Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate’s degree, the Bachelor’s degree, and the Master’s degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Montreat College.
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WELCOME!

The pursuit of a graduate degree is a life-changing career decision. Congratulations on making this step in your professional and academic journey, and welcome to the Clinical Mental Health Counseling (CMHC) program at Montreat College. The following handbook will be your covenant with the College throughout the time you are enrolled in the CMHC program and will provide you with valuable information regarding policies and procedures, expectations, and resources.

The faculty within the program are committed to helping you reach your academic and professional goals, and mentoring you in this process as you grow and develop as professionals. We look forward to getting to know you and your dreams. We are further committed to assisting you in developing the required skills, knowledge, and attitudes for professional work as a mental health counselor.

PURPOSE OF THE HANDBOOK

This handbook is written to provide you with important information about the Clinical Mental Health Counseling degree program, college and program resources, and policies and regulations. It is also a source of information about related professional associations and activities that can support your growth as a professional while enrolled in the program. Updates to this handbook will be made available to you via the program website, by notifications on our program listserv, and as requested in printed format from faculty and staff. This handbook is a supplement to the College Catalog and does not serve as a replacement to the Catalog.
MISSION OF THE COLLEGE
The mission of the college is Christ-centered, student-focused, service-driven; equipping students to be agents of transformation, renewal, and reconciliation.

THE CONCEPTUAL FRAMEWORK FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE PROGRAM
The Clinical Mental Health Counseling degree prepares candidates to become competent counselor practitioners who are life-long learners, critical thinkers, agents of social justice in their communities, and spokes-persons for transformation, renewal, and reconciliation in their spheres of influence within the conceptual framework of Counselor as Advocate, Leader, and Collaborator.

MISSION OF THE COUNSELING PROGRAM
The mission of the Counseling Program is to train candidates in the fundamentals of human development, human behavior, and counseling within the context of both a secular and Christian worldview and to guide them in developing a personal philosophy of counseling and professional practice in a variety of settings. The Counseling Program provides a forum for candidates to engage in reflective practice as professionals and to become life-long learners, active global citizens, and advocates for social justice.

MISSION OF THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH DEGREE
The Master of Arts in Clinical Mental Health Counseling degree program educates candidates in the history and development of the counseling profession, the theories of counseling, the ethical practice of counseling, the competencies required for working with multicultural and diverse groups, and the strategies for working with individuals across the lifespan in everyday developmental, behavioral, psychological, social, emotional, and career challenging crises.

PROGRAM GOALS FOR THE MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING
Upon completion of the Clinical Mental Health Counseling graduate degree program, candidates should be able to meet the following objectives that are based on the 2009 CACREP Standards for Clinical Mental Health Counseling Programs:

1. Acquire a solid knowledge base related to clinical mental health counseling that includes the following:
   a. History and philosophy of clinical mental health counseling and current trends in the field (CMHC:A:1; CMCH:C:9)
   b. Ethical and legal standards and ways to apply them to professional practice (CMHC:A:2; CMHC:B:1)
c. Professional associations and organizations, licenses and credentials related to clinical mental health counseling, the benefits of credentialing and membership in organizations, and the processes for obtaining credentials and licenses (CMHC: A:4)

d. Counseling theories and techniques and strategies for integrating them into counseling sessions, based on client identified goals and needs, as well as supervision theories and models (CMHC: A:5; CMHC:E:3)

e. Professional roles and functions in a variety of settings and specialties, professional issues that influence clinical mental health counselors, and self-care strategies and resources (CMHC:A:3; CMHC:A:7; CMHC:C:5; CMHC:D:9)

f. Counseling strategies for working with diverse clients in multiculturally sensitive and competent ways (CMHC:D:2; CMHC:D:5; CMHC:E:1-6; CMHC:F:1-3; CMHC:H:1; CMHC:K:4)

g. Advocacy strategies for clients and advocacy efforts, legislation, and public policy related to clinical mental health counseling (CMHC:B:2; CMHC:E:4; CMHC:E:6)

2. Demonstrate knowledge of and skills for practice in the following areas:

a. Counseling, prevention, and intervention, including theories and techniques (CMHC:A:5; CMHC:C:1; CMHC:C:8; CMHC:D:1; CMHC:D:3; CMHC:C:7; CMHC:D:4)

b. Substance abuse and addictions (CMHC:A:6; CMHC:C:4; CMHC:D:8; CMHC:K:3)

c. Career development across the lifespan and career counseling theories and techniques (Section ii:4:a–g)

d. Crisis, trauma, and disaster (CMHC:A:9-10; CMHC:C:6; CMHC:K:5; CMHC:L:3)

e. Individual, couple, family, and group counseling (CMHC:D:5)

f. Assessment, diagnosis, and treatment planning, using a variety of assessment tools such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) (CMHC:C:2; CMHC:D:1; CMHC:D:6; CMHC:G:1-4; CMHC:H:1-4; CMHC:K:1-5; CMHC:L:1-3)

g. Ethical practice, decision making, and the implications of advocacy and multicultural issues in sound ethical practice with clients (CMHC:A:2; CMHC:B:1)

h. Research strategies and critical evaluation of literature and interventions related to the practice of clinical mental health counseling (CMHC:I:1-3; CMHC:J:1-3)
i. Day-to-day practice skills, including intake, record keeping, and consultation (CMHC:A:8; CMHC:D:7)

3. Meet the following additional goals:

a. Articulate a personal worldview and personal theory of counseling, integrating their own spiritual formation into their professional growth and practice as a counseling practitioner.

b. Demonstrate mastery of the technology needed for success in today’s professional world and exemplary oral and written communication skills requisite of a graduate-level professional.

c. Demonstrate a commitment to life-long personal and professional growth through continuing education, consultation, and supervision as appropriate.

d. Create a professional portfolio that will include, but not limited to, documentation of the following: course projects, attendance at professional conferences and workshops, leadership roles, projects implemented during practicum and internship experiences (as appropriate), a Professional Growth Plan (PGP), beginning documents for the state licensure processes, and reflections on their experiences throughout the program.
DEFINING COUNSELING

In 2010, the American Counseling Association (ACA) adopted the following definition of counseling: *Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.* For more information on this definition, visit ACA’s website for the 20/20: A Vision for the Future of Counseling at [http://www.counseling.org/20-20/index.aspx](http://www.counseling.org/20-20/index.aspx).

