



Master of Arts in Counseling

Student Handbook

Fall 2026

Master of Arts in Counseling Program

Graduate Studies in Counseling
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Welcome!

Welcome to Heidelberg University and the Graduate Studies in Counseling Program!

We are so pleased that you have chosen our program to begin your journey into the field of professional counseling. Heidelberg University is committed to providing an excellent learning experience that will help students and graduates lead lives with purpose and distinction. Similarly, the Master of Arts in Counseling (MAC) Faculty is committed to creating an environment where you will grow professionally and personally during your journey into the field of professional counseling.

The following Handbook is provided to assist in guiding you in this exciting venture. The MAC Program Handbook for graduate students, hereafter known as the MAC Handbook, should be used in conjunction with the most current versions of Heidelberg University's Graduate Studies Catalog (Graduate policies included) and the MAC Field Experience Handbook). The MAC Handbook should not be used in place of these documents. In some instances, the MAC Handbook may provide details and explanations of policies and procedures noted in the Graduate Studies Catalog and the Heidelberg Student Handbook. Hard copies of the current Graduate Studies Catalog and MAC Handbook are provided to all new students prior to taking classes and during the required New Student Orientation in August. Copies of the Catalog, MAC Handbook, and Field Placement Handbook are available to all students in the Graduate Studies suite on the second floor of the Bareis building. Copies are also available [online](#).

Please remember that it is the student's responsibility to obtain and adhere to the latest editions of these documents. These official documents are revised yearly, prior to the August New Student Orientation.

On behalf of the entire MAC Faculty and Heidelberg University, I give you our very best wishes for fulfillment and success.

Warm Regards,

Meagan S. McBride, Ph.D., LPCC-S
Director, Graduate Studies in Counseling
Chair, School of Behavioral Sciences
Heidelberg University

Heidelberg University Institutional Mission

Heidelberg University is a community of learning that promotes and nurtures intellectual, personal, and professional development, leading to a life of purpose with distinction.

MAC Program Mission

The Master of Arts in Counseling program (MAC) is dedicated to educating, motivating, and preparing highly qualified, ethically, and culturally competent, professional counselors. The MAC program is committed to providing students with the skills and knowledge necessary to address client issues in a diverse and global society.

Program Objectives

The MAC Program will:

1. Provide students with the knowledge and skills to successfully obtain licensure and employment as professional counselors post-graduation.
2. Prepare students to use the highest ethical and legal standards in professional counseling practice.
3. Provide students with the curriculum to address the knowledge and skills identified in the CACREP eight core areas.
4. Emphasize diversity issues that will prepare students to be effective counselors in a global society.
5. Prepare students to demonstrate in-depth knowledge of self-selected specialized areas of counseling.
6. Provide students with up to date and evolving curriculum to effectively address emerging and vital issues such as trauma, crisis, emergency preparedness, technology, neurocounseling, addictions, etc.

MAC Student Learning Outcomes

The MAC program has identified thirteen (13) Student Learning Outcomes (SLOs) based on general themes of the 2024 CACREP Standards and the MAC program objectives. Each of the thirteen MAC SLOs are assessed at the introductory, practice, and mastery level. Students are assessed on the degree to which they demonstrate Introductory (I), Reinforcing (R), and mastery-level (M) competence in these thirteen areas through their performance on the aligned course or program assignment. These learning outcomes address both the **skills** and **knowledge** students will have from the eight core areas of CACREP. These thirteen SLOs are as follows:

1. Articulate the roles and responsibilities of a counselor and demonstrate a strong professional identity.
2. Apply and adhere to ethical and legal considerations in professional counseling.
3. Demonstrate an understanding of social and cultural diversity in counseling practice within a global society.
4. Apply lifespan developmental, social, and psychological processes that underlie human development and family life cycle transitions to the case conceptualization of clients.
5. Use theories of career development to assist with career development, planning, and counseling.

6. Demonstrate knowledge of counseling theories, techniques, and skills to establish and maintain an effective relationship.
7. Demonstrate a general framework for assisting with crisis intervention, trauma informed care, and community-based strategies.
8. Demonstrate knowledge of counseling theories, group dynamics, techniques, and skills necessary to effectively facilitate group counseling.
9. Demonstrate the ability to administer and/or interpret the results of instruments that measure career, aptitude, personality, achievement, and interests.
10. Evaluate counseling outcome outcomes using research and program evaluation concepts.
11. Demonstrate the ability to function and perform professionally and competently in a field 1. setting.
12. Demonstrate an understanding of professional counseling practice in a variety of settings, including the use of data to assess program effectiveness and client outcomes.
13. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, intake interviews, mental status evaluations, biopsychosocial history, mental and health history, and psychological assessment for the diagnosis and treatment of mental health disorders.

Conceptual Framework: Vital Connections

The graduate counseling programs at Heidelberg University are based on a constructivist philosophy. This means that the pre-service candidates and in-service counselors-in-training in our programs build or construct their knowledge because of a student-centered, hands-on approach to learning. From the beginning of their experience at Heidelberg, our students are actively involved in their coursework and development of counseling skills and experiences.

Students build or construct their new knowledge about counseling using several tools - ***theory, practice, and reflection***. These are the building tools that connect the constructivist core of the conceptual framework to each of the counseling licensure concentrations.

Heidelberg University MAC Standards

1. ***Theory*** - principles of human development, assessment systems & change
2. ***Practice*** - clinical and field experience
3. ***Reflection*** - thinking about, evaluating and revising one's philosophy of change.

Thus, constructivism is at the core of the conceptual framework, and the building tools of theory, practice, and reflection connect this core to each of the licensure programs.



Accreditation

The MAC Program's clinical mental health counseling concentration is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through March 31, 2027. This Program offers a CACREP-accredited Master of Arts degree in Counseling with a concentration in Clinical Mental Health Counseling.

The Clinical Mental Health Counseling concentration is fully approved by the Counselor Professional Standards Committee (CPSC) of the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board (OCSWMFT) as a Board Approved Program for individuals pursuing the Licensed Professional Counselor (LPC) and Licensed Professional Clinical Counselor (LPCC) credentials.

Students that anticipate practicing in a state other than Ohio should check for curriculum capability with the licensure requirements of your identified state and/or licensure portability options.



Admission to the Program

Application Requirements for Degree Seeking Students

Applications for admission to the Master of Arts in Counseling (MAC) degree program are accepted on a rolling basis and should be submitted to the Office of Admissions, either through the Heidelberg University website or by direct contact with the Admissions staff. While applications are reviewed continuously to facilitate an open and timely admission process, students may begin the program only in the Summer or Fall semesters. Applicants are encouraged to submit materials early to ensure sufficient time for review, advising, and enrollment in their desired start term.

