



**Truett McConnell**  
U N I V E R S I T Y

THE LEONHARD SCHIEMER SCHOOL *of*  
PSYCHOLOGY & BIBLICAL COUNSELING

# **Handbook for all Psychology Master's Degrees in Counseling**

**2025-2026**

## TABLE OF CONTENTS

Title	Page
Contact Information	3
Accreditation	4
Disclosure Statement	4
Mission and Vision of the Institution	5
Mission and Vision of the Master of Arts in Counseling Programs	7
General Information about the Master's Degrees in Counseling	8
<i>Graduate Programs</i>	8
<i>Academic Goals</i>	8
<i>Graduate Courses</i>	8
<i>Graduate Course Rotation</i>	9
<i>Degree Information for the Master of Arts in Clinical Mental Health Counseling</i>	11
<i>Degree Information for the Master of Arts in Global Mental Health Counseling</i>	11
<i>Degree Information for the Master of Arts in Clinical Mental Health Counseling with Sports Psychology</i>	12
<i>Degree Information for the Master of Arts in Global Mental Health Counseling with Sports Psychology</i>	12
<i>Differences Between the 36-Hour Degrees and the 62-Hour Degrees</i>	13
<i>Frequently Asked Questions</i>	13
<i>Admissions Requirements</i>	14
Degree Program Check Lists	
<i>Master of Arts in Clinical Mental Health Counseling</i>	15
<i>Master of Arts in Global Mental Health Counseling</i>	16
<i>Master of Arts in Clinical Mental Health Counseling with Sports Psychology</i>	17
<i>Master of Arts in Global Mental Health Counseling with Sports Psychology</i>	18
Student Expectations and Graduation Requirements	19
<i>Requirements for Graduation</i>	19
<i>Time Limit</i>	19
<i>Academic Remediation</i>	20
<i>Skill-Based or Professional Remediation</i>	20
<i>Academic Appeal Policy</i>	25
<i>Personal Counseling</i>	25
<i>Counselor Preparation Comprehensive Examination (CPCE)</i>	25
<i>American Psychological Association Format</i>	26
<i>Confidentiality</i>	26
<i>Dress Code</i>	26
<i>Professional Organizations</i>	26
<i>Ethical Conduct</i>	27
<i>Sexual Harassment</i>	27
<i>Counseling Faculty-Student Interaction</i>	27
<i>Faculty Endorsement</i>	27
<i>Professional and Personal Aptitude and Behavior</i>	28
<i>Appropriate Communication</i>	29
<i>Statement of Commitment to Dispositions</i>	30
Student Remediation Report and Requirements	32
Professional Performance Review Form	33
Acknowledgements	34

## Contact Information

### Mailing Address:

Mail should be directed to:  
School of Psychology and Biblical Counseling  
Truett McConnell University  
100 Alumni Drive  
Cleveland, GA 30528

### E-mail and Phone Contacts:

On campus faculty and staff may be reached through the college main switchboard at 706-865-2134.

### Program Assistant

Lindsey Schaffer (online)  
[lschaffer@truett.edu](mailto:lschaffer@truett.edu)

### Psychology & Counseling Faculty

Dr. Carlie Black, Chair of Leonard Schiemer School of Psychology & Biblical Counseling,  
Assistant Professor (on campus)  
[cblack@truett.edu](mailto:cblack@truett.edu)

Dr. John Coffee, Lecturer (online)  
[jcoffee@truett.edu](mailto:jcoffee@truett.edu)

Dr. David Cook, Adjunct (online)  
[dcook@truett.edu](mailto:dcook@truett.edu)

Mrs. Amanda Duncan, Lecturer (on campus)  
[aduncan@truett.edu](mailto:aduncan@truett.edu)

Dr. Rick Fowler, Professor, Degree Program Coordinator for Sports Psychology Degrees (on campus)  
[rfowler@truett.edu](mailto:rfowler@truett.edu)

Dr. Brenda Hochmuth, Associate Professor, MA Degree Program Coordinator, Graduate Degree Program Coordinator (on campus)  
[bhochmuth@truett.edu](mailto:bhochmuth@truett.edu)

Dr. Janet Plummer, Adjunct (online)  
[jplummer@truett.edu](mailto:jplummer@truett.edu)

Mr. Bill Thurber, Counseling Supervisor (on campus)  
[wthurber@truett.edu](mailto:wthurber@truett.edu)

## **Accreditation**

Truett McConnell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Truett McConnell University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Truett McConnell University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

TMU's program is not CACREP accredited. We are in the process of applying for MPCAC accreditation. The Georgia licensure requirements state that students must graduate from a program that is CACREP accredited, CHEA approved, or its equivalent. Our program fits into the equivalent category. Our graduates have been approved for APC status and have received their LPC. We strive to follow the state guidelines in Georgia. It is your responsibility to review the requirements for licensure in your state.

## **Disclosure Statement**

The MA in Clinical Mental Health Counseling and the MA in Clinical Mental Health Counseling with Sports Psychology are designed to lead to professional licensure as outlined by the Georgia Board of Counseling. All state boards have unique licensure requirements. Therefore, before enrolling in a licensure program at Truett McConnell University, students should consult the rules and regulations regarding professional counseling for the particular state in which they intend to seek licensure after graduation. To obtain your state's web address, view State Licensure Boards. Enrollment in one of the MA licensure programs does not guarantee a degree from TMU or qualification for professional licensure. Students are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled in a MA counseling licensure program are responsible for knowing the material outlined in this handbook. Further, it is the sole responsibility of the student, not the program, to obtain information regarding prerequisites for licensure as outlined by their state board of counseling.

## Mission and Vision of the Institution

Truett McConnell University is a private, Christian, coeducational college of liberal arts and sciences, operated under the auspices of the Georgia Baptist Convention and controlled by a Board of Trustees. The mission of Truett McConnell University is to equip students with the Truth, through a biblically centered education, to fulfill the Great Commission.

- **World Mission Emphasis** – The Great Commission is the guiding principle of Truett McConnell University. With the World Missions Center, a Bachelor of Arts degree in World Missions, a concentration in World Missions, and numerous evangelistic world mission trips available to students each year, the university declares itself committed to equipping students to fulfill the Great Commission (Matthew 28:18-20).
- **Biblical Worldview** – A Biblical worldview is the foundation for the entire curriculum and student life of the university and is at the core of everything the university does in education, athletics, and student activities. The university seeks to infuse every aspect of its ministry with a Christ-centered and biblically based worldview and will challenge secular and/or post-modern worldviews that students face (Acts 17:23-31).
- **Biblically centered Education** - Truett McConnell University offers bachelor, master, and doctorate degrees in a variety of majors, concentrations, and minors. The college is a growing Christian community dedicated to merging the finest traditions of higher education with the growing demands for Christian professionals embodied in a curriculum that is biblically centered. Since Scripture is authoritative, it is the yardstick against which every course and program of studies is measured. Truett McConnell University is limited by the “authoritative nature of the Scriptures, and by the distinct purpose for which the school exists” (*The Baptist Faith and Message*, Article XII). (2 Timothy 3:16)

The core values of the institution, as identified in the university catalog, are:

