



Master of Arts in Christian Counseling
Clinical Mental Health
Department Handbook

2025-2026

GORDON  CONWELL
THEOLOGICAL SEMINARY

Table of Contents

Introduction:	4
Mission Statement and Objectives:	5
Gordon-Conwell – Charlotte Counseling Department Mission Statement	5
Master of Arts in Christian Counseling (MACC) Objectives and Goals	5
MACC Core Faculty and Staff:	6
MACC Advisory Board	7
MACC Admission Requirements:	8
Phase 1 – Application	8
Phase 2 – On-Campus Interviews.....	8
Standard of Personal Conduct.....	8
Standard of Professional Conduct.....	8
MACC Degree Course Requirements:	9
Technology Resources and Competence Needed to Complete the Program/ Live Participation	9
MACC- CMH Check Sheet.....	10
Community Context of Training:	10
Respect for Diversity.....	10
Library & Information Literacy Site:	11
MACC Counseling Course Descriptions:	11
CO 502-INTRODUCTION TO COUNSELING AND SYSTEMS THEORY	11
CO 540-HELPING RELATIONSHIPS	12
CO 575-COUNSELING RESIDENCY	12
CO 606-GLOBAL MENTAL HEALTH.....	12
CO 610-LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING	12
CO 614C-FAMILY SYSTEMS THEORY	12
CO 618-COMMUNITY BASED COUNSELING	12
CO 699-RESEARCH METHODS AND DESIGN	12
CO 710C-PSYCHOPATHOLOGY	12
CO 712-MULTICULTURAL DIVERSITY IN COUNSELING	13
CO 713-FOUNDATIONS OF PLAY THERAPY.....	13
CO 716-COUPLES COUNSELING	13
CO / PC718-GROUP DYNAMICS.....	13
CO 719-HUMAN SEXUALITY	13

CO 725-COUNSELING ADOLESCENTS	13
CO 726-ADVANCED TRAUMA COUNSELING: DIAGNOSIS AND TREATMENT	13
CO 727-ATTACHMENT-FOCUSED AND PSYCHODYNAMIC THERAPIES.....	13
CO 735C-ASSESSMENT IN COUNSELING.....	14
CO/ PC 750-COUNSELING FOR CRISIS AND ADDICTIONS	14
CO 770-CAREER COUNSELING.....	14
CO 790C-PROFESSIONAL STANDARDS AND ETHICS FOR COUNSELORS	14
CO 850-ADVANCED MODELS IN CLINICAL MENTAL HEALTH COUNSELING & PRACTICE	14
CO 851-EXIT EVALUATION.....	14
CO 867-CLINICAL COUNSELING PRACTICUM	14
CO 868-CLINICAL COUNSELING INTERNSHIP I.....	14
CO 869-CLINICAL COUNSELING INTERNSHIP II.....	15
CO 870-CLINICAL COUNSELING INTERNSHIP III.....	15
CO874-CLINICAL COUNSELING PRACTICUM SUPERVISION	15
CO875-CLINICAL COUNSELING INTERNSHIP SUPERVISION	15
MACC Degree Requirements:	15
Key Performance Indicators	15
Professional Dispositions.....	18
Exit Evaluation	18
Counselor Preparation Comprehensive Exam (CPCE).....	20
Counseling Conference Attendance	21
Personal Counseling	21
MACC Counseling Residency	22
MACC Clinical Counseling Practicum and Internship	22
MACC Academic Advisor	23
Procedures and Policies: Evaluation, Remediation, Retention and Dismissal:	23
Individual Student Assessment Procedures/ Evaluation Procedure	23
Mid-Program Evaluation (MPE).....	23
Exit Evaluation.....	24
Policy on Retention and remediation of Students.....	24
Identification and Verification of Problems	24
Code of Conduct or ACA Ethical Violations	25
Students at Risk.....	25
Academic and Performance Deficiencies.....	25
Stage 1: Early Remediation	25

Remediation and Growth Plan (RGP).....	25
Stage 2: Secondary Review Remediation.....	26
Stage 3: Final Remediation.....	26
Dismissal from the Program.....	26
Appeals	28
Other MACC Policies and Procedures:	28
Attendance Policy.....	28
ADA Policy/ Disability and Accessibility.....	28
Endorsement Policy.....	28
Policy for Grievances	29
Grade Appeals	29
Appeal Process.....	29
MACC/ MACO Cross-Registration Policy	30
MACC Transfer of Credits Policy.....	31
Licensure:.....	31
Professional Organizations, CE Events and Seminars:.....	32
Professional Counselor Websites (licensure, code of ethics, professional development and other information).....	32
Appendix:.....	33
Student Mid-Program Evaluation Rubric:	34
Exit Evaluation Review Rubric:	36
Exit Evaluation - Self Evaluation Rubric:	39

Introduction:

Greetings counseling students!

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 a CACREP accredited program with a specialization in Clinical Mental Health Counseling, and 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 clinical mental health 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 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, 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,



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 responsive 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.

