



Master of Arts in Counseling Student Handbook

2026-2027

GORDON  CONWELL
THEOLOGICAL SEMINARY

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WELCOME TO THE MASTER OF ARTS IN COUNSELING (MACO) PROGRAM!

South Hamilton, MA

We are pleased to welcome you to the MACO Program. We are here to help prepare you for your chosen vocation, whether counseling licensure or ministry in the church or doctoral studies, whatever work God has called you to. This MACO Student Handbook is for you! The first few days of registration and classes can be overwhelming as you attempt to absorb a wealth of information. We have tried to make this handbook user friendly so you can refer to it frequently. The handbook contains the current policies and procedures of the counseling program and is an official agreement between the program and the counseling student.

The MACO Program began in September 1990 and became **CACREP** (Counseling and Counseling Related Educational Program) accredited in Clinical Mental Health Counseling in 2019. It has grown and changed according to state licensure requirements, accreditation, and student needs. We now have a large network of licensed alumni employed in a wide variety of positions, with more alumni being licensed each year. Our current students hail from around the world and come with varied backgrounds. You will have many opportunities to learn and develop within this vibrant learning community and to develop life-long friendships. Whether you pursue licensure or church-based ministry or further graduate studies, our goal is to help you succeed.

MACO Faculty and Staff

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The MACO Student Handbook is an official document that is essential and binding for all MACO students. It is based on the current structure and policies of the MACO program. It contains information regarding policies and procedures that have a direct influence on MACO students. Each MACO student is held responsible for the information contained in the MACO Student Handbook. This MACO handbook supplements the GCTS Student Handbook which is located at

<https://gordonconwell.instructure.com/courses/1264/pages/student-handbooks-and-catalogs>

GCTS' ADA Policy

Gordon-Conwell is committed to creating a learning environment that meets the needs of its diverse student body. The Seminary is in compliance with the provisions of the Americans with Disabilities Act. The Academic Catalog policy statement describes the procedures for people with disabilities. If you have a special need or disability, please meet with the Dean of Students to request official accommodation through the Request for Accommodations form. Students who receive accommodation are asked to meet with the Dean of Students to discuss the provisions of their accommodation as soon as possible.

GCTS' Non-discrimination Policy

Gordon-Conwell Theological Seminary does not discriminate on the basis of race, color, gender, national or ethnic origin, age, handicap, or veteran status in administration of our educational policies, admissions policies, scholarship and loan programs, employment of faculty and administrative staff, use of facilities, athletic programs, other extracurricular activities, and other Seminary-administered programs.

Respect for Diversity

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), we endeavor in the MACO program 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 each of you brings to this program is a resource, a strength, and a great benefit, and it is important to the entire MACO team that you all feel welcome and well served. 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 class or at any MACO or seminary event that makes you feel uncomfortable, please talk to a MACO faculty or staff member about it.

Over your degree program, you'll likely find that you agree with some of the ideas expressed in class 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 respectfully, and do your best to be mindful of the impact your comments may have on your classmates.

The MACO team encourages and appreciates your suggestions. Please let us know how we can improve the program's effectiveness for you personally or for other students or student groups.

MACO Mission Statement, Objectives and Goals

Mission Statement

Our mission is to equip effective, competent, ethical, and reflective counselors who integrate counseling theory with Christian faith so that their knowledge and skills will be actualized in professional practice with diverse and marginalized communities.

Program Objectives

Faculty and staff will:

- Promote and develop the students' academic excellence, their integration of evidenced based research, their fair-mindedness toward differing views and evidence, and their critical thinking skills.
- Educate and train students in theoretical conceptualization and enactment of evidence-based practice where available.
- Develop student's awareness of social, racial, multinational and ethnic diversity of persons in all its definitions and to develop the capacity for critical evaluation of current trends within the discipline of counseling.
- Prepare students to become professional counselors who will practice in various settings and adhere to the professional standards of the ACA *Code of Ethics* (2014) or the AACC *Code of Ethics* (2023).
- Encourage and guide students in the integration of their Christian faith with counseling theories, models and practices.
- Support and mentor students and graduates across their professional development.

Program degree goals

Graduates will demonstrate:

- A Professional Counselor orientation that adopts the roles, functions and identity of a competent member of the counseling profession (Professional Counselor Orientation).
- Ethical decision-making in matters related to client welfare and interagency collaboration and consultation (Ethical Practice).
- Competent, culturally relevant counseling and advocacy skills to eliminate social injustices (Social and Cultural Identities and Experiences).
- Skills in implementing developmentally relevant and strengths-based approaches in counseling (Lifespan Development).
- Skills in equipping clients for career decision-making and life planning across the lifespan (Career Development).
- Evidence-based counseling practice, informed by theories and best-practice models (Counseling Practice and Relationships).
- Evidence-based group counseling and group process skills, informed by theories and best-practice models (Group Counseling and Group Work).
- Skills in conducting assessments of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches and accurately apply to diagnosis and treatment planning (Assessment and Diagnostic Processes).
- Skills in critically reflecting on research to evaluate counseling practices and programs (Research and Program Evaluation).

- Integration of counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith.

Professional Organizations/Student Involvement Opportunities

The MACO Program **requires student membership** (no later than starting practicum). Participation in a national and/or state professional counseling organization offers you benefits and opportunities such as monthly newsletters, journals, conferences, scholarships, networking, training for licensure, continuing education and listings of job opportunities. Joining a professional counseling organization helps you develop your professional counselor identity, nurtures your growth and development, gives you a voice, and supports your association's advocacy for your profession with government and the insurance industry. One important benefit is discounted or complimentary student liability insurance, which is required for your practicum/internship. State associations will keep you abreast of licensing requirement changes.

Joining a counseling association early in the program is highly recommended. Joining is not required until practicum enrollment but is well worth it. Membership fees are available at student rates. Apply on the organization's website. For students preparing for counseling licensure, the MACO Program recommends membership in the American Counseling Association (ACA; www.counseling.org). A state level organization you could join is the Massachusetts Mental Health Counseling Association (MaMHCA; www.mamhca.org)

The American Association of Christian Counselors (AACC; www.aacc.net) is recommended for you if you are preparing for church-based ministry or ministry as a Christian counselor.

Announcements via your GCTS email account and the MACO-HAM CANVAS Portal

As the Program faculty and staff become aware of opportunities for MACO students, we will email them to your Gordon-Conwell email account and post them to the MACO-HAM CANVAS Portal. This site is restricted to current MACO students and provides you with announcements for opportunities for involvement but also all the information and forms that pertain to the MACO program. Login regularly to be sure you are getting all the updates you need. Our most frequent form of communication is email and the MACO-HAM CANVAS Portal.

Be sure to **check your GCTS email account** and the **MACO CANVAS Portal** REGULARLY for updates!

Chi Sigma Iota International Honor Society – Chi Alpha Omega Chapter

Chi Sigma Iota is the international honor society of professional counseling and for professional counselors. The mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Minimum requirements for Chi Sigma Iota include at least one graduate semester in MACO with a minimum GPA of 3.5. Applications are available in the Spring Semester, and the Induction ceremony will take place in April.

Byington Scholars

The Byington Scholar Program provides high-ranking students training and experience in working closely with faculty members. The program is named for Dr. Edwin H. Byington, a former professor of the Seminary. Students may apply in the Spring to work with one of the MACO faculty the following year. Each Byington Scholar works 60 hours per semester and receives remuneration in the amount of \$900 per semester. Information and application forms can be found here: <http://www.gordonconwell.edu/about/Byington-Scholarship-Information.cfm>

Chapel & Life Together Wednesdays

During the semester, attend the weekly Chapel in-person in Alumni Hall or via livestream on Wednesdays from 11:10am-12:00pm. We highly recommend that you make care for your soul a priority. To find more information about chapel and the livestream, visit <https://www.gordonconwell.edu/hamilton-chapel/>

Additionally, during Life Together Wednesdays, on campus students may participate in morning prayer, Evensong, and join the MACO lunch table. Additional information can be found here: <https://www.gordonconwell.edu/hamilton/life-together-wednesdays/>

Pierce Center for Disciple-Building

The John and Lois Pierce Center for Disciple-Building exists to help GCTS students grow spiritually. This Center offers GCTS students opportunities for intentional spiritual formation through Soul Care Groups and Soul Sabbaths, retreats, training events, and other practical resources. If your vocational calling is within the Church, this Center also offers opportunities for developing spiritual direction skills. We encourage you to take advantage of these resources as you care for your soul while a student in the MACO Program. Visit their website for more information: <http://www.gordonconwell.edu/resources/Pierce-Center-for-Disciple-Building.cfm>

Discipleship Experience Scholarship

The Discipleship Experience Scholarship is a two-year fellow's program where students experience discipleship both as someone who is discipled and as someone who disciples. In your first year, you will be paired with a faculty member or local pastor and placed in a small discipleship cohort of 2-3 students. In your second year, you will seek out discipling relationships outside the seminary within your personal community network, while being resourced and equipped as someone who facilitates a discipling relationship. This scholarship is open to all incoming, returning, full-time, and part-time students. For more information see: <https://www.gordonconwell.edu/discipleship-experience/meet-the-disciplers/>

The importance of self-care and soul care

One of our ethical obligations as counselors is to prevent impairment as professionals. One of the ways we do this is through self-care. While in the MACO Program, begin to develop your personal self-care regimen, which will look different for each student. However, self-care will sometimes mean prioritizing life over academics. Walker Percy said, "You can get straight A's and flunk life." Choose life and accept the grade penalty.

