



Master of Arts in Community Counseling

Student Handbook *2025-2026*



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

recommended that the reader consult with the Program Director or Dean for any changes that may occur after the publication date of this document. It is the responsibility of each student in the Master of Arts in Community Counseling Program to become acquainted with material herein. *An updated copy of this document will be maintained on Missouri Valley College's website www.moval.edu.*

Master of Arts in Community Counseling

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Introduction to the Community Counseling Program

MISSION

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

PROGRAM DESCRIPTION

The Master of Arts in Community Counseling provides students with a strong foundation in counseling. After graduating from the program and completing additional requirements for licensure, students will be prepared to work in settings that range from private practice to employment in mental health clinics, hospitals, or various social service agencies. The MACC program at Missouri Valley College is a flexible degree program in a rural community that prepares students to be eligible to become Licensed Professional Counselors in Missouri and other states. The class format allows students to maintain full-time employment while simultaneously receiving advanced education and training in the counseling profession. The MACC program is hybrid, each class being held in person every other week. In the intervening weeks, there are online assignments and additional expectations. Students need to have access to a computer/tablet and internet in order to be able to complete their assignments.

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

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

CONCEPTUAL MODEL

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

The MACC program focuses its conceptual model on three core principles that include building effective knowledge, skills, and attitudes, promoting reflective thinking and decision-making through the use of one's own experiences, and solidifying academic knowledge with clinical application.

DIVERSITY STATEMENT

Missouri Valley College values diversity and nurtures a campus culture to embrace all individuals with compassion, civility, and respect. We honor a demographically diverse student body celebrating differences in ethnicity, race, culture, sexual orientation, gender, gender identity, gender expression; age, differences in ability, immigration status, nationality, national origin, education, socio-economic status, family structure, military/veteran status, religious/non-religious beliefs, and local, state, nationally recognized groups/organizations. The MACC program further values and promotes student's understanding of diverse identities, biases, and strives to train beginning counselors who will be competent to work with a wide array of individuals, groups, couples, and families.

ADMISSION TO THE PROGRAM

Graduate Studies Admission Requirements:

- A baccalaureate degree from a regionally accredited institution of higher learning with a major in Psychology or a closely related field. *Note:* If the bachelor's degree is in another closely related field, students must have completed the following undergraduate courses: General or Introduction to Psychology and two other Social Sciences courses.
- Proof of English proficiency. Standards are the same as undergraduate admission. If English is not your first language, a TOEFL score may be required. This may be waived for candidates who graduated from an institutionally accredited college or university in the United States.
- Minimum undergraduate Grade Point Average (GPA) of 2.5 (on a 4.0 scale).

MACC Admissions Process:

Application Deadlines:

An online application for admission should be received by the application deadline (July 1 for

Fall enrollment and November 1 for Spring enrollment).

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

Submit the following materials directly to the online portal by the application deadline:

- An application for admission
- An unofficial transcript from all undergraduate and graduate work
- An updated resume
- A personal statement (1-3 typed pages) regarding your interest in pursuing an advanced degree in the helping profession. The personal statement must address one's reasons for pursuing a Master of Arts in Community Counseling and one's professional goals following graduation.
- Two or more letters of recommendation. The letters of recommendation should be from former professors, supervisors, or other professionals familiar with the candidate's academic, personal, or professional integrity.

After receipt of the above application materials, applicants will be notified of being invited to interview or not move forward in the selection process. An interview is required of prospective students, and may be held on campus or virtually. Upon completion of the interview, a letter informing the candidate of acceptance or denial into the program will be issued. If accepted, the candidate must notify Graduate Admissions of their intent to join the MACC program and pay the enrollment fee in a timely manner.

Orientation: Before the beginning of the first semester, there will be a "new student" orientation during which the student handbook is discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

Academic Progress and Professional Conduct

Registration

Students registering for each term should consult with their academic advisor. A student is properly registered when the advisor approves the course enrollment and when the comprehensive payment schedule has been met. The registration process may be completed on-line or in the registrar's office.

