



Master of Arts in Christian Counseling-

Clinical Mental Health

Department Handbook

2022 - 2023

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Greetings counseling students!

Introduction:

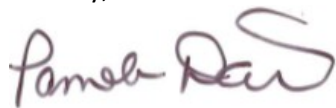
Welcome to the Master of Arts in Christian Counseling – Clinical Mental Health (MACC-CMH) Program at the Charlotte Campus of Gordon-Conwell Theological Seminary (GCTS)! We are pleased to welcome you into the MACC program and into the GCTS family. It is our hope that these next few years will be filled with opportunities for you to grow and be challenged, not only academically, but also personally, professionally and spiritually.

The MACC program strives to train students to be equipped as competent professional counselors who have a Christian worldview, able to journey with clients and help move them to a place of healing and hope. The faculty and staff in the MACC program are interested in your growth and development in all areas of life—personally, professionally, academically and spiritually. As you move through the program you will be provided with opportunities to become aware of yourself as a person, and you will be trained to have an identity as a counselor who can be professionally licensed.

We also desire to see your development as a counselor include practicing in a godly, ethical, professional manner that respects people from all walks of life. Realizing that we live in a multicultural society, it is important to understand people in the context of their development. We believe that it is absolutely imperative for future clinicians to be well-rounded in providing counseling services to individuals who come from a wide variety of multicultural backgrounds. We want students to understand that factors such as race, ethnicity, religion, sexual orientation, age, gender, etc. influence clients in profound ways. Therefore, in order to be a counselor who practices ethically, you must also be cognizant of the elements that make up a person's life journey and be willing to walk with people who may be very different from you. It is our hope that in the coming years as you engage with peers, faculty, and clients, you will develop a deepening passion for the work of counseling and feel equipped to carry out God's call on your life. In addition, we also hope that you will have FUN and enjoy your journey.

Again, we welcome you and look forward to journeying with you, as you become professional counselors!

Warmly,

A handwritten signature in purple ink that reads "Pamela Davis". The signature is written in a cursive, flowing style.

Dr. Pamela Davis
Director of Graduate Programs in Counseling

Mission Statement and Objectives:

Gordon-Conwell – Charlotte Counseling Department Mission Statement:

The aim of the Master of Arts in Christian Counseling Program at *Gordon-Conwell Theological Seminary – Charlotte* is to train students to become competent professional counselors who advance Christ's Kingdom in various clinical, educational, and ministry settings by equipping them to think theologically, live biblically, and engage globally.

- Students who think theologically will develop a professional counselor identity that is grounded in orthodox Christian theology and sound clinical practice.
- Students who live biblically will demonstrate congruence between their faith and their actions in their personal and professional lives by maintaining a commitment to the process of ongoing spiritual formation.
- Students who engage globally will fulfill their call to serve others by being sensitive and respond to the needs of diverse cultural, ethnic, and socioeconomic populations.

Master of Arts in Christian Counseling (MACC) Objectives and Goals:

The MACC program goals are informed by our mission statement and anchored in the CACREP common core curriculum for counseling programs. We have five program priorities with 16 corresponding goals for the development of counseling students.

1. Professional Identity. *We expect that students will demonstrate:*

- A. A basic understanding of the roles and functions of professional counselors (Counselor identity).
- B. An ongoing commitment to professional, interpersonal, and spiritual growth (Personal Growth).

2. Knowledge and skills for competent counseling practice. *We expect that students will demonstrate:*

- A. Understanding of the nature and needs of persons at all developmental levels, including theories of wellness and development over the lifespan. (Human Growth and Development).
- B. Basic professional dispositions necessary for effective counseling. Students should be aware of self and others, teachable, ethical, multiculturally sensitive, and relationally adept (Professional Dispositions).
- C. Understanding of the primary theoretical orientations and evidence-based interventions shaping the counseling field today (Theory and Interventions).
- D. Skills necessary for assessment in counseling, including basic interviewing and observation skills, differential diagnosis, assessment of suicide risk, and the selection and administration of tests appropriate to counseling (Assessment).
- E. Understanding of research and program evaluation methodology and skills and their application in counseling contexts (Research and Program Evaluation).
- F. Development of a personal, theologically integrated theoretical model that facilitates counseling diverse populations (Integration of Faith and Counseling).

3. Respect for human diversity within a multicultural perspective: *We expect that students will demonstrate:*

- A. Understanding, sensitivity and respect of persons pertaining to culture, ethnicity, race, gender, sexuality, values, beliefs and other contextual factors (Social and Cultural Diversity).
- B. Understanding how issues of discrimination, racism, oppression, sexism, power and privilege impact the practice of professional counseling, including the counselor's role in promoting justice in a variety of human domains and reducing intentional and unintentional oppression and discrimination (Advocacy).
- C. Awareness of self as a person of culture and how this impacts others (Cultural self-awareness).

4. Adherence to ethical and legal standards of the profession. *We expect that students will demonstrate:*

- A. Understanding of the legal and ethical standards of the counseling profession, including those of the American Counseling Association (Professional Standards).
- B. Basic skills in ethical decision making, including the ethical dilemmas encountered by Christian counselors (Professional Ethics).

5. Christian leadership. *We expect that students will demonstrate:*

- A. Leadership skills including personal and professional integrity, honesty, maturity, responsibility, and respect for diversity (Leadership).
- B. A commitment to competent professional practice within the church, the community, and other mental health settings (Servant leadership).
- C. Advocacy for Christian values within the professional community (Christian leadership).

MACC Core Faculty and Staff:

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MACC Admission Requirements:

To qualify for admission consideration, the applicant must possess a Baccalaureate (or its academic equivalent) from an accredited institution of higher learning and have demonstrated intellectual capability. Applicants to the Master of Arts in Christian Counseling should have a college GPA of at least 3.0 (on a 4.0 scale).

Students are admitted to the MACC degree in the fall or spring semesters. Admission to the MACC program is a two-phase process. Both phases must be completed by the deadlines in order to be considered for admission to the degree program. Admission begins with a submitted application.

Further information regarding the MACC degree program requirements, completion time, licensure and other details can be found on the GCTS website: [MACC Degree](#)

Phase 1 – Application

Prospective MACC students must submit a full application, as described in our application procedures. The full application and all required components must be received before permission to continue with Phase 2 can be granted. Once all components of your application are received, the application is reviewed for permission to continue with Phase 2 of the admissions process. Permission to continue to Phase 2 **does not** guarantee admission to the seminary or the MACC degree program. The early decision application deadline is mid-February. Students who meet the early decision deadline will be notified by mid-March. Other applications are accepted on a rolling basis. Prospective students should keep in mind that a Phase 2 Interview must be completed before the application is considered complete.

Phase 2 – On-Campus Interviews

If approved, applicants to the program are notified in writing to contact the Admissions Office to schedule an on-campus interview. The on-campus interviews include a one-on-one interview with a faculty member and a group interview. Phase 2 interviews are scheduled three times per year: February, April, and October. The Admissions Committee will meet and review applications after Phase 2 has been completed. Final admissions decisions will be sent in writing, usually within two weeks of the on-campus interview.

Standard of Personal Conduct

Students who are admitted to the program must agree to abide by the Community Life Statement outlined in the [GCTS-Charlotte Student Handbook](#) (page 7).

Standard of Professional Conduct

Students who are admitted to the program must agree to abide by the ACA Code of Ethics (2014) available here: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

MACC Degree Course Requirements:

The Master of Arts in Christian Counseling program is designed for those who wish to prepare for entry level counseling positions as Licensed Professional Counselors (LPC), Licensed Clinical Mental Health Counselors (LCMHC or LMHC), or Licensed Clinical Professional Counselors (LCPC), depending upon the state of licensure. During the final semester of the program, students can be qualified to sit for the National Counselors Exam (NCE), which is the professional qualifying exam in the field of professional counseling.