Personal Counseling Services

We highly recommend all counseling students go through counseling themselves. This is not mandatory but will benefit you as you seek to counsel others in the future. Student Life Services serves as a supporting resource to students who may need assistance in locating counseling services for themselves and/or their spouses/families on issues such as personal development, spiritual concerns, relational adjustments and marital concerns. The school acts primarily as a crisis intervention and referral source. Individuals who demonstrate financial need beyond insurance coverage may be eligible to receive a subsidy from the school for necessary counseling upon recommendation of the Dean of Students in Student Life Services. Subsidy ranges in amount based upon student need. The duration of the subsidy is generally limited to 8-10 sessions. Students who desire help in addressing life issues are encouraged to talk with their faculty advisor, the Dean of students or their pastor. Students are advised that a “Personal Counseling Services” list is available on the MACO-HAM Canvas portal as well as through Student Life Services.

MACO Admissions Procedures

The Gordon-Conwell Admissions department is the initial point of contact with applicants. They work with the applicant through the application process. Application requirements are listed below and can be found at

<https://www.gordonconwell.edu/degrees/counseling/maco/#requirements>

A Completed Online Application Includes:

- Application form
- Application fee
- Resume
- Written essay addressing your vocational goals, church involvement, personal and spiritual journey, theological development, calling and objecties, community and support, and strengths and areas for growth.
- Two references
- Official transcripts

Applicant Requirements:

- Must have (and articulate) a vocational goal requiring the specialized preparation available in the Master of Arts in Counseling program.
- Meet the general admission requirements of the seminary.
- Must have completed an undergraduate or prior graduate degree program.
 - It is *recommended* the applicant have at least 9 semester hours in psychology and/or related disciplines. Life experience will be evaluated on an individual basis and considered as modification of this academic background requirement.
 - Must have an undergraduate cumulative grade point average of 3.0.

After meeting general admissions requirements, the completed file is sent to the MACO department. Candidates will be scheduled for a face-to-face online video interview with members of the Counseling faculty and other applicants as an assessment of their academic and personal readiness to participate in the program and their potential success in forming effective counseling relationships with divers populations. The admission decision process includes reviewing all completed applications and results of the faculty interview. The MACO faculty make the final admission decision.

Financial Aid

GCTS is working to make your education affordable. For financial aid information, visit

<http://www.gordonconwell.edu/financial-aid/Hamilton.cfm>

Counseling Student Fee and Counseling Course Fees

Students are charged a fee of \$100 per semester they are registered for the MACO program. Fees are assessed at registration. Fees cover the cost of course assessments, the Comprehensive Professional Counseling Exam, and Time2Track (an online tracking form/portfolio for students in their Practicum/Internships). Students are charged a \$75 course fee when they register for Professional Seminars and Residency and Labs. Fees cover additional program costs associated with these courses. For a complete description of tuition costs and fees, visit

<https://www.gordonconwell.edu/admissions/tuition-financial-aid/>

Professional Expectations of MACO Students

The MACO Program is set up to help you grow and develop in the areas of academic integrity and performance, ethical practice and clinical skill development, and professional dispositions. The MACO faculty and staff are committed to helping you meet these expectations. Each of these areas include the following subareas:

1. Academic integrity and performance

- a. Academic discipline: the student demonstrates engagement in his/her learning.
- b. Professional Knowledge: the student demonstrates the knowledge needed to provide competent professional services to a range of diverse clients.
- c. Academic excellence: the student demonstrates academic excellence, such as the integration of the best available resources, fair-mindedness toward differing views and evidence, and capacity for reflection on and critical evaluation of current trends within the discipline of counseling.
- d. Academic Integrity: the student demonstrates academic integrity, such as avoiding plagiarism and avoiding cheating.
- e. GPA: the student maintains a 3.0 GPA. Students with a grade lower than a B- in required core counseling classes and field placement experiences will be required to repeat the course.

2. Ethical practice and clinical skill development

- a. Professional Counselor Orientation: the student develops the roles, functions and identity of a competent member of the counseling profession.
- b. Ethical Practice: the student practices ethical decision-making skills in matters related to client welfare and interagency collaboration and consultation consistent with either the ACA or AACC Code of Ethics.
- c. Social and Cultural Identities and Experiences: the student provides competent, culturally relevant counseling and advocates to eliminate social injustices.
- d. Lifespan Development: the student implements developmentally relevant and strengths-based approaches in counseling.
- e. Career Development: the student equips clients for career decision-making and life planning across the lifespan.
- f. Counseling Practice and Relationships: the student provides evidence-based counseling, informed by theories and best-practice models.
- g. Group Counseling and Group Work: the student provides evidence-based group counseling and group process, informed by theories and best-practice models.
- h. Assessment and Diagnostic Processes: the student skillfully conducts assessment of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches and applies accurately to diagnosis.
- i. Research and Program Evaluation: the student reflects critically on research to evaluate counseling practices and programs.
- j. Integration: the student integrates counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the GCTS Statement of Faith.

3. Professional Dispositions

- a. Spiritual formation and growth: the student demonstrates continued spiritual formation and growth.
- b. GCTS Community Life Statement: the student complies with the GCTS Community Life Statement.
- c. Interpersonal behaviors: the student's interpersonal behaviors (including but not limited to relationships with faculty, staff, peers, site supervisors, and clients) contribute to their professional growth and interactions with clients and others.
- d. Professional character: the student's professional character (including but not limited to self-awareness, self-regulation, maturity of judgment, and conceptual and behavioral flexibility) contributes to their professional growth and interactions with clients and others.
- e. Academic attitudes: the student's academic attitudes (including but not limited to teachability, open and non-defensive stance with professor(s), staff, and others) contribute to their professional growth and interactions with clients and others.

MACO Student Review

The MACO Program is charged with the task of preparing students to become professional counselors in a variety of settings and to assume leadership in the mental health field and in the church. To fulfill these responsibilities, the MACO program has the following Policy and Procedures for student retention, remediation, and dismissal from the Program. Faculty members and the program administrator review MACO students at least annually and before graduation based on (1) academic integrity and performance, (2) ethical practice and clinical skill development needed for delivery of competent clinical services, and (3) professional dispositions. These categories are fully defined above, in the section titled Professional Expectations for MACO Students.

A MACO student's progress in the program may be interrupted for failure to comply with the Community Life Statement or for a violation of Academic Integrity. In addition, a MACO student's progress may be interrupted if a student's GPA falls below 3.0, if a student fails to abide by the ACA or AACC Code of Ethics, if a student fails to make progress in the development of clinical skills needed to provide competent professional services to a range of diverse clients, if a student is not able to demonstrate mastery of key skills as measured by Key Performance Indicators, or if a student's professional dispositions interfere with education or training-related requirements. Failure to receive a grade of B- in a core required counseling class or professional field experience will require a re-take of the class or field experience.

Program Expectations

In reviewing students, the counseling program faculty members and program administrator will consider a wide range of knowledge, attitudes, skills and behaviors requisite to the academic and professional development of students, including (but not limited to) the following:

1. Academic integrity and performance
 - a. Academic discipline: Does the student demonstrate engagement in his/her learning?
 - b. Professional Knowledge: Does the student demonstrate the knowledge needed to provide competent professional services to a range of diverse clients?