- Professional Identity.** We expect that students will demonstrate a professional counselor identity with understanding of the roles and functions of professional counselors and an ongoing commitment to professional, interpersonal, and spiritual growth.
- Knowledge and skills for competent counseling practice.** We expect that students will demonstrate knowledge, skills, and professional dispositions necessary for competent counseling practice. This includes:
 - Understanding of the nature and needs of persons at all developmental levels, including theories of wellness, human development, and spiritual formation over the lifespan. (Human Growth and Development)
 - Basic professional dispositions necessary for effective counseling. Students should be aware of self and others, teachable, ethical, multiculturally sensitive, and relationally adept. (Professional Dispositions)
 - Understanding of the primary theoretical orientations and evidence-based interventions shaping the counseling field today. (Theory and Interventions)
 - Skills necessary for clinical mental health counseling, including basic interviewing and observation skills, differential diagnosis and treatment planning, career assessment, forming and conducting groups, assessment of suicide risk, and the selection and administration of tests appropriate to counseling. (Diagnosis, Assessment, and Helping Skills)
 - Understanding of research and program evaluation methodology and skills and their application in counseling contexts. (Research and Program Evaluation)
- Respect for human diversity within a multicultural perspective.** We expect that students will demonstrate humility, sensitivity, and respect for human diversity within a multicultural perspective, grounded in a Christian theological understanding that humanity created in the *Imago Dei* gives value and dignity to all people. This includes:

- Understanding, sensitivity and respect of persons pertaining to culture, ethnicity, race, gender, sexuality, faith, values, beliefs and other contextual factors. (Social and Cultural Diversity)
 - Understanding how issues of discrimination, racism, oppression, sexism, ableism, 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)
 - Awareness of self as a person of culture and how this impacts others. (Cultural self-awareness)
- D. **Adherence to ethical and legal standards of the profession.** We expect that students will demonstrate adherence to ethical and legal standards of the counseling profession.
- E. **Christian leadership and theological integration.** We expect that students will develop a personal, theologically integrated theoretical model that facilitates counseling diverse populations and demonstrates advocacy for Christian leadership in the professional counseling community.

MACC Core Faculty and Staff:

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MACC Advisory Board

The MACC Advisory Board exists to provide guidance and expertise to the MACC program. The board is a diverse group of key community partners who are interested in the success and sustainability of the MACC program. Members of the board include representatives from current students, core and adjunct faculty, institutional administrators, program alumni, site supervisors, employers of alumni, and church pastors. Meetings are held annually in the fall semester to review program evaluation data, suggest areas for curricular modification and program improvement, provide support for challenges, and offer guidance and expertise to the overall functioning and direction of the academic program.

2025-2026 MACC Advisory Board

[Dr. Angie Kim](#) (Department of Practical Theology, Institutional Administrator)

[Dr. Vickey Maclin](#) (Core faculty)

[Dr. Chris Cook](#) (Adjunct faculty)

[Emily Snodgrass](#) (Site supervisor)

[Rebecca Woodman](#) (Employer of alumni)

[Dana Adams](#) (Alumni)

[Isaiah Martin](#) (Distance student)

[Shawn Castino](#) (Local Student)

[Derrell Young](#) (Church Pastor)

[Dr. Pam Davis](#) (MACC Program Director, ex officio)

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 an undergraduate 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 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 online 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 by the Admissions Review Committee for permission to continue with Phase 2 of the admissions process. If invited to the interview, the process is turned over to the MACC department for the interview and approval for admission. 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 and is for admission to the fall semester only. 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 group interviews with faculty and current students. Phase 2 interviews are scheduled three times per year: February, April, and October. The MACC department will meet and review applications after Phase 2 has been completed and notify the Admissions office which applicants have been accepted. Final admissions decisions will be sent by the Admissions office 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 [Student Life Handbook](#) (page 10).

Standard of Professional Conduct

Students who are admitted to the program must agree to abide by the ACA Code of Ethics (2014) available here: [ACA Code of Ethics](#)

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 Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) which are the professional qualifying exams 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 personal counseling sessions
- Students must successfully complete the Exit Evaluation (EE)
- Students must successfully complete the Counselor Preparation Comprehensive Exam (CPCE)
- Students must achieve a grade point average of 3.0 or higher 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 Resources and Competence Needed to Complete the Program/ Live Participation

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, and substantial live participation is expected. Some electives may require in-person attendance only. 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 into 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. For students who need to develop proficiency in online research or accessing online resources, an elective introductory course is offered (CO 501: Introduction to Counseling Studies).

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](#)

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.

Respect for Diversity

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. As such, we regularly host Diversity Roundtables that offer a variety of different perspectives on multicultural issues. We encourage you to participate in seminary-wide *Theology and the Arts* events that will expose you to new ways of thinking, being, and doing. We incorporate multicultural perspectives into every course, through required readings, assignments, or class discussions, as we firmly believe that multicultural humility is crucial for your development as a professional counselor. As this is a strong focus in the program, there may be times when the perspectives you are required to consider conflict with your personal opinions, beliefs, or values. This is part of the process of becoming a professional counselor! In these instances, we would like you to engage thoughtfully and respectfully, with an attitude of curiosity and humility for what you may learn.