Those who complete this training program in counseling may expect significant growth in their personal and professional development in preparation for Christian and/or secular employment opportunities. A major feature of the program is its commitment to supervised clinical practicum/internship experience. Students will have opportunities to participate in seminars, workshops, staff meetings, group supervision and other professional development.

The program consists of three courses in Biblical Studies, two courses in Christian Thought, 12 foundational courses in the field of Counseling, two additional elective counseling courses, and three semesters of practicum/internship at a clinical training field placement.

- Students must complete 66 credit hours, including 22 courses
- Students must attend an in-person Residency on the Charlotte campus each September
- Students must complete 12 individual didactic counseling sessions
- Students must successfully complete the Exit Evaluation (EE)
- Students must successfully complete the Counselor Preparation Comprehensive Exam (CPCE)
- Students must maintain a grade point average of 3.0 or higher in order to graduate. For all counseling (CO) courses, students must obtain a C- or higher. Students that receive a grade below C- in a counseling course will have to retake the course.

Technology Requirements

Coursework for the MACC program is delivered in a digital-hybrid environment called *Digital Live*. Digital Live delivery allows students to choose to attend classes in person on the Charlotte campus or attend that same class virtually in live time using Zoom. A few classes may meet entirely over Zoom, without the campus option; these class meetings still require live time virtual attendance. Students who enroll in the MACC program must have a laptop or desktop computer with audio and video capability that has reliable, high speed internet access and is able to download files and stream multimedia presentations. Additionally, students must be able to access the internet from a secure and private location. Except for rare situations, it is not acceptable to attend classes virtually from a public space. The seminary utilizes Canvas (a digital Learning Management System) to communicate with students, provide course information and lessons, and upload and grade assignments. Minimal hardware and software requirements for the program include:

- Windows or Mac desktop or laptop (preferably less than 5 years old).
- Webcam, microphone, and speakers (if not already built in to your computer).
- Access to reliable, high-speed internet.
- Web browser: Google Chrome or Firefox to access Canvas, our online classroom learning management system. Browsers should be updated to the most current version.
- Software: The Seminary provides the Microsoft suite to students at no charge (OneDrive, Teams, PowerPoint, Outlook, Word, and Excel. Contact tech@gordonconwell.edu to access

this free benefit). At a minimum, students must have Word, Apple Pages, or another word processor that can save documents to .docx or .pdf format. Microsoft PowerPoint, Apple KeyNote or other presentation software that can save in .pptx or .pdf format. Those using Apple Pages must export their documents to .docx format. Those using Apple KeyNote must export their documents to .pptx or .pdf format. Adobe Reader for reading PDF files.

- Online Collaborative Tools required: Microsoft OneDrive; free Zoom videoconferencing account (sign up instructions are in Canvas); Panopto video (provided within Canvas). Tutorials are provided on Canvas for these online resources.
- During clinical training practicum and internship courses, students will utilize Time2Track, an online platform for logging and reporting clinical training hours.

Students must possess requisite computer skills as well as proficiency in online communication in order to successfully navigate the MACC program.

MACC- CMH Check Sheet:

At matriculation, students are provided with a “check sheet” that lists all requirements of the program. The check sheet is an official document provided by the registrar. For more information, refer to the [GCTS Canvas Registration Hub](#) and the [GCTS-Charlotte Student Handbook](#) (pages 27-29).

Community Context of Training:

The MACC program seeks to function as a community of learning that fosters professional and spiritual formation in students, faculty and staff alike. We seek to provide an atmosphere of trust and collegiality where we can challenge and encourage each other. For this reason, it is important that all members of the community be committed to this end. Mutual respect and support are valued above competition.

The department is committed to diversity among all members of our community. This commitment goes far beyond philosophical positions and represents our firm belief that diversity adds depth and richness to the learning environment for everyone involved. A homogeneous environment is often an inadequate setting for learning to carry out the department’s mandate to think theologically, live biblically, and engage globally.

Diversity Council:

The GCTS Diversity Council seeks to cultivate an atmosphere that invites, welcomes, and supports underrepresented students, faculty, and staff. We pursue excellence in ministry and in clinical professional service by promoting the good of all individuals, especially those who have been historically and traditionally underrepresented and/or marginalized and wounded by our society. The mission of the Diversity Council is founded upon the Scriptural principles of the unity of believers (Jn. 10:16, 17:11, 21: Rom. 12:5) and the truth of the *imago dei*—that all of us are made in the image of God (Gen. 1:27; Ps. 139). Because the Gospel extends to all people (Acts 10: 34-35; Rom. 10: 11-12), we are motivated by the example of Jesus who modeled inclusion of individuals marginalized and outcast by society (Mt. 15:22-28; Lk. 4:38-40; Lk. 10:30-37; Lk. 19:1-10), of women (Mt. 12:48-50; Mk. 5:25-34; Jn. 4: 7-26), of the disabled (Mk. 7:31-35; Lk. 18:35-43; Jn. 9:1-3); and of those trapped in sin (Mt. 9:13; Lk. 7:37-48). We strive to emulate the fullness of the kingdom of God (Rev. 7:9-10) now and forever.

The Diversity Council is comprised of at least five individuals including a faculty representative, a staff representative, the MACC student success worker, and two (or more) students at large. The committee meets at least three times per year (once per semester) to foster the following objectives: (1) Recruitment and mentoring of students, faculty, and staff who belong to historically underrepresented groups; (2) Promoting awareness and advocacy regarding issues of diversity relevant to the GCTS community, the broader community, and the Church at large; (3) Strengthening the relationship between our commitment to diversity and our commitment to Christ in a way that reflects our diversity in the GCTS community. Students who are interested in serving on the Diversity Council should email SoutheastDiversityCouncil@gordonconwell.edu.

MACC Counseling Course Descriptions:

CO 501-INTRODUCTION TO COUNSELING STUDIES

Students learn proper citation formats in the Publication Manual of the American Psychological Association and how to access digital/ online academic resources. Students also focus on the integration of Counseling and Theology. This is an optional course for counseling students who need extra support in research, writing, or online library skills.

CO 502-INTRODUCTION TO COUNSELING/SYSTEMS THEORY

This course provides an introduction to the counseling profession with a survey of the basic theoretical approaches to counseling and an introduction to theological integration in counseling. This course also aids students in beginning the process of professional identity development as a counselor.

CO 540-HELPING RELATIONSHIPS

This course covers the theological ground for helping relationships, counseling theories and application for helping relationships, including skills in listening, attending, and empathy needed in consultation and bringing about change.

CO 575-COUNSELING RESIDENCY

The Counseling Residency is a three-day event held annually on the Charlotte campus for the purpose of spiritual renewal, mentoring, and community building. Residency is a time to establish relationships with peers and faculty, discuss the field of counseling with respect to calling, professional concerns, and the Christian life; and to spend time in spiritual retreat alone and together. Students are required to obtain their own housing and transportation for the Counseling Residency. Course Fee: \$85.

CO 610-LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING

This surveys several of the major models of human development and life-span and includes integration and critique of related theories from a biblical and theological perspective. Counseling strategies related to major developmental milestones are covered.

CO 614C-FAMILY SYSTEMS THEORY

This review of the major theories of family systems development places emphasis on a critical analysis of these theories from an orthodox Christian perspective.

CO 650-EXIT EVALUATION

Completed concurrently with Internship II, students undergo a rigorous and comprehensive evaluation of their clinical, personal, and professional development in preparation for entry into the field of

professional counseling. Co/pre-requisite: CO 869.

CO 699-RESEARCH METHODS AND DESIGN

This overview of the basic approaches to research methods and design gives particular attention to the application of research in the counseling setting and prepares the student for program design and assessment.

CO 710C-PSYCHOPATHOLOGY

This course provides an overview of the basic theories, concepts and structures that form an understanding of psychopathology. Special emphasis is given to the development of skills in using the DSM-5 and ICD-10.