- **Biblical Sufficiency:** TMU values Scripture as its centerpiece (2 Timothy 3:16-17; Article 1 of the Baptist Faith and Message 2000). TMU emphasizes a biblically centered education because of its affirmation of Biblical Sufficiency, the belief that the Bible is the only inspired, infallible, and inerrant Word of God necessary to know God and understand His plan for mankind (2 Timothy 3:16-17).
- **Personal Transformation:** TMU values discovering and fulfilling God’s call in one’s life (Ephesians 4:1; Articles 3 and 4 of the Baptist Faith and Message 2000). TMU believes that God has a unique and specific call for each person (Ephesians 4:1). Being made alive because of His great love for us (Ephesians 2:4), believers are subsequently commanded to live for Christ and to serve others through talents and gifts God bestows upon us.
- **Authentic Relationships:** TMU values relationships based on Christ’s unconditional love (Ephesians 4:2; Articles 3 and 14 of the Baptist Faith and Message 2000). TMU recognizes that authentic relationships will flow from living out a Christian worldview (Philippians 2:5). A true Christian worldview will exemplify Paul’s admonition to walk “with all humility and gentleness, with patience, showing tolerance for one another in love” (Ephesians 4:2).
- **A Missional Community:** TMU values equipping believers to fulfill the Great Commission (Matthew 28:18-20; Articles 4, 5, 6 and 11 of the Baptist Faith and Message 2000). TMU acknowledges that salvation is found only in the person and work of Jesus Christ (John 14:6). Knowing that God loves the world (John 3:16) and desires all men to be saved (1 Timothy 2:4), TMU strives to equip students to fulfill the Great Commission (Matthew 28:18-20).
- **Family:** TMU values a Biblical model of family (Genesis 2:24; Ephesians 5:21-6:4; and Article 18 of the Baptist Faith and Message 2000). Family is the foundational institution of

society. Ordained by God, family is composed of persons related through marriage, blood, and adoption. Marriage is a covenant relationship between one man and one woman in a lifetime commitment (Genesis 2:24). TMU will maintain a family friendly environment by creating an atmosphere where families are welcome and where biblical families are modeled (Ephesians 5:21-6:4). TMU views all staff and students, united through Christ, as family (Ephesians 2:19).

## **Mission and Vision of the Master of Arts in Counseling Programs**

The Master of Arts in Counseling programs derive their mission and vision from the mission and vision of the university. The vision of the Master of Arts in counseling programs is to prepare accomplished counselors who can make a difference in the lives of all clients, counseling centers, and communities in which they serve as leaders. These counselors:

- Affirm the worth and dignity of all individuals
- Value disciplined scholarship in themselves and in their clients
- Have the skills to create an environment reflective of a caring Christian community that facilitates physical, social, emotional, intellectual and social well-being of clients
- Exhibit the dispositions of a servant leader

The purpose of the Master of Arts (MA) is to equip students to become ethical practitioners who will help people across diverse populations heal emotionally and mentally using proven counseling methods with sound theological principles. The program is designed to provide specialized graduate training via rigorous academic courses, dynamic interaction with faculty, and structured practicum and internship courses.

Coursework frequently requires students to confront personal and professional issues, both situational and developmental in nature. Students' openness to self-examination and constructive feedback are integral parts of professional development. Moreover, as professionals who adhere to the Code of Ethics (American Counseling Association (ACA)), the counseling faculty members are committed to an on-going screening process designed to assist students whose issues interfere significantly with their progress in the program (See Student Expectations).

## General Information about the Master's Degrees in Counseling

### Graduate Programs

Truett McConnell University offers four Master's degrees in counseling:

- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Global Mental Health Counseling
- Master of Arts in Clinical Mental Health Counseling with Sports Psychology
- Master of Arts in Global Mental Health Counseling with Sports Psychology

### Academic Goals

The academic goals for these degree programs are:

1. To provide students with a solid theological and academic foundation in counseling
2. To provide opportunities for counseling practice
3. To develop students who are competent and compassionate counselors

Students completing the academic degree program in Psychology will:

1. Understand and apply a biblical worldview to counseling & therapy
2. Articulate the varied Christian and secular theories that inform the counseling and therapy
3. Explain and apply social science research to counseling & therapeutic practice
4. Recognize the diversity of the human experience
5. Demonstrate a commitment to compassionate & ethical practice

### Graduate Courses

All master's students are able to choose their courses, but students are highly encouraged to work with the Master's Degree Program Coordinator to determine what courses to take each semester.

Courses are either eight weeks or 16 weeks in length. On-campus classes meet one day a week (either Monday or Tuesday). Supervision for practicum and internship courses may occur on Wednesday. Some courses may occur as intensives or as hybrids. **Intensives** are 16-week courses where students meet on campus for one week (Monday-Friday) to complete class lectures. To receive credit for these courses, students **MUST** be present for the entire class time. Because the instruction is limited to one week, students are not permitted to miss any class time. Homework assignments will be turned in online after the on-campus portion of the course concludes. **Hybrid courses** involve on-campus and online students simultaneously enrolling in a course. On-campus students are expected to attend each class live and in-person, while online students can either join each class virtually or must watch recordings of the live class sessions. Professors may employ various methods of ensuring that asynchronous online students have watched the class recordings. All online students attending classes live must have their computer cameras on for the duration of the class meeting time and are expected to participate in class discussions.

## Graduate Course Rotation

Below is the graduate course rotation that details the courses that will be offered each semester from Fall 2025 through Spring 2027. Additional courses may be added in each semester if the Chair of the School of Psychology determines that the course addition will benefit the students in the program. Students will be given advance notice of any changes made to the graduate course rotation.

		Fall 2025	Spring 2026	Fall 2026	Spring 2027
		<b>Odd fall</b>	<b>Even spring</b>	<b>Even fall</b>	<b>Odd spring</b>
<b>ON CAMPUS OFFERINGS</b>		CL 590 – Advanced Psychopathology and Diagnosis	CL 525/526 – Counseling Children and Adolescents	CL 510 – Lifestyle and Career Development	CL 540 – Marriage and Family Counseling
		CL 650/651 – Trauma	CL 600 - Psychology of Sport (spring 2026)	CL 520 – Advanced Human Growth and Development	CL 550/551 – Multicultural Theories: Counseling Across Cultures
		CL 640 – Transformative Psychology	CL 601 – Biblical Counseling	CL 660 - Addiction	CL 570 – Crisis Intervention in Theory and Practice
		CL 560 – Theories and Techniques in Counseling	CL 690 – Research Methods and Data Analysis	CL 680 – Professional Orientation and Ethics	CL 670 – Appraisal and Assessment of Individuals
<b>ONLINE</b>		CL 510 – Lifestyle and Career Development	CL 550/551 – Multicultural Theories: Counseling Across Cultures	CL 590 – Advanced Psychopathology and Diagnosis	CL 525/526 – Counseling Children and Adolescents
		CL 520 – Advanced Human Growth and Development	CL 570 – Crisis Intervention in Theory and Practice	CL 640 – Transformative Psychology	CL 580 – Group Dynamics and Therapeutic Models (may be an intensive)
		CL 660 - Addiction	CL 540 – Marriage and Family Counseling	CL 560 – Theories and Techniques in Counseling	CL 601 – Biblical Counseling

	CL 680 – Professional Orientation and Ethics	CL 580 - Group Dynamics and Therapeutic Models (may be an intensive)	CL 650/651 – Trauma	
<b>HYBRID</b>	CL 697 – Counseling Ministry Practicum	CL 697 – Counseling Ministry Practicum	CL 697 – Counseling Ministry Practicum	CL 697 – Counseling Ministry Practicum
	CL 698 – Applied Practicum and Treatment Planning	CL 698 – Applied Practicum and Treatment Planning	CL 698 – Applied Practicum and Treatment Planning	CL 698 – Applied Practicum and Treatment Planning
	CL 699a – Internship	CL 699a – Internship	CL 699a – Internship	CL 699a – Internship
	CL 699b – Internship	CL 699b – Internship	CL 699b – Internship	CL 699b – Internship
<b>EVERY SUMMER</b>	CL 699a – Internship			
	CL 699b – Internship			
	CL 600 - Psychology of Sport			
	CL 690 – Research Methods and Data Analysis			
	CL 670 – Appraisal and Assessment of Individuals			
	CL 560 – Theories and Techniques in Counseling			
	CL 525/526 – Counseling Children and Adolescents (summer 2026)			

### **Degree Information for the Master of Arts in Clinical Mental Health Counseling**

The Master of Arts in Clinical Mental Health Counseling is a 62-hour program that students can complete at their own pace by taking courses online and/or on campus. The degree offers comprehensive courses required by the state of Georgia for licensure. If a student takes three to four courses each semester, including the summer semesters, they can complete their degree in six to seven semesters (2- 2 ½ years).

