passed in order to proceed in the program. No more than two core courses may be repeated by a student. **In many cases, mentoring will be required for students who fail a course (but are not dismissed from the program).**

Notably, students are able to **appeal final grades** following University guidelines. To learn more about the appeal process, see <https://www.arcadia.edu/academics/resources/registrar/graduate-academic-policies/>. Students are also able to **withdraw from courses** during the semester if they are concerned that they might fail the course or have missed three or more class meetings for fall and spring courses and two or more class meetings for summer courses. Of note, there are multiple options to withdraw from courses at different points during the semester, and students are encouraged to contact the Division of Student Success (Studentsuccess@arcadia.edu) to learn more about their options. In circumstances such as illness or personal emergency, students can **request an Incomplete grade (*I*)** from their course instructor. If the instructor approves this request, they will complete a form that stipulates the outstanding work and provides a deadline for the completion of this work. The instructor's request will be reviewed for approval by the Division of Student Success. For more information about Incomplete grades, please see <https://www.arcadia.edu/academics/resources/registrar/graduate-academic-policies/>.

Competency Progress: Students' **competency progress** is evaluated on an ongoing basis during their time in the GPC. Specifically, all matriculated students are assessed in their progress developing and demonstrating the essential skills and dispositions of professional counseling (see End-of-Semester Evaluation). Faculty assess students' progress toward competency in these areas by observing their interactions during class, their behavior at external training sites, in other experiences with students, faculty, and staff (on or off campus), and performance on class assignments. These interactions include in-person exchanges, as well as electronic communication, including social media. **When students fall short of meeting the GPC's competency expectations (receiving a 1 or 2), they may be subject to required mentoring, leave of absence, or dismissal. In particular, any student who receives a 1 (Harmful) in any area may be dismissed from the program.**

As discussed earlier, feedback on progress in the program is shared in students' folders before the start of the next semester. Core course instructors (except PY535 and labs) complete the End-of-Semester Evaluation after the final assignments have been reviewed. Once the core faculty review all of the evaluations, you will receive notification that your student folder has been updated. In addition, all instructors (except for PY535) complete an **Mid-Semester Evaluation** for each matriculated student enrolled in their course to provide feedback on any concerns (e.g., skills deficits or problematic behavior) that could impede the delivery of effective and ethical clinical care, including direct services (e.g., counseling) and indirect services (e.g., documentation). Not every student will receive feedback at mid-semester—this is just a check-in if there is any concern. Of note, on-site supervisors for practicum

and internship (PY587, PY630, & PY631) also complete evaluations that are used to assess students' progress and contribute to students' grades in these courses. Please see Canvas for templates of the Mid-Semester Evaluation, End-of-Semester Evaluation, and Site Supervisor Evaluations of Students.

Internship: **Notably, if a student fails internship (by earning a grade lower than *B* in PY630 or PY631 OR by being dismissed from their training site for problematic behavior), they will not earn their MAC.** However, they can submit a written statement to the Program Director indicating that they wish to repeat internship and outlining the steps that they will take to remediate their academic or behavioral challenges. The GPC's core faculty will discuss the statement and then issue a decision about whether the student is permitted to repeat internship and when it is appropriate to do so. Of note, mentoring will be required for students who are allowed to repeat internship.

Notably, if a student does not complete their training hours (600 total hour including 240 direct hours), they will be required to repeat internship, unless they were prevented from completing their hours due to reasons beyond their control (e.g., their training site discontinues the services they were contracted to deliver or approved supervisors are no longer available to provide supervision). In these cases, the student must first discuss their situation with their Internship Seminar Instructor (PY630 or PY631). If the instructor agrees that the student was prevented from completing their hours due to unavoidable circumstances, the instructor must submit a request for a temporary extension of internship training (PY641). Notably, these extensions cannot be approved for students who did not honor the terms of their site agreement (e.g., they did not consistently complete the contracted weekly hours) prior to any event(s) that later impeded their completion of training hours. That is, if students were not meeting expectations before they experienced the impairing event(s), they will not be granted an extension.