CO/ WM 712-MULTICULTURAL DIVERSITY IN COUNSELING

This course provides an opportunity to develop sensitivity, insight, and multicultural awareness when conducting counseling with individuals and families. Strategies needed to work effectively with issues of race, ethnicity, age, socioeconomic status, religion, gender, sexual orientation, and disability status will be addressed alongside a theological framework for developing self-awareness and engaging diversity. Emphasis will be given to the roles, structures, functions, systems, behaviors, values, and environmental factors that affect individual and family systems. Prerequisite: CO 500/502.

CO 713-FOUNDATIONS OF PLAY THERAPY

This course provides an overview of the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills. A theological foundation for engaging children through play will be emphasized, along with an experiential component focused on basic play therapy skill development within the context of ethical and diversity sensitive practice. Prerequisites: CO 500/502 or CO 507/540 or CO 610.

CO 716-COUPLES COUNSELING

This course focuses on basic theories of couples counseling with particular attention to biblical and theological issues. The process of couples counseling is introduced by carefully constructed role play/ feedback sessions. Prerequisite: CO 614.

CO/ PC 718-GROUP DYNAMICS

This course is designed to provide a theoretical and practical understanding of the use of groups and group process. Each member will also become part of an active group to provide an experiential instruction to the nature of group process.

CO 719-HUMAN SEXUALITY

This study provides an overview of biological, psychological, behavioral, and theological material concerning human sexuality; it also includes DSM diagnostic categories and treatment options.

CO 725-COUNSELING ADOLESCENTS

This course gives special attention to understanding the role of preadolescents and adolescents as the focus for family counseling and learning to develop appropriate intervention strategies in working with preadolescents and adolescents in the context of the family.

CO 726-ADVANCED TRAUMA COUNSELING: DIAGNOSIS AND TREATMENT

This course is an in-depth examination of trauma counseling. The course provides an overview of trauma and trauma-related mental health concerns, with an emphasis on diagnosis and treatment of PTSD and other trauma-related disorders. Therapeutic theory and methodology for the treatment of trauma will be emphasized.

CO 735-ASSESSMENT IN COUNSELING

This course explores a broad understanding of group and individual educational and psychometric theories as well as approaches to personal appraisal. Emphasis is placed on the collection and analysis of data, factors that influence validity and reliability, and the specific skills associated with administering and interpreting tests for personal characteristics. Prerequisites: CO 500/502 and CO 710.

CO/ PC 750-COUNSELING FOR CRISIS AND ADDICTIONS

This course focuses on counseling methods of prevention and intervention with addictions, both neurobiological and behavioral, and in crisis scenarios. Biblical and theological perspectives are integrated with social studies focusing on healing processes. Various crises will be studied and etiology, assessment, and models of treatment will be addressed.

CO 770-CAREER COUNSELING

The student will explore theoretical approaches that provide a broad understanding of career development theories, occupational and educational information sources and systems, career and leisure counseling, educational guidance, and lifestyle and career decision-making.

CO 790C-PROFESSIONAL STANDARDS AND CHRISTIAN ETHICS FOR COUNSELORS

This course offers a comprehensive review of the process of professional specialization in the counseling field. Topics include professional organizations, ethical standards, legal responsibilities, etc. Emphasis is given to the unique dilemmas faced by Christian counselors.

CO 850-ADVANCED CHRISTIAN COUNSELING MODELS & PRACTICE

Taken in the final semester/year, this seminar format course focuses on integration and consolidation of students' model of counseling, integrating theory, practice and theology. This course is taken in the final spring semester before graduation. Pre- or co-requisite: CO 869, or permission of instructor.

CO 867-CLINICAL COUNSELING PRACTICUM

The clinical practicum is designed to provide the student with an introduction to the practice of counseling in a variety of settings. Individual and group supervision will be an integral part of this learning experience. Students are required to obtain 100 hours of counseling practice, including 40 hours of direct client contact. Individual and group supervision are required. Prerequisites: CO 500/502, CO 540, CO 710, one additional counseling course and the Practicum Information Meeting. Pre- or co-requisite: CO 790C. Corequisite: CO 875.

CO 868-CLINICAL COUNSELING INTERNSHIP I

The clinical internship I follows the clinical practicum experience. Students are expected to function in a clinical setting and carry a client load. During CO 868 and 869, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO 867. Corequisite: CO 875.

CO 869-CLINICAL COUNSELING INTERNSHIP II

This internship is a continuation of the clinical experience at a more advanced level. During CO 868 and 869, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Individual and group supervision will be an integral part of this learning experience. Prerequisite: CO 868. Corequisite: CO 875.

CO 870-CLINICAL COUNSELING INTERNSHIP III

This internship is a continuation of the clinical experience at a more advanced level, or in special situations requiring students to obtain additional hours. Individual and group supervision will be an integral part of this learning experience. Assignments and requirements are determined with the clinical training coordinator and/or program director. Pre-requisite: CO869. Co-requisite: CO875. (1, 2, or 3 credits).

CO875-CLINICAL COUNSELING GROUP SUPERVISION

This is a group supervision experience with a faculty supervisor. Students are required to meet an average of 1.5 hours per week in a group setting with a faculty supervisor during each clinical counseling placement (CO 867, 868, 869, 870).

MACC Program Requirements:

In addition to completing required coursework, students must also successfully meet the following program requirements prior to graduation:

Key Performance Indicators:

The MACC program has identified 10 Key Performance Indicators (KPIs) as a measure a student's attainment of competencies important to professional counselors. Each KPI is assessed at two different points during the program, as noted in the chart below. Students who do not successfully attain a KPI will work with the course professor or their advisor to complete a remedial assignment to ensure that they have a basic grasp of the KPI. Complete information on how each KPI is measured is included in the respective course syllabus.

Key Performance Indicator	Measurement Points
KPI 1: (Skills) Prof. Orientation & Ethics:	1: CO 790
<i>Strategies for personal and professional self-evaluation and implications for practice</i>	2: CO 650
KPI 2: (Knowledge) Social & Cultural Diversity:	1: CO 712
<i>The impact of heritage attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</i>	2: CO 650
KPI 3: (Knowledge) Human Growth & Development	1: CO 710

<i>Systemic and environmental factors that affect human development, functioning, and behavior</i>	2: CO 610
KPI 4: (Skills) Career Development:	1: CO 735
<i>Methods of identifying and using assessment tools and techniques relevant to career planning and decision making</i>	2: CO 770
KPI 5: (Skills) Helping & Counseling Relationships:	1: CO 540
<i>Essential interviewing, counseling, and case conceptualization skills</i>	2: CO 869
KPI 6: (Knowledge) Group Counseling and Group Work:	1: CO 718
<i>Characteristics and functions of effective group leaders</i>	2: Final Graduation Requirement
KPI 7: (Skills) Assessment & Testing:	1: CO 735
<i>Ethically and culturally relevant strategies for selecting, administering and interpreting assessment and test results.</i>	2: CO 770
KPI 8: (Skills) Research & Program Eval:	1: CO 699
<i>The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</i>	2: CO 750
KPI 9: (Skills) CMH Specialty Area:	1: CO 502
<i>Techniques and intervention for prevention and treatment of a broad range of mental health issues.</i>	2: CO 869
KPI 10: (Skills) Christian Leadership:	1: CO 790
<i>A demonstration of ethical, professional, Christian leadership within the professional counseling community.</i>	2: CO 650

Professional Dispositions:

An important part of becoming a professional counselor includes developing essential professional dispositions. Professional dispositions encompass the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues (CACREP 2016 Standards).

The MACC program has identified five professional dispositions for students to strive toward during the program. Students are evaluated annually by program faculty during the Annual Student Review each Spring. A final evaluation of the student's attainment of professional dispositions occurs during the Exit Evaluation.

- **Aware of self and others.** (Awareness of one's thoughts and feelings as well as others' thoughts and feelings, able to be reflective, practices self-care).
- **Teachable.** (Responsive, receptive of feedback, displays humility and an ongoing commitment to interpersonal, spiritual, and psychological growth).
- **Ethical.** (Honest, fair, displays integrity, shows respect for professional ethical standards).
- **Multiculturally sensitive.** (Aware of self as a person of culture, sensitive to issues of power and privilege, understands the impact of systemic oppression and discrimination).
- **Relationally adept.** (Genuine, empathic, congruent, responsive to the needs of others, flexible, respectful of boundaries).

