



Master of Arts in Community Counseling

Student Handbook



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This handbook is published through the Missouri Valley College Master of Arts in Community Counseling Program located at 500 East College Marshall, Missouri. This handbook is for informational purposes only and does not constitute a contract. Although the handbook was prepared with the latest information available at the time of publication, information is subject to change without notice. It is

recommended that the reader consult with the Program Director or Dean for any changes that may occur after the publication date of this document. It is the responsibility of each student in the Master of Arts in Community Counseling Program to become acquainted with material herein; however, a signed statement attesting to the review of this information will be requested following acceptance into the program. *An updated copy of this document will be maintained on Missouri Valley College's website @ www.moval.edu.*

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TABLE OF CONTENTS

Section I. [Contact Information](#) 4

Section II. [Introduction to the Community Counseling Program](#) 5

[Program Mission Statement](#)

[Program Description](#)

[Program Goals](#)

[Conceptual Model](#)

[What We Believe about Teaching and Learning](#)

[We Evaluate the Effectiveness of Our Implementation](#)

Section III. [Admission into the Program](#) 7

[Graduate Studies Admission Requirements](#)

[MACC Admission Process](#)

Section IV. [Academic Progress and Professional Conduct](#) 9

[Registration](#)

[Full Time Status](#)

[Drop](#)

[Withdrawal](#)

[Repeat](#)

[Auditing and Special Classes](#)

[Special Course/Credit](#)

 Practicum

 Internship

 Transfer Credit

[Grading](#)

[Remediation Plan Guidelines](#)

[Incomplete](#)

[Student Grade Appeals](#)

[Student Appeal Process](#)

[Recognition of Academic Excellence](#)

[Attendance](#)

[Professional and Ethical Conduct](#)

[Background Checks](#)

[Substance Use](#)

[Dismissal Appeals Process](#)

[Promotion of Professional Identity & Culture](#)

[Students with Disabilities](#)

Section V. [Academic Advising](#) 15

[Academic Advising](#)

Section VI. [Program Curriculum](#) 15

[Course Sequence](#)

MACC Courses	
Experiential Requirements: Practicum & Internship Courses	
Section VII. Candidacy	17
Petition for Candidacy	
Section VIII. Qualifying Examinations	17
Multiple Choice Exam	
Case Vignette	
Section IX. Capstone Project	18
Presentation	
Section X. CPCE Exam	19
Section XI. Degree Requirements	20
Section XII. Licensure	20
Appendices	21
Appendix A Community Counseling Program Planner	22
Appendix B Petition for Candidacy	23
Appendix C Program Cycle Overview	25
Appendix D Verification of Receipt of Student and Practicum Handbooks	26

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Introduction to the Community Counseling Program

MISSION

The mission of the Master of Arts in Community Counseling (MACC) program is to prepare our students with the theory and skills to counsel individuals, couples and families of diverse cultural backgrounds. The program seeks to produce future professional counselors who are exemplary members of society with a lifelong love of learning.

PROGRAM DESCRIPTION

The Master of Arts in Community Counseling provides students with a strong foundation in counseling. After graduating from the program and completing additional requirements for licensure, students will be prepared to work in settings that range from private practice to employment in mental health clinics, hospitals, or various social service agencies. The MACC program at Missouri Valley College is a flexible degree program in a rural community that prepares students to be eligible to become Licensed Professional Counselors in Missouri and other states. (Please see the Licensure section, below, for additional details.) The class format allows students to maintain full-time employment while simultaneously receiving advanced education and training in the counseling profession.

Program Student Learning Outcomes:

- Possess foundational knowledge, skills, and attitudes appropriate for a successful professional in the counseling field
- Demonstrate reflective thinking and decision-making rooted in self-awareness and self-understanding for establishing and creating healthy therapeutic relationships
- Demonstrate an integration of knowledge, theory, and clinical application

In addition, the program has educational training goals for students based on the educational objectives of the National Board for Certified Counselors:

- Possess an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process
- Possess an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process
- Demonstrate effective individual and group counseling skills which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals
- Possess both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches
- Understand career development and related life factors and the effects on an individual's mental health and lifestyle and its application within counseling
- Possess knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal
- Demonstrate the ability to read, critique, evaluate, and contribute to professional research literature

- Understand the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession
- Integrate the knowledge and skills needed to be successful as practicing counselors

CONCEPTUAL MODEL

The MACC program of Missouri Valley College defines Community Counseling as the ability to provide relational and emotional support; administer evidenced-based therapeutic interventions grounded in best clinical practices; offer consultation; conduct effective evaluation and appraisal; engage in community education, advocacy, and teaching; and maintain awareness of relevant research to assist the recipient of counseling services to make effective behavioral changes to improve daily psychological functioning.