#### ***Possible careers***

- Mental Health Counselor
- Intervention Specialist
- Substance Abuse Counselor
- School Counselor

*Please see the separate handbook detailing the practicum and internship requirements for Clinical Mental Health Counseling students.*

### **Degree Information for the Master of Arts in Global Mental Health Counseling**

The Master of Arts in Global Mental Health Counseling is a 36-hour program that students can complete at their own pace by taking courses online and/or on campus. If a student takes three to four courses each semester including the summer semester, they can complete their degree in three to four semesters (1- 1 ½ years).

Students will also complete a practicum course where they will accrue 60 hours of direct and indirect experience counseling at an approved site of their choice.

#### ***Possible careers***

- Non-state licensed private practice
- Counseling in non-profit institutions (i.e., missionary endeavors, church soul care outreach, etc.)
- Federal, state, and local health agencies
- Non-governmental organizations (NGOs)
- Disaster relief organizations
- International aid and development agencies
- Research and academic institutions
- International health organizations

### **Degree Information for the Master of Arts in Clinical Mental Health Counseling with Sports Psychology**

The Master of Arts in Clinical Mental Health Counseling with Sports Psychology is a 62-hour program that students can complete at their own pace by taking courses online and/or on campus. The degree offers comprehensive courses required by the state of Georgia for licensure.

There are distinct differences between the Master of Arts in Clinical Mental Health Counseling with Sports Psychology and the Master of Arts in Clinical Mental Health Counseling, including:

1. Sports Psychology students must take the Sport Psychology course.

2. When Sports Psychology students take three of their required classes (Counseling Children & Adolescents, Trauma, and Multicultural Theories), one additional assignment that pertains to the sport psychology field will be submitted to the Sport Psychology Coordinator as part of their grade for each course.
3. All students will sign up for a practicum and internship toward the end of the program where a portion of the hours requirement for the courses must involve counseling athletes. Details can be found by contacting the Sport Psychology Coordinator, Dr. Rick Fowler, [rfowler@truet.edu](mailto:rfowler@truet.edu).

Students are permitted move through the program at their own pace. If a student takes three to four courses each semester including the summer semesters, they can complete their degree in six to seven semesters (2- 2 ½ years).

### ***Possible careers***

- Sport Mental Health Counselor
- Mental Health Counselor
- Intervention Specialist
- Substance Abuse Counselor
- School Counselor

*Please see the separate handbook detailing the practicum and internship requirements for Clinical Mental Health Counseling with Sports Psychology students.*

## **Degree Information for the Master of Arts in Global Mental Health Counseling with Sports Psychology**

The Master of Arts in Global Mental Health Counseling with Sports Psychology is a 36-hour program that students can complete at their own pace by taking courses online and/or on campus.

There are distinct differences between the Master of Arts in Global Mental Health Counseling with Sports Psychology and the Master of Arts in Global Mental Health Counseling. These differences are identical to the three differences listed at the top of this page for the Master of Arts in Clinical Mental Health Counseling with Sports Psychology.

Students are able to move through the program at their own pace. If a student takes three to four courses each semester including the summer semester, they can complete their degree in three to four semesters (1-1 ½ years).

Students will also complete a practicum course where they will accrue 60 hours of direct and indirect experience counseling at an approved site of their choice. As mentioned above, a portion of these hours must involve counseling athletes.

### ***Possible careers***

- Sport Mental Health Counselor
- Non-state licensed private practice

- Counseling in non-profit institutions (i.e., missionary endeavors, church soul care outreach, etc.)
- Federal, state, and local health agencies
- Non-governmental organizations (NGOs)
- Disaster relief organizations
- International aid and development agencies
- Research and academic institutions
- International health organizations

### Differences between the 36-hour degrees and the 62-hour degrees

Expectation	36-hour degree	62-hour degree
Can I open my own counseling practice and charge clients for therapy?	YES	YES *
Can I file insurance claims on behalf of my clients?	NO	YES
Can I conduct therapy at any non-profit organization?	YES	YES
Can I be licensed as a LPC therapist with my degree?	NO	YES
Can I teach counseling/psychology at the college level once I have completed my degree?	YES **	YES **
Can I be credentialed as a therapist by entities apart from my state?	YES	YES
Can I be eligible to practice counseling in most counseling settings with my degree?	NO ***	YES
Can I practice counseling for pay without taking any national or state board exams?	YES	YES ****

\* The answer is “yes” if all supervisory hours are completed, and you have passed the NCE exam.

\*\* To teach at the college level, it is required to have an accredited master’s degree; 18 hours of that degree must be in classes taken in the psychology/counseling field.

\*\*\* Most counseling clinics will require their therapists to have a LPC license. The reason being is that most of these clinics accept insurance and insurance companies require that the therapist must have the LPC license to be reimbursed. However, clinics that don’t file for insurance may be open to hire a 36-hour candidate if their specific skill set or experience is needed.

\*\*\*\* If you have not completed the licensure requirements for your LPC credential (passing the NCE exam, plus your supervised hours) you cannot bill a client for your services. Only a host clinic can do that on your behalf.

### Frequently Asked Questions

**1. If I am admitted to the program, are there requirements for continuation?** You must receive a satisfactory clinical evaluation in Practicum and Internship courses, and you must maintain a 3.0 overall GPA. Students should **earn no more than one final grade of “C” in program courses**. Students are allowed to replace one grade by retaking the course.

**2. When I complete this program, will I be eligible for licensure in Georgia?** To be licensed, you must graduate from an approved program (TMU meets the requirements of the state of Georgia), pass the state licensure (National Counselors Examination (NCE) or the National

Clinical Mental Health Counseling Examination (NCMHCE), and complete required supervision hours.

**3. What about counseling out of state?** Many other states have a reciprocity arrangement with

Georgia, so you can receive a license in another state based on your Georgia certificate. You will need to contact the state in question to determine their licensing requirements.

**4. Will I have to complete a practicum and internship?** Yes. You will complete a minimum of 600 practicum and internship hours (100 practicum and 500 internship).

**5. What is an internship?** Students must complete a counseling internship under the supervision of a state-approved supervisor. The internship should include 240 hours of direct contact with clients, one hour per week of individual supervision (25 hours minimum), 25 hours of group supervision, and a minimum of 10 hours in related activities. The internship generally begins after all coursework has been completed.

### **Admissions Requirements**

Applicants for any of the above Master's degrees should meet and/or submit the following minimum requirements for full admission to the graduate program:

- Bachelor's degree from an accredited institution. Applicants will be required to submit official college transcripts. GPA requirement of at least 3.0.
- Official application for admission
- A current resumé
- A two-page personal statement essay describing:
  - Why the applicant wants to become a biblical counselor
  - Personal testimony detailing when and how the applicant came to a saving knowledge of Jesus Christ as their personal Lord and Savior
  - Reasons for obtaining a Master's degree
  - Why the applicant wants to pursue graduate studies with TMU over another institution
  - Future professional goals
- Professional recommendations
  - Two professional references are required from persons other than relatives who have known the applicant personally for at least two years.
  - The references should communicate the applicants' qualifications and professional attributes.
  - The recommenders should describe in what capacity they know the applicant.
- Background check: Per request of the School of Psychology, each applicant must register for a background check to be sent to [admissions@truett.edu](mailto:admissions@truett.edu). A \$20 fee will apply. A link for the background check will be sent by the Office of Admissions after the above documents are submitted.
- Interview: Applicants will complete a virtual group interview with the School of Psychology Faculty that will take place after all documents are submitted for review and after the admissions deadline has passed. The date and time for the interview will be determined by the School of Psychology faculty.

