



# Master of Arts in Counseling Handbook

(Updated July 1, 2022)

# Master of Arts in Counseling (MACO)

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# Introduction

## From the Founder

Welcome to the Master of Counseling Program at Central Seminary. You are preparing to enter a profession where the studies you participate in at Central will teach you more about yourself while also preparing you to provide empathic care to hurting people. You will help guide them to health and a fuller, richer life.

You will be under the instruction of Scholar-Practitioners. All of our professors are skilled practitioners steeped in theory and are equipped to translate theory into clinical practice. This means that you will be ready day one after graduation to begin professional counseling.

We are excited to meet you and welcome you to both Central Seminary and the Professional Mental Health Community.

Dr. Larry Cornine  
Founder, MACO Program

## Description

This program is designed to prepare persons from a wide range of spiritual and social identities for vocations as clinically-skilled licensed counselors who will value the integration of spirituality among the complex of mental, physical, and emotional components that constitute human personhood and health. In addition to developing professional counseling skills, students will prepare to serve individuals and communities of varied or no religious traditions and affiliations. Students will explore and grow in awareness of their own religious assumptions and convictions and develop insight into how these influence their work as counselors.

## Purpose

In the Master of Arts (MA) in Counseling program, you will prepare to pursue the requirements to become a Licensed Professional Counselor. The purpose of Central's MA in Counseling degree is to equip students to become Licensed Professional Counselors, and to help students develop the skills and caring disposition counselors needed to guide patients dealing with addiction, mental illness, and other issues, toward a path of healing and healthy living. Whether you want to counsel youth, adults with

addiction, or other populations, this program can prepare you for a variety of roles in the helping and mental healthcare professions.

## Program Summary

- A Licensed Professional Counselor is a person who is licensed to provide mental health services to individuals experiencing mental, emotional, and behavioral problems.
- This is a 60-hour in-class and/or synchronous delivered curriculum based upon CACREP standards for counselor education.
- Courses include, but are not limited to, The Helping Relationship, Professional Orientation and Ethics, Psychopathology, Career Counseling, Multicultural Counseling, Diagnosis of Mental and Emotional Disorders, and Research Methods.
- The program of study also includes many other courses that focus on evidence-based procedures and best practices for providing standards of care protocols for treating individuals.
- A critical component of this program is developing counselor skills. Students develop clinical skills by participating in a structured internship placement where they interact with clients, skilled mentors, as well as their Central faculty and peers.
- Threaded themes permeate the entire curriculum and facilitate the student's personal and vocational formation for licensed counseling.
- All faculty are educators and professionals within the mental health field.
- The program is consistent with and facilitates achievement of Central's Mission Statement and institutional priorities.

## Program Goals

- To prepare professional counselors to provide mental health services in various clinical settings to a multicultural diverse society.
- To inculcate a professional counselor orientation and identity.
- To develop a comprehensive understanding of counseling theories and select evidence-based treatments appropriate for diagnoses.
- To develop skill in acquiring patient intake information, accurately diagnosing, treatment planning, and note taking.
- To develop clinical skills, including sensibilities for human spirituality, that are needed to establish and maintain rapport with clients and facilitate the treatment process.
- To develop evidence-based treatments that emphasize wellness and prevention.
- To value research and continuing professional development.

- To equip students to prepare for and eventually pass the NCE and NCMHCE exams.

## Learning Outcomes

Students graduating from Central's Master of Arts in Counseling degree will:

- Demonstrate the ability to provide mental health services to a multicultural diverse society in various clinical and ministry settings.
- Demonstrate and articulate the meaning of professional counselor orientation and identity.
- Demonstrate a comprehensive understanding of counseling theories and the ability to select evidence-based treatments informed by diagnoses.
- Demonstrate skill in acquiring patient intake information, accurately diagnosing, treatment planning, and note taking.
- Demonstrate the counselor skills and sensibilities for human spirituality needed to establish and maintain rapport and facilitate the treatment process.
- Demonstrate the ability to develop evidence-based treatments that emphasize wellness and prevention.
- Demonstrate through study, course and clinical work, personal initiatives, and exercise of vocation that you, as a professional counselor, value research and continuing professional development.
- Be prepared to study for and sit for the NCE and NCMHCE exams.