North Carolina law, in General Statute Chapter 90 Article 24, the Licensed Professional Counselors Act, defines counseling in the following way(s):

§ 90-330. Definitions; practice of counseling.
(a) (3) The "practice of counseling" means holding oneself out to the public as a professional counselor offering counseling services that include, but are not limited to, the following:

a. Counseling. – Assisting individuals, groups, and families through the counseling relationship by evaluating and treating mental disorders and other conditions through the use of a combination of clinical mental health and human development principles, methods, diagnostic procedures, treatment plans, and other psychotherapeutic techniques, to develop an understanding of personal problems, to define goals, and to plan action reflecting the client’s interests, abilities, aptitudes, and mental health needs as these are related to personal-social-emotional concerns, educational progress, and occupations and careers.

b. Appraisal Activities. – Administering and interpreting tests for assessment of personal characteristics.

c. Consulting. – Interpreting scientific data and providing guidance and personnel services to individuals, groups, or organizations.

d. Referral Activities. – Identifying problems requiring referral to other specialists.

e. Research Activities. – Designing, conducting, and interpreting research with human subjects.

The American Mental Health Counselors Association (AMHCA) provides the following definition of counselors: *Clinical mental health counselors are highly-skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution...Clinical mental health counselors offer a full range of services including:*

- Assessment and diagnosis
- Psychotherapy
- Treatment planning and utilization review
- Brief and solution-focused therapy
- Alcoholism and substance abuse treatment
- Psychoeducational and prevention programs
- Crisis management

More information can be found at http://www.amhca.org/about/facts.aspx.

The master of arts degree program in Clinical Mental Health Counseling at Montreat College uses these definitions of counseling and counseling activities as the foundation for what we teach students regarding who counselors are, what they do, and what the profession of counseling looks like.
MEET THE FACULTY
We strive to continually recruit core, affiliate, and adjunct faculty members whose professional identity is that of professional counselor, who have been trained with excellence, who have diverse experiences in practicing mental health counseling, and who, above all else, profess a Christian faith. Our current faculty include the following professionals:

Core Faculty
Angela S. Shores, LPC, NCC, ACS, Program Coordinator and Assistant Professor of Counseling: PhD in Counseling and Counselor Education from NC State University, MA in Community Counseling and BA in Religion from Campbell University. Dr. Shores has experience working in college settings providing career and academic counseling as well as in private practice/community settings working with children, adolescents, and adults. Professional and research interests include counselor professional identity, graduate student professional development, clinical supervision, career counseling and development, teaching parenting skills to strengthen parent-child relationships, college student services and retention, individuals with disabilities (educational and career attainment), and the integration of religion and spirituality with counseling and teaching.

Affiliate Faculty
Gregg Blanton, LPCS, LMFT, Professor of Human Services: Ed.D. in Counselor Education from Texas A & M University – Commerce, M.Ed. at Converse College, M.Ed. at Clemson University, and B.S. from Evangel College. Dr. Gregg Blanton has served on the faculty of Montreat College since 1997. In addition to teaching at Montreat College, Dr. Blanton maintains a private practice providing marriage, family, and individual therapy, as well as supervision of other counselors. Dr. Blanton has been a practicing psychotherapist for more than 15 years, working in a variety of institutional settings. He is a member and Approved Supervisor of the American Association of Marriage and Family Therapists, and is a member of the American Association of Pastoral Counselors.

Brad Faircloth, Assistant Professor of Psychology: PhD and MA in Developmental Psychology, and BA from the University of Notre Dame. Dr. Faircloth has experience working as a Senior Research Associate with the Family, Infant, and Preschool Program serving Alexander, Burke, and Catawba Counties, a division of the Department of Health and Human Services.

Karen Struble, Adjunct Professor of Psychology: PhD in Clinical Psychology and MA in Theology from Fuller Theological Seminary. Dr. Struble’s professional background includes over 10 years of clinical experience providing psychotherapy and psychological assessment for children, adolescents, adults, and families. She has worked in a variety of clinical settings, such as hospitals, counseling centers, and group homes for children.

Adjunct Faculty
Mitchell Durham, Licensed Psychologist, Adjunct Faculty: PhD in Clinical Psychology and MA in Clinical/Counseling Psychology from George Fox University Graduate School of Clinical Psychology. Dr. Durham has experience as a clinical psychologist and instructor, has provided clinical therapy services to individuals, groups, and families, and has experience integrating the
Christian faith and counseling. Dr. Durham has additional hospital-based experience in counseling, and has provided clinical supervision, as well as college teaching experience.

Kristel W. Headley, LPC-MHSP, ACS: PhD Counselor Education and Supervision from Regent University, MA Professional Counseling from Liberty University. Dr. Headley is a Licensed Professional Counselor with Mental Health Service Provider Designation in Tennessee and also holds the Approved Clinical Supervisor Credential. She is the Clinical Director for Tennessee Community Health Services, Inc. and has worked in a variety of clinical settings.

Janet Lutz, LMFT: PhD in Education and Psychology: Marriage and Family Therapy from University of Florida, EdS in Community Agency Counseling from University of Florida, MS in Student Counseling and Personnel Services from Wake Forest University, and BA in Psychology from Hood College. Dr. Lutz is currently the Clinical Director at Adolescents and Children in Treatment, following over 15 years of work in various private practice settings.

LoriAnn S. Stretch, LPCS, NCC, ACS: PhD in Counselor Education and Supervision from NC State University and an MS in Community and College Counseling from Longwood College. Dr. Stretch serves as the Chair of the NC Board of Licensed Professional Counselors, has been an instructor for seated and online graduate counseling programs for over a decade, and has experience providing counseling services to children, youth, and adults in private practice, school settings, and at the college/university level.

FACULTY ADVISORS
In addition to interacting with faculty from diverse backgrounds in the classroom, students will be assigned a Faculty Advisor (FA) for the duration of their program. While the curriculum at Montreat is sequential, and students will have a staff advisor to ensure they are staying on track with courses, Faculty Advisors offer something more. Faculty Advisors (FAs) provide mentorship, come alongside of students to hear their professional interests and goals, and collaborate on ways to fulfill those. FAs may encourage students to join related professional associations, attend counseling conferences for professional development, and support student presentations at counseling conferences and workshops. Further, FAs provide guidance on ways that students can enhance their coursework by focusing projects and requirements on areas of interest, counseling specialty interest, and populations of interest. FAs can also be a source of support for the practicum and internship selection processes. Individual students are encouraged to take initiative to cultivate this relationship and it is the students’ responsibility to seek out the FA when questions or concerns arise. Collaborative work with program faculty members in regards to research, presentations, and publications can extend beyond the student’s FA.
PROGRAM REQUIREMENTS – COURSE OF STUDY
The curriculum at Montreat College is designed to provide students the opportunity to meet the educational requirements set forth by the NC Board of Licensed Professional Counselors for application to become a Licensed Professional Counselor Associate (LPCA). Meeting state licensure requirements, the degree program requires completion of 60 credit hours of graduate level coursework. The program is designed in a sequential manner, allowing students to focus on one course at a time. If a student wishes to take more than one course at a time, as courses are available, the student should speak with the Faculty Advisor and receive written permission to take courses out of sequence and/or in a more intensive manner than is already established. Due to the structure of the program, all courses are core to the program; that is, there are no elective options and students will complete all courses in the curriculum. Students will take courses in the order outlined below.