We recognize the uniqueness of human beings and are dedicated to helping students obtain the knowledge, skills, and experiences necessary to facilitate their development as professional counselors. The student will utilize evidence-based practices and become an effective practitioner that serves the diverse and changing needs of the human community. The MACC program focuses its conceptual model on three core principles that include building effective knowledge, skills, and attitudes, promoting reflective thinking and decision-making through the use of one's own experiences, and solidifying academic knowledge with clinical application.

We believe that students attain the necessary skills, knowledge, and attitudes in an environment that is both open and flexible as well as involving other learners that are encouraged by active engagement in the learning process. Promoting reflective thinking and decision-making is essential in the development of a successful counselor. We seek to link learning experiences to earlier ones in order to provide interrelated mental concepts, specifically by promoting a sense of self-awareness through encouraging metacognition, and understanding one's own reactive emotional experiences.

We believe that the most effective learning experiences generalize from the learning environment to everyday application; therefore, repetitive integration of newly attained knowledge must be interfaced with meaningful clinical application. These integrated learning experiences form cognitive and emotional reference points that encourage personal and professional development beyond mere theory. The MACC program supports the scientific notion that theory provides meaning, but that understanding also needs an effective context for the application of such theory.

What We Believe About Teaching and Learning

Contemporary society presents complex challenges, requiring positive adjustment and adequate coping skills in order to realize optimal personal and vocational functioning. Consequently, the MACC program has as its primary mission the preparation of a diverse group of learners who can use counseling techniques competently and ethically to help clients achieve a healthy adjustment in the areas of educational, personal, social, and career development. The faculty are committed to preparing professionals who reflect in action as well as upon action. In addition, the faculty believe future professionals must construct their own meanings from both theory and knowledge of counseling as well as application and performance. We further believe that learning is a lifelong

process, and we encourage our students to continue with professional development throughout their careers.

Anchored to current research and best practices, our conceptual framework is embedded in the belief that pre-professionals should be nurtured, prepared, and challenged to be caring, reflective, and competent professionals. Within their preparation, we creatively incorporate the established standards in the field of professional counseling accepted for graduate education by the American Counseling Association (ACA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These also meet the standards for knowledge in content areas and work behaviors of the National Counselor's Exam (NCE).

We Evaluate the Effectiveness of Our Implementation

Faculty in the MACC program and the Graduate Studies Committee evaluate and assess the effectiveness of our program implementation through a number of methods. We closely scrutinize student scores on the Counselor Preparation Comprehensive Exam (CPCE). We also analyze the Practicum Evaluation by the Site Supervisor. Prior to graduation, each graduating student undergoes a Capstone Project review by faculty. This performance-based process gives feedback on the overall effectiveness of our program. In addition, the program is regularly engaged in refining the alignment of its curriculum to state and/or national standards.

ADMISSION TO THE PROGRAM

Missouri Valley College evaluates each candidate's application for admission to the program individually, considering a variety of factors to ensure that a candidate is prepared to complete the graduate experience adequately. Admission to the graduate program is selective; however, it is flexible to the needs of working adults interested in attaining advanced training in the area of counseling. In addition to exploring a candidate's overall academic history and record, the review/interview committee will assess professional/personal accomplishments, dedication and service to community, advocacy for human development, and involvement in extracurricular activities. Other personal factors may be reviewed, including personal maturity, communication skills, and dedication to the lifelong learning process of professional counseling.

Graduate Studies Admission Requirements:

- A baccalaureate degree from a regionally accredited institution of higher learning with a major in Psychology or a closely related field. *Note:* If the bachelor's degree is in another closely related field, students must have completed the following undergraduate courses: General or Introduction to Psychology and two other Social Sciences courses
- If English is not your first language, a TOEFL score may be required.
- Minimum undergraduate Grade Point Average (GPA) of 2.5 (on a 4.0 scale) for the last 60 hours of undergraduate work
- For those with a GPA of 3.0 or higher, or for those with a master's degree, no GRE is required. For those with less than a 3.0 GPA completing the GRE after August 2011, a combined (Verbal

and Quantitative) GRE Revised General Test score of 290 is expected. On the previous GRE format (GRE tests taken before August 2011), a combined Verbal and Quantitative of 900 or higher is expected. For both GRE formats, an Analytical score of at least 4 is expected.

- A background check (at the applicant's expense). Please contact the Admissions Office for details on completing the background check.

MACC Admissions Process:

Application Deadlines:

- Application for Summer term: March 1*
- Application for Fall term: July 1*
- Application for Spring term: November 1*

*Note: Applications received after the deadline may be considered depending on the date all materials are received and whether space is available. When applications are too late for consideration, such applications will be reviewed for the next entrance cycle.