## Disclosure Statement

The 60-hour Master of Arts in Counseling (MACO) degree is designed to lead to professional licensure as outlined by the Behavioral Sciences Regulatory Board of Kansas; other state boards have unique licensure requirements. Therefore, before enrolling in a licensure program at Central Seminary, students should consult the rules and regulations regarding Professional Counseling for the particular state that they intend to seek licensure after graduation. Enrollment in the MACO program does not guarantee a degree from Central or promise 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 the Central Student Handbook as well as in the following pages of the MACO handbook. Students enrolled in the MACO program are responsible for knowing the material outlined in this handbook. Further, if a student intends to practice in a state other than Kansas after graduation, the student should inform the program. The program will make a reasonable effort to determine if the program satisfies the educational requirements of that state. The student will be informed of

these findings. Students who will seek licensure or credentialing outside the United States are responsible for researching the prerequisites for licensure for another country.

## Program Contact Information

- Dr. Lindsay Bonebrake, Program Director, Assistant Professor of Counseling
  - [lbonebrake@Central.edu](mailto:lbonebrake@Central.edu)
- Dr. F. Michael Grubbs, Assistant Professor of Counseling
  - [mgrubbs@Central.edu](mailto:mgrubbs@Central.edu)

## Statement On Inclusivity & Non-Discrimination

Essential to the purpose and mission of Central Seminary is the enhancement of positive human relations within the institution. Discriminatory attitudes and behaviors, whether intentional or unintentional, reduce this Seminary's effectiveness. The Board of Directors of Central Seminary affirms its responsibility to maintain a harassment-free campus environment. Any employee or student who exhibits or participates in deliberate or unwitting behaviors that are offensive or discriminatory to individuals with reference to their race, gender, gender identity, age, sexual orientation, ethnicity, national origin, or disability shall be subject to disciplinary action which may result in suspension or dismissal from the institution.

## Admissions

Before enrolling in the licensure program at Central Seminary, students intending to practice in a state other than Kansas after graduation should consult the rules and regulations regarding licensure as a professional counselor for their particular state. More specifically, these students should be aware of the following before enrolling in Central Seminary's Counseling program:

- State regulations regarding licensure restrictions if an applicant has a previous felony conviction
- State regulations on the type and number of academic courses and practicum/internship hours.
- State accreditation requirements for educational institutions.
- To obtain your state's web address, see <http://www.aascb.org/aws/AASCB/pt/sp/stateboards>

## Prerequisites

Masters Level Prospective students seeking the MACO degree need to have earned a baccalaureate degree or its equivalent from an institution that is accredited by an agency recognized by the US Department of Education. Normally, a grade point average of 2.3 (C+) or higher on a 4.0 scale is required. Applicants must submit the following:

- Completed and signed application form (print or online)
- Application fee
- 3 Character references (family members excluded)
- Admission Essay
- Official transcript of a baccalaureate degree from an institution of higher education that is accredited by an agency recognized by the US Department of Education, or approved by a Canadian provincial quality assurance agency, or the demonstrated educational equivalent of an accredited or approved North American baccalaureate degree
- A Counselor Disposition Survey is required of all Master of Arts in Counseling applicants.

## Provisional Admission

Provisional Admission may be granted to applicants for whom certain admissions requirements must still be verified, i.e., upon finishing a baccalaureate degree, upon completing leveling coursework, etc. Provisional Admission should only be granted for up to one term and converts to full admission once all admission requirements are satisfactorily met.

## Probationary Admission

The Admission Committee may admit students on probationary status. The Dean may remove probationary status after the student achieves goals outlined by the Admission Committee. Students on probation are not eligible for seminary scholarships. Normally, an undergraduate cumulative grade point below 2.3 (4.0 scale) or 1.8 (3.0 scale) requires admission on academic probation for 21 credit hours. During those 21 credit hours, the student must achieve at least a 2.0 grade point in all graduate level courses. If the student demonstrates marked competency at the graduate level by accruing a grade point average of 3.3 or better, the Dean may remove the probation after 9 credit hours. A limited number of students from undergraduate institutions not accredited by an accrediting organization recognized by the U.S. Department of Education may be granted admission on academic probation for 21 credit hours. If the student

demonstrates marked competency at the graduate level accruing a grade point average of 3.3 or better, the Dean may remove probation after 9 credit hours.

## Matriculation

Students must fulfill all requirements for registration and arrange for payment of fees and other financial obligations before matriculation. Students must acknowledge their acceptance of admission by signing the New Student Enrollment Agreement and any other required forms for the term in which it was sent before registration is possible. Admitted students who fail to matriculate within two years of admission must re-apply.

## Special Status

A student of “special status” at Central Seminary is one who has completed a baccalaureate degree, is non degree seeking, and wishes to take courses for graduate level for academic credit.