CN 600 Professional Orientation to Counseling
This course will be an introductory exploration of the history of counseling as a profession as well as current trends in the practice of clinical mental health counseling. Students will begin to explore the various settings in which counseling can take place and the specialties within the profession, in addition to professional counseling licensure and credentialing. Additional topics covered in this course in an introductory way include counselor self-care, consultation, professional counseling organizations, advocacy, ethics, and multicultural competency. *Three credits, eight weeks.*

CN 605 Ethics and Ethical Practice in Counseling
This course will examine ethical standards and ethical decision making for the practice of counseling. Applicable Codes of Ethics will be examined and case studies will be used to challenge students to think critically about ethics and ethical decision making. Ethical issues in individual, group, family, and couples counseling will be covered, as well as multicultural considerations. The course will also address confidentiality, informed consent, boundaries, multiple relationships, supervision, and consultation within an ethical framework. *Three credits, eight weeks.*

CN 610 Theories & Techniques in Counseling
This course will provide an overview of counseling theories and related techniques including psychoanalytic, gestalt, behavioral, cognitive, reality, existential, Adlerian, family systems, feminist, and post-modern therapies. Studies will have the opportunity to role play and demonstrate beginning skills for counseling through videotaped role play sessions with classmates. *Three credits, eight weeks.*

CN 615 Counseling Skills
This course will provide students an opportunity to continue to develop counseling microskills as well as foundational skills in interviewing in the helping professions. Students will videotape role-played sessions and participate in peer review as well as review with course instructor. *Three credits, eight weeks.*
CN 620 Spirituality & Religion in Counseling
This course will examine the role of spirituality and religious beliefs in the counseling relationship and process. Students will explore how different religious traditions that clients may participate in could influence the counseling process as well as examine their own religious and spiritual foundations for their counseling theory and practice. Ethical standards will be discussed. Three credits, eight weeks.

CN 625 Counseling Across the Lifespan
This course will provide an overview of human development across the lifespan, from birth until death and explore critical considerations for counseling individuals across these stages of development. Three credits, eight weeks.

CN 630 Multicultural Counseling
This course will provide students an opportunity to begin to develop skills for multicultural competency when providing counseling services to clients of diverse backgrounds. Multicultural competencies will be reviewed and students will explore their own identity as a cultural being. Three credits, eight weeks.

CN 635 Mental Health Diagnosis and Treatment
This course will provide students an overview of clinical diagnoses according to the Diagnostic Statistical Manual – IV – Text Revision (DSM-IV-TR). Diagnosis criteria and current best practice treatment options will be reviewed. Case studies will be utilized to provide students opportunities to practice diagnostic skills. Treatment planning in counseling will also be discussed. Three credits, eight weeks.

CN 640 Career Counseling
This course will provide an introductory exploration of career development across the lifespan, career counseling theories, assessments relevant to career counseling, and occupational information sources. The course will allow students opportunities to role play, consider case studies, and create a career intervention for a chosen population. Three credits, eight weeks.

CN 645 Assessment in Counseling
This course will provide an overview of assessment methods and tools used in counseling, including intakes as well as standardized assessments. Ethical standards for the use of assessments in counseling will be reviewed. Students will experience taking an assessment as well as provide a critical review of assessments. Three credits, eight weeks.

CN 650 Group Counseling
This course will provide an overview of theory and principles of effective group work, provide students an opportunity to develop skills in using group techniques, and plan activities for groups. Students will participate in a group experience during this course. Ethical standards for group counseling will be reviewed. Three credits, eight weeks.

CN 655 Research Methods in Counseling
This course will provide an overview of qualitative and quantitative research methodology and techniques and discuss the role of research in counseling. Ethical standards for conducting
research will be discussed. Students will develop the ability to read and critically evaluate counseling literature as well as develop a research prospectus. *Three credits, eight weeks.*

**CN 660 Crisis Intervention/Crisis Counseling**
This course will provide students with an overview of counseling skills for working in crisis and trauma situations as well as crisis intervention theory. Students will review case studies and create a crisis resource for a client population or counseling setting of interest. *Three credits, eight weeks.*

**CN 665 Substance Abuse Counseling**
This course will provide an overview of the nature of substance use, abuse, and dependency. Education, prevention, treatment, and recovery will be addressed. *Three credits, eight weeks.*

**CN 670 Gender Issues in Counseling**
This course will examine the impact of gender on the counseling relationship as well as how gender dynamics can impact the counseling process. *Three credits, eight weeks.*

**CN 675 Counseling Practicum**
This is an experiential course and requires students to complete a minimum of 100 hours of clinical counseling practice, under supervision, at an approved site. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will participate in weekly individual supervision as well as group supervision. Both the counseling practicum site and the site supervisor must be approved by the CMHC program. Requires 100 hours of supervised clinical counseling experience. *Three credits, ten weeks.*

**CN 680 Counseling Internship I**
This is an experiential course and requires students to complete a minimum of 300 hours of clinical counseling practice, under supervision, at an approved site. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork required for licensure as an LPC-A (Licensed Professional Counselor Associate) in NC. Students will participate in weekly individual supervision as well as group supervision. Both the counseling internship site and the site supervisor must be approved by the CMHC program. Requires 300 hours of supervised clinical counseling experience. *Six credits, fourteen weeks.*

**CN 685 Counseling Internship II**
This is an experiential course and requires students to complete a minimum of 300 hours of clinical counseling practice, under supervision, at an approved site. Students will provide counseling services as well as continue to learn skills in intake, assessment, counseling, and consultation. Students will also begin to complete paperwork required for licensure as an LPC-A (Licensed Professional Counselor Associate) in NC. Students will participate in weekly individual supervision as well as group supervision. Both the counseling internship site and the site supervisor must be approved by the CMHC program. Requires 300 hours of supervised clinical counseling experience. *Six credits, fourteen weeks.*
REGULATIONS AND POLICIES