Full-time Status

Students enrolled in 6 graduate credit-hours per term are considered full-time students according to the College. Students will be enrolled in at least 9 credit hours per semester to complete the program within the two year timeframe.

Drop

A student may drop a course within the first week of classes in accordance with the published academic calendar and College procedures.

Withdrawal (W)

The last date for withdrawal from a course will be noted on the academic calendar. All College policies and procedures regarding withdrawal must be followed.

Repeat

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

Visiting Students

Students who are enrolled in other master’s programs may take up to three courses at Missouri Valley College with the approval of their program as well as the MACC Program Director.

Transfer Credit - Students presently enrolled in the MACC Program at Missouri Valley College may transfer up to 6 graduate credits from other colleges/universities, but only courses with a grade of "B" or better will be accepted. If a student wishes to transfer credit from another institution, it will be up to the Program Director to determine whether it will meet the MVC MACC Program requirements. Students are strongly encouraged to complete all coursework through MVC.

Grading

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

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

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

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

Remediation Plan Guidelines

Remediation plans are to be developed collaboratively with the student and his or her advisor, but all aspects of the remediation plan must meet with the approval of the advisor. Remediation plans shall include the following: the student’s name, date, reason(s) for remediation, how these circumstances will affect the student’s advancement in the program, specific remediation steps with a

timeframe for their completion, and possible consequences for failing to complete the remediation plan within the agreed upon timeframe. Once the student and their advisor have completed the remediation plan, it is to be approved by the Program Director and signed by all parties. Copies of the signed remediation plan will be given to the signees as well as the Dean of Graduate Studies. A student's refusal to sign his or her remediation plan may result in suspension or dismissal.

Recognition of Academic Excellence

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

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

Presidential Scholar: Honors provided at graduation ceremony for those who are graduating with 3.9 graduate GPA or higher.

Attendance

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

At times, absence from class may be unavoidable, as in instances of prolonged illness, hospitalization, or participation in an approved student activity. A student should submit any requested verification to the Program Director, who will notify instructors. In the case of approved student activity, the faculty sponsor of the approved College activity will provide instructors with a list of participating students. Students should take both their education and participation in activities seriously.

Professional and Ethical Conduct

It shall be the responsibility of every student enrolled at Missouri Valley College to support the academic integrity of the institution and adhere to the student code of conduct.

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

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

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

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

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

Students may be encouraged to seek their own counseling as part of their preparation to become professional counselors. Counseling is available on campus at the Counseling Center. Counseling will not be provided by any of the faculty of the MACC program.

Background Checks

As part of the process of ensuring the safety and well-being of clients in practicum/internship settings, students will be expected to complete background checks prior to embarking on their first practicum clinical experiences. Fees associated with completing background checks will be solely the responsibility of the student.

Dismissal Appeals Process

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

Promotion of Professional Identity & Culture

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

Students with Disabilities

The College seeks to comply fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If a student has special needs as addressed by either of these acts, the student is to contact the campus Director of Accessibility & Disability Services, Ferguson Center, 2nd Floor, phone: 660-831-4170, to set up an appointment. Failure to do so could result in a delay of accommodations. After the student presents documentation, reasonable efforts will be made to accommodate the student's special needs.

ACADEMIC ADVISING

Academic Advising

Upon admission to the program, a faculty advisor will be assigned. Students should contact their advisor prior to their first term of classes. The MACC program recommends that each student meet with his or her advisor at the beginning of each semester to ensure adequate progress and matriculation. It is the responsibility of the student to make regular contact with his or her advisor and monitor his or her own progress by utilizing Colleague Self Service.

PROGRAM CURRICULUM

Course Sequence

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

The five foundational courses are

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

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

Classes will be offered during the evening hours in order to accommodate the schedules of working adults. Classes will be conducted from 5:00 p.m. until 7:15, 5:00pm until 6:45pm, 6:45pm until 9:00pm, or 7:30 until 9:45 p.m.