In keeping with 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),

endeavor to follow 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). The diversity that each of you brings to the program is a resource, a strength, and a great benefit, and it is important to our community that you feel welcome and well-served throughout your graduate degree. Our goal is to cultivate a learning environment that supports a diversity of thoughts, perspectives, and experiences, and honors your identities and the intersection between them.

To help accomplish this:

- If something is said in a class or at a school event (by anyone, including professors, students, a group supervisor or a teaching assistant) that made you feel uncomfortable, please talk to your advisor or a professor about it.
- Emotional safety is essential for a sense of belonging, for learning, and for taking healthy risks—let's work together to cultivate it. The program faculty and staff begin with the assumption that any comments you make are well-intended. In the interest of all students, if we believe that a comment may have an unintended negative impact on other members of the community, we will endeavor to respectfully interject and move the discussion in a direction that I hope will feel more helpful. Over the course of the program, you'll likely find that you agree with some of the ideas expressed and disagree with others, and it's perfectly healthy to engage in thoughtful agreement and disagreement. In all interactions, please communicate your views and reactions in a respectful manner and please do your best to be mindful of the impact a comment may have on your peers and the professor.

The program encourages and appreciates your suggestion and may ask for your opinion on ways to do things better through the dissemination of a Diversity Survey. Please let us know ways to improve the program for you personally or for other students or student groups.

[Library & Information Literacy Site:](#)

This is a 3-hour asynchronous course about library and information literacy that answers these questions: How do I find sources? How do I know a source is good? Where do I start? How does the library website work? Students will look at how to successfully tailor a library search to find the resources they need. The course also addresses plagiarism and proper citation styles and discusses the basics of good research and paper writing: [Library & Information Literacy site](#)

[MACC Counseling Course Descriptions:](#)

CO 502-INTRODUCTION TO COUNSELING AND 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 mental health 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: \$95.

CO 606-GLOBAL MENTAL HEALTH

This course examines global mental health (GMH) through the lenses of best practices, cultural diversity, advocacy, and scalable services implementation. Students will explore cross-cultural views of mental health, barriers to care, ethical concerns, and action plan-oriented solutions. Using a bio-psycho-social-spiritual framework, the course integrates research and theory to equip counseling students in strengthening their understanding of global mental health and explore the integration of the Christian church's role in mental health — supporting church health, missionary health, and community well-being towards overall human flourishing. Students will explore current and potential future technologies, including Generative AI and immersive tools, to expand mental health service accessibility and scalability. This course is offered every other year.

CO 610-LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING

This survey of major models of human development and lifespan 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 course is an introduction to family systems theory and the application of the various family systems models to counseling. Students will review several primary theoretical models and will apply knowledge of each model's assumptions, methods, strengths, and weaknesses to case studies. Additionally, students will evaluate each model in relation to various biblical/ theological understandings of the purpose and functioning of families.

CO 618-COMMUNITY BASED COUNSELING

This course provides an overview of community-based counseling, the role of the counselor in the development of healthy communities, and the importance of prevention, outreach, and collaboration in community-based work. Students will understand professional issues unique to community counseling. This course is offered every other year.

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 diagnosis and treatment planning, using the DSM-5 and ICD-10.

CO 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 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, CO 610 *or* CO/ SF 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.

CO / PC718-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. Students will become familiar with relevant 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. This course is offered every other year.

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. Prerequisite: CO710/CO710C.

CO 727-ATTACHMENT-FOCUSED AND PSYCHODYNAMIC THERAPIES

This course examines the contribution of attachment-focused, relational, and psychodynamic therapies to the understanding of persons and the practice of counseling, the application of psychoanalytic theory to the diagnosis and treatment of characterological disorders, and the role of attachment and object

relations theory in the development of an individual's God-concept and spiritual formation. The understanding of characterological disorders and the techniques and relational skills to apply theory in real-life clinical contexts will be emphasized. Prerequisites: CO 500/502. Recommended: CO 710 and CO 540 or CO 507. This course is offered every other year.

CO 735C-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 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 MODELS IN CLINICAL MENTAL HEALTH COUNSELING & PRACTICE

Taken in the final semester, this capstone course focuses on consolidation of students' theoretical orientation to counseling and preparedness for clinical professional practice. The integration of theory, practice and theology is a special focus. *Co/pre-requisite: CO 869 or instructor permission.*

CO 851-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 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. Students are required to obtain 100 hours of counseling practice, including 40 hours of direct client contact. Weekly individual and group supervision are required. Prerequisites: CO 502, CO 540, CO 710, one additional counseling course and the Practicum Information Meeting. Pre- or co-requisite: CO 790C. *Corequisite: CO875.*

CO 868-CLINICAL COUNSELING INTERNSHIP I

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 combined, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Weekly 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 combined, students will accrue 600 hours of counseling experience, including 240 direct client contact hours. Weekly 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. *Prerequisite: CO869. Corequisite: CO875. Can be taken for 1, 2 or 3 credit hours.*

CO874-CLINICAL COUNSELING PRACTICUM 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 the Practicum clinical counseling placement (CO 867).