To apply for special student status a student must submit the following:

- Special student application form
- Official transcripts of undergraduate and graduate work
- Personal statement outlining the reason(s) for requesting special student status
- Other information as requested by the Admission Committee

Special students may apply up to 21 credit hours toward a degree program at Central. Admission as a special student does not guarantee admission to an academic degree program at Central. Students must reapply to enter a degree program. Those admitted on special student status are not eligible for seminary scholarships.

## Transfer Students

Graduate courses completed with a grade of C or higher will be considered for transfer credit. To transfer courses, the prospective student must provide an extensive course description or syllabus to the Registrar’s Office. A nonrefundable fee of \$25 may be assessed to a prospective student to evaluate the transcript. If the prospective student applies to Central, the \$25 fee will be credited toward their application fee. Approved transfer credits will be placed on a student’s transcript after 9 credit hours of satisfactory work have been completed at Central Seminary. A transfer credit evaluation does not guarantee admission. Students are advised to request the transfer credit evaluation before executing an enrollment agreement with Central. Only courses offered at a degree granting site of Central count toward a student’s residency requirement. Students transferring into the M.A. degree program must complete a minimum of 24 credit hours as a resident student at Central Seminary. Exceptions to this policy must have approval from the faculty.

## Veterans

Central Seminary is approved by the Kansas Commission on Veterans Affairs and cooperates fully with the Veterans Administration. Veterans must apply to the Veterans Administration for approval of benefits under this program. To receive benefits, veterans or eligible spouses/dependents must submit their proof of eligibility to the Registrar's office. With proof of eligibility and registration, the Registrar's Office submits enrollment certifications to the Veterans Administration. Veterans using Chapter 31 or 33 educational benefits will not face any penalty due to delayed VA payment disbursements, including late fees, additional borrowing, and denial of access to courses or resources

## Courses

### MACO Requirements

This 60-hour M.A. in Clinical Mental Health Counseling program is designed to meet the licensure requirements for the state of Kansas. Students who intend to practice in a state other than Kansas after graduation are responsible for obtaining the current licensure requirements of that state before enrolling in a degree program. You may use elective course work to meet any state licensure requirements that differ from Central's degree requirements.

The MACO degree provides students with a thorough background in areas of integration of faith and practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; work, leisure, and career development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues. This program provides an appropriate education for students seeking career opportunities in mental health agencies, private practices; faith-based counseling centers; and a variety of other public and private facilities

### Course Requirements

After completing registration, students may add or drop classes under the following guidelines:

Intensive Classes	Prior to first class meeting
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Weekly classes (12 or 15 weeks)	Prior to second class meeting
Online classes	Prior to start of second week of class

Students may add or drop classes in Populi up until the first day of the term. After the term begins, students must add or drop classes using a Change of Registration form found on the Office of the Registrar page of the Central website. The form must be completed entirely, including the student's signature (electronic or physical signature is acceptable, but a typed-in name is not). The completed form can be faxed to the Registrar's Office (913-667-5767) or emailed to [support@cbts.edu](mailto:support@cbts.edu). The change of registration is then processed by the Registrar's Office and the Business Office and adjustments to the student's account balance are made according to the tuition costs. Term fees are applied at the time of initial registration and are non-refundable.

## Course Withdrawal

Students may withdraw from registered classes anytime beyond the drop period until the last day of the class. The last day of the class is defined as the last day which the course meets synchronously or the last day for which the course is scheduled in the case of asynchronous, online courses. Withdrawals do not affect GPA but do appear on a student's academic record as a "W".

The Business Office will prorate tuition owed to the school based on the contact hour calculation tabulated by the Registrar's Office, as outlined in the Refund Policy. Any class withdrawal occurring after 50 percent of the term has passed or after 50 percent of the intensive course has passed will not be eligible for any refunds or adjustments.

## Registering for Classes at Other Schools

Courses taken at other schools while still enrolled at Central will go through the transfer credit evaluation process, if the student would like the course to transfer into their academic program. Students are encouraged to have such classes evaluated prior to taking the class.

Students taking courses at other schools in the following degree programs must complete a minimum of 20 credits at Central in order to earn a degree from Central. If taking coursework at other schools, students must contact the other school to learn about admission and registration requirements.

## Changing Credit Status for Courses

Changing from non-credit to credit status or from credit to non-credit must be done through the Registrar's office before the second class meeting. In order to change from non-credit to credit status for a course, students must already be admitted to a degree program at the time of the change.