Students are evaluated in these areas using the *Professional Dispositions Evaluation Rubric* (found under *Appendix* of this handbook). Students must achieve a score of (3) *meets criteria regularly/ meets expectations* or (4) *meets criteria consistently* for each disposition prior to completing the program. Students who do not meet the minimum criteria for professional dispositions near the end of the program will begin a process of remediation (See *Remediation and Growth Plan on p. 20 of this handbook*).

Exit Evaluation

Successful completion of the MACC degree program is based on the demonstration of both knowledge and skills in academic, professional, and personal areas related to professional counseling. Faculty members in the counseling program have a responsibility to evaluate the academic and professional development of students in the program. Evaluation occurs throughout the program, with the final evaluation being the Exit Evaluation (CO 650). The Exit Evaluation is a skills and knowledge evaluation that takes place in the student's final year of the MACC program.

The purpose of the Exit Evaluation (CO 650) is to:

1. Provide the student with information related to their overall progress that will enable them to take advantage of their strengths and to address weaknesses in their academic, professional, interpersonal and spiritual development.
2. Provide counseling program faculty with information regarding the student's readiness to be a professional counselor, ensuring that all decisions made are in the best interest of student, their intended profession and the public.

The Exit Evaluation occurs during the semester that the student is registered for CO 869. Students should register for CO 650 (Exit Evaluation) for the semester that they intend to complete this requirement. Students prepare and submit a list of materials (see below) and then meet with two faculty members for a review of their materials. The Exit Evaluation meeting with faculty lasts approximately 45 minutes. Faculty utilize the *Exit Evaluation Rubric* (found in the Appendix of this handbook and also on Canvas, under Files for Exit Evaluation) to evaluate students during the Skills Evaluation. Students usually complete the Exit Evaluation while enrolled in CO 869 (Internship II). **(EXCEPTION: If the student completes CO 869 during the summer semester, the Exit Evaluation will**

occur either during the previous Spring semester or the following Fall semester. No Exit Evaluations are completed in the summer. Students who complete CO 869 in the summer and intend to complete the Exit Evaluation in the fall should retain a video recording of a CO 869 client session to submit during the fall semester Exit Evaluation). Other exceptions to the timing of the Exit Evaluation may be made at the discretion of the student's advisor in consultation with the Program Director and the Program Administrator. The department will publish the dates and times that the Exit Evaluation will be scheduled. It is the student's responsibility to schedule the Exit Evaluation based on the available times. Students will sign up for a time slot for their Exit Evaluation on the Canvas course site for CO 650.

Documents Required:

All of the following documents are required to be submitted to the specified assignment page in the Canvas course site for *Exit Evaluation, CO 650*, by the specified due date prior to the scheduled Exit Evaluation:

- a) Personal self-evaluation, covering all areas mentioned in consent form (professional responsibility, competence, maturity, integrity, spiritual formation; including attention to growth/changes during time in the program, strategies for personal and professional self-evaluation, and implications for practice). This document, written in narrative form, should be approximately five (5) pages in length and double-spaced.
- b) Clinical skills evaluation (based on one client, chosen by student).
 - Case conceptualization (use form required for case presentations in CO 867, 868, 869). *Please note that you do not need to complete the section entitled "Questions for Supervision."*
 - One full video recording of a counseling session submitted to the Canvas course CO 650.
 - Complete transcription of the above video recording.
- c) Copies of all clinical site supervisor's Mid-term and Final evaluations with summaries from clinical field placement(s). Copies of all faculty supervisor's Final Evaluations.
- d) Pastoral reference (see Canvas MACC Program Site "Files" for form or for Survey Monkey link).

Outcomes of the Exit Evaluation:

- a) Pass
- b) Pass with follow-up
- c) Remediation
- d) Voluntary withdrawal or dismissal from the program

Note: Outcome (d), voluntary withdrawal/ dismissal, is rare and reserved for severe violations such as ethical violations or violations of the Community Life Statement. If Outcome 3 (remediation) is determined, procedures outlined in the policy on *Remediation and Retention of Students* (in this handbook) are followed.

Input from other GCTS- Charlotte faculty and staff are solicited and may be incorporated into the Exit Evaluation. The student is notified of the outcome of the Exit Evaluation, along with any concerns or follow-up assignments that may be required. If a student believes that the decision made during the Exit Evaluation is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting materials within five (5) working days of receiving the decision. The appeal should be made to the Director of Graduate Programs in Counseling or to the student's advisor. The appeal will be reviewed by an Appeals Council of three faculty members with professional counseling background, at least two of whom were not part of the original faculty dyad who conducted the Exit

Evaluation. Should a student disagree with the decision of the Appeals Council, further appeal may be made following the Appeals policy on page 23 of this handbook.

Counselor Preparation Comprehensive Exam (CPCE)

Students enrolled in the MACC-CMH program complete a knowledge exam, the *Counselor Preparation Comprehensive Exam* (CPCE) during their last semester in the program. (EXCEPTION: If students intend to complete the program during the summer semester, they must take the CPCE in the spring semester *prior to* the summer they finish the program). The CPCE is not administered during the summer. Exceptions to the timing of this exam may be made at the discretion of the student's advisor, in consultation with the Program Director and/or Program Administrator. The program determines and communicates the CPCE test date each fall and spring to all eligible students. It is the student's responsibility to register for the CPCE and to be present on the pre-arranged testing date. The exam is taken either online (via OnVue) with a CPCE assigned online proctor, or at a Pearson Vue testing center. Students receive their unofficial score immediately. Official scores may take up to six weeks. The exam fee (currently \$150) is already included in student fees and is not an extra expense to students. Students must receive a pre-paid voucher (in the amount of \$150) from the Program Administrator prior to registering for the CPCE exam. Students will receive information regarding registering and paying for the exam via the pre-paid voucher during the semester that they take the exam.

The CPCE is a standardized 160-question comprehensive knowledge exam that assesses the student's objective knowledge in eight core areas: (1) Human Growth & Development, (2) Social & Cultural Foundations, (3) Helping Relationships, (4) Group Work, (5) Career & Lifestyle Development, (6) Assessment, (7) Research & Program Evaluation, and (8) Professional Orientation & Ethics.

A passing score on the CPCE is considered to be any total score *higher than the score that is 1 standard deviation below the mean* of all test takers. For example, if the mean score of all test takers is 87 with a standard deviation of 17, then the passing score will be any score higher than 70 ($87 - 17$). Students who do not pass the CPCE may be required to re-take the exam or may be required to complete additional activities as part of a Student Performance Remediation Plan (See SPRP). Remediation of a failing score on the CPCE is decided upon by the student's advisor, with input from the Counseling faculty.

Study materials for the CPCE are similar to study materials for the National Counselors Exam (NCE), as the two exams are quite similar. While some study resources are listed on CANVAS, students may find other resources are better suited to their particular learning style.

Counseling Conference Attendance

Attending professional counseling conferences is an important component of a student's developing professional identity. Students will be required to attend at least one counseling-related conference that is approved by the ACA or the NBCC prior to graduation. Evidence of completion (usually a copy of the certificate of attendance) should be submitted to the Program Administrator, who will add it to the student's file. Often, students can attend conferences for a reduced rate (or fully compensated) if they volunteer as student workers. Examples of counseling-related conferences include:

- American Counseling Association (ACA)
- Any ACA state branch counseling conference (for example, North Carolina Counseling Association or South Carolina Counseling Association)
- Any ACA divisional conferences (such as ACES, ASERVIC, etc.)

- Licensed Professional Counselor Association of North Carolina (LPCANC)—a division of AMHCA
- American Mental Health Counseling Association (AMHCA)
- Christian Association for Psychological Studies— Counselor Education Division (CAPS)

For the purposes of this requirement, attending a “workshop” on one topic is not the same as attending a professional conference where you have the opportunity to choose breakout sessions to attend and interact with other counseling professionals.