CO875-CLINICAL COUNSELING INTERNSHIP 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 Internship clinical counseling placement (CO 868, 869, 870).

[MACC Degree Requirements:](#)

In addition to completing required coursework, students are required to fulfill the following requirements as part of the MACC degree.

Key Performance Indicators

The MACC program has identified 11 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. Students who consistently fail to meet minimum KPIs will be referred for a Remediation and Growth Plan (see Remediation and Growth in this handbook.) Complete information on how each KPI is measured is included in the respective course syllabus.

Key Performance Indicator 2024 Standards	Related MACC Program Goal	Measurement Points	Assessment Method
KPI 1: (Skills) Prof. Orientation & Ethics:	Program Goal 1: Professional Identity	1: CO 790	Ethical Dilemma & Discussion Rubric
		2: CO 851	Self-Evaluation Paper

<i>Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (3.A.11)</i>	Program Goal 4: Ethical/Legal Standards		
KPI 2: (Knowledge) Social & Cultural Diversity: <i>The influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews (3.B.2)</i>	Program Goal 3: Respect for Diversity	1: CO 712	Cross-cultural Experience Journal
		2: CO 851	Exit Evaluation Skills Rubric Item
KPI 3: (Knowledge) Human Growth & Development <i>Systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness (3.C.11)</i>	Program Goal 2: Knowledge & Skills for Counseling	1: CO 710	Community Prevention Treatment Plan
		2: CO 610	Historical Examination of Lifespan Project
KPI 4: (Skills) Career Development: <i>Approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors (3.D.2)</i>	Program Goal 2: Knowledge & Skills for Counseling	1: CO 770	Career Interview Assessment Paper
		2: CO 850	Self-Care Project
KPI 5: (Skills) Helping & Counseling Relationships: <i>Interviewing, attending, and listening skills in the counseling process (3.E.9)</i>	Program Goal 2: Knowledge & Skills for Counseling	1: CO 540	Transcriptions 1&2
		2: CO 869	Faculty Supervisor Evaluation
KPI 6: (Knowledge) Group Counseling and Group Work:	Program Goal 2: Knowledge & Skills for Counseling	1: CO 718	Group Leadership Analysis
		2: CO 874/ 875	Form 13.0 Rubric

<i>Characteristics and functions of effective group leaders (3.F.4)</i>			
KPI 7: (Skills) Assessment & Testing: <i>Culturally sustaining and developmental considerations for selecting, administering and interpreting assessments, including individual accommodations and environmental modifications (3.G.5)</i>	Program Goal 3 & 4: Respect for Diversity/ Ethical Standards	1: CO 712	Immersion Experience Rubric
	Program Goal 3 & 4: Respect for Diversity/ Ethical Standards	2: CO 735	Interview & Assessment Report
KPI 8: (Skills) Research & Program Eval: <i>The importance of research in advancing the counseling profession, including the use of research to inform counseling practice (3.H.1)</i>	Program Goal 2: Knowledge & Skills for Counseling	1: CO 699	Poster Presentation Session
		2: CO 750	Discussion Forum: Suicidality & Trauma
KPI 9: (Skills) CMH Specialty Area: <i>Techniques and interventions for prevention and treatment of a broad range of mental health issues. (5.C.5)</i>	Program Goal 2: Knowledge & Skills for Counseling	1: CO 502	Approach to Mental Health Paper
		2: CO 869	Faculty Supervisor Evaluation (Form 9.0)
KPI 10: (Skills) Christian Leadership: <i>A demonstration of ethical, professional, Christian leadership within the professional counseling community.</i>	Program Goal 1: Professional Identity	1: CO 790	Professional Organization Assignment
	Program Goal 5: Christian Integration	2: CO 851	Exit Evaluation – Conference Requirement/ Pastoral Reference
KPI 11: (Skills) Christian Integration: <i>Development of a personal, theologically integrated theoretical model that facilitates counseling diverse populations in a clinically competent manner.</i>	Program Goal 1: Professional Identity	1: CO 502	Approach to Mental Health Paper
	Program Goal 5: Christian Integration	2: CO 850	Integrative Model Paper

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 2024 Standards).

The MACC program has identified five professional dispositions for students to strive toward during the program. Students are evaluated by program faculty at two points during the program. The first review (Mid-Program Evaluation or MPE) occurs after the completion of a full year (three academic semesters) in the MACC program. A second evaluation of the student's attainment of professional dispositions occurs during the Exit Evaluation (CO 851).

- **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 within the Mid-Program Evaluation and Exit Evaluation rubrics 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 by the time of the Exit Evaluation will begin a process of remediation (See *Remediation and Growth Plan in 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 851). 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 851) 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 851 (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 Review 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 851.