- c. Academic excellence: Does the student demonstrate academic excellence, such as the integration of the best available resources, fair-mindedness toward differing views and evidence, and capacity for reflection on and critical evaluation of current trends within the discipline of counseling?
 - d. Academic Integrity: Does the student demonstrate academic integrity, such as avoiding plagiarism and avoiding cheating?
 - e. GPA: Does the student maintain a 3.0 GPA?
2. Ethical practice and Clinical skill development
- a. Professional Orientation: Is the student developing the roles, functions and identity of a competent member of the counseling profession?
 - b. Ethical Practice: Is the student practicing ethical decision-making skills in matters related to client welfare and interagency collaboration and consultation consistent with either the ACA or AACC Code of Ethics?
 - c. Social and Cultural Identities and Experiences: Is the student providing competent, culturally-relevant counseling and advocating to eliminate social injustices?
 - d. Lifespan Development: Is the student implementing developmentally-relevant and strengths-based approaches in counseling?
 - e. Career: Is the student equipping clients for career decision-making and life planning across the lifespan?
 - f. Counseling Practice and Relationships: Is the student providing evidence-based counseling, informed by theories and best-practice models?
 - g. Group Counseling and Group Work: Is the student providing evidence-based group counseling and group process, informed by theories and best-practice models?
 - h. Assessment and Diagnostic Processes: Is the student skilled at conducting assessment of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches?
 - i. Research and Program Evaluation: Is the student reflecting critically on research to evaluate counseling practices and programs?
 - j. Integration: Is the student integrating counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith?
3. Professional Dispositions
- a. Spiritual formation and growth: Does the student demonstrate continued spiritual formation and growth?
 - b. GCTS Community Life Statement: Does the student comply with the GCTS Community Life Statement?
 - c. Interpersonal behaviors: Do the student's interpersonal behaviors (including but not limited to relationships with faculty, staff, peers, site supervisors, and clients) contribute to their professional growth and interactions with clients and others?
 - d. Professional character: Does the student's professional character (including but not limited to self-awareness, self-regulation, maturity of judgment, and conceptual and behavioral flexibility) contribute to their professional growth and interactions with clients and others?
 - e. Academic attitudes: Do the student's academic attitudes (including but not limited to teachability, open and non-defensive stance with professor(s), staff, and others) contribute to their professional growth and interactions with clients and others?

Key Performance Indicators

MACO required core counseling courses have been developed to target each of the identified program goals for student learning. Key Performance Indicators (KPIs) that align with each objective have been identified to track student progress and assess program effectiveness in meeting student learning outcomes. KPIs include assessment measures, assignments, and observational opportunities designed and selected to measure student progress and skill attainment at multiple time intervals during their training program. KPI assignments are clearly identified on the syllabus for each course where a KPI is assessed. Students are required to attain a grade of B- (80%) on all KPI assignments. If a student scores below this threshold, they will work with the professor to redo the work or remediate the content to demonstrate competency. KPIs are reviewed annually to evaluate the need for programmatic changes and/or student remediation.

The MACO program has identified the following Key Performance Indicators:

1. *Professional counseling orientation and ethical practice.* Students will know ethical standards of professional counseling organizations and credentialing bodies and apply ethical and legal considerations in professional counseling.
2. *Social and cultural identities and experiences.* Students will understand and apply theories and models of multicultural counseling, social justice, and advocacy.
3. *Lifespan development.* Students will understand and apply theories of individual and family development across the lifespan.
4. *Career development.* Students will understand and apply career and postsecondary training readiness and educational decision-making.
5. *Counseling practice and relationships.* Students will understand and apply essential interviewing, attending, and listening skills.
6. *Group counseling and group work.* Students will have approaches to group formation, including recruiting, screening, and selecting members.
7. *Assessment and diagnostic processes.* Students will understand and apply the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.
8. *Research and program evaluation.* Students will understand and apply the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
9. *Clinical Mental Health Counseling.* Students will understand and apply skills in utilizing the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
10. *Integration.* Students will integrate counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the GCTS Statement of Faith.

Purpose of Reviews

The annual review serves two main purposes:

1. To provide students with information related to their progress that will enable them to build on strengths and remediate weakness in academic and professional development
2. To provide MACO faculty with information about the progress of students that will inform decision-making in the best interest of students, the counseling profession, and the public.

Review Procedures

Informed Consent

GCTS counseling program faculty members and program administrator bear the ethical responsibility to make students aware of these expectations. The MACO Student Handbook is available to all prospective and matriculating students on the GCTS website and to all matriculating students in the New Student orientation on Canvas and throughout the program. The handbook states, “The MACO Student Handbook is an official document that is essential and binding for all students. It contains information on policies and procedures including expectations for students. Each student is held responsible for the information contained in the MACO Student Handbook.”

Schedule of Reviews

Student review is an ongoing and continuous process. Any GCTS faculty member may raise questions about a particular student’s academic or clinical performance or professional dispositions at any time, including during scheduled program staff meetings. Discussions of student performance progress will be held in “closed session” with only MACO faculty and staff in attendance and input from a faculty member and program administrator familiar with the student’s academic, clinical skills or professional dispositions will be obtained. However, formal review of each student occurs annually and before the student graduates (Appendix A).

- The first-year review will include feedback from all faculty members and the program administrator, with particular attention to feedback from faculty who have taught the student Introduction to Counseling and Clinical Counseling Skills.
- The second- and third-year reviews will include feedback from all faculty members and the program administrator, with particular attention to feedback from faculty who have taught the student Professional Seminar(s), Professional Standards and Ethics, and from the student’s site supervisor. Attention will also be paid to the student’s case presentation and participation in Professional Seminar and the site supervisor’s evaluation.
- The last summative evaluation review may include feedback from all faculty members who have taught the student in other courses as well as professors outside of the MACO program and from the program administrator.

Outcomes

Every student will be informed in a timely manner by email regarding the outcome. The annual or summative review results in the following possible outcomes:

Status

- Active
- Inactive
- Temporary leave
- Approved for graduation

Outcome

- *Satisfactory Progress:* The faculty and program administrator deem that the student is making satisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development and professional dispositions.

- *Performance Feedback:* The faculty and program administrator deem that the student is struggling in some areas and warrants a discussion with faculty to bring it to the attention of the student and follow up as needed. This includes but is not limited to academics, ethical skills development and disposition.
- *Remediation:* The faculty and program administrator deem that the student is making unsatisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development and professional dispositions. At least one faculty member will meet with the student to inform the student of the problem area(s), to develop a plan for remediation, and to set up ongoing monitoring of the plan. The designated faculty member will monitor the student's completion of the plan.
- *Probation:* The faculty and program administrator deem that the student's performance is deemed illegal, unethical, substandard, and/or professionally unbecoming but remediable. At least two faculty members will meet with the student to review the identified problem area(s), to develop a plan for remediation, to review criteria for determining the outcome of the remediation plan, and to set the length of probation. The plan will be in writing and will be signed by both the student and the faculty members. Successful completion of the plan within the specified time will be required for continuation in the program. A plan may or may not require the student to suspend coursework or clinical work for some or all of the probation period. The designated faculty members will monitor the student's completion of the plan.
- *Voluntary Resignation:* The faculty and program administrator deem that the student's performance is illegal, unethical, substandard, and/or professionally unbecoming, and irreparable at this time. At least two faculty members will meet with the student to notify the student in writing of the recommendation that the student resign from the program. If a student chooses to resign, the recommendation to resign will not be placed in the student's permanent file.
- *Dismissal from the Program:* The faculty and program administrator deem that the student's performance is egregiously illegal, unethical, substandard, and/or professionally unbecoming and irreparable at this time. At least two faculty members will meet with the student to notify the student in writing about the dismissal recommendation which will be made to the Academic Dean.

Notification

If the outcome is *Satisfactory Progress*, the student will be notified:

MACO faculty and the program administrator met on _____ to review your progress in the MACO program.

The outcome of the review is "Satisfactory progress" which means that the faculty and program administrator deem that you are making satisfactory progress on program expectations including but not limited to academics, ethical practice, clinical skill development and professional dispositions. If you have any questions, please contact the director of the program, any faculty or the program administrator.

If the outcome is any other outcome besides *Satisfactory progress*, the student will be notified:
MACO faculty and the program administrator met on _____ to review your progress in the
MACO program.

The Director of the Program would like to meet with you to inform you of a recommendation
from the faculty and the program administrator for your continued growth and development.
Please contact the director to set up an appointment for additional information.

MACO Degree Requirements

MACO students must complete the required courses, pass all required core counseling classes and field experiences with a grade of B- or above, maintain a grade point average of 3.0 or higher, and be present for graduation exercises. Counseling courses required for the degree may **not** be taken pass/fail. MACO Students may take Bible and theology courses at all GCTS campuses and these course may be taken pass/fail in accordance with GCTS policy. All coursework applied to the MACO program must be completed within a seven-year period except for dual-degree students who may petition for extended time. MACO students **MUST** take all core counseling classes from their home campus. All MACO electives and bible/theology classes can be taken through the Charlotte campus *with the exception of the Crisis and Addiction course*.

The Master of Arts in Counseling degree prepares students for specialized practice in Clinical Mental Health Counseling. Students interested in specializing in a particular area of clinical mental health are encouraged to choose electives that match those interests. Alumni who need additional classes for licensure purposes are able to take classes at half-tuition rate. In order to qualify for the half price arrangement, a student must first have their diploma, then become a non-degree seeking student (through Admissions), and then obtain the alumni augmentation form which must be signed by the MACO Program administrator and submitted to the financial office.