The deadlines for admission to our graduate programs are:

- Fall Admissions deadline: July 18
- Spring Admissions deadline: November 1
- Summer Admissions deadline: May 1



**Truett McConnell University**  
**Master of Arts in Clinical Mental Health Counseling**  
**Degree Program Checklist**

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Advisor: \_\_\_\_\_

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
<b>Required Courses</b>			
CS 500 Word and Witness in the Workplace	3	_____	_____
CL 510 Lifestyle & Career Development	3	_____	_____
CL 520 Advanced Human Growth & Development	3	_____	_____
CL 525 Counseling Children & Adolescents	3	_____	_____
CL 540 Marriage & Family Counseling	3	_____	_____
CL 550 Multicultural Theories: Counseling Across Cultures	3	_____	_____
CL 560 Theories & Techniques in Counseling	3	_____	_____
CL 570 Strategies & Techniques for Crisis Intervention Counseling	3	_____	_____
CL 580* Group Dynamics & Therapeutic Models	3	_____	_____
CL 590 Advanced Psychopathology & Diagnosis	3	_____	_____
CL 601 Biblical Counseling	3	_____	_____
CL 670 Appraisal & Assessment of Individuals	3	_____	_____
CL 680 Professional Orientation & Ethics	3	_____	_____
CL 640 Transformative Psychology OR			
CL 600 The Psychology of Sport	3	_____	_____
CL 650 Trauma	3	_____	_____
CL 660 Addiction	3	_____	_____
CL 690 Research Methods & Data Analysis	4	_____	_____
CL 698 Applied Practicum & Treatment Planning	4	_____	_____
CL 699a Internship	3	_____	_____
CL 699b** Internship	3	_____	_____
<b>Passed CPCE***</b>		_____	_____
<b>Completed Minimum of 6 Hours of Individual Counseling</b>		_____	_____
<b>Total Hours 62</b>			

\*Online students must attend these courses on campus for one-week intensives due to their interactive nature.

\*\*If students complete their required hours for internship and practicum in CL 698 and CL 699a, then students may take any CL elective in place of CL 699b.

\*\*\*If students do not pass the CPCE within 3 attempts and are pursuing licensure, they must show evidence that they have signed up for the LPCGA NCE prep course.

TMU 2025-2026 Degree Program Checklist: Master of Arts in Clinical Mental Health Counseling Page 1-1

Edited fall 2024



**Truett McConnell University**  
**Master of Arts in Global Mental Health Counseling**  
**Degree Program Checklist**

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Advisor: \_\_\_\_\_

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
<b>Required Courses</b>			
CS 500 Word and Witness in the Workplace	3	_____	_____
CL 525 Counseling Children & Adolescents	3	_____	_____
CL 540 Marriage & Family Counseling	3	_____	_____
CL 550 Multicultural Theories: Counseling Across Cultures	3	_____	_____
CL 560 Theories and Techniques of Counseling	3	_____	_____
CL 590 Advanced Psychopathology & Diagnosis OR CL 520 Advanced Human Growth and Development	3	_____	_____
CL 601 Biblical Counseling OR CL 640 Transformational Psychology	3	_____	_____
CL 650 Trauma OR CL 660 Addiction	3	_____	_____
CL 680 Professional Orientation and Ethics	3	_____	_____
CL 697 Applied Practicum and Treatment Planning	3	_____	_____
<b>Elective Courses (Choose 2 from the following)</b>			
CL 600 The Psychology of Sport	3	_____	_____
CS 635 World Religions & Apologetics	3	_____	_____
MI 501 Evangelism, Discipleship, & Church Planting	3	_____	_____
MI 620 Cultural Analysis & Ministry	3	_____	_____
OR any CL course offered by the school that is not listed above			
<b>6 hours documented, personal counseling</b>		_____	_____

**Total Hours 36**

TMU 2025-2026 Degree Program Checklist: Master of Arts Global Mental Health Counseling Page 2-1  
 Edited fall 2024



**Truett McConnell University**  
**Master of Arts in Clinical Mental Health Counseling with Sports Psychology**  
**Degree Program Checklist**

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Advisor: \_\_\_\_\_

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
<b>Required Courses</b>			
CS 500 Word and Witness in the Workplace	3	_____	_____
CL 510 Lifestyle & Career Development	3	_____	_____
CL 520 Advanced Human Growth & Development	3	_____	_____
CL 526 Counseling Children & Adolescents	3	_____	_____
CL 540 Marriage & Family Counseling	3	_____	_____
CL 551 Multicultural Theories: Counseling Across Cultures	3	_____	_____
CL 560 Theories & Techniques in Counseling	3	_____	_____
CL 570 Strategies & Techniques for Crisis Intervention Counseling	3	_____	_____
CL 580* Group Dynamics & Therapeutic Models	3	_____	_____
CL 590 Advanced Psychopathology & Diagnosis	3	_____	_____
CL 601 Biblical Counseling	3	_____	_____
CL 670 Appraisal & Assessment of Individuals	3	_____	_____
CL 680 Professional Orientation & Ethics	3	_____	_____
CL 600 The Psychology of Sport	3	_____	_____
CL 651 Trauma	3	_____	_____
CL 660 Addiction	3	_____	_____
CL 690 Research Methods & Data Analysis	4	_____	_____
CL 698 Applied Practicum & Treatment Planning	4	_____	_____
CL 699a Internship	3	_____	_____
CL 699b** Internship	3	_____	_____
<b>Passed CPCE***</b>		_____	_____
<b>Completed Minimum of 6 Hours of Individual Counseling</b>		_____	_____
<b>Total Hours 62</b>			

\*Online students must attend these courses on campus for one-week intensives due to their interactive nature.  
 \*\*If students complete their required hours for internship and practicum in CL 698 and CL 699a, then students may take any CL elective in place of CL 699b.  
 \*\*\*If students do not pass the CPCE within 3 attempts and are pursuing licensure, they must show evidence that they have signed up for the LPCGA NCE prep course.



**Truett McConnell University**  
**Master of Arts in Global Mental Health Counseling with Sports Psychology**  
**Degree Program Checklist**

Student: \_\_\_\_\_ ID#: \_\_\_\_\_ Advisor: \_\_\_\_\_

<u>Class</u>	<u>Hours</u>	<u>Grade</u>	<u>Semester</u>
<b>Required Courses</b>			
CS 500 Word and Witness in the Workplace	3	_____	_____
CL 526 Counseling Children & Adolescents	3	_____	_____
CL 540 Marriage & Family Counseling	3	_____	_____
CL 551 Multicultural Theories: Counseling Across Cultures	3	_____	_____
CL 560 Theories and Techniques of Counseling	3	_____	_____
CL 590 Advanced Psychopathology & Diagnosis OR CL 520 Advanced Human Growth and Development	3	_____	_____
CL 601 Biblical Counseling OR CL 640 Transformational Psychology	3	_____	_____
CL 651 Trauma OR CL 660 Addiction	3	_____	_____
CL 680 Professional Orientation and Ethics	3	_____	_____
CL 600 The Psychology of Sport	3	_____	_____
CL 697 Applied Practicum and Treatment Planning	3	_____	_____
<b>Elective Courses (Choose 1 from the following)</b>			
CS 635 World Religions & Apologetics	3	_____	_____
MI 501 Evangelism, Discipleship, & Church Planting	3	_____	_____
MI 620 Cultural Analysis & Ministry	3	_____	_____
OR any CL course offered by the school that is not listed above			
<b>6 hours documented, personal counseling</b>		_____	_____