Didactic Counseling

For a student entering into the helping field, it is important to gain experiential knowledge of being a counselee as well as to address personal matters that may interfere with providing clinical services to their clients. As such, the Counseling Department understands the value and benefit for our students-in-training to begin their own individual didactic counseling during their enrollment in the MACC-program. We believe that this didactic counseling experience enhances professional development and competency for students learning to be professional counselors. The requirement is 12 consecutive counseling sessions with an approved licensed counselor. It is imperative that at least eight counseling sessions take place during a clinical rotation placement (i.e. Practicum or Internship). In keeping with the ethics of confidentiality, the content of the didactic counseling sessions is not made known to the Counseling Department.

Prior to beginning the didactic counseling experience, students should complete the Didactic Counseling Approval form found on the MACC Program Site on Canvas and submit it to the program administrator at maccinfo@gordonconwell.edu. At the completion of the didactic counseling experience, students are required to turn in to the program administrator a Didactic Counseling Completion Statement form, signed by the didactic counselor, indicating that the student completed 12 sessions. Students should send the completed form to maccinfo@gordonconwell.edu. No other reporting is required. The MACC department keeps a list of licensed counselors, many of whom have agreed to see our students at a reduced rate. This counselor referral list is available to students on Canvas under the Didactic Counseling file on the MACC Program tab.

MACC Counseling Retreat

Students who began the MACC degree program prior to Summer 2022 are required to attend one Counseling Retreat during their course of study. The purpose of the retreat is three-fold: spiritual renewal, emotional/physical rest and community building. The retreat is a time to establish relationships among peers, discuss the field of counseling with respect to calling, professional concerns, and the Christian life; and to spend time in spiritual retreat alone and together. The retreat consists of a weekend (Friday evening through Sunday morning) in January every other year.

Please note that this requirement is being sunsetted and will not be required for students who begin the MACC Program in Summer 2022 or beyond. Thus, the final counseling retreat for current students will be held in January 2023. All MACC students who began the prior to Summer 2022 and have not yet attended a counseling retreat should plan to attend the final retreat in January 2023. The retreat, which does have an associated fee, is held at a conference center within 100 miles of the Charlotte campus.

MACC Counseling Residency

Students who began the MACC Program in Summer 2022 or later are required to attend an in-person, three-day Counseling Residency on the Charlotte campus each September. The dates of the Residency are typically scheduled during the first week of the Fall semester and are published by the Counseling Department. The purpose of the Residency is three-fold: spiritual renewal, mentoring, and community networking. The Residency is a time to establish relationships with peers and faculty, discuss the field of counseling with respect to calling, professional concerns, and the Christian life; and to spend time in spiritual retreat alone and together. Students are required to obtain their own housing and transportation for the Counseling Residency. There is a course fee of \$85 to attend the Residency.

MACC Clinical Counseling Practicum and Internship

A 100-hour Practicum and a 600-hour Internship experience are required in the MACC Program. For detailed information regarding the requirements for practicum and internship, please refer to the *Practicum/Internship Manual*, available to students on Canvas under the “Files” section of the MACC PROGRAM tab.

Procedures and Policies: Evaluation, Remediation, Retention and Dismissal

Evaluation Procedure

In order to evaluate the academic, personal, professional and spiritual progress of the counseling student, evaluative procedures take place throughout the course of the program. These measures identify and provide feedback of the counseling student’s strengths and note any areas of concern that need attention and further growth or development.

Annual Student Review

All students enrolled in the MACC program are evaluated annually by Counseling Department faculty. Students are evaluated using the *Student Annual Review Rubric* and the *Professional Dispositions Evaluation Rubric* (both found under Appendix of this handbook) in the following areas: (1) academic performance (including GPA and attainment of KPI’s); (2) professional development; (3) interpersonal development; (4) clinical development; (5) Christian leadership; and (6) attainment of the professional dispositions outlined previously in this handbook (p. 12). Students are assessed in each of these areas based on data gleaned from student coursework as well as observations that faculty and staff make of students as they progress through the program. Observations are made through personal engagement with students, during classes, and through coursework that is submitted.

Each year (usually in April), MACC faculty meet together to individually review each student in the program. During this review, all data points noted in the paragraph above are assessed, with written documentation provided on the *Professional Dispositions Evaluation Rubric* and the *Student Annual Review Rubric* (see Appendix of this handbook). Following the *Annual Student Review*, the student will be notified regarding the outcome of the Annual Student Review, with one of three possible outcomes:

1. Satisfactory
2. Satisfactory with Concern(s)/ Comment(s)
3. Unsatisfactory with Concern(s)/ Comment(s)

If a student receives a “Satisfactory with Concern(s)/ Comment(s)” the student’s advisor will include a written comment regarding the area(s) that the student should address. If the student wishes to talk with the advisor about the concern, the student should contact the advisor. With this category there may or may not be a Remediation and Growth Plan required, depending upon the area of concern. If a Remediation and Growth Plan is required, the student’s advisor will indicate such on the *Student Annual Review Rubric*, and the advisor will follow up with the student. Students will be informed of the necessary steps for improvement in the area of concern and the time frame that the matter must be addressed.

If the student receives an “Unsatisfactory with Concern(s)/ Comments,” a Remediation and Growth Plan will be required. The advisor will indicate in the written evaluation that the student should contact the advisor within two weeks to schedule an appointment to discuss remediation. Students will be informed of the necessary steps for improvement in the area of concern and the time frame that the matter must be addressed. Additionally, the advisor will inform students of the consequences if the probationary period passes and the area of concern has not been addressed. Typically, if noted areas of concern remain unaddressed, students enter into a three-stage departmental remediation process. (See *Policy on Retention and Remediation of Students* below). Annual Student Reviews become part of the student’s permanent file.

Any student who wishes to appeal the decision made during the Annual Student Review should follow the *Appeals* process explained later in this handbook.

Exit Evaluation

A student’s final evaluation takes place during the Exit Evaluation, which is required to graduate. For a detailed understanding of the Exit Evaluation, refer to pp. 14-16 of this handbook.

Policy on Retention and Remediation of Students

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate training. Students are expected to demonstrate professional and interpersonal competence, social consciousness, and disciplined reflection in their work. This includes high standards of professional and ethical behavior in interactions with clients, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity.

This policy describes the procedures used to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the program when remediation is not possible.

Identification and Verification of Problems

Professional ethics demand that student problems be addressed as soon as possible. Incompetence, ethical violations, or problematic behaviors are typically identified in one of four ways. First, formal evaluation of each student’s progress takes place each year during the Annual Student Review (see *Annual Student Review* in the preceding section). This evaluation involves a review of the student’s academic performance, professional development, interpersonal development, and intrapersonal development. Second, a faculty member or supervisor may raise an issue of concern at any time. Third, students might have a concern about a fellow student. Students who have concerns should first discuss

the issue with their own advisor, who will then raise the issue with the other Counseling faculty. Fourth, students may identify a concern about themselves that they discuss with a faculty member or advisor. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem but may request that the student meet to provide additional information.

Code of Conduct or ACA Ethical Violations

In the case of a violation of the Community Life Statement (found in [GCTS-Charlotte Student Handbook](#), (page 7) or violations of the ACA ethical code, the faculty member who is made aware of the violation will notify the Director of Graduate Programs in Counseling and the Dean of Students for the Charlotte campus. Resolution of the issue will follow guidelines outlined in the [GCTS-Charlotte Student Handbook](#) (pages 91-94).

Students at Risk

In the event that a faculty member is made aware of student impairment, the student will be assessed for risk of harm to self or others by the faculty member and/or the Dean of Students. The faculty member who is made aware of the impairment will document the concern and contact the Dean of Students, the Director of Graduate Programs in Counseling, and the Academic Dean of the Charlotte campus.