Steps for Completing the Master of Arts in Counseling Degree

*Requirements to **Enter** MAC Program (begin taking coursework)*

All applicants enter the Program as Conditional Admits. The specific requirements needed for an applicant to take a graduate course are as follows:

1. The completed Graduate Studies Application for Admission.
2. Transcripts will be accepted from a college or university accredited by the North Central Association of Colleges and Schools Higher Learning commission or other regional accrediting commissions which have been recognized by the council on Higher Education Accreditation (CHEA). Official (sealed) transcripts sent directly from all previously attended regionally accredited colleges or universities. Applicants must have:
 - a. earned a Bachelor's degree.
 - b. a minimum cumulative GPA of a 3.0 or higher on a 4.0 scale
1. *If an applicant does not have a minimum undergraduate GPA of 3.0 on a 4.0 scale, they **must** take an additional credit of COU 502: Introduction to Professional Counseling Identity during the first semester and receive a grade of B- or better. During this semester, the Conditional Admit is not allowed to take more than 10 hours (including COU 502).
 - c. International applicants must complete the above requirements in addition to the International applicant requirements explained in the **Graduate Catalog**.
3. Heidelberg University offers a rolling admission system in which students may enroll in fall or summer semesters. All students are required to attend the on campus New Student Orientation held prior to the Fall semester.
4. Completion of at least the equivalent of twelve (12) semester hours in the behavioral sciences from an accredited institution. The hours completed in behavioral sciences should include a minimal understanding of research/quantitative methods and abnormal behavior. In cases where the applicant is judged to be deficient in the behavioral sciences, he/she may be required to successfully complete appropriate undergraduate courses without graduate credit before admission on a regular status is granted.
5. Upon receipt/completion of items 1 through 4 above, Conditional Admits may enroll in any of the following courses: COU 502, 503, 504, 505, 518, 522, or 532, not to exceed 10 semester hours in one semester, while completing the admission process.

*Requirements for **Full Admission** into the MAC Program*

To be considered for full admission, the following need to be received or completed:

1. Receipt of all materials from Requirements to Enter MAC Program.
2. Attendance at a New Student Orientation held once a year in the fall.
3. Successful completion of the three (3) Foundation courses (COU 504, 505, 532).
4. Two letters of recommendation to be written on forms supplied by the MAC program (letters of recommendation written on letterhead are preferred). The letters must be from professional or academic persons knowledgeable of the Conditional Admits' professional experiences, dispositions, and aware that the applicant is seeking a counseling degree.
5. A 2–3-page statement of professional goals with autobiographical information that includes reasons for wanting to enter the Program and a statement of personal strengths and weaknesses useful in the counseling profession.

6. Submission of a Criminal Identification background check (BCI) and an FBI background check, sometimes referred to as a BCI&I (applicant expense). *In the event that the applicant has been convicted of a criminal offense (other than a minor traffic violation), the University will require a separate explanation of circumstances. The Program Director reserves the right to make the final decision with regard to acceptance in the Master of Arts in Counseling Program and also reserves the right to depart from and/or supplement the admission criteria based upon the best interests of Heidelberg University.*
7. Maintenance of Good Academic Standing as defined in the **Graduate Catalog**.
8. Interview with the MAC Graduate Admissions Committee who will make a recommendation for final admission to the Program Director. Following this interview, the Conditional Admit will receive a written decision regarding their admission status. Conditional Admits accepted into the MAC Program are reclassified as a Full Admits meaning they are a candidate to the MAC degree program. Candidates are then assigned an academic advisor. **(Throughout this catalog, the terms “full admits” and “MAC candidate” are used interchangeably).**
9. The Program Director will screen applicants who meet academic admission criteria. The Program Director will evaluate and rate each applicant for (a) academic achievement and potential, (b) letters of recommendation, (c) related work or volunteer experience, (d) writing skills, and (e) educational background. The Director will then recommend the best overall qualified applicants for an interview with the Department Admissions Committee.

Note: All new students must register for course COU 501, New Student Orientation, (course is transcribed for 0 credit hours), and students attend the ENTIRE session that is held yearly on the Saturday prior to the beginning of the fall semester. Orientation is designed to orient new and continuing students and faculty on such issues as:

- policies of the MAC program and Heidelberg University
- academic advising and program matriculation
- MAC faculty and staff, counseling training laboratory, curriculum, registration, financial aid, bookstore, library, and miscellaneous University-supported resources
- Students receive a current copy of the Graduate Catalog, The MAC Handbook, review the MAC website
- Current changes in Ohio laws and ethical codes
- Information on state licensure and accreditation

The Admissions Committee is composed of full time and selected adjunct faculty. The purpose of the interview is to provide applicants with additional information about the Program, ensure the program will meet applicants' needs, assess applicants' personal suitability to provide interpersonal counseling, assess the relevance of applicants' professional goals and objectives to the program and faculty, and to assess applicants' ability in the following areas:

1. Academic Criteria
 - a. Clarity of the appropriateness of personal and professional goals.
 - b. Match between applicant's goals and Program offerings.
 - c. Realistic plans for completing the degree.
 - d. Relevant counseling-related experiences.
 - e. Relevant academic background.

- f. Experience or training in cultural differences.
 - g. Ability to organize thinking about an ethical, multicultural issue and clearly articulate their thoughts in a written essay.
- 2. Counseling Skills
 - a. Ability to establish rapport with the Committee.
 - b. Appropriate nonverbal/attending behaviors.
 - c. Concrete and focused communications
 - d. Appropriate level of responsibility during the interview.
- 3. Personal Characteristics
 - a. Good judgment in sharing personal feelings, thoughts, and experiences.
 - b. Adequate personal awareness and growth through life experiences.
 - c. Appropriate interpersonal and communication skills.
 - d. Emotional maturity and stability.

The Program's Admissions Committee will make a final determination regarding an applicant's admission after a group discussion and after all members have read and provided comments on the written essay. Applicants are provided information relative to variables used in admissions decisions, as well as a rubric used for assessing their admissions interview essay. Applicants will be notified of the Committee's decision by mail.

All MAC candidates will be held to the catalog requirements in effect at the time first enrolled in coursework in their graduate program; however, revisions to course prerequisites and curriculum effected by CACREP, OCSWMFT Board, and/or Ohio Department of Education (ODE) apply to all candidates regardless of the catalog of admission.

Requirements for State Licensure

Candidates who complete the curriculum requirements for the Master of Arts in Counseling – Clinical Mental Health Counseling concentration are eligible to sit for the Clinical Mental Health Counseling licensure exams with the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board (OCSWMFT).

Clinical Mental Health Counseling Licensure

The Ohio Counselor, Social Worker and Marriage & Family Therapy Board (OCSWMFT) uses the National Counselor Exam (NCE) administered by the National Board of Certified Counselors (NBCC) for the LPC license. Candidates who wish to graduate from the MAC with an Ohio LPC license are eligible to apply for licensure and sit for the NCE during their last semester of coursework. Candidates apply for licensure on-line through the OCSWMFT website. Most agencies and credentialing bodies require a police background check. Candidates must provide verification of current BCI and FBI background checks to the OCSWMFT to be eligible for licensure. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or doing a practicum or internship in an agency. The MAC Program Faculty and Heidelberg University are unable to make the determination about whether a conviction will prevent someone from getting a license.

For questions about licensure In Ohio, contact the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, 50 West Broad Street, Suite 1075, Columbus, OH 43215-5919, telephone (614) 466-0912.

School Counselors Seeking Licensure as a LPC or LPCC

Persons with a master's degree in School Counseling from a CACREP accredited program, with a current license in school counseling, who wants to become a Licensed Professional Counselor (LPC) in Ohio have to complete any and all coursework currently required for LPC or LPCC licensure that was not completed as part of their master's degree in School Counseling. Candidates can submit their transcripts for an audit to determine their eligibility, and which courses are required.

Candidates may have to retake courses from their original degree program if there has been significant changes since the course was taken (e.g.: retaking an ethics course if the ethical standards have been updated).

Please note that non-degree students probably may not be eligible for federal student loans -- check with financial aid.

Admission as a "Coursework Only" Student

Students who do not wish to be admitted to the graduate counseling program, but wish to take courses for credit, will be permitted to do so provided they hold a bachelor's degree from a regionally accredited institution and complete the non-degree graduate application form. Students with at least a bachelor's degree are only allowed to take up to 12 semester hours without being formally admitted to a degree program, and still have the hours count towards a master's degree in counseling, if approved by the Program Director.