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 851*, by the specified due date prior to the scheduled Exit Evaluation:

- a) *Personal self-evaluation*, covering the following areas: professionalism and counselor identity, legal and ethical responsibility, clinical competence, respect for diversity, self-awareness and self-care, theological integration, and Christian leadership. 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 uploaded in the Canvas course CO 851).
 - One full video recording of a counseling session submitted to the Canvas course CO 851.
 - Complete, verbatim 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 link).
- e) *Proof of attendance at a professional conference during the program* (See details under Professional Conference Attendance in this handbook.)

Outcomes of the Exit Evaluation

The Exit Evaluation is graded as either Pass or Fail on the transcript. Possible outcomes include:

1) *Pass:*

- In the estimation of the faculty, the student has substantially demonstrated the necessary skills. The grade is recorded as "Pass" on the student transcript.

2) *Pass with follow-up:*

- In the estimation of the faculty, the student has substantially demonstrated the necessary skills, with minor deficiencies that may be demonstrated in follow-up assignments or activities.
- The grade is recorded as a "Pass" on the transcript once the follow-up activities are completed.

- If the follow-up activities are not completed and an appeal is not filed (see “Appeals” below), the grade is recorded as “Fail” on the transcript and the student will be required to re-take the Exit Evaluation in a subsequent semester.

3) *Remediation:*

- In the estimation of the faculty, remediation of skills is needed. Procedures outlined in the policy on Remediation and Retention of Students in this handbook are followed.
- The grade is recorded as “Extension” on the transcript while remediation activities occur.
- When remediation is successfully completed, the grade will be changed to “Pass” on the transcript. A student’s graduation may be delayed if the requirements of the remediation plan are not met within the given time frame.

4) *Voluntary withdrawal or dismissal from the program:*

- In the estimation of the faculty, substantial skills deficiencies are noted. This outcome is rare and reserved for severe deficiencies such as ethical violations or violations of the Community Life Statement. In this case, the student’s advisor works with the student to assist them to leave the program and explore other career options.

Exit Evaluation Appeals

The student is notified of the outcome of the Exit Evaluation via a secure OneDrive link sent to the student’s GCTS email account. If a student believes that the decision made during the EE is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting material within five (5) working days of receiving the decision. The appeal letter should be submitted to the Director of Graduate Programs in Counseling (Dr. Davis) *or* to the student’s advisor. An Appeals Council of three faculty members with professional counseling background who were not part of the original faculty panel conducting the student’s EE will be convened. The Appeals Council will review the student’s appeal, including all supporting documentation, and render a decision within 10 days, following the typical Exit Evaluation Outcomes listed above. Should a student disagree with the decision of the Appeals Council, further appeal may be made following the Grade Appeals policy in the [Gordon-Conwell Academic Catalog](#).

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 primarily taken at a Pearson Vue testing center (via Computer Based Testing). However, if you feel you have a genuine reason (disability, medical, etc.) to take the CPCE online (via OnVue) with a CPCE assigned online proctor, reach out to the Program Administrator for a possible exception. Students receive their unofficial score immediately upon completing the exam at Pearson Vue. Official scores are available the middle of the following month. 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 *one point 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 equal to or higher than 71 ($87 - 17 + 1$). 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 exams are quite similar. While some study resources are listed on CANVAS, students may find other resources are better suited to their 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 the Exit Evaluation. 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 (ACCESS)
- Association for Play Therapy (APT)

For the purposes of this requirement, attending a "workshop" on one topic is not the same as attending a professional conference where you can choose **breakout sessions** to attend and interact with other counseling professionals. Students are required to **attend an in-person conference** rather than an online/ virtual conference. **The minimum length of attendance for a conference is one day.** You will need to submit proof of attendance to the department. Forms of proof are listed in order of preference: (1) Certificate of attendance (2) Continuing Education (CE) certificate obtained at conference, (3) Post conference email from organization acknowledging attendance (4) Receipt of purchased ticket (only if other options are not available).

Personal Counseling

For a student entering 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 Personal Counseling (CO 852) during their enrollment in the MACC-program. We believe that this personal counseling experience enhances professional development and competency for students learning to be professional counselors. The requirement is 12 consecutive counseling sessions, either weekly or every other week, 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 personal counseling sessions is not made known to the Counseling Department.

Prior to beginning the Personal Counseling (CO 852) experience, students should complete the Personal Counseling Approval form found on the MACC Program Site on Canvas and submit it to the program administrator at maccinfo@gordonconwell.edu. Students should ensure that the counselor has the appropriate credentials and is currently licensed by their state. Acceptable credentials include LCMHC, LPC, LMFT, PSYCHOLOGIST, PMHNP. Associate licenses for these credentials are permitted.

At the completion of the Personal Counseling (CO 852) experience, students are required to submit a Personal Counseling Completion Statement form, signed by the personal counselor, indicating that the student completed 12 sessions. Students should send the completed form to maccinfo@gordonconwell.edu.

Please register for CO 852: MACC Personal Counseling in SONIS during the semester that you begin personal counseling. Please use the "Course Add Request" form in the [SONIS Student Portal Links to an external site](#). after the Course Add period or when unable to process in SONIS (instructions available [here](#)); if you cannot use the form tool in SONIS, email registration@gordonconwell.edu for assistance

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 Personal Counseling file on the MACC Program tab. Additionally, students may find counselors on their own, or on the CAPS website: <https://www.caps.net/online-directory/>

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, for the duration of time they are in the program. The dates of the Residency are scheduled the Wednesday to Friday during the first week of the fall semester and are published by the Counseling Department. The purpose of the Residency is four-fold: spiritual renewal, mentoring, clinical skills and professional dispositions assessment, 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 \$95 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.