Admissions
The admissions process for the CMHC degree program requires that students submit the following materials:
• Montreat College Application for Admission
• Official transcripts of all prior undergraduate college coursework documenting:
  • An earned Baccalaureate degree from a regionally accredited institution
  • A minimum cumulative GPA of 3.0 on a 4.0 scale in undergraduate study
• Official transcripts of all prior graduate college coursework (up to six credit hours may be transferred)
• Professional goals essay
• GRE exam scores no older than 5 years
• Completed background check. (Fee to be paid by the applicant)
The admissions process also includes a required interview with the program faculty. Students who fail to meet the admissions requirements may petition the department for conditional admission. If a conditional acceptance is given, the program will outline the conditions that must be met and the timeline for meeting them in order to be considered for full admissions into the program. Students who believe they have met the conditions set forth by the program in a conditional acceptance must complete the Request for Review of Acceptance Status form (Appendix A) to have their acceptance status reviewed for full admissions consideration.

Admissions Requirement Waivers
Waivers of specific admissions requirements are rarely granted. If a student has just cause to believe that his or her situation should be considered for a waiver, the student should request this waiver in writing to the program and provide any supporting documentation for consideration.

GRE Exam Scores
• If a student has an earned master’s degree within the last 5 years from a regionally accredited institution, he or she can have the GRE exam requirement waived upon written request.
• If a student is transferring from a regionally accredited counseling program that did not require the GRE for admissions into its program, and the student has a cumulative GPA of a 3.0 for graduate coursework at the transferring institution, upon submission of the official transcripts and a written request, the student can have the GRE exam requirement waived.

Transfer Credits
Up to six credit hours of graduate level counseling-related coursework can be transferred from a regionally accredited institution. A student must request to have previous coursework considered for transfer credit using the Request for Transfer Credit form (Appendix B). The program faculty will consider the student’s request, and will compare the coursework from the previous institution with that of Montreat College CMHC program curriculum to ensure the courses are comparable. Students will receive a letter from the program that documents acceptance of any transfer credits that will be applied to the Montreat College degree. Students will need to consult with their Faculty Advisor regarding alternative courses to take in place of
those transferred in order to maintain full time graduate status for financial assistance purposes. Students assume responsibility for their enrollment status for financial assistance purposes.

**Course Registration**

Students will work with the assigned academic advisor to register for courses. It is the student’s responsibility to ensure that he or she is continuously enrolled in courses by staying in contact with the academic advisor. If circumstances arise that require a student to not enroll in the next course in the curriculum for his or her stage in the program, in addition to speaking with the Faculty Advisor, the student should inform the academic advisor of his or her intent to discontinue enrollment.

**Course Overload**

The CMHC program is designed to allow students to focus on one course at a time because the courses are delivered in an intensive eight-week manner. Due to this, students are discouraged from taking multiple classes in the same eight-week period. If a student believes that his or her circumstances allow for adequate time to focus on more than one course in the same eight-week period, he or she may submit an application to the Program Coordinator requesting permission for the course overload. Course overloads are considered under the following conditions:

1. The student has been fully and unconditionally admitted into the program.
2. The student has completed at least 9 credit hours of graduate course work in the CMHC program at Montreat College.
3. The student has a cumulative GPA of 3.5 from coursework completed in the graduate CMHC program at Montreat College.
4. The student has not had a course overload approved for the immediately preceding eight week period (that is, students will not be permitted to course overload for two consecutive eight week course periods).
5. The student has the endorsement of his or her Faculty Advisor for the course overload.

The Request for Permission for Course Overload form is found in Appendix C of the program handbook.

**Minimum Academic Standing and Degree Progression**

Students in the graduate program are required to maintain a minimum cumulative GPA of 3.0. Therefore, students must earn grades of B or higher in all courses. Should a student earn a grade of B- (2.66) or lower for a course, he or she will meet with the core program faculty to review circumstances surrounding the grade, course performance, and the student’s plans to maintain the required minimum 3.0 cumulative GPA for the duration of the program, as well as formulate a plan of action for remedying identified deficiencies from the course evident in the below average course grade.

**Program Exit Exam**

The master’s degree program in Clinical Mental Health Counseling at Montreat college has chosen to administer the Counselor Preparation Comprehensive Exam (CPCE) as an exit requirement for students in the program. Institutions contract with the Center for Credentialing and Education (CCE) to administer the CPCE. From the CCE website (http://www.cce-global.org/Org/CPCE): the CPCE is utilized by over 320 universities and colleges, is designed to
assess counseling students’ knowledge of counseling information viewed as important by counselor preparation programs, and is based on the same eight knowledge areas as the National Counselor Exam (NCE) required for state licensure in NC as an LPCA and LPC.

The CPCE exam will be administered on-site at Montreat College, and dates will be announced in advance to allow students adequate time to plan to take the exam. Students are eligible to sit for the CPCE exam upon completion of all but 3 credit hours of didactic course work, and can complete the exam during the time frame of the final didactic course and practicum course. Students must pass the exam in order to enroll in the internship course. In order to sit for the exit exam, students must submit the Request to Participate in Program Exit Exam form (Appendix D).

The CMHC program faculty have determined that in order to obtain a passing score a student’s score must not fall below 1 standard deviation below the national mean of the most recent norms for the examination. The following policies apply with respect to the CPCE and program completion:

1. Students must earn a cumulative passing score of greater than 1 standard deviation below the national mean of the most recent norms for the examination.
   a. If a student passes the overall examination but fails a subsection within the exam, the program faculty will schedule an oral exam for the student in which questions will be asked related to the content of the failed subsection.
   b. If a student does not meet the expectations of the oral exam an academic remediation plan will be developed to address the student’s weaknesses in the content area. This remediation plan could include a delay in beginning the practicum experience and re-enrolling in the failed content course.
   c. If the student successfully passes the oral component of the exam, the student will be granted access into the practicum course experience.

2. A student who does not receive a cumulative passing grade for the test must meet with his/her Faculty Advisor to discuss strategies for preparing to take the examination again.
   a. Students have a maximum of 2 opportunities to take and pass the exam.
   b. A student unable to pass the exam will be unable to register for and complete the practicum requirement until he or she is able to take and pass the examination.
   c. Students who are unable to successfully pass the exam on the first attempt should be aware that additional semesters will be added to their projected graduation date.

3. The faculty will determine when the examination will be administered again for those who failed the examination. If a student is required to take the exam again, the student will be responsible for covering the cost of taking the test again.