Number of Courses/Credits

Counseling students are required to **take 60 counseling credits** which are made up of 10 CACREP core counseling courses (30 credits), 3 counseling integrative courses (9 credits), 4 counseling elective courses (12 credits), and Practicum/Internship requirements (9 credits). In addition, to meet Gordon-Conwell's expectations for a biblical-theological core, students are required to take an additional 4 courses in biblical studies and theology (12 credits). For a total of 21 classes plus Practicum/Internship. **Total required credits are 72.**

Residency & Lab Requirements

There are residency and lab week requirements for three core courses: *Introduction to Counseling*, *Assessment in Counseling*, and *Clinical Counseling Skills*. All students enrolled in these courses, whether residential, commuter, or distance learners, will be required to attend, in-person on the South Hamilton, MA campus, designated activities, classes, and labs during the designated week of the semester. The dates of all Residency and Labs will be posted with the course schedule for the academic year. The in-person week activities are open to the entire MACO community and are vital for fostering community, professional development, spiritual formation, and foundational counseling skills.

Psychopharmacology Lecture

All students need to attend a Psychopharmacology lecture before graduating from the program. Many states require instruction in this area. This lecture takes place every year early in the spring semester. An announcement will be posted on the MACO HUB on Canvas as well as an email advising when the lecture will occur. Your attendance at this lecture *will be recorded on your transcript*. There is no fee for students to attend the lecture. **A pre- or co-requisite for the lecture is CO710 Psychopathology. This requirement can also be satisfied by taking CO728 Physiology, Complexity, and Human Behavior as an elective.**

Counselor Preparation Comprehensive Examination

The Counselor Preparation Comprehensive Examination (CPCE) exam is a 160-question multiple choice exam administered by the National Board for Certified Counselors (NBCC). The exam is designed to measure a student's level of mastery of requisite knowledge and skills in eight core areas identified by the Council for Accreditation of Counseling and Counseling Related Educational Programs (CACREP): Human growth and development, Social and cultural foundations, Counseling skills, Group work, Career and lifestyle development, Assessment, Research and program evaluation, and Professional orientation and ethics. Each area has 20 questions, three of which are developmental or experimental.

All graduates are required to take the CPCE exam before graduation and graduation will be contingent on having a passing score. A passing score is determined by the following formula: National Mean – Standard Deviation +1. The passing score varies by testing cycle. The CPCE can be taken using the ONVUE online version or in person at a testing site. MACO will pay for the first attempt. Students can retake an exam if they do not pass, but they must pay the retake fee (\$150) and cannot retake it in the same semester. Students should register for the 0-credit CPCE course during the semester they intend to register for the exam. It is recommended that students plan to take the exam during the semester they are registered for Internship I but AFTER they have completed all of the core counseling courses. Students will receive a CPCE score report (Appendix B) from the MACO department after results from the exam have been received, indicating a passing or failing score and any follow-up required by the student.

Bible Competency

All MACO students must demonstrate Bible competency either by successfully completing the Old and New Testament survey courses, or by passing the Bible competency exams during their new student orientation. Those who do not pass the competency exams, or elect not to sit for the exams, will be required to complete OT 500 Old Testament Survey and/or NT 501 New Testament Survey.

Required Coursework

General GCTS Core Courses (4 courses/12 credits)

- ☐ OT500 Exploring the OT
**For those who do not pass the OT competency exam*
- ☐ NT 501 Exploring the NT
**For those who do not pass the NT competency exam*
- ☐ NT/OT 517 Interpreting the Bible (pre-requisite of OT500 and NT501)
- ☐ TH 501 Theology Survey I *or* TH 502 Theology Survey II

Counseling CACREP Core Courses (10 courses/30 credits)

- ☐ CO 500A Introduction to Counseling
 - ☐ CO 500B Introduction to Counseling Residency & Lab (0 credits)
- ☐ CO 507A Clinical Counseling Skills
 - ☐ CO 507B Clinical Counseling Skills Residency & Lab (0 credits)
- ☐ CO 610 Lifespan Developmental: Implications for Counseling
- ☐ CO 699 Research Methods & Design

- ☐ CO 710 Psychopathology
- ☐ CO 711 Group Process
- ☐ CO/WM 712 Multi-Cultural Diversity in Counseling
- ☐ CO 735A Assessment in Counseling
 - ☐ CO 735B Assessment in Counseling Residency & Lab (0 credits)
- ☐ CO 740 Career Counseling and Lifestyle Development
- ☐ CO 790 Professional Standards and Ethics

Counseling Integrative Courses (3 courses/9 credits)

- ☐ CH/CO/SF 504 Church History Survey for Counseling and Spiritual Formation
- ☐ CO/TH 600 Theology for Counselors
- ☐ CO 801 Integrative Seminar

Counseling Elective Courses (4 courses/12 credits)

- ☐ Choice of four from the following Counseling Electives (Offered every other year in Hamilton)

Note: Additional electives are available and can be taken through the Charlotte campus.

☐ CO 602 Human Sexuality
☐ CO 611 Theories of Personality
☐ CO 614 Family Systems Theory
☐ CO 616 Cognitive Therapy
☐ CO 635 Crisis and Trauma Counseling
☐ CO/SF/TH 635 Augustine's Theography & Heart Therapy: Confessions, Community & Health
☐ CO/CL 637 Leadership Trauma: Healing & Recovery
☐ CO/MC/SF 642 Ministering to Women in Pain
☐ CO/PC 671 Suicide Prevention for Professional Caregivers
☐ CO/ET 689 Aging, Death, and End-of-Life Medical Ethics
☐ CO/ET/TH 693 Augustine, Restlessness, and Belonging in the Digital Age
☐ CO 709 Counseling in Addictive Behaviors** (Must be taken through the Hamilton campus)
☐ CO 714 Family Counseling/Therapy
☐ CO 716 Couples Counseling
☐ CO/PC 717 Counseling in Abuse and Intimate Partner Violence
☐ CO 724 Child and Adolescent Counseling
☐ CO 728 Physiology, Complexity, and Human Behavior

Practicum/Internship Requirements (9 credits)

Clinical Practice (3 courses/9 credits)

- ☐ CO 863 Clinical Counseling Practicum (3 credits)
 - ☐ CO 871 Professional Practicum Seminar (0 credits)
- ☐ CO 865A Clinical Counseling Internship 1 (3 credits)
 - ☐ CO 873A Professional Internship Seminar 1(0 credits)
- ☐ CO 865B Clinical Counseling Internship 2 (3 credits)
 - ☐ CO 873B Professional Internship Seminar 2 (0 credits)

Co-Curricular Requirements (0 credits)

- ☐ Psychopharmacology Lecture or CO 728 Physiology, Complexity, and Human Behavior
- ☐ CPCE Counselor Preparation Comprehensive Exam (**Passing score required**)

MACO Policy on Transfer of Credits

The following guidelines govern the transfer of credits from other institutions.

1. A maximum of 21 counseling credits may be transferred to the MACO program, including a maximum of 9 core counseling credits and 12 counseling elective credits. Only counseling courses taken from a CACREP accredited institution will be considered for transfer.
2. In alignment with CACREP guidelines, the following clinical classes where counseling skills and clinical competencies are taught and evaluated must be completed in the MACO program and cannot be transferred from another institution: CO507 Clinical Counseling Skills, CO790 Professional Standards and Ethics, CO871/CO863 Practicum, CO871/CO865A Internship I, and CO871/CO865B Internship II.
3. Counseling courses taken more than four 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. In addition, the student must have passed the course with a B- or greater.
4. 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 MACO Program Director.
5. The MACO 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 MACO 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, (4) Covers all CACREP required foundational knowledge/content, and (5) Taught by an instructor with a Ph.D.
6. Annually, MACO faculty evaluate student development of professional dispositions requisite to the counseling profession as part of the Annual Student Review. Students who transfer to the MACO program must be enrolled in the program for at least two years, so that a minimum of two Annual Student Reviews may be completed.

MACO Course of Study

Course Sequencing (Tentative Plan of Study)

It is *recommended* that full-time students follow the following plan of study for core counseling classes. Part time students must take note of course pre-requisites to plan their course of study. The MACO track sheet and tentative course sequencing form is provided to assist you in the course selection process. It is possible to map out the courses you plan to take for the entire time you are in the program with the help of the academic advisor. All students are made aware of specific course requirements for the state in which they want to be licensed. Academic advising will provide guidance in course selection based on any differences in licensure requirements.

Note: Bolded classes must be taken prior to registering for a Practicum.

First Year

Fall

CO 500A Introduction to Counseling

CO 500B Introduction to Counseling Residency and Lab

CH/CO/SF 504 Church History Survey for Counseling and Spiritual Formation

January

CO 790 Professional Standards and Ethics

Spring

CO 710 Psychopathology

CO 712 Multi-Cultural Diversity in Counseling

Summer

CO 711 Group Process

CO 740 Career Counseling and Lifestyle Development

Second Year

Fall

CO 735A Assessment in Counseling

CO 735B Assessment in Counseling Residency & Lab

CO 610 Lifespan Development

Spring

CO 507A Clinical Counseling Skills

CO 507B Clinical Counseling Skills Residency & Lab

CO 699 Research Methods & Design

CO/TH 600 Theology for Counselors

Summer

CO 863 Clinical Counseling Practicum (**pre-requisites of: Introduction to Counseling; Clinical Counseling Skills; Professional Standards and Ethics; Psychopathology; and Multi-cultural Diversity in Counseling**)

CO 871 Professional Practicum Seminar

Third Year

Fall

CO 801 Integrative Seminar

CO 865A Clinical Counseling Internship 1

CO 873A Professional Internship Seminar 1

Spring

CO 865B Clinical Counseling Internship 2

CO 873B Professional Internship Seminar 2

*Counseling Electives (4 courses) and General GCTS Core (4 courses) may be scheduled throughout your time in the program. Please be aware that pre-requisite requirements may be required for some counseling electives and students should plan accordingly.