## Directed/Independent Studies

Directed and independent studies are privileges extended by the seminary to Masters students with special interests or under extenuating circumstances. Directed Studies are for courses listed in the academic catalog and Independent Studies are for courses not listed in the catalog. Students who maintain a "B" average may request as many as 9 semester hours of directed study and/or independent study. **It is imperative that the student contact their state licensure board regarding the number of allowable directed study credits when considering state licensure.** Additional fees apply (see Tuition & Fees section).

Students will need to complete the Directed Study/Independent Study Request Form (can be obtained from the Registrar) and submit the form to the Registrar's Office along with the course syllabus for approval from the Dean's Office.

The Directed study option should be requested only after all other possible avenues for attending the course have been exhausted. Even then, there is no guarantee that the request will be granted. Doing so is at the discretion of the faculty and is dependent on their willingness and availability to take on this significant and additional teaching responsibility.

Independent studies provide opportunities for highly motivated students interested in pursuing a specific area of learning. The direction of the study is to be developed by the student in consultation with a faculty member who agrees to take on this responsibility. The number of credit hours (one to three) will be assigned to the independent study by the professor. Like directed studies, independent studies are granted at the discretion of the Dean's Office.

## Recommended Course Sequence

<b>Ordinary Year 1</b>	<b>Lent Year 1</b>	<b>Easter Year 1</b>
Counseling Theories	Biological Basis of Behavior	Psychopharmacology
Life Span Development	Psychological Tests and Measurements	The Helping Relationship
Abnormal Psychology	Multicultural Counseling	Dx and Tx of Substance Use Disorders
<b>Ordinary Year 2</b>	<b>Lent Year 2</b>	<b>Easter Year 2</b>
Theory and Method of Group Counseling	Psychological Tests and Measurements	Supervised Counseling Practicum
Differential Dx and Tx	Marriage and Family Counseling	Career Development and Counseling
Dx and Tx of Childhood and Adolescent Disorders	Dx and Tx of PTSD and other Stress Disorders	Research Methods and Statistics
<b>Ordinary Year 3</b>	<b>Lent Year 3</b>	<b>Easter Year 3</b>
Internship	Internship	Internship

## Catalog of Counseling Coursework

### **CO501 – Professional Orientation and Ethics (3 credits)**

This course introduces the counseling student to counselor identity and to concepts regarding professional ethics that guide the functioning of a licensed professional counselor. This course includes the history, roles, professional organizations, standards, and credentialing important for the practicing clinician. In addition, the student learns the importance of self-care and the means for caring for self.

### **CO402/502 – The Helping Relationship (3 credits)**

This course equips the counseling student with the theoretical constructs and practical skills for conducting a therapy session. Included in this course are the development of a protocol for conducting a treatment session and behaviors that facilitate the treatment process. This course requires student-to-student role play.

### **CO503 – Abnormal Psychology (3 credits)**

This course provides the counseling student with an in-depth understanding of Abnormal Psychology. Focus is given to the study of psychological dysfunction associated with distress or impaired functioning that departs from typical or expected behavior based on cultural and societal norms. This course is organized in accordance with the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The course employs an integrative approach toward the study of abnormal psychology that includes the interaction of biological, developmental, and social factors. Diagnosing case studies and treatment planning provides practical application of material learned.

#### **CO504 – Biological Basis for Behavior (3 credits)**

This course provides the counseling student with information regarding the neuroanatomy of the human system related to mental disorders. Primary consideration is given to the Central Nervous System, especially brain structures involved with mental disorders. The anatomy and physiology of the neuron and neuronal transmission is considered in depth and the role medications have upon neuronal functioning.

#### **CO505 – Lifespan Development (3 credits)**

This course provides the counseling student with a comprehensive understanding of human development across the lifespan from birth to death. This course relies heavily on Erik Erikson's theory of human development and is augmented by the work of Barbara and Philip Newman. The focus is to understand a client's present pathology influenced by developmental issues. This view aids in understanding the etiology of a present disorder and provides guidance for treatment of the disorder.

#### **CO506 – Career Development (3 credits)**

This course is designed to help the counseling student understand theories of career development, learn to utilize career assessments, access career information, and examine the impact of career on the lives of individuals with whom they will be counseling. At the conclusion of this course, students will be able to articulate their developing theory of how career development occurs, be knowledgeable of career program development procedures and will also be aware of the professional, legal, and ethical considerations associated with career counseling. In addition, students will accumulate resources to help them in career counseling with clients.

#### **CO507 – Psychopharmacology (3 credits)**

This course provides the counseling student with information regarding the uses and the effects of psychotropic medications along with the professional counselor's legal responsibility as a non-prescriber in monitoring a client's response to medications.