4. A student who does not make a passing score on the second administration of the exam must meet with the Faculty Advisor and the primary faculty of the content area(s) that have below standard scores. If the student is unable to successfully pass the exam on the second attempt the following could be considered and is based on the individual performance and needs:
   a. The student may be dismissed from the program.
   b. The student and counseling faculty will review the exam results and develop a remediation plan for the student to successfully complete those areas of the exam where the student did not meet competency level. This plan could include retaking courses.
and/or participating in additional clinical experiences and supervision. In these instances, the student is responsible for all tuition fees associated with retaking courses.

**Dismissal from the Program**
A student shall be at risk of dismissal from the CMHC program for any of the reasons outlined below:

1. Failing to maintain a cumulative GPA of 3.0.
2. Earning a grade of B- or lower in 2 consecutive courses.
3. Failing to successfully complete a remediation plan.
4. A completed remediation plan did not resolve the original problem.
5. Severe professional and/or ethical misconduct.
6. Academic dishonesty.

**Faculty Evaluation of Student Progress**
Faculty will meet regularly (bi-yearly) to discuss student progress in the program, and will use the Evaluation of Student Progress form found in the Appendices section of the Handbook (Appendix E). During this time, any concerns will be brought forward and it will be discussed if it is necessary to consider a non-academic remediation plan for the student(s). If it is determined that a non-academic remediation plan is required, the Remediation Committee will contact the student and set up a meeting to discuss the issue. If it is deemed unnecessary to pursue a non-academic remediation plan at this time, a representative from the faculty will be selected to speak individually with the student regarding the concerns brought forward; this will be developmental in purpose with the expectation that it will provide the student increased insight and eliminate any future need for remediation plans related to the issue.

**Academic Remediation Process**
When a serious concern arises, and the faculty of the CMHC program assesses that it is in the best interest of the student’s professional growth and training as a future counseling professional, and to protect the client populations the student is serving (if in practicum and internship) and will serve in the future, a remediation plan may be devised. Steps in a remediation process follow:

1. Professor and student meet in order for the professor to provide the student with feedback regarding the issue, and to hear the student’s perspective on the problem. This meeting will be documented by the professor.
2. If the professor and student agree on the problem as well as a possible solution or solutions, an agreement is made and documented. The solution is then implemented and evaluated at an agreed upon time by the professor. If the solution is reached, this is documented and the situation is considered closed.
3. If the solution agreed upon by the student and professor is not reached, the professor implements the consequences of not attaining the solution, and the action is documented.
4. If the professor and student do not agree upon the identified problem or a solution, the professor will consult with the Remediation Committee. In consultation, the Remediation Committee and professor identify a solution, which is documented by the professor.
5. The professor meets with the student to discuss the solution identified by the Committee and professor and documents this meeting. If the student accepts the solution, the situation is
considered closed and documented as such. If the student does not accept the solution, he or she can appeal to the Program Coordinator.

6. Upon making an appeal, the student and the Program Coordinator will meet and discuss the identified problem and provided solution(s). The Program Coordinator will decide if the solution will be upheld or not. If it is upheld, and the student does not accept the upheld solution, he or she can make continued appeal following the grievance policies and procedures of the College outlined in the College Catalog. If the solution is not upheld by the Program Coordinator, a meeting can be called that brings together the student, professor, and Program Coordinator, as well as Remediation Committee Chair to discuss the situation and attempt to find another solution. This will be documented.

7. If a student refuses to accept a remediation plan even after making an appeal and following the process outlined above, he or she is at risk for dismissal from the program.

**Non-Academic Expectations and Professional Behavior**

Students are expected to uphold the Code of Ethics endorsed by the NC Board of Licensed Professional Counselors, which is the American Counseling Association’s Code of Ethics. This Code can be found at [http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx](http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx).

**Confidentiality**

The nature of the CMHC program and topics covered in class creates the potential to put students in a vulnerable state as sensitive material may come up in role plays, class discussions, and other activities. Because of this, confidentiality is stressed throughout the program and extends beyond work with clients in practicum and internship to apply also to conversations that take place in study groups, in-class group discussions, and large class discussions. Violating confidentiality rights of fellow students in the program is grounds for dismissal from the program.

**Professional Dress and Behavior**

As representatives of Montreat College, students are expected to uphold professional standards and expectations in all they do, including participation in class and experiential learning courses (practicum and internship). Students should dress professionally, keeping in mind the Christian foundation of the College. When working with clients in practicum and internship courses, students should be mindful, also, of the setting in which they are interning, the expectations of the internship site, and the clients served, and what is appropriate based on these factors in regards to dress and behavior.

**Respect and Dignity of Individuals**

At all times, students in the CMHC program are expected to show respect to and uphold the dignity of individuals, including professors, classmates, and any individuals served in practicum and internship. Students are charged to remember that all individuals are made Imago Dei (that is, in the image of God). Further, students are asked to remember Genesis 1:31 – “God saw all that he had made, and it was very good.”

**Non-Academic Remediation Process**

When a serious concern arises, and the faculty of the CMHC program assesses that it is in the best interest of the student’s professional growth and training as a future counseling professional,
and to protect the client populations the student is serving (if in practicum and internship) and will serve in the future, a remediation plan may be devised. Steps in a non-academic remediation process follow:

1. CMHC faculty member and student meet so that the faculty member can give the student feedback and hear the student’s point of view on the issue; the meeting is documented.
2. If the behavioral issue is not considered severe, the faculty member consults with the Remediation Committee.
3. The faculty member again meets with the student to outline the solution determined by the faculty member and Remediation Committee.
   a. If the faculty member and student agree, the solution is implemented and, at the end of the determined time frame, evaluated by the faculty member.
   b. If the solution is attained, the situation is considered closed or resolved, and the remediation process is documented and added to the student’s file.
   c. If the solution is not attained, the faculty member may refer the situation to the Remediation Committee.
4. If the solution is not attained, or if the problem persists after initial conversations and remediation, the faculty member may refer the matter directly to the Remediation Committee.
5. If the problem is considered, by the faculty member, to be severe, the faculty member will meet with the student and hear the student’s perspective on the issue/situation.
6. The faculty member consults with the Remediation Committee, and refers the matter to the Committee.
7. The faculty member sends a written notification (i.e., letter) to the student outlining the concerns or offense(s) and the referral to the Remediation Committee.
8. The student meets with the Remediation Committee and shares his or her point of view of the situation/problem.
9. The Remediation Committee decides if remediation is necessary, possible, and/or appropriate for the situation/problem.
10. The Remediation Committee devises a remediation plan if remediation is possible. If remediation is not possible, the Committee will develop a plan for the student’s dismissal from the program.
11. The Remediation Committee makes written recommendation to the Program Coordinator, sending a copy to the student, Registrar, the Vice President with oversight of the School of Professional Studies, and the Provost and Vice President of Academics.
12. The process and all meetings, as well as communications with the student, are documented. The faculty member may share information with other faculty members as appropriate.
13. The student may appeal the decision as outlined in the College Catalog regarding the process for grievances.
14. If the recommendation is that the student be dismissed from the program, the student will meet with his/her Faculty advisor and the Faculty advisor will assist the student to exit the program in a caring and compassionate manner.