**Total Hours 36**

TMU 2025-2026 Degree Program Checklist: Master of Arts Global Mental Health Counseling Page 2-1  
 Edited fall 2024

## Student Expectations and Graduation Requirements

### Requirements for Graduation

Master of Arts in Counseling candidates will follow guidelines for all Truett McConnell University graduate students, as outlined in the graduate catalog, along with the following:

- The candidate must maintain a minimum GPA of 3.0.
- The candidate must earn no more than one final grade of a “C” in program courses. Students are allowed to replace one grade by retaking the course. Students may be placed in remediation or dismissed from the program due to multiple final grades lower than a “B.”
- Students are required to complete a minimum of 6 hours of personal counseling.
- Students in the Clinical Mental Health Counseling programs are required to pass the Counselor Preparation Comprehensive Examination (CPCE). Students may take the exam three times. If the student does not pass after the third time, the student must enroll in the LPCGA NCE preparatory course.
- Students will demonstrate the acquisition of and ability to apply counseling skills with a diverse population and to a standard acceptable by licensed professional counselors. This ability is evaluated by faculty using the Counseling Competency Scale (CCS) in the skills courses and by the student’s approved site and faculty supervisor during practicum/internship.
- Students will demonstrate emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others, and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students, and includes both verbal and written communications.
- Students must adhere to the Professional Identity and Standards as outlined by the American Counseling Association’s Code of Ethics. This proficiency is evaluated across the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students, and includes both verbal and written communications.
- Students must demonstrate the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner. The counseling faculty will develop and evaluate students on the above areas of proficiency in an ongoing and consistent manner in all settings in which faculty and students interact. This interaction can include formal and informal settings such as classroom, online communication, advising, and personal conversations.

All degree completion requirements must be fulfilled before the university will confer the degree. Students who wish to participate in the yearly Spring Commencement program must file an Application for Graduation in accordance with the calendar deadlines listed on the school website and posted by the Registrar on the Graduation Requirements webpage. Students are advised to submit their applications well in advance of the deadline date.

### Time Limit

The time limit for completing the Master’s degree from the enrollment date of the first course taken is seven years. All work offered for the Master’s degree, including accepted transfer or post-baccalaureate credit, must be completed within a seven-year period. This period begins with the beginning date of the earliest course offered for the master’s requirements and ends seven years thereafter.

## **Academic Remediation**

If a student obtains more than one grade below a “C” in their graduate coursework, the student will be placed on an immediate remediation plan. The purpose of this academic remediation plan is to allow the student to have no more than one final grade below a “C” in their graduate coursework and to prevent the student from earning any future grades below a “C” in their graduate courses. This academic remediation plan will be determined by the Degree Program Coordinator and will be approved by the Chair of the School. The remediation plan may include: repeating a course, completing future courses at a slower rate (i.e. taking one course per semester or per term), seeking tutoring or assistance from faculty members, etc. Once the student completes the terms of the academic remediation plan, the student will be able to enroll in classes at the pace the student desires.

If, while on an academic remediation plan, a student earns another grade below a “C,” the student will be removed from the graduate program with the chance for readmittance. If, after completing an academic remediation plan, a student earns another grade below a “C,” the student will be removed from the graduate program with the chance for readmittance. If students choose to reapply after being removed from the program, they will need to provide evidence as to how their academic performance will improve if they are readmitted into the graduate program.

**Remediation for Practicum and Internship:** If, during the practicum or internship, a student fails to successfully demonstrate the required skills in these courses and consequently receives failing evaluations or if a student is dismissed from a site, the supervisor will notify the student’s professor. The professor will write an incident report and send it to the School Chair. The Chair and associated faculty will examine the nature and reason for the skills deficit and/or dismissal. At that point, the student may receive a grade F for the course and may be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the verifiable deficits.

## **Skill-Based or Professional Remediation**

If, during the course of a student’s studies, a faculty, staff, administrator, or supervisor believes a student lacks the required skills, professional behaviors, and dispositions to progress in the program, that person will begin remediation procedures aimed to provide the student with information and actions to correct the impairment/deficiency. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling knowledge and skills, as well as problematic personal, interpersonal, or ethical behaviors so the student may successfully continue in the program. As such, remedial instruction or interventions are closely linked to the students’ developmental growth, recognizing the relationship between the alleviation of deficiencies and the development of new competencies.

Remediation is conceptualized in terms of a response continuum based upon the type and severity of a student’s limitations, with the need to distinguish between deficient, lacks competence, and impaired.

**Deficient:** Requires skill-based and/or academic approach

Deficient describes those behaviors, attitudes, or characteristics that need to be the focus of attention and change, but are not considered excessive or inappropriate. Rather, they may be important components of the student’s learning experience. At this level, remediation likely involves instruction and feedback to address the deficit.

**Lacks competence:** Requires additional ethical practice-based and/or conceptual approach  
Lacks Competence describes a deficit in developmentally appropriate clinical competencies that are needed for ethical practice. These would include area such as performance of counseling skills and/or professional behaviors, attitudes, or characteristics, response to supervision, and/or ability application of ethics into practice. These behaviors are considered to be excessive or inappropriate, requiring remedial action beyond the course instructor or supervisor.

**Impaired:** Requires additional intervention-based and/or therapeutic approach  
Impairment describes those behaviors that result in a significant negative impact on professional functioning. Impairment is demonstrated by one or more of the following behaviors:

- an inability and/or unwillingness to acquire and integrate professional standards into their repertoire of professional behavior;
- an inability to acquire professional skills to reach an acceptable level of competency;
- an inability to control personal stress, psychological dysfunction and/or excessive emotional reactions that interfere with professional functioning.

The problematic behavior continuum can also be considered along lines of Academic, Clinical, and Personal, with Academic being more related to deficiencies and Personal more related to impairments. Clinical limitations may likely have both Academic and Personal involvement. Additionally, the program response can be considered along a continuum of education, formal remediation, and termination.

The Type and Severity of Limitation are considered when determining the need, if any, for remediation.

**Students Determined to be Deficient:**

- Inadequate knowledge base commensurate with status in program
- Inadequate, but improving, counseling skills
- Rudimentary ethical processing
- Simplistic, narrow, or disjointed case conceptualization
- Insufficient interpersonal skills and awareness, but willingness to develop

**Students Determined to Lack Competence:**

- Lack of awareness of ethical principles and obligations
- Failure in responsibilities to site and/or supervisor
- Unwillingness/inability to be effective in basic counseling techniques
- Unwillingness/inability to complete appropriate documentation
- Failure to function as effective member of treatment team

**Students Determined to be Impaired (not inclusive):**

Four Themes:

- Interpersonal and Personal Problems
  - Inappropriate interpersonal skills
  - Lacks self-control (anger, impulse control) in relationships
  - Inappropriate boundaries
  - Misleads or exploits others
  - Lacks awareness of the impact they have on others
  - Unwilling to receive feedback in supervision or in class
  - Does not take responsibility for deficiencies and/or problems

- Professional Competence
  - Lacks foundational counseling skills
  - Inappropriate affect in response to clients
  - Does not recognize limitations of expertise and competence
  - Does not apply ethical and/or legal standards to practice
  - Lacks awareness of how their beliefs and values influence practice
  - Does not demonstrate a respect individual differences and culture
- Professional Behaviors
  - Deficits in punctuality, professional appearance, attendance, dependability
  - Does not complete appropriate paperwork and documentation
  - Does not adhere to the School's or their clinical site's policies
- Professional and Personal Integrity and Maturity
  - Makes false, misleading or deceptive statements
  - Displayed academic dishonesty
  - Problems with alcohol/drug use or illegal activities
  - Inappropriate sexual behavior
  - Refused to consider personal counseling when recommended

Once the Type and Severity of Limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty are encouraged to consult with the Chair and other faculty when deciding the level of severity and which stage to engage the remediation process.