Under no circumstance shall a student who wishes to transfer from "Coursework Only" status to program status be allowed to apply more than 12 semester hours of credit toward the master's degree. Students who enter with a master's degree in counseling may take courses toward licensure. Both categories of students must follow the prescribed application process.

"Coursework Only" students will complete all the steps outlined in Requirements to Enter MAC Program discussed above.

Written Endorsement Policy

The faculty of the Master of Arts in Counseling (MAC) program provide written endorsements for students and graduates under the following conditions:

- **Credentialing and Licensure**
 - Faculty will endorse students for credentialing, certification, and/or licensure only for the field of counseling (i.e. Clinical Mental Health Counseling) and only for the specific professional roles for which the student has been prepared.
 - Endorsements for licensure will be provided only when a student has successfully completed all curricular, clinical, and program requirements and has demonstrated the professional competence, ethical behavior, and dispositions required of a counselor.
- **Employment**
 - Faculty may provide letters of recommendation for employment consistent with the student's demonstrated training, competence, and fitness for the position sought.

- Recommendations are written at the discretion of faculty and are based on direct knowledge of the student's academic, clinical, and professional performance.

The MAC program does not endorse students for employment or credentialing outside the scope of their training or for positions for which they are not adequately prepared.

Advising

All students enter as conditional admits and initial advising is provided by the Program Director. Upon full admission to the MAC program, students will be assigned an advisor from among one of the faculty members within the department. This faculty member will be the student's academic advisor for the duration of degree unless the student requests, in writing, a change of advisor. Students are expected to schedule annual meetings with their advisor to receive feedback and advice on program progress.

Newly admitted students should seek out their advisers immediately upon receipt of their acceptance notice. Information related to courses of study, sequencing of courses, scheduling, practicum reservations, internships, and other pertinent information is available through the advisors.

Curriculum

The duties and responsibilities of counselors imply the development of certain knowledge, values, attitudes, and skills in several areas of competency. The areas of competency covered by this curriculum correspond to those required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), ODE, and OCSWMFT Board. The curriculum for the Clinical Mental Health Counseling Program is a 60-to-61-semester hour program. Licensure as a licensed professional counselor (LPC) or licensed professional clinical counselor (LPCC) in the State of Ohio requires 60 semester hours of coursework. Syllabi for all courses are available for review by all enrolled or prospective students.

Clinical Mental Health Counseling Curriculum

MASTER OF ARTS IN COUNSELING CURRICULUM

All candidates seeking the MA in Counseling degree must complete the following courses and field experience.

Foundation Courses (Must be taken as first four courses)	Semester Hours
COU 502 Introduction to Professional Counseling Identity	1-2
COU 503 Human Growth and Development	3
COU 504 Theories of Counseling.	3
COU 532 Professional Issues in Counseling: Legal and Ethical	3
Core Courses	
COU 505 Techniques of Counseling	3
COU 508 Group Processes in Counseling	3
COU 510 Assessment and Appraisal	3
COU 511 Applied Research and Quantitative Methods	3
COU 518 Career Planning and Vocational Guidance	3
COU 522 Counseling Children and Adolescents	3
COU 535 Couples, Relationships, and Families	2
COU 537 Social Foundations in Cross-Cultural Counseling	3
COU 611 Trauma and Crisis	3
COU 613 Trauma Intensive & Integrated Treatment Modalities	1
COU 636 Human Sexuality	1
COU 637 Substance Use and Abuse	3
Clinical Courses	
COU 512 Clinical Mental Health and Agency Counseling	2
COU 609 Etiology & Diagnosis of Mental Disorders	3
COU 610 Treatment of Emotional and Mental Disorders	3
COU 545 Elective (Variable 1-3 credit hours)	1-3
Field Experience	
COU 580 Practicum in Clinical Counseling	3
COU 583 Internship Experience for Clinical Counseling	6
COU 690 Comprehensive Examination	0

Academic Requirements

Academic Standing

To remain in good academic standing, the graduate student must:

1. Achieve a cumulative GPA of at least 3.000 once the student has completed ten credit hours and maintain a cumulative GPA of at least 3.000 for all graduate work completed at Heidelberg University
2. Not have received any grades of F.
3. Not have received more than one unattended grade of C.

An “unattended C” means the following:

When a student receives a course grade of C+, C, C-, hereafter designated by C, the student may repeat the course. If the student does so AND receives a course grade of B-, B or better, the C is said to be “attended.” When a student does not repeat a course in which he or she received a C, or does repeat a course and again receives a grade of C, the C is “unattended.” This would mean that the second C would constitute grounds for dismissal from the program. In addition to these standards, the Director of each program will retain some flexibility in determining when a student is not in good academic standing. See “Evaluation of Graduate Students’ Non-Academic Performance in the Clinical Counseling Program” for MAC. For more information on repeating a course, see the “Repeat Course Grade” policy.

A student who fails to comply with any conditions of good academic standing at any point in the graduate program can be either put on probation, suspended from the program, or dismissed. When a student is suspended or dismissed from the program, he or she can appeal the action to the Graduate Studies Committee (GSC). When a student is put on **probation**, he or she cannot appeal the action.

The student can be put on **probation** under any of the following conditions:

1. The student’s cumulative GPA falls below 3.000 in any given semester once the student has completed ten credit hours
2. The student’s behavior does not meet the standards of the profession as documented by the Program Director or the Vice President for Academic Affairs/Provost. (See “Evaluation of Graduate Students’ Non-Academic Performance in the Clinical Counseling Program.”)

When the student is put on probationary status, the Director of the graduate program will communicate in writing to the student:

1. the reasons for probation
2. conditions (including deadline) that the student must meet to return to good academic standing.

A student is permitted to take no more than two courses per semester (or term) while on probation.

The general conditions for changing one’s probationary status in a program are as follows:

1. The student’s GPA must be at a 3.0.

2. There must be an improvement in the student's professional behavior to an acceptable level as evaluated by the Program Director. (See "Evaluation of Graduate Students' Non-Academic Performance in the Clinical Counseling Program.")

Individual Program Directors may impose additional or different restrictions (from those stated above) on students in their programs, including mandatory registration requirements, limiting the number of hours, or specifying retaking of particular course(s) before continuing the regular sequence. These will be communicated to the student in writing by the Program Director, and a copy will be forwarded to the Registrar, the student's file, and the Provost. If the student is placed on probation a second time (after returning to good standing), the student will be dismissed from the program.

The student will face **suspension** for one term or semester under the following condition:

1. If the student has not met the conditions of return to good academic standing by the deadline communicated in the letter from the Program Director.

When the student is suspended from the program, the decision and the conditions to return to good academic standing will be communicated by the Program Director to the student, and a copy will be forwarded to the Registrar, the student's file, and Provost. While suspended, the student **will not be able** to enroll in any program coursework at Heidelberg University. The student has the right to appeal to the Graduate Studies Committee (GSC).

The general conditions for changing one's suspended status in the program are as follows:

1. Student has met the conditions communicated in the letter from the Program Director.
2. Student has won an appeal to the Graduate Studies Committee (GSC). (If the appeal is granted, then the conditions must be stated in a letter from the Graduate Studies Committee (GSC) to the student, and copies of this letter will be forwarded to the Registrar, the Provost, the Program Director, and the student's file.)

The student will be **dismissed** from the program for the following reasons:

1. The student has received two unattended C's
2. The student received a grade of F or WF.
3. The student did not meet the conditions for remaining in the Program.
4. The student is placed on probation a second time (after returning to good standing). If a student compromises the academic dishonesty standards and integrity, he/she is at risk for dismissal!