**Recommendations and Endorsements**
Students may request that faculty members, program supervisors of clinical experience, and their Faculty Advisors provide recommendations or endorsements for professional positions and/or licensure. According to policies set forth by the NC Board of LPC, the academic supervisor of clinical experience (i.e., CMHC program faculty member providing supervision to the student
for practicum and internship) will verify the graduate clinical experience on licensure documents. In the event that the supervising faculty member is unable to sign, the Program Coordinator will sign upon verifying supervision and work logs from students, faculty supervisors, and site supervisors as appropriate.

Endorsements and recommendations of students for professional positions will be made at the discretion of the individual faculty members of whom the request is made. Further, the faculty member will make endorsements and recommendations, at his or her discretion, of students for positions for which they are qualified. For example, a faculty member may determine that it is not appropriate to recommend a student for a professional position in substance abuse work if the student did not focus his or her internship experiences in a substance abuse setting and/or if he or she did not perform well in the substance abuse course.

If a student desires to have a faculty member provide a verbal or written endorsement or recommendation, the student should make a specific request of the faculty member and provide adequate time in which to provide the endorsement/recommendation. The student should also plan to provide the faculty member with a current copy of his or her resume and/or have a discussion with the faculty member about career interests and goals, accomplishments, and related activities.

**Professional Liability Insurance**
Students participating in practicum and internship are required to have professional liability insurance with coverage of $1,000,000 each claim, and up to $3,000,000 aggregate ($1,000,000/$3,000,000). One benefit of student membership in the American Counseling Association (ACA) is that student liability insurance is covered with paid membership dues. Visit the ACA website for more information at [www.counseling.org](http://www.counseling.org).

**Writing Style**
The CMHC program requires the use of the Publications Manual of the American Psychological Association (APA) 6th Edition (2010) as the guide for all written work completed in the training program. Students should own a copy of the APA manual (6th edition) and should become familiar with the style guide.

**Practicum and Internship**
A separate handbook lays out the policies and regulations as well as expectations for students’ practicum and internship experiences. All related applications and forms for the practicum and internship are a part of the Clinical Experience Handbook.
PROGRAM AND COLLEGE RESOURCES

Program Orientation
All students accepted into the CMHC program, and who have paid their enrollment deposit, are expected to attend Program Orientation Night (PON). PON takes place the week prior to the first night of class for each cohort, and occurs at the location where the cohort will take classes. PON will provide students an opportunity to meet key program and College personnel, learn about the College’s classroom management system (Moodle), receive textbooks for the first course as well as the course syllabus, and most importantly, have the opportunity to begin making connections with classmates as a foundation for the team work and collegial relationships that will be encouraged over the duration of the training program.

Graduate Assistantships
The CMHC program is pleased to offer a Graduate Assistantship program for students enrolled in the program. The Graduate Assistant (GA) is a currently enrolled student in the CMHC program, who is in academic good standing and making progression towards degree completion. As a GA, the student will work 20 hours of clock time per week for the CMHC program, focused on administrative support duties. Specifically, the Administrative GA will assist the Program Coordinator in (1) writing projects for the CACREP accreditation self-study process, (2) maintaining a program newsletter with information on program updates and opportunities for leadership, advocacy, and professional growth in local counseling associations and the community, and (3) other tasks as needed. In exchange for 20 hours per week from July 1 to June 30, the GA will receive full tuition waiver for the year he or she is GA as well as a monthly pay stipend. The assistantship does not provide medical or dental insurance benefits, cost of living benefits, or housing stipends. A GA contract will be written for a one year time frame from July 1 to June 30; in the instance that a GA position is filled later than the July 1 start date, all benefits will be pro-rated and the contract will reflect the actual start date (i.e., it may be for less time than the full 12 months) with the same end date of June 30.

The GA position will be announced to all classes in advance of the start date of the position and all currently enrolled students who have received full admission to the program and are in good academic standing will be eligible to apply and be considered. A GA must maintain a 3.5 cumulative GPA in order to continue receiving benefits (tuition waiver and monthly stipends). Should a GA’s cumulative GPA drop below a 3.5, the GA and Program Coordinator will discuss the circumstances surrounding the situation and develop an action plan and timeline for bringing the GPA back to the required 3.5. If this plan of action is not implemented successfully in the determined time frame, the student will be released from his or her GA responsibilities and will assume responsibility for tuition expenses for courses. If a student currently serving as GA encounters a need to withdraw from the program or take a leave of absence, he or she will be released from his or her GA responsibilities and cease receiving benefits (tuition waiver and monthly stipend). Upon returning to the program, the student may reapply for a GA position if one is available and he or she meets the requirements.

The Graduate Assistantship application is found in Appendix F of the program handbook.
Career Services
Students in the CMHC program will be assigned a Faculty Advisor (FA) who will serve as a mentor throughout the training program. As such, the FA will provide career mentoring and collaborate with students to discern their interests, provide assistance in the practicum and internship process, and provide career mentoring as students approach graduation. Career mentoring services that FAs can provide range from assisting students with networking, encouraging appropriate involvement in professional associations, and resume and CV coaching.

Program faculty are also encouraged to share information about practicum and internship opportunities as well as career opportunities that come to their attention through the program listserv, by sharing information about these opportunities with students in classroom and one-on-one settings as appropriate, and by posting information to location bulletin boards.

Personal Counseling
As Counselor Educators, the faculty of the CMHC program believe there is value in and benefit from personal counseling for a variety of developmental, career, and relationship issues as well as for managing personal stress. The CMHC program does not require students to participate in personal mental health counseling. It does, however, encourage students to consider seeking counseling if need arises. It can also be beneficial for a counselor-in-training to experience what it is like to be a client in the therapeutic relationship. A list of local mental health providers is available for each location at which the CMHC program is offered, and can be obtained from the student’s Faculty Advisor. It is not appropriate for students to receive personal counseling from CMHC program faculty during the time they are enrolled in the program.