**Early Remediation Process (Stages 1 and 2):**

- Faculty, Degree Program Coordinator, or Degree Program Coordinator meets with the student
- Determine action plan for addressing deficits
- Follow-up

**Secondary Review Remediation Process (Stage 3):**

- Notification of meeting with the Degree Program Coordinator and Chair
- Assessment of problematic behavior
- Review and development of a plan
- Acceptance or appeal

**Formal Remediation Process (Stages 4-6):**

- Notification
- Assessment of Problematic Behavior
- Development of a Plan
- Acceptance or Appeal
- Provision if Unsuccessful

**Possible Recommendations for a Remediation Plan (this list is not exhaustive):**

- Personal Counseling
- Increased supervision
- Reduced practicum or internship
- Leave of absence
- Formal reprimand
- Formal probation

- Counseling out of the program
- Dismissal from the program

**Immediate Interventions:**

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of Truett McConnell University security, appropriate state law enforcement, social services personnel, emergency contacts, and notification of the appropriate program Chair or Dean. The incident and action taken will become part of the student's permanent record.

**Specific Remediation Process for the Master of Arts in Counseling Programs:**

*Note: The remediation plan is designed to protect the student's right to Due Process. In addition, we stress the importance of engaging the student in the remediation process. These principles are infused throughout the program's response continuum detailed below. Once a remediation plan is instituted, student response to remediation efforts is considered when deciding student status in the program. All phases of this remediation process will become a part of the student's record.*

**Stage 1: Notification by Faculty or Degree Program Coordinator:** When a determination is made by a faculty member that problematic behavior of an academic, clinical, or personal nature exists and could not be resolved on an informal basis, the faculty member discusses this with the student and the Degree Program Coordinator. If student problematic behavior is brought to the attention of the School through other means (e.g., from another student, report from university staff, evaluation from supervisor, etc.), the Degree Program Coordinator will notify the student and discuss the concerns.

The student and the Degree Program Coordinator will meet to discuss the problem and collaboratively outline a remedial action plan to address the concerns. This interactive process should allow the student ample opportunity to react to the information presented regarding a problem area. If the problem is resolved, no further action is needed. The Degree Program Coordinator will document the meeting, the remedial action plan, and outcome into the student's personal record. The Degree Program Coordinator will follow up with the faculty to ensure that the agreed-to remedial action plan was completed and the behavioral issue was successfully resolved.

If the problem is not resolved at this stage because the student does not engage in the process, disagrees with the validity of the concerns, or does not agree with the remedial action plan, the Degree Program Coordinator will notify the School Chair of the outcome of the meeting. A meeting will then be scheduled with the Degree Program Coordinator, the Chair, the student, and the concerned faculty member as appropriate. This meeting will be considered a Phase 3 remediation.

**Stage 2: Primary Assessment of Problematic Behavior:** If the behaviors addressed by the program faculty and the Degree Program Coordinator persist, the Degree Program Coordinator will again meet with the student and outline, verbally and in writing, the continued nature and extent of problematic behavior. Informal (e.g., interview with student and faculty) and formal (e.g., instruments) may be utilized as part of the assessment process. This includes feedback from the student concerning the outcome of any remedial actions taken by the student in response to the concerns raised during the notification session. When it is apparent that the student is engaged

in the process but has not met the goal of the initial remedial action, a collaborative approach involving student engagement will be used to evaluate and refine the remedial action plan. If the problem is successfully resolved, no further formal action is needed. The Degree Program Coordinator will document the meeting; outline the agreed adaptations to the remedial action plan; and the outcome. The Degree Program Coordinator will follow up with faculty and the School Chair to ensure that the behavioral issues were successfully resolved and all agreed-to remedial mandates were implemented.

**Stage 3: Secondary Assessment of Problematic Behavior:** If the Degree Program Coordinator or core faculty determine that the student's behaviors are at a level that requires a formal remediation process (Stage 4) or the student rejects or appeals a remedial action plan, a meeting will be held with the student, the Degree Program Coordinator, the School Chair, and referring faculty member (if appropriate). The meeting date will be set to allow the student the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to either 1) collaboratively re-assess the problem behavior and develop a remedial action plan or 2) determine that the problem needs to be addressed by the program core faculty through a remediation plan. The School Chair will document the meeting and outcome. The School Chair will report the meeting outcome to the faculty Remediation Committee.

**Stage 4: Referral to the Remediation Committee:** In cases when the outcome of the meeting of the student, Degree Program Coordinator, and School Chair results in a decision that the situation should be brought to the Remediation Committee, a meeting of the committee will be scheduled. The student will be informed in advance of the time of this meeting and will have an opportunity to provide additional information or evidence in writing to the committee for consideration at the meeting. The student may request or be requested to be in attendance. Once all information has been presented, the Remediation Committee will decide the level and scope of remediation required to assist the student and develop a formal Remediation Plan.

**Stage 5: Development of a Remediation Plan:** The Remediation Committee will review the presented information, examine the remedial action plan developed by the student and Degree Program Coordinator, evaluate the progress made towards remediating problem behaviors, and develop a formal Remediation Plan. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program. The elements of the plan will be congruent with the extent of the correction needed. Remediation Plans can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, reviewing the ethics code, transferring to a non-licensure program, or academic dismissal from the program or Truett McConnell University.

The School Chair and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond in writing (and orally, if desired) to the recommendation. The committee will review the student's response to the action decided and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the decision of the committee will be considered as final. The School Chair and the Degree Program Coordinator will notify the student in writing and orally of the outcome of the meeting.

**Stage 6: Acceptance or Appeal:** The student will be given the opportunity to accept the plan of correction or to appeal it. If accepted, the student will follow the plan as developed and regularly report progress to the Degree Program Coordinator. If not fully resolved, additions, amendments, or extensions to the plan may be implemented. If the problematic behavior is corrected, no further

action is needed. Four options are available to faculty when reevaluating the student: (1) continuation in the program, (2) continued probation and remediation, (3) counsel the student out of the program, and (4) dismissal from the program.

**Provision if Unsuccessful:** If remediation is unsuccessful or the student refuses to comply with the Remediation Plan, the student will be dismissed from the program. Notice of dismissal from the program will be provided to the student in writing by the School Chair. Should the student decide to submit a formal complaint, the student will follow the formal complaint procedure through Academic Services.

### **Academic Appeal Policy**

To appeal a grade or a decision regarding academic honesty, follow the policy & procedure outlined on the Truett McConnell website.

### **Personal Counseling**

Students in all master's degree programs are required to complete six hours of documented personal counseling with a licensed professional counselor (LPC) prior to completing their degree. As counselor-trainees who are in the process of developing the skills, professional behaviors, and dispositions needed to become a licensed clinical mental health counselor, it is imperative that we deal with our own personal issues that may interfere with our ability to work with clients in competent and ethical ways. Moreover, experiences as a client will help the counselor better understand the client's experience in counseling. If a student wishes to receive their counseling hours with a counselor who is not a licensed professional counselor (i.e. a pastor or other counselor), the student must obtain approval from the degree program coordinator. If the student does not obtain permission and receives counseling from an individual with inadequate credentials, the student may be required to repeat their counseling hours with an approved counselor. Students may not obtain their personal counseling hours from student counselors in the TMU Counseling Center or from their professors within the School of Psychology. If an international student is completing their degree on-campus, it is expected that they will receive their personal counseling hours from a licensed professional within the United States and not from a counselor within their country of origin. The licensing requirements vary from country to country; therefore, we will only permit students to obtain personal counseling hours from individuals outside of the United States if the student is residing in a country other than the United States for the duration of their graduate studies.