MACC Academic Advisor

Each MACC student is assigned an Academic Advisor. Your MACC Academic Advisor is a MACC faculty member who is assigned to you throughout your time in the MACC program. Your Academic Advisor is there to assist with any matters related to your progression in the program including, changes to the course progression, leave of absence, academic and personal challenges that may affect your time in the program. **It should not be expected that your advisor initiates contact with you** (although some Advisors may choose to do so), but your advisor will be available if you reach out to them. You will be notified of your Academic Advisor at New Student Orientation, just prior to the start of the fall or spring semester. Your Academic Advisor is also listed on SONIS. [Please note Adele Jordan is also listed under each MACC student's account as Academic Advisor, but this is only for administrative purposes. The faculty member listed is your actual advisor.] Also, your Faculty Advisor is different from your Student Success Representative, a MACC student who assists students with orientation and is a resource for many matters.

Procedures and Policies: Evaluation, Remediation, Retention and Dismissal:

Individual Student Assessment Procedures/ Evaluation Procedure

To evaluate the academic, personal, professional and spiritual progress of the counseling student, evaluative procedures take place during 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.

Mid-Program Evaluation (MPE)

All students enrolled in the MACC program are evaluated by Counseling Department faculty after completion of a full year (three semesters) in the program. Students are evaluated using the *Student Mid-Program Evaluation Rubric* (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. 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.

During the Mid-Program Evaluation, data points noted in the paragraph above are assessed, with written documentation provided on the *Student Mid-Program Evaluation Rubric* (see Appendix of this handbook). Following the MPE, the student will be notified via email regarding the outcome of the review. Email notifications include a secure link accessible only by the student, so that privacy and confidentiality are maintained. There are three possible outcomes on the MPE:

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 Mid-Program Evaluation 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 MPE 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. If noted areas of concern remain unaddressed, students enter a three-stage departmental remediation process. (See *Policy on Retention and Remediation of Students* below). The Mid-Program Evaluation becomes part of the student's permanent file. Any student who wishes to appeal the decision made during the Mid-Program Evaluation should follow the *Appeals* process explained on p. 26 of 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 the Exit Evaluation section 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 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. Students who consistently fail to meet minimum KPIs or who do not attain the Professional Dispositions expected of MACC students may be required to participate in a Remediation and Growth Plan.

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 during the Mid-Program Evaluation and the Exit Evaluation. This evaluation involves a review of the student's academic performance (including GPA and KPIs), professional development (including professional dispositions), 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 privacy and 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 Student Handbook](#), 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 Student Handbook](#), (pp. 33-36).

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 and the Director of Graduate Programs in Counseling.

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 Mid-Program Evaluation, 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. In addition, a Remediation and Growth Plan may be implemented if the student receives an MPE 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

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 3: Final Remediation

If early and secondary remediation efforts are unsuccessful, the Counseling Department faculty will meet to determine whether 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 [Gordon-Conwell Student Handbook](#) (page 10), this MACC Student Handbook, course syllabi and the [American Counseling Association \(ACA\) Code of 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 ethical violations, performance or 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. A Guidance Committee will be convened, following the procedures outlined in the [GCTS Student Handbook](#) under *Policy and Procedure for Misconduct Review*. The Guidance Committee for a MACC student will consist of a minimum of four people: at least two MACC faculty members, at least one MACO (Hamilton) faculty member, and the Dean of Students or another appointed pastoral faculty. The student may be requested to appear before the Guidance Committee, provide the committee with a written statement, or both. Any oral or written statement by the student is expected to respond to the performance or behavioral 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 Guidance Committee will determine whether a recommendation to dismiss from the program is warranted and whether the dismissal should be temporary or permanent. 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 Student Handbook](#)
- If a student has breached behavioral code of conduct expectations as described in the [GCTS Student Handbook](#)
- 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 Student Handbook](#) and the Exit Evaluation process.

Appeals

If a student believes that the decision made during the Mid-Program Evaluation, 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 a counseling professor or professors, 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, who will follow the Grade Appeals policy outlined in the [Gordon-Conwell Academic Catalog](#). A final appeal can be made to the Academic Dean of the Seminary. The decision of the Academic Dean is final. Students may, at any time, enlist the services of the Dean of Students by contacting Jana Holiday, at jholiday@gordonconwell.edu

Other MACC Policies and Procedures:

Attendance Policy

Due to the modular/ weekend/ online structure of the MACC program, attendance and full synchronous 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.

ADA Policy/ Disability and Accessibility

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who needs accommodations should petition the seminary in accordance with the stated guidelines in the GCTS Academic Catalog under Disability Accommodation Policy. Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations is eligible for assistance. Please contact the Dean of Students, Jana Holiday (jholiday@gordonconwell.edu) who coordinates services for students with disabilities. It is the responsibility of the student to notify the professor of the documented accommodations at the beginning of the semester.