Included in this course is the anatomy and neurophysiology of the human nervous system. Commonly prescribed medications and the therapeutic and side effects of medications are identified along with the pharmacodynamics and pharmacokinetics of medications.

### **CO510 – Counseling Theories (3 credits)**

This course introduces the counseling student to the conceptual and theoretical perspectives and practices commonly associated with professional counseling. Students explore the common counseling theories that guide treatment, including but not limited to Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Behavioral, Cognitive Behavioral, Solution-Focused, and Reality Therapy. Interacting in clinical groups, students collaborate to conceptualize client issues, formulate diagnoses, identify and select theoretical approaches that best match client issues, and formulate evidence-based treatment plans.

### **CO511 – Theory and Methods for Group Counseling (3 credits)**

This course provides the counseling student with an understanding of the theory and practice of group counseling. Students learn different theoretical approaches to group counseling. Included in the course are basic group counseling skills to include establishing, leading, and evaluating various types of counseling groups. Also included are ethical, legal, and professional issues. Students gain practical experience by being a member and facilitator of a simulated counseling group.

### **CO512 – Multicultural Counseling (3 credits)**

This course increases the counseling student's knowledge and awareness of working with diverse populations. The method for achieving this is through the examination of various models of multicultural counseling that develop an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to cultural and ethnic diversity affect counseling. The emphasis is on developing knowledge, skills, and attitudes to effectively counsel with persons different from the counselor regarding characteristics such as culture, race, gender, sexual orientation, physical disability, and religious preference. In addition, attention is given to the student developing an awareness of his or her own values, attitudes, and beliefs as they relate to counseling in a diverse society.

### **CO513 – Marriage and Family Counseling (3 credits)**

This course introduces the counseling student to the major theoretical approaches to family counseling. A significant component of the coursework focuses on selection and application of theoretical approaches using cases to develop practical counseling skills. During this class students will role play the family member, therapist, and clinical

observer. Additionally students will have the opportunity to take a close look at their family of origin dynamics. Systems Theory is given emphasis.

**CO520 – Diagnosis and Treatment of Childhood and Adolescent Disorders (3 credits)**

This course provides the counseling student with relevant counseling theories and interventions that apply to the treatment of childhood and adolescent disorders and reviews the issues and diagnoses unique to children and adolescents. The focus is on clinical practice, diagnostic skills, treatment planning, play and art therapy, family systems interventions, and cognitive behavioral interventions.

**CO521 – Diagnosis and Treatment of PTSD and Other Related Trauma Disorders (3 credits)**

This course provides the counseling student with a comprehensive understanding of trauma. The focus of the course is on what composes post-traumatic stress, its assessment, diagnosis, and therapeutic intervention. The course covers various theoretical etiologies for post-traumatic stress and introduces the counseling student to different evidence-based treatments.

**CO522 – Diagnosis and Treatment of Substance Use Disorders (3 credits)**

This course provides the counseling student with the capacity to identify, assess, diagnose, and treat substance and process use disorders as identified in the DSM V. Prevailing theories of addiction, evidence-based treatment modalities commonly utilized for treatment, the etiology of addiction, and co-occurring disorders are considered.

**CO523 – Differential Diagnosis and Treatment Planning (3 credits)**

This course introduces the counseling student to the process of clinical assessment and diagnosis based upon the DSM V that focuses upon the development of skills necessary for the practitioner to make accurate assessments and diagnoses. In addition, the student learns to use diagnoses to inform the development of evidence-based treatment plans and how to write appropriate clinical notes.

**CO530 – Statistics & Research Methods (3 credits)**

This course provides the counseling student with an understanding of the basic research designs used in counseling, behavioral research, and program evaluation. This knowledge prepares future mental health professionals with the skill to evaluate professional research to inform their clinical practice. In addition, students learn to design research in practice settings by completing a Research Study/Project Design by working collaboratively in-class to write a formal research proposal.

**CO531 – Psychological Tests & Measurements (3 credits)**

This course introduces the student to concepts, theories, and methods regarding psychological testing and measurement. The focus is on areas such as psychometric principles (e.g., validity and reliability), test and item analysis, test construction, and applications of psychological testing in the clinical setting. The primary objectives are to provide a fundamental understanding of the core issues in psychological testing and measurement, to understand the key techniques undergirding the analysis of tests and measurement, to be able to interpret and report psychometric properties of tests, and to distinguish between tests that assess personality vs. ability vs. interests. In addition, the student will construct a survey, engage in data collection, and analyze/report the findings.