Remediation: Students who demonstrate limited development in their academic or behavioral skills may be placed on remediation if the core faculty determine that the student has demonstrated the capacity to develop competency in these areas of concern. In these cases, remediation is required and occurs through mandatory Targeted Mentoring. Please see above for more information about the mentoring process and objectives. Of note, students placed on remediation will work with their mentor to develop a **Mentoring Plan** that includes academic or behavioral goals, along with a list of actionable strategies to meet these goals. Importantly, when a student is placed on remediation, the core faculty will provide the student with a timeline to meet the goals of their Mentoring Plan. When students meet these goals by their deadline, they can choose to discontinue mentoring. When students do not meet their goals by the deadline, the core faculty will review their progress and determine appropriate steps, which could include dismissal, leave of absence, or continued mentoring under a revised Mentoring Plan.

Dismissal: Students who demonstrate problematic academic or behavioral skills will be dismissed from the GPC if the core faculty determine that student will not be able to develop competency in the time allowed by the graduate program. As noted, any grade below *C* is considered failing and could result in dismissal from the program. Moreover, any grade below *B* is failing for Internship (PY630 & PY631) and prevents the student from earning their MAC unless they are permitted by the core faculty to repeat internship (see preceding Internship section). Regarding problematic behavior, in many cases, students will be afforded the opportunity to address behavioral concerns through required mentoring (see preceding Remediation section). However, certain academic or behavioral concerns could be so problematic that they warrant immediate dismissal without opportunity for remediation (e.g., blatant plagiarism, dishonest reporting on training hour logs, serious boundary violations with clients, or other unethical behavior with peers, faculty, supervisors, clients, or colleagues).

When a student is dismissed from the program, the Program Director and Career Guide (or another

faculty member) will make an effort to meet with the student to communicate the core faculty's decision. The student will also receive a letter documenting their dismissal by email. Should the student wish to appeal their dismissal, they can submit a written statement to the Program Director by the deadline provided in their dismissal letter. The appeal must contain specific information about extenuating circumstances that were not previously communicated by the student. The core faculty will consider the appeal and make their final determination, which will be communicated to the student by email. At that point, if the student believes that unfair actions have taken place, the student may submit an additional written appeal to the Division of Student Success (Studentsuccess@arcadia.edu) copying the Program Director, Bre Donnelly (donnellb@arcadia.edu), and Peter Siskind (siskindp@arcadia.edu). For more information about the University's general dismissal guidelines and dismissal appeal process, please see <https://www.arcadia.edu/academics/resources/registrar/graduate-academic-policies/>.

Leave of Absence

As noted earlier, students may be required to take a leave of absence to address significant academic or behavioral concerns. Students can also choose to take a leave of absence if necessary. According to University policy, "a student who is unable to register for courses because of a serious illness, personal/professional reasons, extraordinary job requirements or military service may be granted a leave of absence without penalty. The leave of absence is normally limited to one year. The student must inform the chair in writing of his/her intention. [For the GPC, students should contact the Program Director to communicate their intent to take a leave of absence from the program.] A leave of absence must be confirmed by the Division of Student Success." **Students with an absence of one year without an approved leave of absence or who extend leave beyond one year must reapply to the GPC following the general admissions requirements for all applicants.** For more information, please see <https://www.arcadia.edu/academics/resources/registrar/graduate-academic-policies/>.

Withdrawal from the University

A student who plans to withdraw from the GPC for personal reasons should notify the Program Director and the Division of Student Success (Studentsuccess@arcadia.edu), in writing of their intent to withdraw. The student may reapply to the GPC within two years of the withdrawal date by following the general admissions requirements for all applicants. For more information on withdrawing, please see <https://www.arcadia.edu/academics/resources/registrar/graduate-academic-policies/>.

Documentation of Student Progress

Concerns about a student's academic or behavioral progress in the program can be documented in multiple ways, and all documentation is included in students' individual program folders. All matriculated students have their own digital folders that include important program documents.

When student concerns emerge in the context of a GPC course, they could be documented on Feedback Forms or End-of-Semester Evaluations completed by faculty during the semester and filed in students' program folders, along with students' Practicum and Internship Supervisor Evaluation forms.

When student concerns emerge in the program but outside of the context of courses (e.g., via meetings or communication with GPC administrators, faculty, or staff), a brief **Concern Note** detailing the concerns will be prepared and filed in students' program folders. Concern Notes describe the concerning behavior and document when and where the behavior occurred.

Practicum and internship supervisors occasionally contact the GPC to share concerns about students' progress or behavior. When supervisors share concerns in writing, these communications will be filed in students' folders. When supervisors communicate concerns during calls or meetings, a brief **Meeting**

Note will be prepared and filed in students' folders. Meeting Notes indicate who was present at the meeting, describe the concerning behavior, and document when and where the behavior occurred.