Submit the following materials directly to the Admissions Office by the application deadline:

- An application for admission and the non-refundable \$30 application fee
- An official transcript from all undergraduate and graduate work
- An official report of GRE scores for students who have a GPA below 3.0 (school code 6413)
- An updated resume
- A personal statement (2-3 typed pages) regarding your interest in pursuing an advanced degree in the helping profession. The personal statement, not to exceed three pages in length, should be composed in Times New Roman 12-point font, double-spaced, with one-inch margins. The personal statement must address one's reasons for pursuing a Master of Arts in Community Counseling and one's professional goals following graduation.
- Three or more letters of professional recommendation. The letters of recommendation should be from former professors, supervisors, or other professionals familiar with the candidate's academic, personal, or professional integrity. (Online forms are available at <http://www.moval.edu/graduate/>)
- After receipt of the above application materials, applicants will be selected for interviews. An interview is required of prospective students, preferably an on-campus interview.

(Note: Acceptance into the program will not be determined until all transcripts, GRE scores, and other application materials are received and the student has completed the other steps outlined below).

The application process attempts to gather as much information as possible about a candidate's readiness and overall fitness to excel at the graduate level. Upon submission of the required application materials, the graduate program will notify each applicant that the application is complete. The application will then be forwarded to the Program Director for review and distribution to other members of the Application Review Committee. Selected candidates will be contacted to complete an interview with the committee. Upon completion of the interview, a letter informing the candidate of acceptance or denial into the program will be issued. If accepted, the candidate must submit a "Letter of Intent" to enroll in the program within twenty-one days of

receiving the acceptance letter. Failure to provide a “Letter of Intent” within the designated time period may result in withdrawing the offer letter provided by the program.

Academic Progress and Professional Conduct

Registration

Students registering for each term should consult with their academic advisers with regard to the specific courses and the total credit load they plan to take. A student is properly registered when the adviser approves the course enrollment and when the comprehensive payment schedule has been met. The registration process may be completed on-line or in the registrar’s office.

Full-time Status

Students enrolled in 9 graduate credit-hours per term are considered full-time students.

Drop

A student may drop a course within the first week of classes in accordance with the published academic calendar. Drop forms require the signature of the professors of the dropped classes.

Withdrawal (W)

The last date for withdrawal from a course will be noted on the academic calendar. A grade of “W” is given through the sixth week of the term. After six weeks a grade of “WP” will be recorded if the student had a grade of “B” or higher at the time of withdrawal, or “WF” if the student is making below a grade of “B.” Grades of “WF” are computed as an “F” in the computation of grade point averages. Withdrawal after the twelfth week of the semester will result in an “F” unless the withdrawal is by administrative approval. Withdrawal from school is also withdrawal from classes. Non-attendance does not qualify as withdrawal notification.

Repeat

Students are allowed to repeat a maximum of two different courses in order to raise grades of “C” and one course in order to raise a grade of “F.” In no case will a student be allowed to repeat a course twice. Transcripts will reflect assignment of both grades; however, the grade for the first attempt will have the letter “R” next to it. Only the second-attempt grade is used when computing the grade point average.

Visiting Students

Students who are enrolled in other master’s programs may take up to three courses at Missouri Valley College with the approval of their program as well as the MACC Program Director. Please note that practicum and internship may not be completed as a Visiting Graduate Student. The Visiting Graduate Student Enrollment Form, available in the Admissions Office, must be completed prior to enrollment.

Special Courses

Practicum - A course that provides the student with preliminary practical experience in a specific field. Normally a practicum is completed in the student's degree program.

Internship - A course that offers students advanced practical experience in their degree program. Students must have the Practicum Coordinator's approval before registration.

Transfer Credit - Students presently enrolled at Missouri Valley College may transfer up to nine credits from other colleges, but only courses with a grade of "B" or better will be accepted. If a student wishes to transfer credit from another institution, it will be up to the Program Director to determine whether it will meet the MVC requirements. If the course is one of the foundational courses, the student must demonstrate competency (>70%) by passing a written exam in order to receive credit. Students are strongly encouraged to complete all coursework through MVC. After admission, up to nine transfer credits may be permitted, pending the approval of the Program Director. No online courses will be accepted for transfer.