When the student is dismissed from the program, the Program Director will communicate this decision to the student and copies will be forwarded to the Provost, the Registrar, and the student's file. The student has the **right to appeal** their dismissal to the Graduate Studies Committee (GSC).

When the decision is communicated to suspend or dismiss the student from the graduate program, the student has the right to appeal to the Graduate Studies Committee (GSC). The student must make this appeal in writing, no later than ten business days after the letter is received and send by mail or fax to the Provost.

If and when the appeal is granted, conditions for reinstatement in the program (in the case of a suspension) or readmission (in the case of a dismissal) will be outlined in a letter from the

Program Director. The student must retake the course in which F or second unattended C was earned and receive a satisfactory grade (B or higher).

Students may petition the Graduate Studies Committee for reinstatement after one calendar year from the date of dismissal (form available from the Registrar's office). The petition must be submitted no later than fifteen business days prior to the first day of classes. If reinstated, the student will be placed on academic probation with conditions to return to good academic standing, which will be determined by the Program Director.

Assessment Procedures and Key Performance Indicators

The Master of Arts in Counseling (MAC) program uses a variety of assessment methods to evaluate student progress, clinical competence, and overall program effectiveness. Assessment is both **formative** (providing feedback to support growth) and **summative** (evaluating whether expected competencies have been achieved).

Assessment of Student Learning

- **Course-Based Assessments:** Each course includes assignments, examinations, and applied activities designed to measure student mastery of specific learning outcomes.
- **Key Performance Indicators (KPIs):** The program has identified **9 Key Performance Indicators (KPIs)** that represent essential knowledge, skills, and professional dispositions expected of all counseling students. KPIs are aligned with CACREP standards and are embedded in signature assignments across the curriculum.
 - **Professional Counseling Orientation and Ethical Practice:** Students demonstrate understanding of and apply ethical and legal standards within the context of professional counselor roles, responsibilities, and identity.
 - **Social and Cultural Identities and Experiences:** Students demonstrate awareness, knowledge and skills to implement the multicultural and social justice counseling competencies within a counseling context.
 - **Lifespan Development:** Students demonstrate understanding and application of human development across the lifespan and its significance for counseling relationships and strategies.
 - **Career Development:** Students demonstrate understanding of career development and the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles through the use of theories, assessment, career resources and between and factors.
 - **Counseling Practice and Relationship:** Students demonstrate counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship.
 - **Group Counseling and Group Work:** Students demonstrate understanding of the dynamics, strategies, and conditions associated with group work effectiveness.
 - **Assessment and Diagnostic Processes:** Students demonstrate competent use of assessment relevant to diagnosis of mental and emotional disorders and conditions, academic/education, career, personal, and social development.
 - **Research and Program Evaluation:** Students understand how to critique research to inform counseling practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.

- **Clinical Mental Health Counseling:** Students demonstrate assessment, case conceptualization, diagnosis, and treatment planning skills that utilize developmental and multicultural knowledge within the context of clinical mental health counseling.
- **Skills Evaluations:** Students are regularly evaluated on counseling skills and dispositions through role plays, supervision, practicum/internship evaluations, and faculty feedback.
- **Professional Dispositions:** Faculty assess students' professionalism, ethical practice, cultural responsiveness, and interpersonal effectiveness throughout the program. Disposition can be found in Appendix A.

Program Benchmarks

- Students must meet minimum performance standards on KPI-related assignments. A grade of "B" or higher is typically required in courses where KPIs are assessed.
- Failure to meet expectations on a KPI or other critical assignment may result in remediation, a professional development plan, or, in rare cases, dismissal from the program.
- Practicum and internship site supervisors also contribute to summative assessment of student readiness for clinical practice.

Assessment of the Program

- **Annual Data Review:** KPI data are aggregated and analyzed annually by faculty to evaluate program effectiveness and identify areas for improvement.
- **Student Feedback:** Course evaluations, advising evaluations, and surveys provide systematic feedback from students on their experiences.
- **Stakeholder Feedback:** Site supervisors, alumni, and advisory board members are also consulted in the program evaluation process.

Transparency and Continuous Improvement

The MAC program is committed to transparency and continuous improvement. KPI data and program evaluation results are shared annually with faculty, students, and stakeholders. Adjustments to curriculum, policies, and training experiences are made as needed to ensure that the program continues to prepare competent, ethical, and effective professional counselors.

Non-Academic Requirements

The unique nature of programs in counselor preparation require that program faculty are engaged in monitoring student's academic (e.g., course grades) as well as non-academic (e.g., professional and personal) development throughout the program when evaluating the professional competence of students.

MAC faculty have an obligation to maintain professional standards in accordance with professional organizations and accrediting bodies such as the American Counseling Association (ACA) and Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Through on-going evaluation and appraisal, the grades in courses and overall grade point average give a sense as to how the student is progressing academically and it is necessary for

the faculty to formally assess and address concerns about students' progress in areas related to professional or personal development.

The MAC faculty meetings allow for discussion on students' progress, and identification of the students/supervisors in need of remediation. The Personal Characteristic Review form (Appendix A) is used to assess student development and address concerns about students who may need support or remediation. Faculty, adjunct instructors, classroom supervisors, and site supervisors complete this form. The program faculty seeks professional consultation and documents their recommendation to dismiss or refer the students for assistance.

Online Presence

The use of social media and other online tools have blurred the lines between personal, professional, and public persons. Consequently, the MAC program requires that student behavior is aligned with the expectations of the MAC Program, the University, and the counseling profession in-person and online. Inappropriate postings online will be considered violations in the standards of professionalism expected for MAC students and may result in disciplinary action. Students' online behavior will be treated in the same manner as any other professional behavior that takes place in and out of the academic setting. It is important that students are always thinking about how their behavior (in-person and online) is reflecting on their role as a professional, a MAC student, and a trainee in the counseling profession. Section H of the 2014 ACA Code of Ethics provides additional information in this area.

Review Process

Students will be evaluated using the ***Personal Characteristics Review Form*** regularly through the program and anytime an issue arises. All students are evaluated at the end of five different courses. The review schedule is outlined below.

The Personal Characteristics Review Form is introduced in New Student Orientation and completed at the conclusion of the following classes:

- COU 505 Techniques in Counseling
- COU 537 Social Foundations in Cross-Cultural Counseling
- COU 637 Substance Use and Abuse
- COU 580 or 594 Practicum
- COU 583 or 595 Internship

The Personal Characteristic Review Forms are discussed at the MAC Faculty meetings. When a student is rated on the scale as 2 or below, the following process will be followed:

1. Step 1: The student is presented in writing with a copy of the Personal Characteristics Review Form and the professor's comments. A copy of the form is also given to the core faculty and discussed in the next faculty meeting. After the faculty discussion, the student and the professor will also meet to discuss the contents of the form and any recommended remediation deemed appropriate, inclusive of a timetable for compliance and a notice of consequences for noncompliance.
2. Step 2: If a student receives more than one Review Form (rating at a 2 or below) during any one semester, the student will be required to meet with his/ her academic advisor to discuss remediation or possible reconsideration of continuation in the program. A copy of

the forms and any action taken will be given to the student and placed in the student's file.

3. Step 3: If a student receives three Review Forms rating at a 2 or below) or more during his/her program, the student will be required to meet with his/her advisor and two other faculty members to discuss reconsideration of continuation in the counseling program. If the Committee determines that the student's personal or professional behavior is inappropriate to the field of counseling, and that such behavior(s) may be detrimental in working with others, the student may be dismissed from the program.