Advising

Upon admission to GCTS, each student is assigned a Faculty Advisor who can assist in any issues or concerns regarding academic progress, professional development, or personal and spiritual matters. In addition, the MACO Program Administrator serves as your academic advisor assisting you with course planning, course selections, and general information regarding the program. Your faculty and academic advisors do not offer professional counseling services to students and will provide referral services when necessary.

MACO office hours are Monday through Friday 9am-5pm. Extended hours are available if needed. Faculty office hours are available on course syllabi and meetings should be scheduled in consultation with your faculty advisor.

Writing Papers and Research

The American Psychological Association (APA, 2020, 7th edition) style is required for all MACO papers unless otherwise noted in the syllabus for individual classes. The guidelines can be found online at www.apastyle.org.

The GCTS library provides the research resources necessary for successful completion of all MACO assignments as well as a robust catalog of counseling related books, videos, journals and research databases. Helpful information for MACO student research can be found here: <https://library.gordonconwell.edu/Counseling/Research/Resources>

Digital Delivery Technology Requirements

MACO coursework is delivered in a hybrid format called Digital Live. This model allows both in-person and remote attendance simultaneously. Select elective classes are in-person or online only.

Students who enroll in the MACO 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 and with the professor's consent, it is not acceptable to attend classes virtually from a public space.

GCTS utilizes Canvas (a digital Learning Management System) to communicate with students, provide course information and lessons, and upload and grade assignments. Every Canvas course has a "Home" landing page with links to a "Getting Started" page which orients students to the Syllabus, the Canvas calendar, an introduction to Canvas, to the Library and the Writing Center, and information on time investment. The "Home" landing page also has links to the "Syllabus," to "Assignments," and to "Zoom". The "Zoom" section provides information on how to use Zoom and Web Etiquette when accessing lectures remotely. These sections help you navigate through Canvas and Zoom efficiently.

GCTS utilizes SONIS for students to register for and drop courses, pay tuition, and plan and progress toward graduation. Faculty enter course grades in SONIS. Users use the same credentials as accessing email and Canvas.

Minimum hardware and software requirements for the program include:

- Windows or Mac desktop or laptop (preferably less than 5 years old, with at least 8GB or higher RAM and 100GB or higher hard drive). Your computer must have a webcam, microphone, and speakers.
- Access to reliable, high-speed internet (at least 1 MBPS upload/download speed). Internet is free on campus.
- Web browser: Google Chrome or Firefox to access Canvas, GCTS' online classroom learning management system. Browsers should be updated to the most current version and are free to download.
- Software: GCTS provides the Microsoft Office suite to students at no charge (OneDrive, Teams, PowerPoint, Outlook, Word, Excel, and antivirus protection). 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 or .pdf format. Those using Apple KeyNote must export their documents to .pptx or .pdf format. Adobe Reader for reading PDF files.

- Online Collaborative Tools required: free Microsoft OneDrive (included in the Microsoft suite), free Zoom videoconferencing account (sign up instructions are in Canvas), free Panopto video (provided within Canvas). Tutorials are provided on Canvas for these online resources.
- During clinical training practicum and internship courses, students utilize Time2Track, an online platform for logging and reporting clinical training hours. This is covered by your MACO student fee.
- Students must possess requisite computer skills as well as proficiency in online communication to successfully navigate the program.

Authentication process

To access GCTS email (and other tools like Sonis or Canvas), new users will be prompted to set up Multi-Factor Authentication using either Microsoft Authenticator app or using a phone. If help is needed, users can contact tech@gordonconwell.edu or visit <https://www.gordonconwell.edu/technology-services/>

Requirements and costs

New computers meeting the basic technology requirements cost as low as \$400 up to \$1,000 or more. Monthly internet charges are as low as \$40/month up to \$100/month or more. On campus, students have access to free internet.

Academic Appeal Policy

The MACO program follows the *GCTS Grade Appeal Policy and Procedure*. 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 sub-committee 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 three 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 desires, he/she may appeal the Judicial Committee's decision by submitting a written petition to the Academic Dean 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.

Counseling Faculty Recommendations and References

MACO faculty will not write general or open letters of recommendation or reference. Students waive their right to access all letters or verbal recommendations or references.

Letters of recommendation or reference for practicum

MACO faculty write letters of recommendation or reference for students' practicum application(s) only for students who have earned at least a "B" in the faculty member's class and who actively participated in class or made use of office hours. The faculty member will specifically state in the letter that s/he is not able to comment on the student's clinical skills. This policy applies also to verbal recommendations and references.

Students will provide the faculty member with (1) at least two weeks' notice, (2) a list of the courses and semesters taken from the faculty member, (3) a copy of the student's resume/CV, and (4) the specifics of the job and relevant contact information.

Letters of recommendation or reference for employment

MACO faculty write letters of recommendation or reference for graduates seeking employment in clinical positions only for students whose clinical work they know based on the student's active participation in a Professional Seminar led by the faculty member. This policy applies also to verbal recommendations and references.

Students will provide the faculty member with (1) at least two weeks' notice, (2) a list of the courses and semesters taken from the faculty member, (3) a copy of the student's resume/CV, and (4) the specifics of the job and relevant contact information.

Letters of recommendation or reference for scholarships or doctoral applications

MACO faculty write letters of recommendation or reference for doctoral level applications only if the student has earned an "A" average in the program and has distinguished him or herself in the counseling program through either holding office or participation in research or publication or other distinction. This policy applies also to verbal recommendations and references.

Students will provide the faculty member with (1) at least two weeks' notice, (2) a list of the courses and semesters taken from the faculty member, (3) a copy of the student's resume/CV, and (4) the specifics of the scholarship or doctoral program and relevant contact information.

Alternative Education Opportunities

GCTS Center for Urban Ministerial Education (CUME) – Students may take Bible and theology courses through CUME. For more information, visit www.gordonconwell.edu/boston.

GCTS Charlotte Campus – Students may take any elective MACO courses through the Charlotte campus because they are CACREP accredited.

Boston Theological Interreligious Consortium (BTI) - Students enrolled at Gordon-Conwell have the unique opportunity to take classes through the Boston Theological Interreligious Consortium (BTI), a consortium of ten seminaries and theological schools in the Boston area. For more information, visit <https://www.gordonconwell.edu/bti/>. The BTI generally offers pastoral counseling courses which would not qualify as clinical in nature. From time to time there is a course that can be deemed clinical and taught by a clinical PhD professor but can only be used for elective courses. All core counseling courses must be on the home campus.

Clinical Field Experience: Practicum and Internships

Requirements

MACO's requirements for Practicum and Internships are detailed in the Practicum/Internship Orientation and Practicum/Internship Manual. In addition, all documents and information related to Practicum/Internship can be found on the P/I Canvas HUB. These requirements are based on CACREP's requirements for clinical field experience and on the professional licensure board in Massachusetts. *MACO requirements must be met for graduation, regardless of*

differences in licensure requirements across states. See Canvas MACO-HAM Files for a list of educational requirements for licensure in each state or find the list here

<https://www.gordonconwell.edu/degrees/counseling/maco/pursuing-licensure/>.

If your home state requires more hours or any other specific element in the clinical field experience, we can work with you to meet those requirements.

At a minimum for all students:

- The Practicum consists of working at a selected site approximately 10 hours per week for one semester (100 hours total). Note: Prerequisites of Introduction to Counseling, Clinical Counseling Skills, Professional Standards and Ethics, Multi-cultural Diversity in Counseling and Psychopathology
- The Internship consists of working at a selected site approximately 20 hours per week for two consecutive semesters (600 hours total).
- The full Practicum/Internship experience requires a full academic year to complete (three full semesters).

Selection and Placement

It is never too early for students to start thinking about the type of Practicum or Internship placement they wish to pursue. The *student is ultimately responsible for finding a Practicum and Internship site* that will meet the requirements for his/her degree and licensure. The P/I Canvas HUB provides all the information needed for Practicum/Internship including a listing of possible practicum/internship sites. The MACO Practicum/Internship Coordinator works closely with you to determine which potential sites would be a good fit for you. Careful consideration of interests and abilities is an important part of the placement process, as are your future career goals.