Program Listserv
Once students matriculate in the program, they are added to a program listserv using their Montreat College email address. The purpose of the listserv is to connect students in cohorts at all locations, provide a means to update students regarding program matters, and share useful information with all students related to professional development and growth. While enrolled in the CMHC program, a student cannot be removed from the listserv. Upon graduation from the program, students have the option to remain on the listserv or be removed. The benefit of remaining on the listserv is that alumni can offer mentoring to current students as well as stay connected with program happenings and be an active alumni in the program.

National Counselor Exam
The CMHC program has applied to participate in the National Certified Counselor (NCC) for Graduate Students Application Option. The National Board of Certified Counselors (NBCC) hosts a National Certified Counselor (NCC) application option for graduate students on more than 300 campuses nationwide. As part of the certification process, students take the National Counselor Examination for Licensure and Certification (NCE) on campus. The CMHC program at Montreat College will update students on our application status and future test opportunities as updates become available. The NCE on campus is offered by NBCC through participating institutions twice a year, in April and October, for students near the end of their training programs and for alumni within a year of graduating from their training program. The National Counselor Exam is one of the two exams required by the NC Board of Licensed Professional Counselors (NCBLPC) for application for licensure as a LPCA and LPC.
The Writing Center
Montreat College offers support services for students seeking to strengthen their writing skills. While the Writing Center is located at the main location in Montreat, graduate students at all locations are eligible to use the services provided. From the Montreat College website: 

Montreat students who are not enrolled at the main campus have two options within our Writing Program:

First, you are welcome to travel to our main campus location in Room 105 of the L. Nelson Bell Library. The Drop-in Writing Center hours are Monday—Thursday: 7 p.m.—midnight, and Sunday: 6 p.m.—11 p.m..

Next, you may easily email your paper for electronic review. Although face-to-face consultation is preferred, electronic consultation is often best for students who are not located at our main campus. You’ll normally receive a response from a writing consultant within 48 hours, Sunday through Thursday, when the traditional semester is in session (beginning the third week of classes and ending the week before final exams). Requests received on Thursday will normally be answered on Monday.

To submit, please send your paper to writingtutor@montreat.edu.

PROFESSIONAL COUNSELING ASSOCIATION RESOURCES
Students are strongly encouraged to consider joining professional counseling associations at the state, regional, and national levels. Because we recognize that taking on the financial responsibility of graduate school is significant, and can thereby limit financial resources, we do not require that students join associations. We do, however, believe that there are many benefits to being involved in professional counseling associations. Involvement provides opportunities for students to network with professionals, many associations and divisions of associations offer discounted conference rates and scholarships or grants for conference attendance, discounted membership rates, and opportunities to supplement knowledge gained from program curriculum, as well as offer leadership opportunities for graduate students. For these reasons, the faculty of the CMHC program enthusiastically encourage students to consider joining professional counseling associations.

National Level:
American Counseling Association (www.counseling.org)

Divisions of the American Counseling Association (http://www.counseling.org/AboutUs/DivisionsBranchesAndRegions/TP/Divisions/CT2.aspx)
- Association for Assessment in Counseling and Education (AACE)
- Association for Adult Development and Aging (AADA)
- Association for Creativity in Counseling (ACC)
- American College Counseling Association (ACCA)
- Association for Counselors and Educators in Government (ACEG)
- Association for Counselor Education and Supervision (ACES)
- The Association for Humanistic Counseling (AHC)
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
- Association for Multicultural Counseling and Development (AMCD)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA)
American School Counselor Association (ASCA)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Counselors for Social Justice (CSJ)
International Association of Addictions and Offender Counselors (IAAOC)
International Association of Marriage and Family Counselors (IAMFC)
National Career Development Association (NCDA)
National Employment Counseling Association (NECA)
Association for Play Therapy (A4PT) - http://www.a4pt.org/

Regional Level
Southern Association of Counselor Education and Supervision (SACES) - www.saces.org

State Level
Licensed Professional Counselors Association of NC (LPCANC) – www.lpcanc.org
North Carolina Counseling Association (NCCA) – www.nccounseling.org
Divisions of NCCA
  NC Association for Counselor Education and Supervision
  NC Career Development Association
  NC Association of Humanistic Education and Development
  NC Association for Assessment in Counseling
  NC Association for Multicultural Counseling and Development
  NC Association for Spiritual, Ethical, Religious & Value Issues in Counseling
  NC Association for Specialists in Group Work
  NC Addiction and Offenders Counselor Association
  NC Mental Health Counselor Association
  NC College Counseling Association
  Association for Gay, Lesbian and Bisexual Issues in Counseling of NC
  NC Association of Marriage and Family Counselors
  NC Association for Adult Development and Aging
  Association for Professional Counseling in Schools
  NC Graduate Student Association – Interest Group
NC School Counselor Association (NCSCA) - http://www.ncschoolcounselor.org
NC Association for Play Therapy (NCAPT) - http://www.ncapt.org/
APPENDIX A: REQUEST FOR REVIEW OF ACCEPTANCE STATUS

Student’s Name: ___________________________ Date of Request: __________
Student’s Telephone #: _______________________
Student’s Email Address: _______________________

I believe that the conditions set forth in my acceptance into the Clinical Mental Health Counseling degree program have been met in the following ways, as outlined below:

1. Condition: _________________________________________________________________
   Way(s) met: _____________________________________________________________________

2. Condition: _________________________________________________________________
   Way(s) met: _____________________________________________________________________

3. Condition: _________________________________________________________________
   Way(s) met: _____________________________________________________________________

Based on this information, and the attached supporting documentation (as appropriate), I request that the CMHC Program review my acceptance status for consideration for full admission.

___________________________________________
Student Signature

Faculty Advisor Comments: ________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

___________________________________________  _____________________
Faculty Advisor’s Name (print)       Date

Created June 2012
APPENDIX B: REQUEST FOR TRANSFER CREDIT

<table>
<thead>
<tr>
<th>Student’s Name: ____________________________</th>
<th>Date of Request: ________</th>
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<tbody>
<tr>
<td>Student’s Telephone #: _____________________</td>
<td></td>
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<tr>
<td>Student’s Email Address: ___________________</td>
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</tbody>
</table>

Previous Graduate Institution: ________________________________________________________

Are official transcripts from the previous institution on file?  