Recommendations throughout the above process may include any of the following:

1. take no further action;
2. allow the student to continue in the program but recommend a remediation plan, including goals and time frame;
3. initiate a leave of absence for the student with the possibility of return after a successful completion of a remediation plan;
4. dismissal from the program.

If a student disagrees with the Review Committee's recommendation, the student may request a hearing to present their point of view. This meeting will be convened by the Program Director. Within one week following the hearing, the student will receive written notification of the decision. After receiving written notification, the student may request an appeal within 14 days to the Provost.

Time Limitations

Students have a maximum of 6 calendar years from the date of the first course taken toward their graduate degree to complete the MAC program. If the program is not completed within 6 calendar years from the date of the first course taken toward the MAC degree, the student will lose credit for coursework and/or transfer credit and be required to repeat the outdated course(s). A student whose coursework falls beyond the above time limit, may petition the Program Director for special circumstances extension. See subsection 2.b. under Requirements for Graduation.

Requirements for Graduation

To be recommended for graduation, candidates must:

1. Maintain good academic standing defined in the Graduate Catalog and as evidenced by a cumulative grade point average of 3.000
2. Complete coursework (inclusive of foundation, core, elective, field experiences, and clinical courses, if applicable) within the published time limit
3. Register for COU 690: Comprehensive Examination
 - a. The comprehensive examination is intended to be one of the culminating experiences of one's graduate experience. MAC Candidates must register for this comprehensive examination course in the term they expect to graduate. Students must register for COU 690 by the first day of the semester. Students who fail to register for COU 690 in time will be **ineligible** to take the exam and unable to graduate that semester.
 - b. The Comprehensive Examination is a multiple-choice exam designed to evaluate candidate's accrued knowledge **across the eight CACREP core areas.** The

exam consists of questions in the eight core areas. ***Candidates will not be considered for graduation until they have passed the comprehensive examination.***

- c. Candidates who fail any section of the examination will be offered a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, he/she may not retake it until the next offering. If a candidate fails the exam a third time, they will be required to complete remediation as assigned by the Program Director.

Graduation is the completion of all degree requirements as recorded on the official transcript. Commencement is the ceremony that celebrates the completion of a degree. Participation in the commencement ceremony does not imply that a student officially graduated. The diploma is a commemoration of your achievement. Official certification of your degree is made only through the official transcript or through the certification service of the National Student Clearinghouse (NSC).

Diplomas are awarded and distributed three times per year, and there is one commencement ceremony in May. Completion deadlines for work are August 25, December 22 and Wednesday prior to commencement in May. To qualify for a given deadline, all coursework including assignments and exams must be completed by these deadlines either at Heidelberg University or with special permission at another institution.

Coursework taken off-campus must arrive as an official transcript sent directly from the institution by September 15, January 15 and May 30 respectively.

Professional Associations

Students should seek membership in the professional associations of their choice. Many associations are most appropriate for master's counseling students: the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA), American Multicultural Counseling Association (see ACA for a list of others). Each of these associations also has state and local affiliates you may wish to join. There are many reasons why membership in one of these organizations is important. First, membership establishes your identity within a professional field of study. Second, membership facilitates professional development through workshops, seminars, conferences, and professional publications. Third, membership helps professionals to network and communicate with one another. Fourth, members benefit from money-saving discounts on things like publications and professional liability insurance. Finally, membership is a statement that you subscribe to the highest ethical standards and practices in your profession. Discounted student memberships are available in most associations. Membership information is available in the Graduate Counseling office or from faculty members.

Full Time Status

Graduate Counseling students are considered enrolled full-time with 9 hours of coursework in fall and spring semesters and 6 hours of coursework in the summer semester.

Transfer Credit

Heidelberg University will accept up to 12 hours of graduate transfer credit towards the Master of Arts in Counseling degree. Transfer coursework affects how much time students must

complete their graduate degree. Several factors should be noted concerning transfer credit/ Heidelberg university coursework:

1. Coursework must be comparable with the Heidelberg University MAC program coursework. Students must submit course syllabi and catalog course descriptions along with official transcripts with any request for graduate transfer of credits.
2. All transfer credit must have been completed within 6 calendar years of the first Heidelberg class taken. Once accepted, these classes will be counted toward graduation. Prior Heidelberg University coursework being applied to the graduate degree is also included in the 6-calendar year rule.
3. The grade(s) in the courses(s) to be transferred must be a "B" or better.
4. Transfer credit will be evaluated by the academic advisor and approved by the Program Director.
5. Transfer credit does not affect the cumulative grade point average established with Heidelberg University.

Students who transfer in credits may drop below the enrollment requirements for Federal Financial Aid in the semesters when the courses would typically have been completed.

Nondiscrimination Policy

The current nationwide emphasis on nondiscrimination, equal employment opportunity, and affirmative action is entirely in keeping with Heidelberg's belief in the dignity of each individual. Throughout its history, Heidelberg University has been a nondiscriminatory institution. Any student or employee who at any time has questions about discrimination or wishes to discuss a complaint should see the appropriate contact person listed below. Every attempt will be made to resolve the problem at the personal level. If that is impossible, the appropriate grievance procedure will be employed.

- For Students, contact the Dean of Student Affairs.
- For Faculty, Contact the Vice President of Academic Affairs/Provost
- For Non-teaching Employees, contact the Office of Human Resources

Financial Aid for Graduate Students

Graduate students may borrow through the Federal Direct Loan Program. Direct Loans are federal loans to help you pay the cost of your education. The lender is the U.S. Department of Education. Loans are available to graduate students who:

- Are U.S. citizens or eligible non-citizens
- Are enrolled in a program leading to a degree*
- Are enrolled as a half-time student (5 credit hours per semester)
- File the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov our school code number is 003048
- students enrolled in course work only do not qualify for federal assistance.

Owen Center for Teaching and Learning

The Owen CTL provides academic support to all students and faculty at every stage of their educational path. Students can find academic support through one-on-one tutoring, monitored study tables, group study sessions, and other peer-to-peer tutoring services. Academic advisors can work with you to identify programs of study that will help you achieve your goals and plan your academic experiences, including planning for a summer, semester, or year abroad. Student Accessibility Services are available for any student with accessibility needs. All Owen CTL services are available to all HU students free of charge.

Accessibility Services

The Office of Student Accessibility Services provides students with disabilities and other accessibility needs the services and support they need to achieve equal access in pursuing higher education at Heidelberg University while also serving the wider campus community as a resource in understanding disability, accessibility, and inclusivity. For more information, please contact the Coordinator of Student Accessibility Services, at accessibilityservices@heidelberg.edu or at 419-448-2484.

Grade Appeals Policy

If a student believes that a final course grade has been assigned in an erroneous, capricious, or discriminating manner, the student may appeal the grade. No grade appeal may be initiated until the Registrar has released the official grade to the student. Grade appeals must move through the following stages until a satisfactory resolution to the problem is reached.