**CO540 – Supervised Counseling Practicum (3 credits)**

This course provides the counseling student with the opportunity to practice professional counselor skills in a role- playing classroom setting in preparation for Internships I, II, & III. This course reviews professional activities to include intakes, diagnosing, evidence-based treatment planning, case note writing, and motivational interviewing, along with counseling techniques that establish a therapeutic relationship and facilitate treatment. This is a skill building exercise through role-play.

**CO541 – Internship 1 (2 credits)**

Students in Internship engage in an off-campus field placement in which mental health services are delivered under the supervision of a licensed mental health professional and a Central Seminary Counseling professor. The Internship courses total 750 clock-hours of field placement over three trimesters comprising one academic year. Professional experiences include conducting individual, couple, family, and/or group therapy. The course provides opportunity to engage in professional case presentation, to include diagnosis, treatment planning, case note writing, and discussion. (See the Central MACO Internship Manual) Graded: Pass/Fail.

**CO542 – Internship II (2 credits)**

Students in Internship engage in an off-campus field placement in which mental health services are delivered under the supervision of a licensed mental health professional and a Central Seminary Counseling professor. The Internship courses total 750 clock-hours of field placement over three trimesters comprising one academic year. Professional experiences include conducting individual, couple, family, and/or group therapy. The course provides opportunity to engage in professional case presentation, to include diagnosis, treatment planning, case note writing, and discussion. (See the Central MACO Internship Manual) Graded: Pass/Fail.

### **CO543 – Internship III (2 credits)**

Students in Internship engage in an off-campus field placement in which mental health services are delivered under the supervision of a licensed mental health professional and a Central Seminary Counseling professor. The Internship courses total 750 clock-hours of field placement over three trimesters comprising one academic year. Professional experiences include conducting individual, couple, family, and/or group therapy. The course provides opportunity to engage in professional case presentation, to include diagnosis, treatment planning, case note writing, and discussion. (See the Central MACO Internship Manual) Graded: Pass/Fail.

### **Comprehensive Capstone Project**

At Central we take the completion of our MACO program seriously. To that end, throughout the internship experience students will be required to work on a written capstone project utilizing an anonymized client from their caseload. The written portion of this project will be reviewed and evaluated throughout the internship experience and will include DSM 5 diagnoses, treatment plans, case conceptualization, theoretical approach, as well as an assessment of the internship site and experience. Upon approval from the internship supervisor the student will schedule an oral review of their competence in program goals/outcomes as well as of their written report and internship experience. This review will be done with all full time members of Central MACO faculty and other Central professors. This must be scheduled prior to graduation (may not be scheduled prior to Internship Supervisor's approval of written work) and is a pass/fail expectation for the completion of the internship experience. For more information on this requirement see the MACO handbook.

### **Practicum**

The student must have completed the majority of their coursework in order to enroll in their practicum and/or internship experience. Students must also be in good standing with the University (3.0 GPA or above; no more than 2 C's) in order to be approved. Note: All prerequisite courses are non-negotiable and must be completed prior to taking CO540. The Practicum experience provides students with clinical experience under the guidance of a Central Faculty member as they prepare for their internship experience. During the Practicum, students are actively engaged in the field of professional counseling and contribute to their cohort by learning and beginning to participate in many of the daily clinical activities of that agency.

## Internship

Students must be in good standing (with a 3.0 GPA or above; no more than 2 C's) in order to be approved. Note: All prerequisite courses are non-negotiable (unless approved in advance of enrolling for internship by the MACO faculty). Prerequisites must be completed prior to the start of the Internship. The Internship experience provides students with a planned clinical experience in an approved clinical setting under an approved supervisor. During the Internship, students continue to apply knowledge to practice, develop advanced counseling skills, and personal qualities, characteristics, and behaviors of a professional counselor as they transition from “trainee” to “professional practitioner.”

## Enrollment Interruptions

### Leave of Absence

Students should notify the school of a Leave of Absence from the seminary for a term by completing the

Withdraw/Leave of Absence form which can be obtained from the Registrar's Office or from the office of the student's program of study. Students who notify the school of their Leave of Absence within 2 weeks of the start of the term in which they will be absent will maintain access to their student technology accounts for the duration of the Leave of Absence (one term).

International Students (F-1 visa) can only request a Leave of Absence in conjunction with a Request for Reduced Course Load. A Leave of Absence will be granted for only one term at a time. Exceptions to this will only be accepted for medical reasons, with medical documentation, and for F-1 students granted 1 academic year of Reduced Course Load.

At the conclusion of the term of absence, students that plan to return to school but cannot do so in the subsequent term should complete another Leave of Absence form for the next term. If the student fails to enroll for classes in the term in which they indicated they would return, their technology accounts will be closed. Students who do not request a Leave of Absence and are not enrolled at the start of the term will not have access to their technology accounts.