MACC Courses

CN 501	*Counseling Theory	(3 hours)
CN 502	*Ethics and Professional Orientation	(3 hours)
CN 503	*Relationship Dynamics	(3 hours)
CN 504	*Human Lifespan Development	(3 hours)
CN 505	*Appraisal of the Individual	(3 hours)
CN 506	Career Development	(3 hours)
CN 507	Group Therapy	(3 hours)
CN 508	Social and Cultural Diversity	(3 hours)
CN 509	Research Methods	(3 hours)
CN 510	Psychopathology	(3 hours)
CN 524	Advanced Counseling	(3 hours)
CN 512	Marriage & Family Therapy	(3 hours)
CN 514	Children and Adolescent Therapy	(3 hours)
CN 516	!Addictions Counseling	(3 hours)
CN 517	!Human Sexuality	(3 hours)
CN 518	!Psychopharmacology	(3 hours)
CN 519	!Trauma/Crisis Counseling	(3 hours)
CN 521	Practicum I	(3 hours)
CN 522	Internship I	(3 hours)
CN 523	!Internship II	(3 hours)

***Foundational Courses. !Electives.**

Students may elect to take some courses out of the recommended sequence, but this may influence when they can begin a practicum.

Experiential Requirements: Practicum & Internship Courses

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

- Successfully complete all five foundational courses and an additional 15 credit-hours
- Successfully complete the Candidacy process
- Pass both portions of the Qualifying Examinations
- Submit a formal practicum proposal to the Program Director prior to registration for the practicum
- Submit proof of liability insurance to the Program Director
- Complete and submit the Missouri Department of Health and Senior Services Family Care Safety Registry Worker Registration background check. Costs are the responsibility of the student.

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

CANDIDACY

Petition for Candidacy

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

1. Petition Form that requires the approval from two program faculty (See Petition Form, Appendix B.); Faculty complete and submit an online recommendation form; and
2. Candidacy Essay, in which the candidate discusses his or her career goals and how developing a professional counselor identity has been impacted by the graduate program thus far (Please see the Petition for Candidacy Form for additional details.).

The Candidacy Portfolio is then presented to the Program Director.

Written notification of their status will be given to students within 30 calendar days, specifying recommendations for either remediation or continued advancement through the program. Under no

circumstances will a student be permitted to start the practicum until Candidacy has been achieved.
Dates for the submission of Candidacy materials will be announced by the program.

QUALIFYING EXAMINATIONS

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

Multiple Choice Exam

The first component of the qualifying examination is a 50-question multiple-choice test measuring knowledge gained in each of the five foundational courses (10 questions from each course). Students must master 70% of the items.

Case Vignette

The second component of the qualifying examination is a clinical case vignette in which the student applies essential basic counseling knowledge and skills obtained from the five foundational courses to a hypothetical case study. Student responses will then be reviewed by the Program Director for evaluation, and a determination of performance will be issued.

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

If a student receives a pass with recommendations, the student must address the deficiency to the satisfaction of the faculty.

If a student does not pass a portion of the qualifying examination, then the student is eligible to re-take the portion(s) in which they were unsuccessful within two weeks. A student may be subject to withdrawal for failing the qualifying examination three times. Following the third failed attempt, the student's performance will be evaluated by the graduate faculty to determine if a fourth attempt will be granted based upon unforeseen or extenuating circumstances.

CAPSTONE PROJECT

Presentation

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

For the Capstone Project, the student chooses a clinical case encountered while completing an internship or an issue impacting counselors and constructs an overview and review (at least eight pages long, following APA style) of literature pertaining to the selected case/issue. The review of the literature should focus on specific areas of psychopathology, treatment interventions, or an alternative clinically relevant topic directly related to the case/situation. The Capstone Project can be interpreted creatively, and should involve a planning meeting with the Program Director and consultation with the student's supervisor/Internship instructor as needed.