Grading

The following grades and their grade point value per credit hour are used to indicate the quality of a student's course work:

A	4.0	Performance Exceeding Expectations
B	3.0	Appropriate Performance
C	2.0	Less than Acceptable Performance
F	0.0	Failed Minimum Requirements

Students are expected to maintain a minimum of a 'B' (3.0) cumulative GPA, and all courses must be passed with a minimum of a 'B.' Any student receiving a final grade below a 'B' in any MACC Foundation Course will be placed on academic probation. Students who fail to maintain a 3.0 GPA will be placed on academic probation until a cumulative 3.0 GPA is obtained. Students obtaining more than one 'F' or more than two 'C' grades will be subject to dismissal from the program. Courses in which a student obtained less than a 'B' may only be retaken once. The anticipated two-year timeline for completing the program is contingent upon a student making adequate progress.

When a student is placed on academic probation, the student will be required to create a remediation plan in conjunction with his or her adviser. The remediation plan must be completed before the start of the next semester. Once the remediation plan has been developed, it must be approved by the Program Director and signed by all parties. After approval, a copy of the remediation plan will be given to the student, his or her adviser, and the Dean of Graduate Studies.

Remediation Plan Guidelines

Remediation plans are to be developed collaboratively with the student and his or her adviser, but all aspects of the remediation plan must meet with the approval of the adviser. Remediation plans shall include the following: the student's name, date, reason(s) for remediation, how these circumstances will affect the student's advancement in the program, specific remediation steps with a timeframe for their completion, possible consequences for failing to complete the remediation plan within the

agreed upon timeframe, and a place to sign and date the document for the student, his or her adviser, and the MACC Director. Once the student and his or her adviser have completed the remediation plan, it is to be approved by the Program Director and signed by all parties. Copies of the signed remediation plan will be given to the signees as well as the Dean of Graduate Studies. A student's refusal to sign his or her remediation plan may result in suspension or dismissal.

Incomplete (IN)

In rare instances, the grade of Incomplete (IN) may be assigned with the prior approval of the Program Director if extreme extenuating circumstances prohibit a student from completing a course. If an incomplete grade has not been removed by the close of the next term of enrollment, it is changed to the grade of "F." An incomplete grade is not calculated in the GPA.

Student Grade Appeals

Students are responsible for meeting the standards for academic performance established for the course or courses in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor. The grade appeal procedure is available for the review of allegedly capricious grading or clerical error by the instructor and not for the purpose of evaluating the student's academic excellence in any particular course.

Student Appeal Process

Step One - The student must discuss the course grade fully with the instructor of the course. This must be done no later than ten business* days after the final grades for the class are posted.

Step Two - If the student desires to appeal the grade further, he or she may discuss the matter with the Program Director no later than ten business days after the aforementioned ten day deadline. Relevant documentation must be provided by the student and, if requested, instructor. The Program Director shall notify the student, in writing, of the decision.

Step Three - If the appeal is not resolved at the program level, the student may appeal to the Dean of Graduate Studies. This appeal must be made in writing no later than ten (10) business days after receipt of the program's decision. The student must submit his/her written appeal to the Program Director and request that the appeal and any relevant documents regarding the case be sent to the Dean of Graduate Studies. Examples of relevant documents may include, but are not limited to: 1) course syllabus, 2) course assignments and rubrics, 3) the graded work of the appellant, and 4) samples of the graded work of other students who were in the same course as the appellant. The Program Director will obtain all relevant documents from the student and the course instructor and forward them to the Dean of Graduate Studies within ten (5) business days of the student's request. The student and the course instructor are expected to comply with all requests for relevant documentation from the Program Director. Upon review of the evidence, the Dean of Graduate Studies may request any additional information deemed necessary from the appellant and the course instructor. The appellant and the Program Director must provide the additional materials within five (5) business days of the Dean of Graduate Studies' request. If deemed necessary, the Dean of Graduate Studies may convene a committee to review the materials. The Dean of Graduate Studies will notify the student of the committee's decision in writing within ten (30) business days of receipt

of the written appeal. This notification will be delivered by regular mail to the postal address on file for the student and by email to the student's MVC email address. The Dean of Graduate Studies will also notify the course instructor, the Program Director, and Registrar of the decision. This notification will be transmitted to these individuals by campus e-mail. If it is determined that the student's grade ought to be changed, the Dean of Graduate Studies must submit a Revised Grade Report Form to the Registrar's Office. The Registrar will modify the student's transcript within ten (10) business days after receipt of the form from the committee chairperson. The decision of the Dean of Graduate Studies is final.

*A business day is defined as one on which the campus is open for business.

Recognition of Academic Excellence

The MACC program encourages academic excellence. As such, recognition is given for the following achievement:

MVC Scholar: One graduating student in each class (which includes the December, May, and Summer graduates) will be recognized as the MVC Scholar. Eligible students will have a minimum 3.8 graduate g.p.a. and a majority vote among the MACC faculty.