## Interrupted Status

Students who matriculate but then interrupt their studies for five or more consecutive years must reapply to the seminary. Students whose programs are interrupted by an absence of two years or more will incur the obligation of meeting the requirements printed in the current catalog at the time they reenter, including changes in degree requirements.

## Uninterrupted Status

Students whose program of study continues more than five years may be required to meet the degree requirements printed in the current catalog on the fifth anniversary of their entrance to the seminary, which includes any changes in degree requirements.

## Withdrawal

A student cannot presume to be withdrawn from school simply by not attending. To withdraw from school, students should submit the Withdraw/Leave of Absence form and indicate on the form that they will not be returning to Central. Students who stop attending courses and do not complete an official withdrawal will receive a grade on their transcript, which may be a failing grade due to attendance calculations or missing assignments. Additionally, students who do not enroll in courses in the current term will be considered withdrawn and the myCentral and associated accounts will be turned off (for F-1 students this also means the I-20 will be terminated).

Students are strongly encouraged to talk with course professors and their academic advisor prior to a withdrawal.

Withdrawal from all classes at Central Seminary is processed through the Registrar and Dean's office. The Registrar's Office may enact an administrative withdrawal in extreme cases, such as death or incapacitation.

The student's course professor and academic advisor will be notified of the withdrawal. Policies regarding grades and payment/refunds for dropped courses as part of the student's withdrawal from school will still apply.

## Transfer to Another Institution

Students wishing to transfer to another institution should consult with their Academic Advisor and the

Registrar's Office and complete the Withdrawal form (see above). The school does not charge any fee for transferring to another school. If choosing to withdraw from Central before the end of the term, students should consult the policies and processes related to dropping courses and/or withdraw from school to determine the financial impact. Additionally, students transferring to another school should consult with the other institution regarding transfer of credits. The awarding of transfer credits at another institution is at the discretion of that institution. International Students (studying on an F-1 visa) must provide an admission letter and transfer form from the other institution to the International Student Office in order to complete the I-20 transfer process.

## Degree Completion

### Graduation

Graduation requirements for all Central students can be reviewed in the Central Seminary Student Handbook

### Dual Degrees

Students who complete a degree program and wish to continue into a second degree program must reapply for that particular program.

Students who wish to complete a Master of Arts and a Master of Divinity degree as a dual degree must complete a minimum of 93 hours and all course requirements for both degrees.

### Time Limit for Degree Completion

MACO students are encouraged to complete degree requirements in three years. All work for degrees at Central Seminary is to be completed within eight years. Any extension beyond this time requires faculty approval.

### Course Repeat Policy

A student may retake a course to make a better grade. The improved grade will replace the lower grade in GPA calculation. The lower grade will remain on the transcript, but it will not

figure into the GPA. Normal tuition and fees apply. Students should be aware that some state licensure boards do not accept any course work with a grade below B-.

## Dismissal

In extreme cases of academic or moral concern, the Faculty Senate may vote to dismiss a student from the seminary. In such cases, the student will be notified prior to the vote and be given a chance to address the issue(s) that have led to the vote. Students will be notified via letter of the faculty decision and if they are able to seek re-admission at a future date.

## Re-Admission

Students who are able to seek re-admission must wait the period indicated in their dismissal letter. Readmission will require a new application to an academic program along with a letter indicating their academic or moral progress since the dismissal and any other documentation required by the faculty. Re-admission will be a vote of the Faculty Senate.

## Financial Policies

Up to Date tuition, fees, and financial aid information can be found here:  
<https://www.Central.edu/tuition-and-financial-aid/>

## Student Expectations

### Professional Organization

Professional counselors continue to learn and grow in professional competence. Becoming a member of a professional organization helps counselors maintain professional identity, to keep abreast of knowledge, research and current issues in mental health care. The counseling student is encouraged to become aware of and evaluate professional organizations, such as American Counseling Association or American Association of Christian Counselors to see what organization best promotes their professional development and particular clinical interests.

### Academic Honesty & Plagiarism

Central is committed to academic honesty. This means plagiarism is unacceptable. Plagiarism is using another person's ideas, words, or theories without attribution to the

originator. A plagiarized paper receives a failing grade and if other instances of plagiarism occur, a student may be dismissed from the program.

## Academic Appeal Policy

Students who have grievances regarding a course should communicate their concerns to the course professor first. If the grievance is not resolved, students taking courses should communicate their grievance in writing to the Director of the Counseling Program. If necessary, the Program Director will consult with the Program Administrator for discussion and resolution.