Academic and Performance Deficiencies

Many academic and performance deficiencies may be successfully addressed by a student and faculty member in the context of a course or other experience (e.g. clinical rotations) without recourse to the more formal procedures. For example, if a student receives a letter of *Unsatisfactory* standing in the program following the Annual Student Review, a meeting between the advisor and the student occurs, during which a Remediation and Growth Plan is discussed. If the plan is successfully implemented, the deficiency is considered addressed. If agreement on a plan is not reached during the meeting or if the plan is not successful, a three-stage departmental remediation process begins. Additionally, a Remediation and Growth Plan may be implemented if the student receives an evaluation of *Satisfactory with Comment/ Concern*, depending upon the area of concern and what the faculty deem necessary to address the concern.

Stage 1: Early Remediation

When student deficiencies cannot be addressed within the context of a course or other experience, either because they are too serious or too broad, (i.e. they extend beyond a single course or experience), they must be brought to the attention of the Director of Graduate Counseling Programs. The program director will work with the reporting faculty member or advisor to develop a Remediation and Growth Plan, which becomes part of the student's permanent file.

Remediation and Growth Plan (RGP)

During Stage 1: Early Remediation, a Remediation and Growth Plan (RGP) is developed to aid the student in overcoming performance deficiencies and growing in needed areas. The plan is developed by the Counseling Department faculty and specifies required activities and deadlines that must be achieved by the student, as well as consequences or failure to complete the plan. Failure to successfully complete directives prescribed in the RGP will result in sanctions up to and including temporary or permanent dismissal from the program.

A remediation and growth plan will include-

- 1) a detailed description of the performance/behavioral deficiencies

- 2) a detailed explanation of the level of progress or performance that is required to remediate each deficiency—with reference to supporting documentation from written standards in the program (e.g., syllabi, practicum/ internship evaluation criteria)
- 3) the required actions to be taken and the documentation necessary to substantiate successful completion of the action steps
- 4) the specific timeframe for completion of the plan
- 5) the consequences for failure to complete the plan

The plan will be signed and dated by the student and the advisor, with a copy given to the student and another placed in the student's file. The advisor and student will discuss and establish mechanisms that will aid the student in completing the remediation and growth plan in the allotted time, and the advisor will monitor the student's plan and progress and report this progress to the Counseling Department faculty.

Based on a review of the student's progress, the Counseling Department faculty will determine whether the student has met the terms of the remediation. If the student demonstrates compliance with the terms of the RGP, the student will be considered in good standing. If the student fails to complete the Remediation and Growth Plan in accordance with its terms, the student may proceed to *Stage 2: Secondary Remediation* (see below). In rare cases, the student may be subject to temporary or permanent dismissal from the program following *Stage 1 Remediation*. (See *Dismissal from the Program*). The Counseling Department faculty will communicate its determinations in writing to the student, with a copy placed in the student's file.

Remediation and growth interventions may consist of, but are not limited to, the following:

- Personal counseling
- Increased faculty contact
- Increased supervision
- Repeat academic/ clinical courses
- Additional assignments (journaling, research papers, tutoring)
- Require additional courses
- Leave of absence
- Workshops/ seminars
- Dismissal from the program

When a Remediation and Growth Plan has been developed, the reporting faculty member will meet with the student to review the plan and discuss next steps for implementation. The timeframe for review and completion will be determined collaboratively with the student. If agreement can be reached, the student will move forward with the plan.

Stage 2: Secondary Review Remediation

If no agreement is reached in *Early Remediation* or if the plan is unsuccessful in remediating the deficiency, the process moves to *Secondary Review Remediation*. In this stage of remediation, the Counseling Department faculty develop a new, or revised, RGP for the student. The student will be asked to meet with the Director of Graduate Counseling Programs for a discussion of the issues and to review the RGP. If the student agrees to the remediation plan, the plan is implemented. If the student does not agree with the plan, or the terms of the plan, the student may appeal to the Dean of Students or to the Academic Dean of the Charlotte Campus.

Stage Three: Final Remediation

If early and secondary remediation efforts are unsuccessful, the Counseling Department faculty could determine that a student's deficiencies are of such a nature and severity that neither the student nor the program will benefit from additional efforts with the RGP. In those cases, a student may be dismissed temporarily or permanently from the program. Dismissal procedures are described below.

Dismissal from the Program

It is the policy of the Counseling Department that any student participating in the Master of Arts in Christian Counseling program, must adhere to the following: the policies articulated in the GCTS Community Life Statement, found in the [GCTS-Charlotte Student Handbook](#) (page 7), this student handbook, course syllabi and the American Counseling Association (ACA) Code of Ethics (found on the ACA website: <https://www.counseling.org/knowledge-center/ethics>). Students are responsible for reading and complying with the expectations contained in the documents referenced above and remaining informed of seminary, departmental, and program policy changes.

Students who fail to comply with the terms of their RGP may be temporarily or permanently dismissed from the program. Additionally, the program reserves the right to dismiss a student from the program if it is determined that the student's performance deficiencies are of such a nature and severity that neither the student nor the program will benefit from an RGP. Final decisions regarding dismissal due to performance/ behavioral deficiencies will be made by the Counseling Department faculty. Dismissal from the program may follow a period of remediation (RGP), probation, and/or suspension, but such a period is not required to precede dismissal.

A student being considered for dismissal will be advised in writing of the performance/ behavioral deficiencies under review by the Counseling Department faculty. The student may be requested to appear before Counseling Department faculty, provide the committee with a written statement, or both. Any oral or written statement by the student is expected to respond to the performance deficiencies under review. A copy of the student's written statement will be placed in the student's departmental file. While attempting to be consistent in its performance evaluations and dismissal decisions, the program attempts to be sensitive to the facts and circumstances surrounding individual cases. These two values may, at times, conflict, but both will be weighed in the effort to achieve as fair of a process/ decision as possible.

Following review of the case, the Counseling Department faculty will determine whether a recommendation to dismiss from the program is warranted and whether the dismissal should be temporary or permanent. The Counseling Department faculty then makes its recommendation to the Academic Dean of the Charlotte Campus, who has the authority to make the final program dismissal decision. The student will be advised in writing regarding the dismissal decision, with a copy placed in the student's file. The following are examples of circumstances that may result in dismissal from the program:

- Failure to meet and maintain minimum academic, program, and professional performance standards.
- Unsatisfactory performance in practicum and/or internships.
- Unethical or unprofessional conduct.
- Circumstances that interfere with training or threaten client welfare.

Additionally, a student may be dismissed from the MACC program under the following circumstances:

- If a student fails to demonstrate academic improvement after a period of academic probation. Academic dismissal is processed by the Registrar's office, in accordance

- with GCTS policy.
- If a student has breached community guidelines of academic integrity as described in the [GCTS-Charlotte Student Handbook](#) (page 105, 121).
 - If a student has breached behavioral code of conduct expectations as described in the [GCTS-Charlotte Student Handbook](#) (page 7, 121).
 - If a student has been denied candidacy following the Exit Evaluation for reasons above or relative to matters of Christian character described in the *GCTS-Charlotte Student Handbook* and the Exit Evaluation process.

Appeals

If a student believes that the decision made during the Annual Student Review, the Exit Evaluation, or any part of the remediation process is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting materials within five (5) working days of receiving the decision. In the case of an outcome determined by the professor alone, the appropriate appeal is to the Director of Graduate Programs in Counseling. In the case of an outcome determined by the faculty of the Counseling Department, the appropriate appeal is to the Dean of Students. A final appeal can be made to the Academic Dean of the Charlotte campus. The decision of the Academic Dean is final. Students may, at any time, enlist the services of the Dean of Students by contacting Deana Nail, at dnail@gordonconwell.edu.