Help with placement for the Practicum/Internship is done *after* the student attends a **mandatory** Practicum/Internship Orientation. The Mandatory Practicum/Internship Orientation is offered **annually**. Orientation takes place in October and should be attended by any student who intends on doing their FIRST practicum in the following academic year. It is important to give *at least three to six months'* lead time to finding a site. Placements are competitive, as many schools in the greater Boston area have students seeking practicum and internship placements in counseling and social work. Typically, sites interview candidates in January and February for a placement that begins **the following Summer or Fall**.

Internship Résumés

Resumes are required to apply for internships. As part of the practicum/internship orientation, students are encouraged to attend a MACO résumé workshop. Your résumé will be required for your initial interview with the supervisor of your chosen site and will help us in making recommendations.

Required Membership and Student Liability Insurance

Students are required to have a membership in a counseling association and to be individually insured for liability during their practicum/internship. Membership in some counseling organizations provides free liability insurance. Others will direct you to a reasonably priced

professional student liability insurance provider. Proof of counseling membership and liability insurance must be uploaded to your Time2Track account. Insurance must be renewed annually throughout your time at practicum or internship sites.

The following professional organizations offer complimentary liability insurance through student membership:

- American Counseling Association (ACA)
www.counseling.org/membership/membership-benefits
- America Mental Health Association (AMCHA) www.amhca.org/?page=studentbenefits

Memberships that do not offer liability insurance but provide information about subsidized student liability insurance:

- Massachusetts Mental Health Counselors Association (MAMHCA)
<https://www.mamhca.org/>

CHI SIGMA IOTA Counseling Honor Society counts as being part of a counseling association and provides a link to subsidized student liability insurance.

Recommended CPH Insurance:

Student Liability Insurance Provider: <https://cphins.com/>

Managing Required Forms and Documents

All forms and documents required for Practicum/Internships will be reviewed at the Practicum/Internship Orientation and are also available electronically on Time2Track. Due dates for each form are part of your Professional Seminar syllabi and enforced by faculty. It is *very important* to keep careful records of your Practicum and Internship experiences and to complete all paperwork in Time2Track. It is your responsibility to get all required signatures. Forms WILL NOT be accepted without all required signatures.

Careful calculation of the hours completed, the supervisor's qualifications and the exact nature of your experience must comply with "Clinical Field Experience" requirements for the State of Massachusetts and CACREP accreditation requirements. All supervisors must sign a verification form *including proof of supervision training which includes digital supervision training*. The MACO department has free training available for supervisors who need it. Requirements for your clinical experience include audio/visual recording of clients and leading or co-leading a group at least ONCE during your practicum/internship. Other states may have different requirements, and it is *up to you* to contact your state for their specific requirements for clinical field experience. See Canvas MACO-HAM Files for a list of educational requirements for licensure in each state.

Some states will send the verification of fieldwork directly to the Program Administrator to fill out. For this reason, you must be certain your documents are complete and properly signed in Time2Track, and that the hours documented satisfy clinical experience requirements. Without this, your eventual licensure application will be denied.

Professional Seminars

All students completing a practicum or internships must also register and attend a Professional Seminar, more commonly referred to as ProSem. This is a 1.5-hour class which meets weekly for 11 weeks during the fall, spring and summer semesters. Students must attend all 11 classes (fewer in the summer) in order to fulfill requirements of 16.5 semester hours of group supervision. There are no exceptions to this requirement. Registration for practicum or internship requires registration for a Professional Seminar section. Professional seminar sections are limited to six students and meeting times are posted in the course schedule.

Licensure

Requirements for Licensure

In order to get licensed as a Mental Health Counselor you must complete an Master's degree in counseling, pass a licensure exam and accumulate atleast two years of full-time post-graduate supervised clinical counseling experience. The exact requirements for licensure will vary by state. See Canvas MACO-HAM Files for a list of educational requirements for licensure in each state or find the list here <https://www.gordonconwell.edu/degrees/counseling/maco/pursuing-licensure/>.

In Massachusetts, as of July 2026, new graduates are eligible to become a Licensed Supervised Mental Health Counselor (LSMHC) as they work toward their independent license (LMHC). The post-graduate clinical counseling hours requirement is 3360 hours, of which 960 hours are direct service hours and 200 hours are supervision, with a minimum of 75 hours of supervision with an LMHC-licensed supervisor. For more information on Massachusetts requirements, see [262 CMR 2.00: Requirements for licensure as a mental health counselor | Mass.gov](#).

Spring Graduate Forum

The Spring graduate forum addresses the specifics of licensure application, requirements and examination information in the last semester of your MACO Program.

The MACO Program's and the Student's Responsibility

The MACO Program's responsibility is to provide you with the opportunity to earn an MA in counseling. The MACO Program does not guarantee that licensure or certification requirements for all states and countries will be met through the program. The Program Administrator will discuss all licensure requirements for your state with you during a new student orientation so that you are clear regarding how the MACO program meets the requirements for your state. The MACO degree requirements, including coursework, practicum and internships, and supervision, are based upon Massachusetts requirements for state licensure. You must assume responsibility to be aware of and to meet the licensure and/or certification requirements of a particular state or country or professional organization. You are responsible for notifying the MACO program of any change in your state of residence while enrolled in the program and discussing licensure requirements and restrictions with your advisor.

Periodically, national and state statutes and requirements for professional certification may change. The GCTS MACO Program is not responsible for notifying you about changes of statutes and requirements nor responsible for your choices regarding course work, and practicum

and internship placement choices, or supervision. The student is responsible for contacting the appropriate licensure or certification organizations and obtaining the latest information on what is required for licensure or certification in the state or country in which the student plans to seek licensure.

However, the MACO Program Administrator will assist you in this process with reference copies of the most recent Commonwealth of Massachusetts requirements for Mental Health Counselors and the educational requirements for each state, which is posted on our MACO-HAM Canvas Portal. A helpful website for comparing state licensures is www.counselor-license.com. However, when applying for licensure, it is most important to check with the **official licensing board** in the state where you will be seeking licensure. In addition, the program recommends that you keep copies of all documentation of your work, including course syllabi, to assist you with the licensure/certification process if needed. The MACO department as well as Time2Track will retain all original Practicum/Internship paperwork.

Examination Requirements and Preparation

Depending on the state where you are seeking licensure, you are required to earn a passing score on the National Counselor Examination for Licensure and Certification (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) to become licensed. Becoming licensed earns you credentials such as LMHC, LCMHC, LPC, LCPC, LPCC, LPCMH, or LPC-MH. In Massachusetts, you are required to earn a passing grade on the NCMHCE exam to become a Licensed Mental Health Counselor (LMHC).

The **National Counselor Examination for Licensure and Certification (NCE)** is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The CPCE exam required of all MACO students is modeled after the NCE.

The **National Clinical Mental Health Counseling Examination (NCMHCE)** consists of 11 clinical simulation case studies that are designed to sample a broad range of counseling competencies. This is the exam required for Massachusetts licensure.

To determine which exam you need to pass to become licensed in your state, click on your state in the State Board Directory: <http://www.nbcc.org/directory>. Contact the government of your country to determine licensure requirements in your country.

Alumni who have recently taken (and passed!) the NCE or NCMHCE exam recommend the following resources:

www.counselingexam.com - Definitions, study guides, practice tests, subscription required

www.cce-global.org - Source for study materials and exam information

www.mamhca.org - Lists licensure requirements, offers workshops, study guides, practice tests

www.nbcc.org - Preparation materials, exam information

MACO Course Descriptions

CO 500A Introduction to Counseling This course is an introduction to counseling theories, providing a foundation for identifying and demonstrating how counseling theories contribute to the conceptualization of mental and behavioral problems and treatment interventions. The course will enable students to critically examine the multiple approaches to counseling. Students will be encouraged to identify their own emerging theoretical orientation and assess how various theories help them understand how their own characteristics contribute to the counseling process. Students will be trained to provide evidence-based counseling, informed by theories and best-practice models, and integrate counseling theory and practice with the historical and theological dimensions of the Christian faith. *Must be taken with CO500B.*

CO 500B Introduction to Counseling Residency & Lab In-person learning week that includes lab instruction, spiritual formation, and professional development. Requires in-person attendance at the Hamilton campus and students are responsible for their own housing and transportation. *Must be taken with CO500A.*

CO 507A Clinical Counseling Skills This course will serve as a bridge between the study of theories and systems of counseling and the supervised practice of counseling. It is experiential and aimed at helping students develop a foundation as strong, effective therapeutic agents for their clients. This is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills through role playing and modeling. Instructor and peer feedback will be given. *Must be taken with CO507B. Pre-requisite: CO500.*

CO 507B Clinical Counseling Skills Residency & Lab In-person learning week that includes lab instruction, spiritual formation, and professional development. Requires in-person attendance at the Hamilton campus and students are responsible for their own housing and transportation. *Must be taken with CO507A. Pre-requisite: CO500.*

CO/CH/SF 504 Church History Survey for Counseling and Spiritual Formation The course will trace the history of the Church from Pentecost to the present, examining key themes, figures, events, eras, and issues, exploring their relevance to the Church today, with special attention to spiritual formation and counseling. From Early Church martyrs to Medieval knights, from Augustine to Juana Inés de la Cruz, from Calvin to Carey and King, from the catacombs and Egyptian deserts to the cathedrals and Korean prayer mountains, and from doctrinal disputes to mystical quests and cyberspace globalization, it will trace the contours of the story of the Church worldwide. The course seeks to provide a framework for lifelong learning in the history of the Church and opportunities for learning and applying scholarly historical research tools that provide practice in skills such as observation, pattern-recognition, analysis of cause and effect, attention to context, etc. that are transferrable to counseling and spiritual formation ministries.