1. Appeal to the Instructor The appeal process begins with the instructor who assigned the grade. The student should meet with the instructor and attempt to resolve the dispute informally.
2. Appeal to the Program Director
 - a. Should an informal resolution of the grade appeal be inconvenient or undesirable to either the student or the instructor, the student shall submit a written letter of appeal to the Program Director. The student's written appeal shall state the basis (or bases) of the appeal--i.e., error in computation or recording, capriciousness, or discrimination—and provide evidence in support of the appeal. The latter two of these three claims are very serious and should be undertaken only in cases where the student has considerable evidence to substantiate the claims. Appeals must be accompanied by copies of all pertinent graded work, the course syllabus, and any relevant course handouts (such as assignment prompts). The letter(s) of appeal and supporting evidence will comprise the appeal portfolio and will remain in the custody of the Program Director or the Provost, or a designee, until the dispute is resolved, at which time all materials belonging to the student will be returned. The student should keep a copy of all appeal materials.
 - b. Upon receipt of the appeal letter, the Program Director will notify the instructor and provide the instructor with a copy of the materials from the appeal portfolio. Program Director will conduct an investigation, including a review of the student's work included in the appeal portfolio and interviews of the student and the instructor, within fifteen (15) class days of the receipt of the appeal letter. The Program Director's ruling shall indicate either that the instructor's grade shall

stand or that the instructor's grade shall be changed to a different grade. In the latter case, the Program Director will obtain grade-change approval from the Provost and then submit a change of grade form to the Registrar, indicating that the grade has been changed on appeal.

3. Appeal to the Provost or the designee: If either the student or the instructor believes that the Program Director has erred in his or her decision, the student or the instructor may submit a written appeal of the Program Director's decision to the Provost or the designee. The letter of appeal must state specifically how the Program Director erred in his or her decision and must be accompanied by evidence to substantiate that claim. The Provost or the designee shall investigate the charge of error and respond in writing to the student, the instructor, and the Program Director within fifteen (15) class days of the receipt of the appeal. The Provost's or the designee's ruling shall indicate either that the instructor's original grade shall stand or that the instructor's grade shall be changed to a different grade. In the latter case, the Provost or the designee will submit a change of grade form to the Registrar, indicating that the grade has been changed on appeal.
4. Appeal to the Graduate Studies Committee (GSC)
 - a. If the student or the instructor believes that the Provost or the designee has erred in his or her decision, the student or instructor may submit a written letter of appeal to the Graduate Studies Committee. The letter of appeal must state specifically how the Provost or the designee erred in his or her decision and must be accompanied by evidence to substantiate that claim. The committee shall investigate the charge of error and respond in writing to the student, the instructor, the Program Director, and the Provost or the designee, within fifteen (15) class days of the receipt of the appeal. The committee's ruling shall indicate either that the instructor's original grade shall stand or that the instructor's grade shall be changed to a different grade. In the latter case, the Chair of the committee will submit a change of grade form to the Registrar, indicating that the grade has been changed on appeal. The decision of the committee is final.
 - b. Should the Program Director, Provost or the designee, or a member of the Graduate Studies Committee be the instructor of record of the course under appeal, the Office of Academic Affairs will name an alternate to hear the appeal, if necessary. The alternate shall be either a faculty member within the department, in a related discipline, or another Program Director.
5. Absent Faculty: In a case where the instructor is absent from campus or is no longer employed by the university, the appeal shall begin directly with the Program Director of the department in which the course was taken. The director will attempt to notify the instructor of the appeal, in writing, within five (5) class days of the receipt of the appeal. The instructor will have thirty (30) calendar days from the date of the Director's notice to respond. It is the responsibility of the instructor to ensure that the Program Director receives the response in 30 days. After 30 days, the Program Director will follow the procedure above, if necessary.
6. Working Days Defined: In counting time, "working days" are Monday through Friday when the University is in session during the regular Fall and Spring semesters. The grade appeal process must be started within the first regular semester following assignment of the final course grade.
7. Extensions: Requests for an extension of a deadline shall be made in writing to the Provost or the designee. Interpretation of this appeal process shall be conducted by the Provost or the designee in consultation with the Graduate Studies Committee. The Provost's or the designee's decision shall be final in extending deadlines and interpreting this policy.

Academic Honesty Policy

Student behavior that results from scholarly negligence or inexperience with academic integrity principles and policies will result in an Academic Honesty Warning. This behavior is properly handled and remedied primarily by the faculty member teaching the course in which they occur. What constitutes scholarly negligence will vary by course and instructor, particularly in courses where students are introduced to college-level scholarship.

The following are examples of behavior that constitute scholarly negligence:

1. Single incidence of paraphrasing quoted material without citation.
2. Omitted citation in the final draft of a paper.
3. Copying on a small homework assignment or short quiz.
4. Engaging in unauthorized collaboration on an assignment, especially when the assignment instructions are unclear.
5. Signing in an absent student for class attendance/participation without instructor permission.

When an incident is identified, the instructor will notify and meet with the student as soon as possible to discuss the behavior and consequences. Using the online reporting procedure (described below), the instructor will notify the Executive Director of the Owen Center about the incident, a summary of the conversation with the student, and any additional actions taken. The student is then issued an Academic Honesty Warning. In addition to reporting the incident, the instructor could take any of the following actions:

1. Set additional meetings with the student.
2. Reduce the grade for an assignment.
3. Require resubmission of the assignment with a grade reduction.
4. Other course-appropriate actions.

Sanctions for all behaviors receiving an Academic Warning will be determined by the course instructor and reported to the Executive Director of the Owen Center. At the end of each semester, the Executive Director of the Owen Center and two elected faculty representatives will review accumulated Academic Honesty.

Students who have two or more warnings for the same behavior or four or more warnings of different behaviors may, at the discretion of the reviewers, be placed on Academic Honesty Probation in the following semester.

Academic Honesty Probation

Student behavior that violates the Academic Honesty Policy with intent or who have accumulated sufficient Academic Honesty Warnings will be placed on Academic Honesty Probation for a minimum of one complete semester. The nature and impact of a student's behavior, a student's prior disciplinary record, and a student's motivation at the time of the incident determine the appropriate level of sanctions issued to a student on Academic Honesty Probation, see below. Sanctions may be issued by the course instructor, Executive Director of the Owen Center, and/or an Investigative Panel consisting of elected representatives of the faculty, students, and administration.

Level One Violations

Policy violations are characterized as Level One when the actions are dishonest in character and/or may impact grades on significant assignments. The following list contains examples of behavior that would qualify as Level One violations:

1. Copying entire homework assignments or labs from others.
2. Collaborating with others on an independent assignment when guideline explicitly forbid it.
3. Reusing the same material in different courses, without permission of both instructors.
4. Intentionally providing another student with one's own assignment, paper, exam or quiz.
5. Making lab data available to a student without instructor permission.
6. Fabricating a citation in a paper.
7. Limited copying and pasting from sources without citation.
8. Possession of unauthorized aids when it cannot be determined if the aid was used.
9. Limited copying from another student during an exam or substantial quiz.
10. Allowing another student to copy during an exam.
11. Presenting a false excuse to miss an assignment, test/exam, class, etc. or to receive unfair accommodation.
12. Pattern of repeated behavior that would otherwise be considered scholarly negligence.

Examples of sanctions for Level One violations include any or all of the following:

1. Ineligibility to hold a student leadership role in any university recognized organization.
2. Mandatory attendance at an educational program related to the violation type.
3. Failing grade (0%) for the assignment or exam.
4. Re-submission of an assignment as requirement for course completion although the original assigned grade does not change.

Level Two Violations

Policy violations are characterized as Level Two when the actions are one or more of the following: flagrantly dishonest in character, impact a major or essential portion of the course grade, involve significant planning and deliberation, or serious breaches of professional and personal integrity. The following list contains examples of behavior that would qualify as Level Two violations:

1. Any level of violation committed by a graduate student.
2. Copying from others where the copied material represents a significant part of the course grade.
3. Splitting up large assignments and copying parts from each other without instructor permission.
4. Providing another student with an assignment when explicitly prohibited.
5. Extensive copying and pasting from sources without attribution.
6. Possession and obvious use of unauthorized aids.
7. Extensive copying during an exam or quiz.
8. Fabricating data for a lab or research paper.
9. Taking an exam for another person (or vice versa).
10. Stealing or fraudulently obtaining answers, or an advance copy of an exam.
11. Submitting an entire paper or assignment written by another person or for another class.
12. Replacing the name on another's assignment and handing it in as one's own.