Attendance

The MACC program is a demanding program that will focus on incorporating the expertise of faculty members. The application of theoretical concepts to actual clinical case studies relies heavily on classroom attendance and participation. Consequently, graduate students at Missouri Valley College are expected to attend all classes and class activities in which they have been enrolled. If classes are missed, a student is expected to make up the work to the satisfaction of the instructors concerned. Students with two or more absences may be administratively withdrawn from class.

At times, absence from class may be unavoidable, as in instances of prolonged illness, hospitalization, or participation in an approved student activity. A student should submit a doctor's verification to the Program Director, who will notify instructors. In the case of approved student activity, the faculty sponsor of the approved College activity will provide instructors with a list of participating students. Students should take both their education and participation in activities seriously. Even though the activity is college sponsored, class work is expected either before or after the activity without delay.

Professional and Ethical Conduct

It shall be the responsibility of every student enrolled at Missouri Valley College to support the academic integrity of the institution. This applies to personal honesty in all aspects of collegiate work, all student records, and all contacts with faculty and staff. Cheating, plagiarism, tampering with grades, and other acts of academic dishonesty will not be tolerated. Depending on the nature and severity of the issue in question, consequences for academic dishonesty may include, but are not limited to, failing one or more courses, probation, or dismissal.

It shall also be the responsibility of every student enrolled at Missouri Valley College to be respectful of the right of other students, staff, and faculty to a safe, peaceful atmosphere conducive to the

educational goals of an institution of higher learning. All students, faculty, staff, and administrators are expected to conduct themselves in accordance with the mission of Missouri Valley College. Discrimination, unprofessional behavior, illegal behavior, harassment, or other negative behavior that directly impacts the professional development of students will not be tolerated. Student actions that do not adhere to the College's Student Code of Conduct will be addressed according to policies regarding academic dishonesty or disruptive behavior. Students who exhibit dishonest, disruptive, or disrespectful behavior in any setting where Missouri Valley College is officially represented risk suspension or expulsion from the institution.

When a conduct problem does not warrant dismissal, a remediation plan must be completed in accordance with the remediation plan guidelines, above.

Professional behavior should be guided by strong values and integrity as students learn to practice counseling as a mechanism to promote respect for human dignity, themselves, and the diversity of our communities. In addition to standards of conduct outlined in the Missouri Valley College Graduate Catalog, MACC students and faculty are also expected to adhere to professional ethical standards set forth by the American Counseling Association.

Additionally, the MACC program has adopted the following guidelines set forth by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC, 2004):

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and

self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practicum, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of counseling to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Background Checks

As part of the process of ensuring the safety and well-being MVC students and faculty as well as clients in practicum/internship settings, students will periodically be expected to complete background checks as directed by the program. Fees associated with completing background checks will be solely the responsibility of the student.

Substance Abuse

In addition to the substance abuse policies outlined in the Missouri Valley College Graduate and Undergraduate Catalogs, it should be noted that alcohol consumption or drug misuse in a Practicum or Internship setting, including arriving for clinical work while under the influence of such substances, is prohibited. When a substance use issue interferes with a student's training, the professional conduct guidelines outlined earlier will be followed.

Dismissal Appeals Process

Dismissal due to problems with professional conduct, academic integrity, or similar matters may be appealed (A student may not appeal dismissal due to failure to maintain adequate grades.). A student wishing to appeal dismissal from the program must do so within 30 calendar days of being notified of dismissal. The student must first appeal to the program by submitting a letter of appeal to the Program Director. The program's decision regarding the appeal will be reached within 30 calendar days, and the student will be notified of that decision. If an appeal has been denied by the program, an appeal may be made within 10 business days to the Graduate Studies Committee only if the program has failed to follow its published policies. The student must submit an appeal letter to the Dean of Graduate Studies, who will review the case with the Graduate Studies Committee. After the Committee reaches a decision, the student and the Program Director will be notified.

Promotion of Professional Identity & Culture

In recognition of the importance of lifelong learning, the development of a professional identity, and the creation of a graduate culture at MVC, the MACC program encourages students to participate in state and national professional counseling organizations.

Students with Disabilities

The College seeks to comply fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If a student has special needs as addressed by either of these acts, the student is to contact the campus ADA Coordinator, Debbie Coleman, Baity Hall, Room 206, phone: 660-831-4172, to set up an appointment. Failure to do so could result in a delay of accommodations. After the student presents documentation, reasonable efforts will be made to accommodate the student's special needs.

ACADEMIC ADVISING

Academic Advising

Upon admission to the program, a faculty adviser will be assigned. Students should contact their adviser prior to their first term of classes. The MACC program recommends that each student meet with his or her adviser at the beginning of each semester to ensure adequate progress and matriculation. It is the responsibility of the student to make regular contact with his or her adviser and monitor his or her own progress by utilizing the Community Counseling Program Planner (See Appendix A.). The student shall provide a copy of an updated Program Planner to his or her academic adviser at the conclusion of each term. A student may request a new academic adviser by contacting the Program Director.