If other members of the University community (e.g., faculty from other programs, University administrators, staff members) share student concerns with the GPC, the core faculty will document these concerns via a Concern or Meeting Note and file it in students' program folders.

When student concerns emerge via other written communication in the program (e.g., emails, assignments, discussion boards, social media postings, etc.), the original communication may also be filed in students' program folders.

Documentation regarding Remediation and Dismissal

When students are placed on remediation, all email exchanges and other documents related to remediation (e.g., Mentoring Plans) will be filed in students' program folders. In addition, after students meet with administrators to discuss remediation, a brief Meeting Note will be prepared to detail the meeting and will be filed in students' program folders.

When students are dismissed from the GPC, all emails and other documents related to dismissal (e.g., Dismissal Letters) will be filed in students' program folders. In many (but not all) cases, students who are dismissed will have previously met with faculty and/or administrators to discuss the concerns that eventually led to their dismissal. All of these meetings will be documented with a brief Meeting Note and filed in students' program folders.

Graduation

Graduation occurs after students have completed all of the course requirements in their particular program plan and have successfully completed Internship. Students are responsible for notifying the University of their expectation of completing degree and certificate (concentration) requirements. Our Associate Director will email all graduating students to direct them to submit these forms during their final semester. Notification of Degree and Certificate Completion forms are both available at <https://www.arcadia.edu/academics/resources/registrar/graduate-forms/>.

Financial Assistance

The GPC has a **limited scholarship fund**. Scholarships are only offered to students at the time of admission to the program. For information about how scholarships are *paid*, students can contact the Office of Financial Aid (<https://www.arcadia.edu/admissions/tuition-financing/>).

In addition, a one-course discount is offered to all individuals admitted to the MAC program who previously earned an undergraduate or graduate degree conferred by Arcadia University. Specifically, payment for one 3-credit course is waived during the first semester as a matriculated student in the Counseling program.

To our knowledge, graduate students who have been accepted into a degree program and enrolled for at least 6 credits per semester are eligible for financial aid. **All questions regarding other forms of financial aid should be directed to the Office of Financial Aid** (<https://www.arcadia.edu/admissions/tuition-financing/>).

Graduate Assistantships

The GPC offers several paid Graduate Assistantship (GA) positions each academic year, pending the availability of funding and open positions. GA positions are typically sustained each fall and spring

semester that a student is enrolled in the GPC; however, we occasionally offer summer GA positions and time-limited GA positions (e.g., a special appointment assisting faculty scholarship). Students are encouraged to share their interest in pursuing GA positions during in-person interviews. Decisions about GA positions within the GPC are based on merit (e.g., academic record and previous work experiences), as well as students' interests. Prospective students should contact the Associate Director for more information about GA opportunities and see <https://careerlaunchpad.arcadia.edu/channels/student-employees/>.

Other Graduate Student Employment

Other forms of employment may be also available to graduate students across the University. Students may apply for employment upon acceptance and registration. For information on employment opportunities, please see <https://careerlaunchpad.arcadia.edu/channels/student-employees/>.

Graduate Students Awards & Honors

The University honors students with various awards to recognize their work. These awards include: Richard A. Polis Award, Molly Haas Valentine Award, and the Golden Disc Alum Award. The Counseling program also offers the Samuel Cameron Award, as well as the newly established Gillem-Bartoli Alum Award for Social Justice. Graduate students from all disciplines are also eligible to apply for the Ellington Beavers Fund for Intellectual Inquiry.

The University also sponsors a chapter of Alpha Epsilon Lambda (AEL), the national honor society for the promotion of academic excellence for graduate professional students. The mission of the organization is to confer distinction for high achievement, promote scholarly leadership development, promote scholarship and encourage intellectual development, enrich the intellectual environment of graduate institutions, and encourage high standards of ethical behavior. Graduate students seeking membership must have completed a minimum of 15 graduate semester hours and have been placed on the Graduate Dean's Distinguished Honor List for the previous semester, attain a quality point average in the upper 10 percent of all graduate students currently enrolled in their department, and provide a record of leadership and service to the campus and to the community. Students who are eligible for AEL will be contacted by the University and provided information about how to apply.