Pattern of repeated behavior that would otherwise be considered Level One violation. Examples of sanctions for Level Two violations include any or all of the following:

1. Ineligibility for membership or participation in any university recognized organization.
2. Failing grade in the course.
3. Failing grade in the course with a transcribed academic dishonesty designation that cannot be replaced by retaking the course (on or off campus).
4. Academic suspension.
5. Dismissal from the institution.
5. Revocation of degree and withdrawal of diploma.

Reporting Violations of Academic Honesty

The University expects members of the academic community to complete their work honestly and to report suspected violations of the Academic Honesty policy. Instructors who suspect or observe a violation of the Academic Honesty Policy are required to report the incident within a week of when the incident was first suspected. Student Reporting Students are encouraged to report any behavior they observe that appears to violate the Academic Honesty Policy using the online complaint form. The Executive Director of the Owen Center will review the report in consultation with the instructor of record to determine the appropriate action. Complaint Form The online complaint form for reporting complaints is digitally filed with the Executive Director of the Owen Center, who will oversee all actions pertaining to the reported incident.

Determination of Sanctions

Course instructors have the authority to assign grades; therefore, any sanctions that pertain to grades are at the discretion of the course instructor. For all behaviors reported as Level One violations, the Executive Director of the Owen Center, course instructor, and student will meet to discuss the incident. The Executive Director of the Owen Center and course instructor will determine appropriate sanctions based on guidelines for Level One violations. Students may request review of the incident, report, and/or sanctions by a full Investigative Panel (described below) to assess the incident and determine sanctions. For all behaviors reported as Level Two violations, the report and all related documentation will be reviewed automatically by an Investigative Panel (described below). The Investigative Panel will review all existing documentation and may request to interview any parties involved in the case as part of their investigation, and/or collect additional information. Involved parties may choose to appear before the investigative panel and/or submit a written statement. The panel will determine by simple majority if the student violated the standards of academic honesty. When an academic honesty violation is upheld, the panel will assign an appropriate set of sanctions according to the sanction's guidelines. All reporting forms, evidentiary documentation, sanctions, and student information letters associated with violations of the Academic Honesty Policy will be placed on file in the student's academic record for the remainder of the student's enrollment at Heidelberg University. In cases where additional sanctions have been assigned, the instructor of record and the student's adviser will receive a copy of the student's notification letter. With the exception of permanently transcribed sanctions, a student may request to have any reports or action statements be removed from their academic file upon graduation, see Level Two Sanction for exceptions. Students should address requests to the Executive Director of the Owen Center.

Investigative Panel

All alleged violations of the Academic Honesty Policy will be directed to the Director of Academic Assessment and Effectiveness. The Director, with the assistance of the Director of the Honors Program, will determine whether a violation has occurred. If an investigative panel is necessary per the policy, the Director will call the panel together to discuss sanctions and review warnings consistent with the level of the violation. For 2021-2022 academic year, the panel will consist of faculty members, including one faculty member from a program related to the student's major and a faculty representative of UAPC or GSC; the Director of Academic Assessment and Effectiveness will sit on each panel in an ex officio role. The panel will not include student representatives for the 2021-2022 academic year. Investigative Panels that review reports of Academic Honesty Violations will consist of a representative of the Undergraduate Academic Policy Committee (UAPC) or the Graduate Studies Committee (GSC), an elected faculty member from the student's academic school, and two students from a trained pool of 10 members representing a range of academic standing, co-curricular involvement, and degree program. The Executive Director of the Owens Center or their designee will attend the investigative panel in an ex officio role. To provide a timely response, the panel may need to convene using a virtual platform.

Grade Change/Appeal

Heidelberg University course grades are calculated and assigned by the instructor who teaches the course. Once a student's final course grade has been officially recorded by the Registrar, the grade may be changed if, and only if, (1) a new grade has been determined under the Heidelberg University Student Grade Appeal Policy, or (2) a grade of Incomplete is replaced with a letter grade as specified in the current Heidelberg University undergraduate and graduate catalogs, or (3) the Provost of the University has assigned a lower grade in an academic honesty violation as specified in the "Heidelberg University Guidelines and Community Standards," or (4) an error in computing or in recording the grade has been identified by the instructor and has been verified by the instructor, the Program Director, and the Provost of the University as specified in the Faculty Manual or (5) the Faculty has acted under the powers specified in the Faculty Manual.

If a student believes that a final course grade has been assigned in an erroneous, capricious, or discriminatory manner, the student may appeal the grade within the first regular semester following assignment of the final course grade. No grade appeal may be initiated until the Registrar has released the official grade to the student. The complete Student Grade Appeal Policy is located in the Student Handbook.

Statement of Professional and Ethical Conduct

Students in the MAC Program are preparing to enter the field of professional counseling and, as such, they are expected to strive toward wellness and to adopt and adhere to the ACA Code of Ethics, especially with regard to professional responsibility and behavior.

Professional Relationships

Counseling students recognize that their relationships with faculty, classmates, clients, and site supervisors are professional relationships. Counseling students recognize that the quality of their interactions with classmates and faculty influence the quality of the learning environment, including classes and field placements. They work to become knowledgeable about classmates

and faculty within and outside the field of counseling. Counseling students develop positive working relationships and systems of communication with colleagues to enhance the quality of the learning environment.

Impairment

Counseling students are alert to the signs of impairment from their physical, mental, or emotional problems and refrain from offering or providing professional services as part of their training when such impairment is likely to harm a client or others. Counseling students seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities, including coursework, practicum, or practicum placement, until such time it is determined that they may safely resume their work. Counseling students assist classmates and appropriate faculty in recognizing their professional impairment and provide consultation and assistance when warranted with classmates showing signs of impairment and intervene as appropriate to prevent imminent harm to classmates, faculty, clients, or site supervisors. Counseling students are responsible for the safety and wellbeing of their classmates and their faculty. When they become aware that a classmate is impaired, unwell, and may represent a potential threat to themselves, their classmates or their faculty, counseling students take immediate appropriate action by talking with the impaired individual, and if necessary, talking with the appropriate faculty member.

The MAC Program at Heidelberg University will intervene with any counseling student who fails to adhere to the above stated Professional Relationships policy, or who is determined to be impaired or who fails to intervene appropriately on behalf of an impaired student. Counseling students who violate either the Professional Relationships policy or the Impairment policy may be placed in a remediation plan that can include, but is not limited to, retaking courses, participating in personal counseling, academic suspension or academic dismissal.

Harassment/Sexual Discrimination

Notice of Prohibition of Sex Discrimination

Heidelberg University does not discriminate on the basis of race, color, sex, gender, gender identity, sexual orientation, religion, national origin, age, or disability in its education programs, employment or activities.

The Sex Discrimination policy addresses all forms of sexual discrimination, including sexual misconduct and sexual harassment. Heidelberg University does not discriminate on the basis of sex, gender, or gender identity in its educational, extracurricular, athletic, or other programs or in the context of admissions or employment in accordance with Title IX of the Education Amendments of 1972.

Title IX is a federal law that provides that, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” Heidelberg University, as an educational community, will promptly and equitably respond to all reports of sexual discrimination in order to eliminate the misconduct and/or harassment, prevent its recurrence, and address its effects on any individual or the community.

This [policy](#) applies to all members of the University community including: students, employees, volunteers, independent contractors, visitors, and any individuals regularly or temporarily

employed, studying, living, visiting, conducting business, or having any official capacity at the University.