PROGRAM CURRICULUM

Course Sequence

The MACC program has five foundational courses, which are required prior to taking the qualifying examinations and being enrolled in a practicum.

The five foundational courses are

CN 501	Counseling Theory
CN 502	Ethics and Professional Orientation
CN 503	Relationship Dynamics
CN 504	Human Lifespan Development
CN 505	Appraisal of the Individual

The classes are structured so that a student may complete the program in approximately two years. Each class is taught one night per week for the entirety of the semester. For an example schedule, refer to the Program Cycle Overview (Appendix C). It is also important to note that classes taken more than seven years previously will not be computed in the requirements for graduation, so students need to complete their program in seven or fewer years.

Classes will be offered during the evening hours in order to accommodate the schedules of working adults. Classes will be conducted from either 5:00 p.m. until 7:15 or 7:30 until 9:45 p.m. Business and academic affairs should be taken care of outside of scheduled class time.

MACC Courses

CN 501	*Counseling Theory	(3 hours)
CN 502	*Ethics and Professional Orientation	(3 hours)
CN 503	*Relationship Dynamics	(3 hours)
CN 504	*Human Lifespan Development	(3 hours)
CN 505	*Appraisal of the Individual	(3 hours)
CN 506	Career Development	(3 hours)
CN 507	Group Therapy	(3 hours)
CN 508	Social and Cultural Diversity	(3 hours)
CN 509	Research Methods	(3 hours)
CN 510	Psychopathology I	(3 hours)
CN 511	Psychopathology II	(3 hours)
CN 512	Marriage & Family Therapy	(3 hours)
CN 513	†Social Psychology	(3 hours)
CN 514	Children and Adolescent Therapy	(3 hours)
CN 515	†Health Psychology	(3 hours)
CN 516	†Addictions Counseling	(3 hours)
CN 517	†Human Sexuality	(3 hours)
CN 521	Practicum I	(3 hours)
CN 522	Internship I	(3 hours)
CN 523	†Internship II	(3 hours)

***Foundational Courses. †Electives.**

For a complete list of the MACC courses offered each semester, refer to the sequence in the Program Cycle Overview (Appendix C). Students may elect to take some courses out of the recommended sequence, but this may influence when they can begin a practicum.

Experiential Requirements: Practicum & Internship Courses

Supervised clinical experience will be obtained through CN 521 (Practicum I) and CN 522-523 (Internship I & II). In order to be eligible for the practicum class (CN 521) a student must:

- Successfully complete all five foundational courses and an additional 15 credit-hours
- Successfully complete the Candidacy process
- Pass both portions of the qualifying examinations
- Submit a formal practicum proposal to the Practicum Coordinator prior to registration for the practicum
- Submit proof of liability insurance to the Practicum Coordinator
- Complete and submit the Missouri Department of Health and Senior Services Family Care Safety Registry Worker Registration and a copy of his or her United States Social Security Card to the Practicum Coordinator. Costs are the responsibility of the student.

CN 521 must be successfully completed before a student is enrolled in internship courses (CN 522-523). For more information regarding the practicum and internships, refer to the Practicum Handbook.

CANDIDACY

Petition for Candidacy

The Candidacy process is one of several points of evaluation designed to assess a student's readiness to continue in the program. Aside from evaluating academic performance, the Candidacy process seeks to identify any concerns with personal or professional development and conduct that needs to be addressed. Following the completion of at least twelve credit hours, students must petition for candidacy status by completing the Petition for Candidacy Form. Each student must submit a Candidacy Portfolio that includes:

1. Petition Form that requires the signature from two program faculty (See Petition Form, Appendix B.); and
2. Candidacy Essay, in which the candidate discusses his or her career goals and how becoming a professional counselor has been impacted by the graduate program thus far (Please see the Petition for Candidacy Form for additional details.).

The Candidacy Portfolio is then presented to the Program Director and reviewed by the Candidacy Review Committee (three faculty members of the MACC program). Although the Petition Form requires two MACC faculty signatures, it should be noted that any faculty may file a concern regarding a student and such a concern will be considered by the Candidacy Review Committee.

Written notification of their status will be given to students within 30 calendardays, specifying recommendations for either remediation or continued advancement through the program. Under no circumstances will a student be permitted to start the practicum until candidacy has been achieved; therefore, students are encouraged to apply for candidacy either following the completion of twelve credit hours or the term prior to the anticipated start date of practicum enrollment (Please also review the other requirements that must be met prior to beginning a practicum.). Dates for the submission of Candidacy materials will be announced by the program.