### **Counselor Preparation Comprehensive Examination (CPCE)**

Students enrolled in the Master of Arts in Clinical Mental Health Counseling and in the Master of Arts in Clinical Mental Health Counseling with Sports Psychology are **required** to pass the CPCE in partial completion of their graduation requirements. It is recommended that students sit for the CPCE during the same semester that they complete their practicum. Students are responsible for scheduling their CPCE exam dates and times through the Center for Credentialing & Education. After filing paperwork to sit for the exam, students need to contact the Program Assistant and request permission to take the CPCE. Students will be given the option to take the exam at a Pearson Testing Center or online via the Pearson OnVue platform.

Before taking the CPCE, we highly recommend completion of the following courses:

CL 510 – Lifestyle and Career Development

CL 520 – Advanced Human Growth and Development

CL 550 – Multicultural Theories: Counseling Across Cultures

CL 560 – Theories and Techniques in Counseling  
CL 570 – Counseling Skills in Theory and Practice  
CL 580 – Group Dynamics and Therapeutic Models  
CL 590 – Advanced Psychopathology and Diagnosis  
CL 670 – Appraisal and Assessment of Individuals  
CL 680 – Professional Orientation and Ethics  
CL 690 – Research Methods and Data Analysis

Results of the CPCE are typically available around the 15<sup>th</sup> of the month after the student completes the exam. In order to pass the exam, the university requires students to perform with a minimum score of one standard deviation below the national average for the exam version on each of the eight categories as listed below:

C1 – Professional Counseling Orientation and Ethical Practice  
C2 – Social and Cultural Diversity  
C3 – Human Growth and Development  
C4 – Career Development  
C5 – Counseling and Helping Relationships  
C6 – Group Counseling and Group Work  
C7 – Assessment and Testing  
C8 – Research and Program Evaluation

In the event a student does not pass the CPCE on their first attempt, their pass/fail status for each attempt will be recorded. The University will accept any combination of passes across multiple test attempts in which each of the eight sections receive a passing score (super scoring). Students who have not successfully passed all eight sections after their third attempt will be required to enroll in the LPCGA National Counselor's Examination (NCE) preparatory course.

### **American Psychological Association Format**

The Graduate Counseling Program requires students to use the most current version of the APA writing style guide for all submitted coursework. The most recent edition of the Publication Manual of the American Psychological Association is required for every student. It is imperative that all graduate students become familiar with and use this writing format.

### **Confidentiality**

To breach confidentiality within a Practicum/Internship is an ethical violation and will NOT be tolerated. Breaking client confidentiality for reasons other than specified by law could result in immediate dismissal from the program.

### **Dress Code**

Counseling interns will dress professionally. Jeans, sweatshirts, and other casual clothing are not appropriate. Students representing TMU need to make sure that they dress professionally and in keeping with the mandates of their site. Personal hygiene must be acceptable.

### **Professional Organizations**

A significant arena in which counselors can make an impact is within the field through involvement with professional organizations. Students are encouraged to join the American Counseling Association (ACA) and ACA associated divisions, the American Mental Health Counselors Association (AMHCA), and/or the American Association of Christian Counselors (AACC). These organizations also have national, regional, state, and local divisions that allow students higher

levels of involvement in more specific areas of interest. Most professional organizations and divisions offer reduced membership rates to students as well as the following benefits: access to professional publications (journals and newsletters); reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the particular organization; eligibility for member services (library resource use, legal defense funds and services, group liability insurance); involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification); affiliation with other professionals having interests and areas of expertise similar to one's own.

### **Ethical Conduct**

All students in the Master of Arts in Counseling programs are responsible for behaving in an ethical manner throughout their training, as well as in clinical and professional settings. Violations of the ACA Code of Ethics, and/or failure to take steps to rectify violations are considered extremely serious and may result in termination from the program. Although students are expected to adhere to the ACA Code of Ethics as a guide to their behavior throughout their program, reading it is just the beginning of understanding professional ethics. Being an ethical counselor-in-training involves understanding the underlying principles and values associated with the professional Code of Ethics that are built upon a strong commitment to biblical principles, developing a set of beliefs that guide one's everyday practice, being able to discern potential as well as realized ethical problematic situations, and having the character to stand by these when faced with challenging situations. This is an essential component of your professional development.

### **Sexual Harassment**

Sexual harassment, like harassment on the basis of color, race, religion, or national origin, has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Such behavior does not befit a committed Christian. Accordingly, Truett McConnell University strongly disapproves of sexual harassment and intimidation of its employees.

### **Counseling Faculty-Student Interaction**

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor relationship. Thus, faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the program chair. The incident and action taken will become part of the student's permanent record.

### **Faculty Endorsement**

Upon successful completion of the program of studies and demonstration of the requisite competencies, faculty members endorse students for certification and licensure. Upon request,

the faculty will write letters of recommendation for employment in the student's specified area of specialization or for advanced studies (e.g., Doctoral programs). Endorsement only occurs when faculty believe students are qualified to perform the duties associated with credentialing or employment. In addition to credentialing and employment, faculty members endorse students for practicum and internship. Endorsement occurs only when students have successfully completed the prerequisite courses and if faculty members believe students are qualified to perform the duties associated with the practicum or internship. In compliance with the ACA Code of Ethics, regardless of academic qualifications, faculty do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

### **Professional and Personal Aptitude and Behavior**

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, acceptance of diversity, and demonstrate emotional stability and self-acceptance. Counseling faculty at TMU will evaluate student's professional and personal aptitude in their practicum and internship courses. This process is designed enhance communication and mentoring within the program.

Students are expected to be able to adhere to the following professional performance criteria:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to express feelings effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation

When student competency concerns arise, faculty members are obligated to assist students in every way possible to be successful in the program.

It is the objective of the TMU Counseling faculty to identify concerns regarding student competency as early as possible and to initiate remediation. Students with competency concerns can be identified both in and out of the classroom at any time during matriculation in their graduate program.

Occasionally, students experience discomfort and struggle with awareness of issues during matriculation in the program. However, faculty members are ethically required to bring attention to any concerns we deem inappropriate (e.g., substance abuse, violent behavior, verbally abusive language, intolerance) that compromise the safety (emotional and physical) of classmates, clients, and future clients. The following procedures were developed in order to address such issues:

- When a concern arises, the faculty member will informally bring that concern to the student's attention either in a face-to-face conversation or via e-mail or phone contact.
- When an instructor believes a student is not making adequate progress after an informal intervention, the faculty member(s) and the Chair will consult and formally meet with the student to discuss lack of progress in the program. At that time, the student will be placed

on probation and recommendations or requirements for remediation presented. Faculty will complete the Student Remediation Form, which will include expectations and the specified time period the student has to meet expectations. If the student feels remediation is unjust or unfair, the student can appeal the faculty decision by following the procedures listed below.