Endorsement Policy

The Counseling Department faculty are typically willing 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, Mid-Program Evaluation, 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

Should a student have a grievance about a situation that occurred while in the program or a decision that has been made, the following protocol is offered as 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 matter is still not satisfactorily resolved, then the student should contact in writing, the Dean of Students, Jana Holiday (jholiday@gordonconwell.edu).
- c. If the matter is still not satisfactorily resolved, the student should contact the Academic Dean.

Grade Appeals (from the [GCTS Academic Catalog](#))

A student wishing to contest a grade has six months from the day the grade is issued to do so. The student must first seek to resolve the matter by contacting the professor who issued the grade. If the student is not satisfied with the professor's response, the student has the right to appeal to the Judicial Committee for further consideration. The Judicial Committee is a subcommittee of the Academic Affairs Committee with representatives from the faculty of all three academic divisions. The Judicial Committee is chaired by the Dean of Students of the seminary. Requests for appeals after six months are normally not considered.

Appeal Process

- 1) After attempting to resolve the issue directly with the professor who issued the grade, the student will submit a written petition to the Dean of Students concerning the grade in question.
- 2) Within three business days, the Dean of Students will give written notification to the professor that the grade has been appealed to the Judicial Committee.
- 3) The professor will have no more than 10 business days to respond in writing with his/ her comments. This response must be directed to the Dean of Students.
- 4) The Dean of Students will gather all appropriate information and present it to the Judicial Committee for action.
 - a) The Judicial Committee will have 10 business days to review the case and render a decision.
 - b) The student has the right to appear before the Judicial Committee to defend his/ her case and may do so by making a written request to the chair of the Judicial Committee prior to the meeting.
 - c) The Committee may decide to uphold the original grade or change the grade.
- 5) Within 3 business days of receiving the Judicial Committee's decision, the Dean of Students will send written notification of the decision to the professor, the student, and all appropriate offices.
- 6) If the student so desires, he/ she may appeal the Judicial Committee's decision by submitting a written petition to the Academic Dean (for MAs) or Dean of D.Min. (D.Min. students) within 10 business days.
- 7) Within 10 business days, the Academic Dean will send written notification to the student and all

appropriate parties of his/ her decision to uphold or change the Judicial Committee's original decision. The Academic Dean's decision is final. (In cases where the Academic Dean is the faculty member who issued the grade, the Provost will decide.)

- 8) If a student is scheduled to graduate while an appeal is in process, and the grade in question could impact a student's eligibility for graduation, the above process will be accelerated if reasonably possible. If the appeal is not fully resolved at the time of graduation, the student will be permitted to participate in the graduation exercises, but he/ she will not receive a diploma until the issue has been resolved.

The above durations are typically extended during the January and summer sessions depending on the availability of the faculty members involved. If a pending decision will affect future enrollment (e.g., prerequisites), the student should contact the Dean of Students for guidance. Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to the student may result.

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:

- MACC students are permitted to take required Bible and theology courses from any campus outside of their home program.
- MACC students are permitted to take the two counseling electives outside of their home program.
- 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, and it will be considered similar to a course that is transferred from another CACREP-accredited institution (see "Transfer of Credits Policy" below.)

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.

MACC Transfer of Credits Policy

This policy is intended as a guide to students who are seeking to transfer credits from other institutions to the MACC program.

- A maximum of 18 counseling credits may be transferred to the MACC program, including a maximum of 12 core counseling credits and 6 hours of counseling electives. Only counseling courses taken from a CACREP accredited institution will be considered for transfer.
- A maximum of 15 hours of Bible and theology credits may be transferred to the MACC program if the courses were completed at an ATS accredited institution. Exceptions to this may be made at the discretion of the Program Director or Registrar.
- In accordance with CACREP guidelines, the following clinical classes where counseling skills and clinical competencies are taught and evaluated must be completed in the MACC program and cannot be transferred from another institution: CO 540 (Helping Relationships); CO 851 (Exit Evaluation); CO 867 (Practicum); CO 868 (Internship I); CO 869 (Internship II).
- Counseling courses taken more than 6 years prior to the date of the transfer request will not be considered for transfer, even if taken at a CACREP accredited institution or if previously taken at GCTS. There is no expiration date for Bible and theology course transfers.
- Students who wish to transfer credits into the program should fill out a Transfer Request Form (available on the Canvas Registration Hub) and submit the form as directed *along with a syllabus* for each course. The Registration office will forward the request to the MACC Program Director.
- The MACC Program Director will review the Transfer Request Form along with the submitted syllabi to determine if the requested course(s) are substantially similar to the MACC course. Criteria that determine whether a counseling course is substantially similar include: (1) Similar learning objectives; (2) Similar content related to theological integration; (3) Professional standards, ethics, and/ or diagnostic criteria addressed in the course are current and relevant.
- Outcomes of the transfer request evaluation include the following: (1) one course taken at another institution is approved as a substantially similar course to one MACC course; (2) two courses taken at another institution, considered together, are approved as substantially similar to one MACC course; (3) the course is not approved for transfer.
- Throughout the program, MACC faculty assess a counseling student's professional knowledge and skills through measuring Key Performance Indicators (KPIs). If a student transfers a course that includes one or more KPIs, the student will be required to work with their advisor to complete the required KPI evaluation. The following core counseling courses include KPIs that will need to be evaluated if the course is transferred: CO 502, CO 610, CO 699, CO 710, CO 712, CO 718, CO 735, CO 750, CO 770, CO 790. The KPI evaluation must be completed during the same academic year that the student requests the course transfer.
- MACC faculty evaluate student development of professional dispositions requisite to the counseling profession as part of the Mid-Point Evaluation and Exit Evaluation. Students who transfer to the MACC program must be enrolled in the program for at least two years to allow for adequate evaluation by the MACC faculty.