QUALIFYING EXAMINATIONS

The qualifying examinations are a twofold process required before a practicum. Students should schedule qualifying examinations following both candidacy and completion of the five foundational classes. Qualifying examinations will be offered at least two times per year; re-takes will be offered monthly as needed.

Multiple Choice Exam

The first component of the qualifying examination is a 50-question multiple-choice test measuring knowledge gained in each of the five foundational courses (10 questions from each course). Students must master 70% of the items within each of the five foundational courses. If not, then the student is eligible to re-take the portion(s) in which he or she was unsuccessful within two weeks. A student may be subject to withdrawal for failing qualifying examinations three times. Following the third failed attempt, the student's performance will be evaluated by the graduate faculty to determine if a fourth attempt will be granted based upon unforeseen or extenuating circumstances.

Case Vignette

The second component of the qualifying examination is a clinical case vignette in which the student applies essential basic counseling skills obtained from the five foundational courses to a hypothetical case study. Students are required to provide oral responses to questions related to a case that reflect an integration of foundational skills. Student responses will then be reviewed by the faculty committee for evaluation, and a determination of performance will be issued.

1. Pass
2. Not Pass, or
3. Pass with Recommendations

If a student does not pass the clinical case vignette portion of the qualifying examination, he or she can submit a request for a second attempt within two weeks. Any student who fails the clinical case vignette three times is subject to removal from the MACC program; however, the student's performance will be evaluated by the graduate faculty to determine if a fourth attempt will be granted based upon unforeseen or extenuating circumstances. If a student receives a pass with recommendations, he or she must address the deficiency to the satisfaction of the committee within two weeks.

CAPSTONE PROJECT

Presentation

During the last term of internship, students are required to complete a Capstone Project. This project gives students the opportunity to demonstrate knowledge gained from academic as well as experiential learning.

For the Capstone Project the student chooses a clinical case encountered while completing an internship and constructs a review (at least 10 pages long, following APA style) of literature pertaining to the selected case. The review of the literature should focus on specific areas of psychopathology, treatment interventions, or an alternative clinically relevant topic directly related to the case.

The student will be required to present the clinical case to the faculty of the MACC program. Students are expected to demonstrate an integration of learning in various areas including

psychopathology, counseling theory, and appraisal. Students' written and oral skills will be evaluated. Students can receive three possible determinations of performance from the presentation:

1. Pass
2. Not Pass, or
3. Pass with Recommendations

In the event a student does not pass, he or she can submit a request for a second attempt within two weeks. Students are subject to withdrawal from the program if they fail to pass the Capstone Project on the third attempt. If a student passes with recommendations, he or she may re-present the Capstone Project within two weeks. Students must schedule their Capstone Project presentation during the first week of the second internship to ensure timely graduation.

CPCE EXAM

The Counselor Preparation Comprehensive Examination (CPCE) is a nationally administered multiple-choice exam designed to provide evidence of competence in the field of Professional Counseling. Students must pass the CPCE in order to be eligible for graduation. The CPCE attempts to evaluate professional knowledge by testing eight core curriculum areas:

- Human Growth & Development
- Social & Cultural Foundations
- Group Dynamics
- Lifestyle & Career Development
- Appraisal of the Individual
- Research Methods & Program Evaluation
- Professional Orientation & Ethics
- Helping Relationships

Students should complete the CPCE before the second week of their last semester in the program. In order to receive a passing score, students must perform better than one standard deviation below the mean (which would be above approximately the 16th percentile) based upon the National Board of Certified Counselors' national means and standard deviations for the exam for exit administrations (as opposed to non-exit administrations). A student can take the CPCE examination twice, and any student who fails the exam twice is subject to removal from the MACC program. A student may provide a written request to take the examination a third time; however, this request will be evaluated by graduate faculty to render a decision. If a third examination opportunity is granted, a remediation plan must be developed prior to scheduling the third test date. The MACC program reserves the right to deny any student the opportunity to take the CPCE three times in order to satisfy graduate requirements. The student will be responsible for all expenses associated with attaining a passing score on the CPCE to meet graduate requirements.