- All documentation will include signatures of faculty, students, and degree program coordinator and will be kept in the student files located in a locked cabinet in the School of Psychology and Biblical Counseling.
- Faculty members will monitor students who are participating in remediation during faculty meetings and will collectively determine whether students are making progress. Faculty will meet with students periodically to review progress of remediation.
- Unsatisfactory progress occurs when either the student does not meet the expectations of the faculty or behaviors worsen during the specified time period of remediation. A meeting will be called with the student, all counseling faculty, the Chair, and one representative chosen by the student for support. The student will be suspended from the program and conditions for re-admittance presented.
- If the student believes the evaluation is inequitable, the student is allowed to appeal the decision of the faculty for suspension or dismissal.

### **Appropriate Communication**

We all have choices about how we communicate with people; but some choices are better than others.

- **Face-to-face:** Most people love face-to-face communication. However, it is not a good choice if it is not convenient for the person with which you are communicating.
  - Make appointments with faculty and administrators, rather than dropping in and assuming they have time. Try to restrict your face-to-face visits to office hours or make an appointment.
- **Telephone:** With so many different types of phones, it is important to know some basic telephone etiquette.
  - Treat office phones, cell phones, and home phones differently.
  - If you call an office, and the message suggests that you e-mail the individual, pay attention to what they asked. E-mail rather than leave a message.
  - If you are given a faculty member's home or cell phone number, protect that information. Don't give it to someone else.
  - Honor the person's preferences about how and when he or she would like to be contacted. You will be less frustrated and so will the faculty member if you honor the request.
- **E-mail:** Here are some considerations:
  - When at Truett McConnell, use the Truett McConnell email, and check it regularly, because that is the one that the professors will use to communicate with you.
  - If you have a non-professional sounding email address, stop using it immediately (e.g., "Twinkletoes@yahoo.com").
  - One of the reasons that many people prefer e-mail communication is because they have a record of the request.
  - Another reason people prefer email is because it gives the receiver an opportunity to consider the request and respond to the e-mail.
- **Social Networking:** Facebook is a wonderful way to keep in touch with people! However, one must consider the following:

- Social networks are not professional methods of communication. If you need information or want to make a request of a faculty member or administrator, use one of the other methods.
- Be careful what you post about yourself. Remember that you are a professional.
- Never assume that social networks are private.
- Texting:
  - When on campus (in class), texting is highly inappropriate behavior and rude. (By the way, so is laptop use that is not confined to class activities.)
  - It is rare for a professional situation to arise that requires texting.
- Cell phones:
  - When you are in a counseling session, whether group or individual, your cell phone must be OFF.
- Repeated communication: Patience is the virtue here.
  - Give the person you are trying to contact at least 24 hours before you repeat communication. Calling, e-mailing, stopping by for a face-to-face visit, and then repeating all of those is unprofessional, inconsiderate, and makes you look impatient.

### Statement of Commitment to Dispositions

Dispositions are defined as the values, commitments, and professional ethics that influence the behavior of counselors toward others and affects personal growth, learning, motivation and development, as well as the counselor's own professional growth.

To be an accomplished counselor who is a servant leader, you must strive to make everyone around you better for your presence. Robert Greenleaf defines Servant Leadership this way: "...a servant first, beginning with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead... The difference (between servant-first and leader-first) manifests itself in the care taken by the servant-first to make sure that other people's highest prioritized needs are being served. The best test, and most difficult to administer is: Do those being served grow as persons? While being served, do they become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit...? We are instructed to follow Jesus' example that whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave-just as the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many (Matthew 20-26-28)."

The dispositions defined below are those that enable one to serve and lead in counseling services.

- **Collaborative:** One who is able to work with others to establish and accomplish client goals.
- **Respectful:** One who values all human beings, treating all with kindness and fairness.
- **Ethical:** One who is protective of the health, safety, and general welfare of all individuals; one who strives to do no harm.
- **Proactive:** One who is responsible, dependable, organized, and accountable in all matters; one who anticipates all situations, trying to prepare for, intervene in, or control occurrences or situations.
- **Competent Communicator:** One whose written, oral, and body language is appropriate for professional situations; one who is sensitive to each audience and is sensitive to multicultural issues.
- **Lifelong Learner:** One who is self-directed, intellectually curious, and resourceful; one who continually seeks to develop professionally.

- **Compassionate:** One who demonstrates empathy, mercy, and tenderness to others, both personally and professionally.

As a Truett McConnell Master of Arts in Counseling Candidate, you must strive to display these dispositions in your classes, with your cohort members, and in your practicum and internship. You must strive to remember the words of Paul from Ephesians 4:1, “I urge you to live a life worthy of the calling you have received.”

**Leonhard Schiemer School of Psychology and Biblical Counseling  
Truett McConnell University**

STUDENT REMEDIATION REPORT AND REQUIREMENTS

Student's Name \_\_\_\_\_

Degree Program Coordinator \_\_\_\_\_

Student's ID# \_\_\_\_\_ Date \_\_\_\_\_

1. The following concerns regarding the above student's counseling competency have been noted. If the concerns involve the student's personal characteristics, a completed Personal Characteristics Checklist is attached.

2. The following constitute:

\_\_\_\_\_ the requirements for the student to continue in this course and/or the counseling program. These requirements may change as the student's progress is assessed.

OR

\_\_\_\_\_ the specification of student withdrawal from the program

\_\_\_\_\_  
Degree Program Coordinator Signature

\_\_\_\_\_  
Date of Conference with Student

Student: Check all that apply:

\_\_\_\_\_ I understand and have received a copy of this Competency Report and Requirements form.

\_\_\_\_\_ I agree to the specified requirements or to withdrawal from the program, as specified above.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Chair Signature

\_\_\_\_\_  
Date

**Leonhard Schiemer School of Psychology and Biblical Counseling  
Truett McConnell University**

**PROFESSIONAL PERFORMANCE REVIEW FORM**

To (notified student): \_\_\_\_\_

From (issuing faculty): \_\_\_\_\_ Semester: \_\_\_\_\_

This assessment will determine whether you will continue in the Clinical Program or are deferred to the Global Program.

This is to notify you that your professional performance has been reviewed by the Graduate Psychology and Counseling faculty at TMU. The following scale has been used:

- 1 = below expectations
- 3 = meets expectations
- 5 = exceeds expectations

For scores below 3, strategies to improve performance will be implemented.

<b>Criterion</b>	<b>Rating</b>
1. Openness to new ideas	1 2 3 4 5
2. Flexibility	1 2 3 4 5
3. Cooperativeness with others	1 2 3 4 5
4. Willingness to accept and use feedback	1 2 3 4 5
5. Awareness of own impact on others	1 2 3 4 5
6. Ability to deal with conflict	1 2 3 4 5
7. Ability to accept personal responsibility	1 2 3 4 5
8. Ability to express feelings effectively and appropriately	1 2 3 4 5
9. Attention to ethical and legal considerations	1 2 3 4 5
10. Initiative and motivation	1 2 3 4 5
11. Grade assessment	1 2 3 4 5
12. Meeting deadlines	1 2 3 4 5
13. Passion for counseling	1 2 3 4 5

Additional Comments:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Chair Signature

\_\_\_\_\_  
Date

**Leonhard Schiemer School of Psychology and Biblical Counseling  
Truett McConnell University**

**ACKNOWLEDGEMENTS**

I, \_\_\_\_\_, acknowledge receipt and understanding of the Truett McConnell Master of Arts in Counseling Handbook provided to me on \_\_\_\_\_. I have thoroughly read and reviewed the contents of the handbook and understand the guidelines, policies, and procedures outlined within.

I recognize the significance of the information presented in this handbook and commit to adhering to the principles and standards it sets forth. If there are any questions or clarifications required, I will not hesitate to seek guidance from the appropriate channels.

By signing below, I affirm that I have received, read, and comprehended the contents of the Truett McConnell Master of Arts in Counseling Handbook and agree to abide by its provisions throughout the course of my counseling-related responsibilities.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date