Other MACC Policies and Procedures:

Attendance Policy

Due to the modular/weekend/online structure of the MACC program, attendance and full participation are expected during all class meetings. Many counseling courses include an experiential component as a crucial aspect of learning; thus, it is sometimes difficult for professors to assign “make-up work” that would effectively match the in-class experience. Students are responsible to notify the professor *prior to missing any portion of class*, whether the absence will be excused or unexcused. Professors have the right and authority to determine the attendance policy for a given course. Often, professors determine their attendance policy based on the nature and content of the coursework. Some professors may choose to fail any student who misses an entire weekend of class. This is a reasonable policy, given that missing a full weekend equates to missing 1/3 of the class time. Other professors may choose to deduct points or require make-up work following an absence. The professor’s attendance policy will be stated in the course syllabus, and it is the student’s responsibility to check with the professor as needed.

Endorsement Policy

The Counseling Department faculty are usually happy to write a recommendation or reference letter for qualified students or alumni. The Counseling Department reserves the right to base this decision on the following considerations: GPA, clinical supervisor evaluations, Annual Student Review, performance on Exit Evaluation, and the students’ interpersonal skills, self-awareness and emotional stability. Students should contact the faculty member *prior to* giving the faculty member’s contact information to an agency. Faculty normally request two weeks to complete letters of reference.

Policy for Grievances

It is possible that throughout your stay in the MACC program that students would have a grievance

about a situation or decision that has been made related to a decision that has been made about them. Depending on what the grievance is related to there is a protocol that students should follow that is both Biblical and respectful of all persons involved. Whether the grievance is related to course material, including a grade on an assignment, an evaluation given to the student, or a recommendation about progress in the program, the student should speak to persons in the following order:

- a. If the student has a grievance about a grade or has a concern about the relationship with a professor, the student should first talk to the professor.
- b. If the issue is not resolved to the student's satisfaction, then the student should speak with his or her advisor or the *Director of Graduate Programs in Counseling*.
- c. If the matter is still not satisfactorily resolved, then the student should contact in writing, the Dean of Students for the Charlotte campus, Deana Nail.
- d. If the matter is still not satisfactorily resolved, the student should contact the Charlotte Academic Dean. The Charlotte Academic Dean will follow the procedures outlined in the [GCTS-Charlotte Student Handbook](#) (pages 93-94).

MACC/ MACO Cross-Registration Policy

This policy is intended to offer guidance to students in both the MACC (Charlotte) and MACO (Hamilton) counseling programs. Students occasionally request to take a course outside of their home program. The MACC/ MACO programs take seriously their responsibility to assess counselor professional development and the acquisition of counseling skills; this evaluation is best accomplished in the student's home program where the faculty and staff have regular interaction with the student. In addition, accreditation regulations require the MACC/ MACO programs to measure student attainment of Key Performance Indicators (KPIs) in core counseling classes. Since the MACC and MACO programs are CACREP accredited as two distinct programs, measurement of KPIs and student attainment of requisite professional dispositions are assessed in different ways in the two programs.

If a student wishes to register for a course outside of their home program, the following guidelines are followed:

- Students are permitted to take required Bible and theology courses from any campus, outside of their home program.
- Students are permitted to take counseling electives outside of their home program, with the exception that MACO students may only take the elective CO 709 (Counseling in Addictive Behaviors) in the MACO program and may not take the MACC course CO 750 (Counseling for Crisis and Addictions).
- Students are *not* permitted to take any core counseling courses outside of their home program. This includes all core counseling courses as well as the clinical practicum, clinical internship, and professional seminar/ group supervision courses.
- Exceptions to this policy are rarely granted. If a student believes they have an extenuating circumstance that requires them to register for a core counseling course outside of their home program, they should write an email explaining their circumstance to the following 4 individuals: program directors of both the MACC and MACO programs; program administrators of both the MACC and MACO programs. The request to take a course outside of a student's home program must be approved unanimously by both program directors and program administrators.

This policy does not supersede institutional and program policies on transfer of credits, since taking a course outside of one's home program is considered a "transfer course" for purposes of accreditation

regulations.

Licensure:

While the school makes every effort to ensure that the program meets licensure requirements in North and South Carolina, licensure and certification requirements vary by state. The school's responsibility is to provide an opportunity to earn a degree and to provide guidance to students regarding unique licensure requirements in states other than North and South Carolina. However, the student is responsible to contact the appropriate licensure board following graduation and to fulfill the post-graduate requirements required for licensure as a mental health professional.

Hours accumulated from the practicum and internship experience, which meet the clinical training requirements for the MACC degree, may or may not meet the requirements for licensure or certification in some states. The MACC program is committed to providing guidance to

students so that they can meet the clinical experience requirements in their given state.

Professional Organizations, CE Events and Seminars:

The Counseling Department strongly encourages student membership and participation in national and state professional organizations (see list below) in order to make use of the various benefits and opportunities such as research, conferences, continuing education, scholarships, presentations, networking, etc. that these organizations offer. During *CO 790C: Professional Standards and Ethics*, students will be required to join a professional counseling organization to enhance their developing professional identity.

Faculty also offer a variety of ways to get involved with various organizations such as extra credit for attendance at national and state conferences, working with faculty on research projects, paper and breakout session presentations.

The Counseling Department provides seminars for continuing education credit with NBCC on various counseling related topics in which all clinical site supervisors contracted with a student are invited to attend free of charge. Students are encouraged to attend. Upcoming events are posted on the GCTS website as well as emailed to students, alumni, clinical supervisors, and counselors in the community.

Professional Counselor Websites (licensure, code of ethics, professional development and other information)

- National Counselor Examination: National Board of Certified Counselors – NBCC www.nbcc.org/exams/nce
- American Counseling Association (ACA) www.counseling.org
- North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC) www.ncblcmhc.org
- American Mental Health Counselor's Association (AMHCA) www.amhca.org

- American Association of Christian Counselors (AACC)
www.aacc.net
- Association for Counselor Education and Supervision (ACES)
www.acesonline.net
- Association for Multicultural Counseling and Development (AMCD)
www.multiculturalcounseling.org
- Association for Play Therapy (APT)
www.a4pt.org

Appendix

A: Professional Disposition Evaluation Rubric

B: Annual Student Review Evaluation Rubric

C: Exit Evaluation (Skills Evaluation) Rubric

MACC Program Professional Disposition Evaluation Rubric

Student		ID	
Completed <input type="checkbox"/>	Advisor	Date	
<input type="checkbox"/> Beginning of Program <input type="checkbox"/> Annual (1 st Year) <input type="checkbox"/> Annual (2 nd Year) <input type="checkbox"/> Exit Evaluation <input type="checkbox"/> Other			

	1 = Rarely	2 = Sometimes/ Occasionally	3 = Regularly/ Meets Expectations	4 = Consistently
<u>Aware of self and others.</u> (Awareness of one’s thoughts and feelings as well as others’ thoughts and feelings, able to be reflective, practices self-care.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Comments</i>	
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<u>Teachable.</u> (Responsive, receptive of feedback, displays humility and an ongoing commitment to interpersonal, spiritual, and psychological growth.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Comments</i>	
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<u>Ethical.</u> (Honest, fair, displays integrity, shows respect for professional ethical standards).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Comments</i>	
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<u>Multiculturally sensitive.</u> (Aware of self as a person of culture, sensitive to issues of power and privilege, understands the impact of systemic oppression and discrimination.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Comments</i>	
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<u>Relationally adept.</u> (Genuine, empathic, congruent, responsive to the needs of others, flexible, respectful of boundaries.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Comments</i>	
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Student Annual Review Rubric

Student Name _____ **Advisor:** _____

Please note: Although your advisor generates this form, it is completed by all MACC faculty corporately.

Academic Performance

(GPA at or above 3.0; Attainment of KPIs for courses taken this review period)

Need Improvement	Below Average	Average	Above Average	Excellent
1	2	3	4	5

Please indicate any KPIs that were not met during this review period:

KPI 1 2 3 4 5 6 7 8 9 10

Professional Development

(Professional engagement with those inside and outside the counseling program evident in behavior and verbal communication, involved in professional development by attending training opportunities e.g. conferences)

Need Improvement	Below Average	Average	Above Average	Excellent
1	2	3	4	5

Personal Development

(Demonstrates good interpersonal and intrapersonal development and engagement with all those in counseling program and with faculty and students in other programs)

Need Improvement	Below Average	Average	Above Average	Excellent
1	2	3	4	5

Clinical Development

(Rated only after starting practicum/ internship.) Ratings from Supervisors a 2 or above for each evaluated category)

Need Improvement	Below Average	Average	Above Average	Excellent
1	2	3	4	5

Christian Leadership

(Demonstrates leadership skills including personal and professional integrity, honesty, maturity, responsibility, and respect for diversity; respects Christian values both professionally and personally.)