DEGREE REQUIREMENTS

To be eligible to receive the Master of Arts in Community Counseling, a candidate must:

- Complete 48 credit-hours specified in coursework requirements
- Pass all courses with a minimum of a 'B'
- Successfully complete the Candidacy Process
- Successfully complete both portions of the qualifying examinations
- Successfully complete the Capstone Project
- Complete and submit the Application for Graduation
- Successfully complete the Counselor Preparation Comprehensive Examination (CPCE)
- Demonstrate professional attitudes, behaviors, and ethics appropriate for the counseling profession

LICENSURE

The MACC program at Missouri Valley College is designed to meet the academic requirements to become a Licensed Professional Counselor in the State of Missouri. Missouri Valley College hopes to train mental health practitioners who choose to remain in Missouri; however, the program is also intended to prepare students to be eligible for licensure in other states. As specific licensing requirements may change in any given state, the MACC program *cannot* guarantee eligibility for licensure in any state. Prior to enrollment in the MACC program, students are encouraged to research licensure requirements of the state where they envision practicing. *Understanding the specific state educational requirements is the sole responsibility of the student.*

Appendices

Appendix A

Community Counseling Program
Planner

Appendix B

Petition for Candidacy Form

Appendix C

Program Cycle Overview

Appendix D

Verification of Receipt of Student and
Practicum Handbooks

Appendix A

Community Counseling Program Planner

48 Credit Hour Program

CN	COURSES	Prerequisites	Completed (√)
501	Counseling Theory	None	
502	Ethics and Professional Orientation	None	
503	Relationship Dynamics	None	
504	Human Lifespan Development	None	
505	Appraisal of the Individual	None	
506	Career Development	None	
507	Group Therapy	None	
508	Social and Cultural Diversity	None	
509	Research Methods	None	
510	Psychopathology I	None	
511	Psychopathology II	None	
512	Marriage & Family Therapy	None	
513*	Social Psychology	None	
514	Children and Adolescent Therapy	None	
515*	Health Psychology	None	
516*	Addictions Counseling	None	
517*	Human Sexuality	None	
521	Practicum I	CN 501, CN 502, CN 503, CN 504, CN 505, Completion of Candidacy, Qualifying Exams, Practicum Proposal	
522	Internship I	CN 521, Internship Proposal	
523*	Internship II	CN 522, Internship Proposal	
	DEGREE REQUIREMENTS		
	Complete 48 credit hours/coursework		
	Pass all courses with a “B” or higher		
	Completion of Candidacy		
	Completion of Qualifying Exams		
	<ul style="list-style-type: none"> ● Multiple Choice Questions ● Written Case Study 		
	Completion of Capstone Project		
	Pay all tuition and fees owed to MVC		
	Completion of Comprehensive Exam (CPCE)		

***Note:** Five electives are available. Students must choose at least one elective.

SECTION III:

You must obtain the signatures of two instructors with whom you have had contact as a student.

Do you recommend this student for candidacy status in the Master of Arts in Community Counseling degree program? Yes No

Signature of Instructor

Date

Do you recommend this student for candidacy status in the Master of Arts in Community Counseling degree program? Yes No

Signature of Instructor

Date

SECTION IV:

Please attach your Candidacy Essay to this form. The Candidacy Essay should be 3-5 pages in length, 12-point Times New Roman font, and you should discuss:

- 1) Your professional career goals
- 2) How have your career goals of becoming a professional counselor been impacted by the graduate program thus far?

Signature of Candidate

MACC Program Director

Date

Date

Appendix C

PROGRAM CYCLE OVERVIEW

This two-year program consists of sixteen-week fall and spring semesters and thirteen-week summer semesters. Part-time students must complete the program within seven years.

1st Year Courses

Fall	Spring	Summer
CN 501 Counseling Theory CN 503 Relationship Dynamics CN 504 Human Development CN 508 Soc. & Cultural Diversity	CN 502 Ethics & Professional Orient. CN 505 Appraisal of the Individual CN 507 Group Therapy CN 510 Psychopathology I	CN 509 Research Methods CN 511 Psychopathology II CN 512 Marriage & Family Therapy

2nd Year Courses

CN 506 Career Development CN 514 Child/Adolescent Therapy CN 521 Practicum	CN 513 Social Psychology CN 516 Addictions Counseling CN 522 Internship I	CN 517 Human Sexuality CN 523 Internship II CN515 Health Psychology
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*Refer to the Graduate Catalog for course descriptions. Course offerings may vary based on enrollment and student needs.

Appendix D

Missouri Valley College

Master of Arts in Community Counseling

VERIFICATION OF RECEIPT OF STUDENT AND PRACTICUM HANDBOOKS

I, _____, verify that I received the MACC handbooks from the Program Director or my Academic Adviser including the *Student Handbook* and *Practicum Handbook*. I also attest that I received, reviewed, and understand the contents of each of the aforementioned documents.

Either the Program Director or my Academic Adviser has reviewed these documents with me, and has informed me of my responsibilities in the classroom and in experiential requirements (e.g., practicum, internship). I agree to abide by all the requirements as outlined in both the *Student Handbook* and *Practicum Handbook*.

I have returned this document to the Program Director of the MACC program.

Student Signature

Program Director

Print Name

Date

Date