The student will be required to present the Capstone to the faculty of the MACC program and/or the Missouri Valley College community at the Student Research Symposium. Students are expected to demonstrate an integration of learning in various areas, such as the therapeutic relationship, ethics, professional counselor identity, multicultural issues, assessment/appraisal, psychopathology, theoretical orientation, therapeutic techniques, etc. Students' written and oral skills will be evaluated. Students can receive three possible determinations of performance from the presentation:

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

See Capstone rubric (Appendix C). In the event a student does not pass, he or she can submit a request for a second attempt within two weeks. Students are subject to withdrawal from the program if they fail to pass the Capstone Project on the third attempt. If a student passes with recommendations, he or she may re-present the Capstone Project within two weeks.

CPCE EXAM

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

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

Students should complete the CPCE before their last semester in the program. In order to receive a passing score, students must perform better than one standard deviation below the mean (which would be above approximately the 16th percentile) based upon the national means and standard deviations for the exam for exit administrations (as opposed to non-exit administrations); alternately, a student may pass the exam using the cutoff defined by CPCE for a Proficient score or

above. A student can take the CPCE examination three times, and the MACC program reserves the right to approve or deny any student the opportunity to take the CPCE a fourth time in order to satisfy graduate requirements. If a student has taken the exam three times, their high scores in each content area can be used to determine a passing score at or above the Proficient cutoff. Any student who fails the exam three times may be subject to removal from the MACC program. The student will be responsible for all expenses associated with attaining a passing score on the CPCE to meet graduate requirements.

DEGREE REQUIREMENTS

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

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

These conditions must be met in order for a student/graduate to be endorsed for credentialing and employment.

LICENSURE

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

Appendices

Appendix A

Program Cycle Overview

Appendix B

Petition for Candidacy Form

Appendix C

Capstone Rubrics

Appendix A

Program Cycle Overview

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

1st Year Courses

Fall	Spring	Summer
CN 501 Counseling Theory CN 503 Relationship Dynamics CN 504 Human Development CN 508 Social & Cultural Diversity	CN 502 Ethics & Professional Orientation CN 505 Appraisal of the Individual CN 507 Group Therapy CN 510 Psychopathology	CN 509 Research Methods CN 515 Advanced Counseling CN 512 Marriage & Family Therapy

2nd Year Courses

Fall	Spring	Summer
CN 506 Career Development CN 514 Child/Adolescent Therapy CN 521 Practicum	CN 518 Psychopharmacology CN 516 Addictions Counseling CN 522 Internship I	CN 517 Human Sexuality CN519 Trauma/Crisis Counseling CN 523 Internship II

*Refer to the Graduate Catalog for course descriptions. Course offerings may vary based on enrollment and student needs.

Appendix B

Petition for Candidacy

MVC MASTER OF ARTS IN COMMUNITY COUNSELING

This form should be received by the MACC Program Director at least one term before a student intends to begin the practicum. Make sure to complete **ALL** sections. Your Candidacy Petition is not considered complete for review until all sections have been completed and submitted.

SECTION I:

Student Information

Name: _____ Email: _____

Permanent Address: _____

City, State and Zip: _____

Phone: _____

MACC Degree Work Began: _____ Intended Graduation Date: _____

SECTION II:

*Enter the complete list of courses (including course numbers, credit-hours, term completed, and grade).
Enter only the courses you have completed:*

Course Code	Title	Credit-Hours	Term Completed	Grade
Total Credit-Hours				

SECTION III:

Please contact two of your instructors by email at least two weeks before your Candidacy Petition is due. Request that they complete the Candidacy Form (instructors have access on Google Drive) for you and submit it.