### Guidelines for Written Student Grievances

Written student grievances must detail specific events or issues of grievance noting factually who was involved and what is desired resolution. Written grievances deal with fact rather than feeling. The goal of a written grievance is to facilitate understanding and reconciliation. Written grievances take this form:

*The aggrieved considers:*

- *A factual report of the conflict and its origin*
- *The avoidance of inflammatory language*
- *The avoidance of impugning or second-guessing motives of others*
- *The avoidance of exaggeration*
- *The avoidance of impugning the personal integrity of another*

Written grievances should state the nature of the conflict, failure to effect reconciliation on a one-to-one basis, and a statement of what the aggrieved believes to be proper resolution. Written grievances are limited to 500 words or less, dated, signed, and personally delivered to the Director of the Counseling Program.

In a seminary setting, the submission of a written grievance implies that all channels of grace have been exhausted and that law must reign where grace cannot. The decision made by the Director of Counseling and the Administrator of the Counseling Program resolves the grievance.

## Counseling Faculty-Student Interaction

The counseling faculty is available and responsive to students via email and other electronic communication for consultation and advisement. Class interaction is information giving and student and professor collaboration. The focus is upon the dialectic. Class interaction may be seen as a clinical setting where students receive an early view of the clinical process in the clinical setting. Knowing how to collaborate

effectively with professionals is an essential skill for counselor success and patient care. The goal of our program is for students to graduate practice ready, day one.

## Synchronous Classes

Courses taught in the English speaking departments for the D.Min., MDiv, MA(TS), MACO and Diploma degrees are all offered synchronously. This means that students must be present either on campus or through Zoom at the assigned dates and times that the course meets. The courses may include a combination of asynchronous and synchronous sessions, at the discretion of the professor.

## Student Covenant

As a student of Central Seminary actively examining God's call, I covenant with God and this community to serve Christ in the ministries to which I am called with God's help, to deepen my obedience to the two Great Commandments: to love the Lord our God and to love my neighbor. In affirmation of this commitment, I will abide by the Covenant and Code of Ethics of the students of Central Seminary. I will faithfully support its purposes and ideals. As further affirmation of my commitment, I covenant with my colleagues in ministry that we will hold one another accountable for fulfillment of all public actions set forth in our Code of Ethics. I will show my personal love for God as revealed in Jesus Christ in my life and ministry. I will strive with others to preserve dignity, maintain discipline, and promote the integrity of the vocation to which I have been called. I will display academic integrity. I will encourage others to study, discuss, work, and pray together. All work, both written and oral, submitted for a grade shall be my own original work. I will respect the faculty and administration. In matters of academic evaluation, I will utilize proper channels for airing grievances. I will develop and maintain a lifestyle that reflects God as the center of my life in thought, speech, and action. I will respect the diversity in Christian heritage, traditions, and beliefs held by others. I will personally and publicly support my colleagues who experience discrimination on the basis of gender, gender identity, race, age, marital status, sexual orientation, national origin, physical impairment, or disability. I will exercise discretion in confidential matters.

## Standards Of Conduct

Students and employees are expected and required to report to class and work on time and in appropriate mental and physical condition. It is the seminary's intent and obligation to provide a drug-free, healthy, safe, and secure environment.

## 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.

## Faculty Advising

All degree and diploma students will be assigned a faculty advisor and a Student Success Advisor. Students are encouraged to interact regularly with their faculty advisors to plan their academic program, complete their internship (required for all counseling students), and reflect on academic and vocational development. Students under Special Status will be advised by the Registrar's Office.

**It is always the responsibility of the student to be aware of institutional policies and regulations and state licensing requirements affecting his or her program. Faculty Advisors cannot advise on matters pertaining to the regulations of state licensure boards.**

## Library/Media Services

See the Central Seminary Student Handbook or reach out to Vance Thomas, Director of the Library ([vmthomas@Central.edu](mailto:vmthomas@Central.edu)) for Library resources for counseling students

## Technology Requirement

Please review the Central Seminary Student handbook for technology requirements for students.

## Writing Resources And Assistance

The Language Development Center is devoted to helping students write effectively and improve language skills, as needed, to do well in seminary classes. Dr. Sheryl Stewart is available to review or discuss a paper, to assist with reading assignments, or to assist with any other language issues. Contact Dr. Stewart at [sstewart@cbrs.edu](mailto:sstewart@cbrs.edu) for an in-person appointment, a Zoom appointment, or to send a document for review. Resources are also available at the Language Development Center page on Moodle