[Licensure:](#)

As a CACREP-accredited program, the MACC meets the educational requirements for licensure in many states. However, licensure and certification requirements do 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 a student's preferred state. 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. The MACC program has developed a guide to assist students to understand licensure requirements in each state. Students should review the [Educational Requirements for Licensure by State](#) to be informed of how the MACC program meets or does not meet requirements in a particular state. During New Student Orientation, all students will be required to sign a Licensure Disclosure Acknowledgement indicating that they have been informed of state licensure requirements. Students may reach out to their advisor at any time for assistance with understanding licensure requirements.

Professional Organizations, CE Events and Seminars:

The Counseling Department requires student membership and participation in at least one national and state professional organization (see list below) in order to make use of the various benefits and opportunities such as research, conferences, continuing education, scholarships, presentations, networking, and leadership development 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. In addition, students must attend one professional counseling conference prior to the Exit Evaluation (see information on MACC Degree Requirements earlier in this handbook).

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 in the current semester, 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
- CAPS—ACCESS: Association of Counselors, Counselor Educators, and Supervisors, and Students
<https://caps.net/access/>

- Association for Counselor Education and Supervision (ACES)
www.acesonline.net
- Association for Multicultural Counseling and Development (AMCD)
<https://www.myamcd.org/>
- Association for Play Therapy (APT)
www.a4pt.org

Appendix:

A: Student Mid-Program Evaluation Rubric

B: Exit Evaluation Review Rubric

C: Exit Evaluation Self-Evaluation Rubric

Student Mid-Program Evaluation Rubric:



Master of Arts in Christian Counseling

Student Mid-Program Evaluation 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)

(GPA: 3.0 – 3.4 = 3, GPA: 3.5 – 3.7 = 4, 3.8 and above = 5)

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

Please indicate any KPIs not met during this review period: KPI 1 2 3 4 5 6 7 8 9 10

(KPIs that were initially unmet but successfully remediated are considered met.)

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)

Needs 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)

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

Beginning Clinical Development

(Based on evaluation of beginning clinical and diagnostic skills in CO 540 and CO 710.)

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

Christian Leadership

(Demonstrates Christian leadership skills including active involvement in church or ministry, reflects Christian values in both personal and professional interactions.)

Needs 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:

Exit Evaluation Review Rubric:



Master of Arts in Christian Counseling

**GRADUATE PROGRAMS IN COUNSELING
EXIT EVALUATION REVIEW RUBRIC**

Student: _____

Date: _____

Evaluators: _____

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 and attitudes requisite to the academic, spiritual, clinical and personal development of students. Dimensions assessed include professional responsibility, competence, maturity, and integrity.

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

CLINICAL (Counseling Skills and Abilities)

- | | | | | | |
|---|---|---|---|---|---|
| 1. The student demonstrates the ability to establish relationships in such manner that a therapeutic working alliance can be created. | N | 1 | 2 | 3 | 4 |
| 2. The student demonstrates 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 moments | 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 | N | 1 | 2 | 3 | 4 |

- for deepening affect
- c. The student demonstrates an understanding of the use of a clinical theoretical approach when providing services to clients. N 1 2 3 4
 - 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 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 exist. 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 N 1 2 3 4

age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

ACADEMICS

- | | | | | | |
|---|---|---|---|---|---|
| 1. The 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 |

PROFESSIONALISM 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:

Lead Faculty Signature: _____ **Date:** _____

Exit Evaluation - Self Evaluation Rubric:



**GRADUATE PROGRAMS IN COUNSELING
EXIT EVALUATION – SELF EVALUATION RUBRIC**

Student: _____

Date: _____

Evaluators: _____

GRADING RUBRIC*

Self-Evaluation Topic:	Points Possible	Points Earned
Professionalism and Counselor Identity	5	
Legal and Ethical Responsibilities	5	
Clinical Competence	5	
Respect for Diversity	5	
Self-Awareness and Self-Evaluation	5	
Theological Integration and Christian Leadership	5	
TOTAL	30	

***Note: Students are expected to earn a total of at least 24 points on the self-evaluation.**

Comments:

Lead Faculty Signature: _____ **Date:** _____