Title IX Coordinator and Team

Heidelberg University does not discriminate or tolerate discrimination on the basis of sex, gender, transgender status, gender identity, or gender expression in its educational, extracurricular, or athletic programs, or in any admission or employment decisions. Heidelberg is committed to promptly and equitably responding to all reports of sexual discrimination with the goal of eliminating the misconduct and/or harassment, preventing its recurrence, and addressing its effects on any individual or the community.

To report sexual misconduct (violence) or sexual harassment, students may contact the Title IX Coordinator at tix@heidelberg.edu.

To confidentially discuss sexual misconduct (violence) or sexual harassment, students may contact University Confidential Resources: Health & Counseling Center, (419) 448-2041; Center for Survivor Empowerment, (419) 448-2175; or Chaplain, (419) 448-2066. For more information, the University's Sexual Discrimination Policy is available on the [Title IX website](#)

Important Numbers for Help

(Always dial 9 first from on-campus phones)

- Emergency 911
- Heidelberg University Counseling - (419) 448-2041
- Heidelberg University Security - (419) 448-2211
- Heidelberg University Dean of Student Affairs - (419) 448-2062
- Tiffin City Prosecutor's Victim Assistance Program - (419) 448-5413
- Seneca County Prosecutor's Victim Assistance Program – (419) 448-5070
- Firelands Counseling and Recovery Services - (419) 448-9440
- Seneca County Job and Family Services - (419) 447-5011
- Mercy Tiffin Hospital - (419) 447-3130
- Seneca Community Chaplain Corps – (419) 618-0165
- First Call for Help - (419) 448-4357

Counseling Services

Counseling services are available for all Heidelberg students at the [Stoner Health & Counseling Center](#), located in Room 141 in the lower level of the Campus Center Building. The Counseling Center's goal is to work with students by utilizing individual and group counseling sessions. They are available for students to help them deal with relationship difficulties, self-esteem, depression, anxiety, stress management, anger management, grief and loss, as well as a number of emotional and mental health needs. The office is open Monday through Thursday from 8 a.m. to 5 p.m. and on Fridays from 9 a.m. to 2 p.m. It is best to reach counseling services at 419-448-2145 or email counseling@heidelberg.edu.

Technology Resources and Competence

Students enrolled in the Master of Arts in Counseling (MAC) program are expected to demonstrate basic competence in the use of technology, as technology is essential for coursework, clinical preparation, and professional practice.

Required Resources

- **Reliable computer or laptop** capable of running current versions of productivity software (e.g., Microsoft Office or Google Workspace).
- **High-speed internet access** to support streaming lectures, video conferencing, and online coursework.
- **Webcam, microphone, and speakers/headphones** for synchronous class meetings, presentations, and telehealth training.
- **Secure data storage** (e.g., password-protected computer, encrypted drive, or university-provided cloud system) to protect sensitive information.
- **Access to Heidelberg University's technology platforms**, including:
 - Canvas (learning management system)
 - University email system (official communication method)
 - Tevera (clinical documentation and site management system)
 - Library databases and online research resources

Required Competencies

- Ability to use email professionally and communicate effectively using digital platforms.
- Proficiency in uploading, downloading, and managing documents through Canvas and Tevera.
- Competence in conducting online research using library databases and professional counseling resources.
- Skill in using video conferencing platforms (e.g., Zoom, Microsoft Teams) for synchronous classes, supervision, and professional development.
- Awareness of ethical and legal standards for technology use in counseling (e.g., HIPAA, client confidentiality, telehealth best practices).

Support and Training

The University provides orientation, online tutorials, and ongoing technology support through the IT Help Desk. Faculty will provide guidance on specialized platforms (e.g., Tevera, telehealth software) as students progress through the program. Students are encouraged to seek support proactively to ensure successful completion of program requirements.

The Heidelberg MAC Faculty & Staff

As you move through the program, it will become increasingly important for you to get to know your faculty. Each plays an important role in working with you toward your goals.

Meagan McBride, Ph.D., LPCC-S, EMDRt, CTRP

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Appendix A



Master of Arts in Counseling HEIDELBERG UNIVERSITY

Personal Characteristics Review Form

Candidate: Course:

Evaluator: Date:

Instructions: This form is to be used to review personal disposition during the scheduled times **OR** any time by a faculty member when immediate remediation is necessary. Add comments in the blank space under the disposition or on a separate page if more space is necessary. Review (under *Evaluation of Graduate Students' Non-Academic Performance*) for a detailed explanation and description.

The candidate demonstrates:					
I. Impact					
D. Demonstrates awareness of own impact on others.	N/A	1	2	3	4
E. Demonstrates ability to deal with conflict.	N/A	1	2	3	4
F. Demonstrates flexibility regarding responding to changing demands in the professional and interpersonal environment.	N/A	1	2	3	4
Comments (Leave comments for anything marked two or lower):					
II. Professional Identity and Continuous Growth	N/A	1	2	3	4

K. Demonstrates openness to new ideas	N/A	1	2	3	4
L. Demonstrates multicultural awareness and sensitivity	N/A	1	2	3	4
M. Accepts and uses feedback	N/A	1	2	3	4
N. Open to interpersonal reflection and acknowledges biases	N/A	1	2	3	4
O. Expresses feelings effectively and appropriately	N/A	1	2	3	4
P. Demonstrates professional appearance	N/A	1	2	3	4
Q. Cooperates and collaborates with other	N/A	1	2	3	4
R. Communicates effectively and appropriately (includes emails and other written communication)	N/A	1	2	3	4
S. Shows initiative and motivation (e.g., meets deadlines, class attendance)	N/A	1	2	3	4
T. Demonstrates independence by using resources to answer questions, clarify, and gather information.	N/A	1	2	3	4
Comments (Leave comments for anything marked two or lower):					

III. Ethics					
G. Accepts responsibility for personal actions and behaviors	N/A	1	2	3	4
H. Attends to ethical and legal responsibilities including the <i>ACA Code of Ethics</i> , Graduate School Catalog, the Heidelberg University Student Code, and guidelines outlined in the MAC Handbook and all syllabi	N/A	1	2	3	4
I. Discloses any unethical or unlawful activity when they become aware of it	N/A	1	2	3	4
J. Demonstrates honesty, integrity, fairness, confidentiality, and respect for others	N/A	1	2	3	4
K. Maintains appropriate boundaries	N/A	1	2	3	4
L. Maintains confidentiality as appropriate	N/A	1	2	3	4
Comments (Leave comments for anything marked two or lower):					

If there are concerns, please summarize the concerns:

If there are concerns, please discuss anything you have done to address the concern and the student's response:

Appendix B



Master of Arts in Counseling HEIDELBERG UNIVERSITY

Verification of Receipt and Understanding of Handbook

I _____ (name) have read and understood the contents of the following, which can be accessed on the Heidelberg Website: •
MAC Student Handbook

- Graduate Catalog

_____ I have reviewed the MAC Student Handbook and Graduate catalog and understand the policies and procedures in the documents.

_____ I agree to abide by the rules, regulations, and expectations of professionalism outlined in the documents.

_____ I understand the dispositions outlined in the Personal Characteristics Review Form (Appendix A of the **MAC Student Handbook**) and agree to the professionalism standards.

_____ I am aware that violations of any policy identified in the documents will result in disciplinary action as outlined.

_____ I am aware that I am responsible to review each course syllabi in its entirety each semester.

As a counseling student at Heidelberg University my signature acknowledges agreement with the terms listed above.

Printed Name: _____

Signature _____

Date: _____