CO 602 Human Sexuality This course provides students with an overview of biological, psychological, behavioral, and theological material concerning human sexuality. Special topics will be introduced and the connection between sexuality and spirituality, with considerations of theological perspectives, will be explored.

CO 610 Lifespan Development: Implications for Counseling This survey of major models of human development and life-span includes integration and critique of related theories from a

biblical and theological perspective. This course provides students with opportunities to apply models to observations to infer developmental stages and abilities based on developmental milestones and to understand special issues in human development including the development of racial/ethnic identity, faith, and counselor identity. *Pre-/co-requisite: CO500.*

CO 611 Theories of Personality Students will gain an understanding of and will critique the historical and contemporary theories of personality development from a biblical and theological perspective. In this course, students develop a deep understanding of their own personality and how it interrelates with other personalities in the counseling session. Students also reflect on personality as a mediator between psychopathology and well-being and how models of abnormal personality apply to clinical situations and translate into practical therapeutic interventions.

CO 614 Family Systems Theory This course provides an introduction to Family Systems Theory. It is an introduction to systemic thinking as it relates to individual and family function. The course provides an opportunity for evaluating the various theoretical approaches by comparison with biblical/theological concepts of family and family function. This class is a foundational course for CO714.

CO 616 Cognitive Therapy This course will examine the major models and techniques of cognitive-behavioral therapy and their application to the understanding of normal and abnormal human functioning, the evaluation of approaches to prevention and treatment, and the techniques and relational skills to apply theory and research in real-life clinical contexts with those seeking counseling treatments. *Pre-requisite: CO500.*

CO 635 Crisis and Trauma Counseling This course will examine the foundations, contextual dimensions, and basic knowledge and skills of crisis and trauma counseling. The effects of developmental processes and transitions, disaster, situational crises and other trauma-causing events will be addressed. It will focus on trauma-informed counseling practices and interventions to conceptualize and treat client presentation. Additional emphasis will be given to crisis incident stress management, psychological first aid, spiritual first aid, and counselor self-care.

CO/SF/TH 635 Augustine's Theography & Heart Therapy: Confessions, Community & Health This course will present the perspective of Augustine of Hippo (354-430) on heart therapy and health as prescribed by his Confessions (397-401). His hopeful vision will offer contributions to: one's personal story, by retelling it in the light of grace; to distressed and wounded people around you, by learning to counsel others through an ancient tradition of theological therapy; to narcissistic and individualistic cultures, by placing a humble and prayerful theology as its antidote.

CL/CO 637: Leadership Trauma: Healing and Recovery This course considers the underlying causes of leadership crises, and how to address them. We will explore the condition called *leadership trauma*, where contexts in the past (formation and attachment issues), the present (stressors), and the future (fear of failure) subject leaders to emotional and spiritual pressures that undermine the capacity to lead and relate well to their colleagues. In this course, we will explore this condition, identify its consequences for leadership, and discuss the healing and spirituality processes essential for recovery.

CO/MC/SF 642 Ministering to Women in Pain In this course, students develop an adequate theodicy for dealing with pain and a deeper understanding of the complex presenting problems many women experience. The course focuses on helping students refine their pastoral care to such women including identifying effective ways to help women manage painful events or circumstances in their lives, within the context of a truthful Christian theodicy.

CO/PC 671 Suicide Prevention for Professional Caregivers The goal of this course is to introduce the student to all relevant and basic aspects of suicide prevention for professional caregivers including counselors, chaplains and pastors. The emphasis is on helping the student develop understanding and skills needed to help suicidal individuals, individuals who have attempted suicide and their family members, and the family members and a faith community following a suicide death. Special emphasis will also be on the importance of self-care for the professional caregiver. Specific aspects of suicide prevention that will be emphasized will include the unique role of communities of faith and pastoral caregivers in suicide prevention and the development of a theology of suicide.

CO/ET 689 Aging, Death, and End-of-Life Medical Ethics This course is designed to reflect theologically, philosophically, and pastorally on some of the ethical issues that emerge in the context of health care through aging, death, and end of life decision-making (EOL). The course will explore four areas: (1) foundational questions concerning the relation of medicine and spirituality, contemporary bioethics, and the goals of medicine; (2) a theological framework for aging, dying, and the experience of dementia with implications for how this impacts ethics and pastoral care; (3) key approaches to end-of-life decision making; (4) how disparities in health care access impact race, global health, and life expectancy.

CO/ET/TH 693 Augustine, Restlessness, and Belonging in the Digital Age Since the advent of smartphones and social media, Silicon Valley and big tech's influence on individual and societal behavior continues to grow. A return to theological sources for ethical assessment is needed to critically evaluate our social context increasingly defined by persuasive media algorithms that often reduce agency to impulse, objectification, and commodification. Although separated by time and space, the perceptive insights of North African bishop, St. Augustine of Hippo, are relevant for today's digital challenges. His emphasis on restlessness, desire, vulnerability, power, empire, belonging, love, and humility hold significant impact for Christian theology and ethics. This course will explore the psychological, philosophical, and theological connections between contemporary tech critics and one of Christianity's seminal patristic authors.

CO 699 Research Methods and Design This course is focused on helping students understand the importance of research to the counseling profession. Students evaluate quantitative, qualitative and mixed methods approaches in the context of the usefulness of these approaches to answer a research question. Students design and implement research and evaluate programs and research studies.

CO 709 Counseling in Addictive Behaviors This course will cover prevention and intervention with addictive behaviors. The course will address etiology, assessment and models

of treatment. Students will explore a theology of addiction and a Christian response to prevention and intervention.

CO 710 Psychopathology This course provides an overview of the basic theories, concepts and structures that form an understanding of psychopathology. Special emphasis is given to the development of skills in using the *Diagnostics and Statistical Manual of Mental Disorders, 5 Edition, Text Revision (DSM-5-TR)* to diagnose mental health disorders. *Prerequisite: CO500.*

CO 711 Group Process This course is an introduction to group interventions in counseling, workplace, and ministry settings. Students will partake in an experiential group that meets for two hours daily for one week. The didactic component complements the experiential group by introducing students to the theory of group therapy including group process approaches, group dynamics, group formation, and appropriate referrals to group therapy. The class will introduce students to evidence-based group interventions commonly utilized in inpatient and outpatient settings. Students will develop knowledge and skills to initiate and lead groups as well as emphasize development of group counseling skills and strategies based upon the special needs and characteristics of diverse client groups.

CO/WM 712 Multicultural Diversity in Counseling This course provides a foundation for engaging issues of race, ethnicity, age, socioeconomic status, religion, gender, sexual orientation, and disability status within a counseling context. A theological framework for developing self-awareness and engaging diversity will be emphasized, along with the roles, structures, functions, systems, behaviors, values, and environmental factors that affect individual and family systems. Students will be encouraged to engage in self-exploration around their own cultural/racial identity and their responses to issues of diversity including bias, oppression, discrimination and the role of privilege. Students will be trained to become effective, multi-culturally competent, reflective, and ethical counselors who pursue social justice.

CO 714 Family Counseling/Therapy This is a course designed to give the student an opportunity to translate the theories of Family Therapy into practice. The primary focus of the course is clinical in nature. The purpose of this praxis application is to provide a mechanism for theoretical application in a clinical format. Students evaluate the most applicable methods for counseling interventions with families. *Prerequisite: CO614.*

CO 716 Couples Counseling The purpose of this course is to provide an introduction to Couples Counseling. Students are introduced to the most prominent contemporary theories of therapy and provide an opportunity for evaluating the various theoretical approaches by comparison with biblical/theological concepts of marriage and the couple dyad. The process of marital therapy is introduced by carefully constructed role-play/feedback sessions.

CO/PC 717 Counseling in Abuse and Intimate Partner Violence The purpose of this course is to provide an introduction to the issues associated with abuse and intimate partner violence. Students will be introduced to the broad scope of abuse and intimate partner violence and the inevitable consequences for the individuals and the systems involved. Students will examine the issues around abuse and violence from a biblical and theological perspective in order to form a

substantial Christian response to this growing problem. Students will develop evidence-based models for treatment and prevention.