Section IV:

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

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

Signature of Candidate

MACC Program Director

Date

Date

Appendix C

Capstone Rubrics

Capstone Presentation Rubric

Criteria	Pass	Pass with Recommendations	Fail
Content	<p>Student clearly and competently described their case/client situation, important aspects to relay, theoretical orientation(s) and interventions utilized, symptoms targeted for treatment, and treatment outcome.</p> <p>Student demonstrated adherence to the ACA Code of Ethics throughout the presentation process.</p>	<p>Student briefly or incompletely described their case/client situation, important aspects to relay, theoretical orientation(s) and interventions utilized, symptoms targeted for treatment, and treatment outcome.</p> <p>Student demonstrated adherence to the ACA Code of Ethics throughout the presentation process, with some minor errors.</p>	<p>Student did not complete the presentation. OR student was obviously unprepared and the presentation was incomplete, and each section was not addressed.</p> <p>Student did not demonstrate adherence to the ACA Code of Ethics throughout the presentation process (e.g., violating client confidentiality).</p>
Organization	<p>Case presentation sophistication was appropriate for the level of study and audience. Case presentation was presented in a logical sequence.</p>	<p>Case presentation sophistication was not quite to the level of study and audience. Case presentation elements were presented but not presented in a logical sequence.</p>	<p>Student did not complete the presentation or only presented some of the necessary components of the presentation.</p>
Delivery	<p>Delivery was poised and professional. Language chosen was formal, professional, and lacked colloquialisms. Speech was clear and audible. Length of presentation was approximately 15-30 minutes.</p>	<p>Delivery was somewhat informal and professional. Language chosen included some colloquialisms. Speech was occasionally unclear or inaudible. Length of presentation was 10-15 minutes.</p>	<p>Student did not complete the presentation or delivery was informal and included colloquialisms. Length of presentation was less than 10 minutes.</p>

Capstone Paper Rubric

Criteria	Pass	Pass with Recommendations	Fail
Content	<p>Student clearly and thoroughly described their case/client situation, important aspects to relay, theoretical orientation(s) and interventions utilized, symptoms targeted for treatment, and treatment outcome.</p> <p>Student included research on theoretical orientation or techniques and efficacy for their client/population.</p> <p>Paper was 8 pages in length (or more), double-spaced, size 12 font, not including title and reference page.</p>	<p>Student described their case/client situation, important aspects to relay, theoretical orientation(s) and interventions utilized, symptoms targeted for treatment, and treatment outcome, but lacked some clarity or thoroughness.</p> <p>Student included some research on theoretical orientation or techniques and efficacy for their client/population.</p> <p>Paper was 6-8 pages in length, double-spaced, size 12 font, not including title and reference page.</p>	<p>Student did not clearly or thoroughly describe their case/client situation, and/or was missing some components related to important aspects, theoretical orientation(s) and interventions utilized, symptoms targeted for treatment, and treatment outcome. Student did not include adequate research on theoretical orientation or techniques and efficacy for their client/population. Paper was less than 6 pages in length, double-spaced, size 12 font, not including title and reference page.</p>
Quality of Research/Works Cited	<p>Student utilized at least five scientific/scholarly sources such as a peer-reviewed article or textbook.</p> <p>Student properly cited the source(s) in APA-style in-text and on the reference page.</p>	<p>Student utilized 3-4 scientific/scholarly sources such as a peer-reviewed article or textbook.</p> <p>Student exhibited some errors in citing the the source(s) in APA-style in-text and on the reference page.</p>	<p>Student utilized fewer than 3 scientific/scholarly sources such as a peer-reviewed article or textbook.</p> <p>In-text citations and/or reference page were absent.</p>
Quality of Writing	<p>Writing was clear, concise, grammatically correct, and lacked colloquialisms.</p> <p>Paper was well-organized and tone was respectful of the client and counseling process.</p>	<p>Writing was somewhat clear and exhibited few grammatical errors or colloquialisms. Paper was somewhat organized and tone was respectful of the client and counseling process.</p>	<p>Writing was unclear and included grammatical errors and colloquialisms. Paper was disorganized and tone did not demonstrate respect for the client and/or counseling process.</p>
Deadline	<p>Student submitted the Capstone Paper before the agreed-upon deadline</p>	<p>Student submitted the Capstone Paper by the agreed-upon deadline or communicated request for an extension, which was approved.</p>	<p>Student did not submit the Capstone Paper by the agreed-upon deadline, nor did they communicate a request for an extension.</p>