Need Improvement	Below Average	Average	Above Average	Excellent
1	2	3	4	5

PROFESSIONAL DISPOSITIONS:

Aware of Self & Others: (aware of one's thoughts and feelings as well as others' thoughts and feelings, able to be reflective, practices self-care)

Rarely	Sometimes/ Occasionally	Regularly/ Meets Expectations	Consistently
1	2	3	4

Teachable: (responsive, receptive of feedback, displays humility and an ongoing commitment to interpersonal, spiritual, and psychological growth)

Rarely	Sometimes/ Occasionally	Regularly/ Meets Expectations	Consistently
1	2	3	4

Ethical: (honest, fair, displays integrity, shows respect for professional ethical standards)

Rarely	Sometimes/ Occasionally	Regularly/ Meets Expectations	Consistently
1	2	3	4

Multiculturally Sensitive: (aware of self as a person of culture, sensitive to issues of power and privilege, understands the impact of systemic oppression and discrimination)

Rarely	Sometimes/ Occasionally	Regularly/ Meets Expectations	Consistently
1	2	3	4

Relationally Adept: (genuine, empathic, congruent, responsive to the needs of others, flexible, respectful of boundaries)

Rarely	Sometimes/ Occasionally	Regularly/ Meets Expectations	Consistently
1	2	3	4

Overall Review:

_____ Satisfactory

_____ Satisfactory with Comment/ Concern

_____ Unsatisfactory with Comment/ Concern

Comments:

**GRADUATE PROGRAMS IN COUNSELING
EXIT EVALUATION REVIEW**

Student: _____

ID No. _____

Evaluators: _____

Date: _____

Gordon-Conwell Theological Seminary’s Master of Arts in Counseling (MACC) is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field and in the church. In order to fulfill these responsibilities, faculty members evaluate students based on their academic and professional behaviors. In reviewing students, the counseling program faculty members consider a wide range of behaviors and attitudes requisite to the academic, spiritual, clinical and personal development of students. Dimensions assessed include professional responsibility, competence, maturity, and integrity.

<p>Directions: Based on observations of the student, select the relevant items, then circle the number that corresponds according to the rating scale: N – No/ insufficient opportunity to observe 1 – Rarely 2 – Sometimes/ Occasionally 3 – Regularly/ Meets Expectations 4 – Consistently</p>					
CLINICAL (Counseling Skills and Abilities)					
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.	N	1	2	3	4
2. The students demonstrate necessary basic fundamental counseling skills by:					
a. Understanding content – understanding the primary elements of the client’s story	N	1	2	3	4
b. Responding to or reflecting feelings – identifying client affect and addressing those feelings in a therapeutic manner	N	1	2	3	4
c. Congruence – genuineness; external behavior consistent with internal affect	N	1	2	3	4
d. Unconditional Positive Regard – being present and accepting clients story	N	1	2	3	4
e. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client	N	1	2	3	4
f. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	1	2	3	4
g. Immediacy – staying in the here and now	N	1	2	3	4
h. Timing – responding at the optimal moment	N	1	2	3	4
i. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention	N	1	2	3	4
3. The student collaborates with the client to establish clear therapeutic goals by:					
a. The student facilitates movement toward client goals.	N	1	2	3	4
b. Micro-skills – paraphrase, summarize, deepening affect, understand the rational for deepening affect	N	1	2	3	4
c. The student demonstrates an understanding of the use of a clinical theoretical approach when providing services to clients.	N	1	2	3	4
CLINICAL (Counseling Skills and Abilities cont.)					

d. The student demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting clinical profile.	N	1	2	3	4
e. The student demonstrates an understanding of case conceptualization using theoretical model in treatment approach and ties process (treatment plan and goals) to the theoretical approach	N	1	2	3	4
PROFESSIONALISM (Professional Responsibility)					
1. The student creates appropriate structure – setting boundaries of the helping frame and maintain boundaries throughout the work such as setting parameters for meeting time and place, maintain the time limits, etc.	N	1	2	3	4
2. The student demonstrates an understanding of the context – understanding the uniqueness of the story elements and their underlying meaning.	N	1	2	3	4
3. The student creates a safe clinical environment.	N	1	2	3	4
4. The student demonstrates analysis and resolution of ethical dilemmas.	N	1	2	3	4
5. The student willingly increases knowledge and implementation of effective counseling.	N	1	2	3	4
6. The student conducts self in an ethical manner that promotes confidence in the counseling profession	N	1	2	3	4
7. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	1	2	3	4
8. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	1	2	3	4
9. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	1	2	3	4
10. The student projects a professional self-awareness	N	1	2	3	4
PROFESSIONALISM (Competence)					
11. The student recognizes the boundaries of her/his competencies and the limitations of her/his expertise.	N	1	2	3	4
12. The student takes responsibility for modifying for her/his deficiencies as set forth through discussion with faculty.	N	1	2	3	4
13. The student demonstrates self-awareness by being mindful of building and maintaining rapport in therapeutic relationship	N	1	2	3	4
14. The student demonstrates a reflective attention to the therapeutic relationship and process in the therapy room.	N	1	2	3	4
15. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	1	2	3	4
INTERPERSONAL (Maturity)					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients, supervisors, and members of the community.)	N	1	2	3	4
2. The student demonstrates honesty, fairness and respect for others.	N	1	2	3	4
3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	1	2	3	4
4. The student demonstrates the ability to receive, reflect on, and integrate feedback from peers, faculty, and supervisors.	N	1	2	3	4
5. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual (s) with whom the conflict exists.	N	1	2	3	4
INTERPERSONAL (Integrity)					
6. The student refrains from making statements which are false, misleading, or deceptive.	N	1	2	3	4

7. The student avoids improper and potentially harmful dual relationships.	N	1	2	3	4
8. The student respects the fundamental rights, dignity, and worth of all people.	N	1	2	3	4
9. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	1	2	3	4
ACADEMICS					
1. The student regularly attends class.	N	1	2	3	4
2. The student is on time for class.	N	1	2	3	4
3. The student stays and actively participates for the entire class.	N	1	2	3	4
4. The student completes all assignments on time.	N	1	2	3	4
5. Completed assignments reflect appropriate graduate level work, including adherence to most recent edition of APA Manual.	N	1	2	3	4
6. The student is open to feedback regarding academic performance and incorporates said feedback through subsequent work.	N	1	2	3	4
7. The student can grasp, apply, and integrate knowledge at both concrete and abstract levels of thought.	N	1	2	3	4
PROFESSIONAL DISPOSITIONS					
1 – Rarely 2 – Sometimes/ Occasionally 3 – Regularly/ Meets Expectations 4 - Consistently					
Aware of self and others (Awareness of one’s thoughts and feelings as well as others’ thoughts and feelings able to be reflective, practices self-care)		1	2	3	4
Teachable (Responsive, receptive of feedback, displays humility and an ongoing commitment to interpersonal, spiritual, and psychological growth)		1	2	3	4
Ethical (Honest, fair, displays integrity, shows respect for professional ethical standards)		1	2	3	4
Multiculturally Sensitive (Aware of self as a person of culture, sensitive to issues of power and privilege, understands the impact of systemic oppression and discrimination)		1	2	3	4
Relationally Adept (Genuine, empathic, congruent, responsive to the needs of others, flexible, respectful of boundaries)		1	2	3	4

**This form was created with modifications based on the UNC-Charlotte Department of Counseling Professional Counseling Performance Evaluations.*

Comments:

Faculty Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

(If formally reviews with student, student signature required.)