CO 724 Child and Adolescent Counseling This course presents theories, techniques, and strategies for working with children, adolescents, and their families. Emphasis is placed on a multidimensional view of counseling interventions, giving attention to developmental, cognitive, behavioral, affective, cultural, educational, social, and environmental issues. Ethical and legal concerns are also considered. The course is designed to help students become more knowledgeable about current research and approaches for working with this population. Course assignments are adaptable to ministry settings and to focus attention on either child or adolescent populations if desired.

CO 728 Physiology, Complexity, and Human Behavior This course is designed to provide the student with a survey of fundamental elements of neurophysiology, neuroanatomy, neurotransmitters, pharmacology, genetics, human development and personality, and cultural influences that contribute to the understanding of human behavior as an emergent property of a complex dynamical system.

CO 735A Assessment in Counseling This course explores a broad understanding of approaches to personal appraisal. Emphases are placed on the specific skills associated with administering and interpreting assessments for providing effective treatment. Students learn the factors that influence validity and reliability and learn specific skills for assessing danger to self or others. Additional emphasis is on professional and ethical obligations in assessment including multicultural diversity considerations. *Must be taken with CO735B. Co-/pre-requisite: CO710. Prerequisite: CO500.*

CO 735B Assessment in Counseling Residency & Lab In-person learning week that includes lab instruction, spiritual formation, and professional development. Requires in-person attendance at the Hamilton campus and students are responsible for their own housing and transportation. *Must be taken with CO735A. Co-/pre-requisite: CO710. Prerequisite: CO500.*

CO 740 Career Counseling and Lifestyle Development This course contrasts career development theories with decision-making models to assist in career and lifestyle development. Students develop skills in career assessment and counseling within ethical, multicultural and faith considerations. Online career information systems and vocational programs are evaluated.

CO 790 Professional Standards and Ethics This course will focus on ethical, legal, and clinical issues facing those who undertake the professional practice of mental health services at the master's level. Primary attention will be given to the essential elements involved in making ethical decisions and factors inherent in the development of a professional counselor identity. The students will gain an appreciation for the difficult decisions that are often faced by Christian mental health professionals and begin to develop a foundational understanding of the process of resolving ethical dilemmas and maintaining professional competency. Students will adopt the roles, functions, and identity of a competent member of the counseling profession and practice ethical decision-making in matters related to client welfare and interagency collaboration and consultation. *Prerequisite: CO500.*

CO 801 Integrative Seminar This course explores the integration of theological and psychological perspectives in counseling, focusing on the human being as the Imago Dei. Students will engage with six key topics: personhood, sin and psychopathology, redemption, theodicy, agents of change, and wholeness. Emphasis is placed on interpreting both Scripture and the counselee's life narrative to develop practical applications for counseling. Topics include the ontological, epistemological, and teleological dimensions of personhood, as well as the transformative roles of the Holy Spirit, Scripture, and the faith community. The course equips students with tools to critically analyze and apply biblical principles to contemporary counseling challenges, fostering growth in professional competence and spiritual formation. Assignments are designed to support application in ministry and counseling contexts. *Prerequisites: CO500, NT501, OT500; prerequisite/corequisite: CO863*

CO 760 Reading in Counseling Independent study, any session by petition. See Student Handbook for information on reading and research courses.

CO 860 Research in Counseling Independent study, any session by petition. See Student Handbook for information on reading and research courses.

CO 863 Clinical Counseling Practicum A specific clinical experience under individual supervision in a variety of settings throughout the community. Approximately 10 hours per week is spent in these clinical settings to provide beginning level counseling experience. *Must be taken with CO871. Prerequisite: CO500, CO507, CO710, CO790, CO/WM712*

CO 865A Clinical Counseling Internship 1 A continuation of clinical experience at a more advanced level under individual supervision. Approximately 20 hours per week in a variety of clinical settings. *Must be taken with CO873A. Prerequisite: CO863.*

CO 865B Clinical Counseling Internship 2 A continuation of clinical experience at a more advanced level under individual supervision. Approximately 20 hours per week in a variety of clinical settings. *Must be taken with CO873B. Prerequisite: CO865A.*

CO 871 Professional Practicum Seminar Practicum students will work closely with the counseling faculty in a small group setting. Students will develop greater understanding and skillful practice in all aspects of counseling including the application of theories and models of counseling. Students will develop skills in theoretically based conceptualizations and ethical, evidence-based, developmentally and culturally relevant interventions, diagnosis, and treatment plans. *Must be taken with CO863.*

CO 873A Professional Internship Seminar Internship students will work closely with the counseling faculty in a small group setting. Students will develop greater understanding and skillful practice in all aspects of counseling including the application of theories and models of counseling. Students will develop skills in theoretically based conceptualizations and ethical, evidence-based, developmentally and culturally relevant interventions, diagnosis, and treatment plans. Internship students will develop advanced understanding of the professional role of the Mental Health Counselor. *Must be taken with CO865.*

Appendix A

MACO Annual and Summative Student Review Form

Student Name:	Date:
Review Scale: S —Superior. Student demonstrates outstanding skill and functions independently. T —Target. Student functions in a competent manner D —Developing. Student functions at an adequate level typical of most students in training. U —Unsatisfactory. Student's functioning is unacceptable. N/O —Not observed. Insufficient data on which to evaluate the student. N/A —Not applicable	

Status:

Active	Inactive
Temporary Leave	Approved for graduation

Outcome:

Satisfactory Progress	Performance Feedback
Remediation	Probation
Voluntary Resignation	Dismissal from the Program

Academic						
	S	T	D	U	N/O	N/A

Academic Discipline: Does the student demonstrate engagement in his/her learning?						
Professional Knowledge: Does the student demonstrate the knowledge needed to provide competent professional services to a range of diverse clients?						
Academic excellence: Does the student demonstrate academic excellence, such as the integration of the best available resources, fair-mindedness toward differing views and evidence, and capacity for reflection on and critical evaluation of current trends within the discipline of counseling?						
Academic Integrity: Does the student demonstrate academic integrity (e.g., no plagiarism and no cheating)?						
GPA: Does the student maintain a 3.0 GPA?						
Ethical practice and Clinical skill development						
Professional Orientation: Is the student developing the roles, functions and identity of a competent member of the counseling profession?						
Ethical Practice: Is the student practicing ethical decision-making skills in matters related to client welfare and interagency collaboration and consultation consistent with either the ACA or AACC Code of Ethics?						
	S	T	D	U	N/O	N/A
Social and Cultural Identities and Experiences: Is the student providing competent, culturally-relevant counseling and advocating to eliminate social injustices?						
Lifespan Development: Is the student implementing developmentally-relevant and strengths-based approaches in counseling?						
Career Development: Is the student equipping clients for career decision-making and life planning across the lifespan?						
Counseling Practice and Relationships: Is the student providing evidence-based counseling, informed by theories and best-practice models?						
Group Counseling and Group Work: Is the student providing evidence-based group counseling and group process, informed by theories and best-practice models?						

Assessment and Diagnostic Processes: Is the student skilled at conducting assessment of clients' cognitive, affective, behavioral and social functioning by means of reliable and valid measures and approaches? Is the student able to apply this knowledge to accurate diagnosis?						
Research and Program Evaluation: Is the student reflecting critically on research to evaluate counseling practices and programs?						
Integration: Is the student integrating counseling theory and practice with the historical and theological dimensions of the Christian faith as consistent with the Gordon-Conwell Statement of Faith?						
Professional Dispositions						
Spiritual formation and growth: Does the student demonstrate continued spiritual formation and growth?						
GCTS Community Life Statement: Does the student comply with the GCTS Community Life Statement?						
Interpersonal Behaviors: Do the student's interpersonal behaviors (including but not limited to relationships with faculty, staff, peers, site supervisors, and clients) affect negatively their professional growth and interactions with clients and others?						
Professional character: Does the student's professional character (including but not limited to self-awareness, self-regulation, maturity of judgment, and conceptual and behavioral flexibility) affect negatively their professional growth and interactions with clients and others?						
Academic attitudes: Do the student's academic attitudes (including but not limited to teachability, open and non-defensive stance with professor(s), staff, and others) affect negatively their professional growth and interactions with clients and others?						

REVIEW COMMENTS THAT SUPPORT OUTCOME:

FACULTY SIGNATURE _____ DATE _____

Appendix B

Counselor Preparation Comprehensive Exam Score Report**CPCE Score Report
Form XXXXXX**

Student Name:

Date Taken:

PASS/ PASS WITH HONORS/ DID NOT PASS

Core Area	Your Score	National Mean (M)	Standard Deviation (SD)	Minimum Competency Score
Professional Orientation & Ethical Practice				
Social & Cultural Diversity				
Human Growth & Development				
Career Development				
Counseling & Helping Relationships				
Group Counseling & Group Work				
Assessment & Testing				
Research & Program Evaluation				
TOTAL SCORE*				XX (M – SD +1)

**Only the total score is used to determine whether you passed. However, the individual content area scores are provided so that you are aware of your weaker areas.*

	Total Score
Not Passing	< XX points
Pass	≥ XX points