<table>
<thead>
<tr>
<th>Course(s) Taken at Previous for Which Student Seeks Transfer Credit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Title: ________________________________________________</td>
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<tr>
<td>Course Description: _____________________________________________</td>
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<td>_________________________________________________________________</td>
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<tr>
<td>Credit hours: _______________________</td>
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<td>2. Course Title: ________________________________________________</td>
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<td>Course Description: _____________________________________________</td>
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<td>Credit hours: _______________________</td>
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<td>3. Course Title: ________________________________________________</td>
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<td>Course Description: _____________________________________________</td>
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<td>Credit hours: _______________________</td>
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Created June 2012
Montreat College Clinical Mental Health Counseling Course(s) for Which Student Believes Credit Should Transfer:

1. Course Title: _______________________________________________________________
   
   Course Description: __________________________________________________________
   
   __________________________________________________________________________
   
   __________________________________________________________________________
   
   Credit hours: ________________________________________________________________

2. Course Title: _______________________________________________________________
   
   Course Description: __________________________________________________________
   
   __________________________________________________________________________
   
   __________________________________________________________________________
   
   Credit hours: ________________________________________________________________

3. Course Title: _______________________________________________________________
   
   Course Description: __________________________________________________________
   
   __________________________________________________________________________
   
   __________________________________________________________________________
   
   Credit hours: ________________________________________________________________

Yes/No: I have discussed alternative course possibilities with my Faculty Advisor and my enrollment status with a Financial Assistance representative in the event I should be awarded transfer credit.

_______________________________________________
Student Signature
APPENDIX C: REQUEST FOR PERMISSION FOR COURSE OVERLOAD

Student’s Name: ___________________________ Date of Request: ____________
Student’s Telephone #: ___________________________
Student’s Email Address: _______________________

Courses to be registered:

<table>
<thead>
<tr>
<th>Term/Semester and Year</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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Checklist to verify satisfaction of stated criteria (per handbook):

_____ The student has been fully and unconditionally admitted into the program.
_____ The student has completed at least 9 credit hours of graduate course work in the CMHC program at Montreat College.
_____ The student has a cumulative GPA of 3.5 from coursework completed in the graduate CMHC program at Montreat College.
_____ The student has not had a course overload approved for the immediately preceding eight week period (that is, students will not be permitted to course overload for two consecutive eight week course periods).
_____ The student has the endorsement of his or her Faculty Advisor for the course overload.

________________________________________________
Student’s Signature

Faculty Advisor Comments: ________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

___________________________________________
Faculty Advisory’s Name (print)

___________________________________________  _____________________
Faculty Advisor’s Signature       Date

Created June 2012
APPENDIX D: REQUEST TO PARTICIPATE IN PROGRAM EXIT EXAM

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Term/Semester and Year Completed</th>
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Requested Exam Date (verify exam dates with Faculty Advisor): __________________________

Courses completed at time of exam administration:

Student’s Signature

Faculty Advisory’s Name (print)

Faculty Advisor’s Signature

Date
APPENDIX E: EVALUATION OF STUDENT PROGRESS FORM

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING
MONTREAT COLLEGE SCHOOL OF PROFESSIONAL AND ADULT STUDIES
EVALUATION OF STUDENT PROGRESS FORM

Student’s Name: ____________________________________  Evaluation Period/Year: ___________________________
Faculty Advisor: ____________________________________
Faculty Member(s) Completing Form: __________________________________________________________________________

This evaluation is to be completed by CMHC program faculty member(s) as part of an ongoing evaluation process of academic performance and non-academic/professional behavior, as a component of student retention. The evaluation covers four areas of performance: clinical, professional, interpersonal, and academic. A copy of the evaluation form will be included in the student’s file.

Instructions: Based on your observation of the student, circle the number that corresponds using the Rating Scale provided.

NO – No opportunity to observe
0 – Does not meet criteria                              1 – Meets criteria minimally or inconsistently 2 – Meets criteria consistently

CLINICAL (Counseling Skills and Abilities)

1. The student demonstrates the ability to establish relationships in such a way that a therapeutic working alliance can be created.
2. The student demonstrates therapeutic communication skills as outlined below:
   a. Creating appropriate structure – setting the boundaries of the helping relationship and maintaining boundaries such as setting parameters for meeting time and place, maintaining time limits, etc.
   b. Understanding content – understanding the core elements of the client’s story
   c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings
   d. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner
   e. Congruence – genuineness; external behavior is consistent with internal affect
   f. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client
<p>| | | | |</p>
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<tr>
<td>g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, dress/attire, etc.</td>
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<td>h. Immediacy – staying in the here and now</td>
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<tr>
<td>i. Timing – responding at the optimal moment</td>
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<tr>
<td>j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention</td>
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</table>

3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.

4. The student collaborates with the client to establish clear therapeutic goals.

5. The student facilitates movement toward client goals.

6. The student demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting client profile.

7. The student creates a safe clinical environment.

8. The student demonstrates analysis and resolution of ethical dilemmas.

9. The student willingly increases knowledge (and implementation) of effective counseling strategies.

**PROFESSIONALISM**

**Professional Responsibility**

1. The student conducts him or herself in an ethical manner so as to promote confidence in the counseling profession.

2. The student relates to peers, professors, and others in a manner that is consistent with stated professional standards.

3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.

4. The student demonstrates application of legal requirements relevant to counseling training and practice.

5. The student demonstrates the ability to determine when counseling law and ethical standards differ and take action accordingly.

6. The student projects a professional image and positive attitude.

**Competence**

7. The student recognizes the boundaries of his or her particular competencies and the limitations of his or her expertise.

8. The student takes responsibility for compensating for deficiencies as set forth through discussion with faculty.

9. The student takes responsibility for assuring client welfare when encountering the boundaries of his or her expertise.

10. The student provides only those services and applies only those techniques for which he or she is qualified by
education, training, and experience.

**INTERPERSONAL**

**Maturity**

1. The student demonstrates appropriate self-control (such as anger and impulse control) in interpersonal relationships with faculty, peers, clients, supervisors, and members of the community.

2. The student demonstrates honesty, fairness, and respect for others.

3. The student demonstrates an awareness of his or her own belief systems, values, needs, and limitations and the effect of these on his or her work.

4. The student demonstrates the ability to receive, reflect on, and integrate feedback from peers, faculty, and supervisors.

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in his or her own ability.

6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict arises.

**Integrity**

7. The student refrains from making statements which are false, misleading, or deceptive.

8. The student avoids improper and potentially harmful dual relationships.

9. The student respects the fundamental rights, dignity, and worth of all people.

10. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.

11. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

**ACADEMIC**

1. The student regularly attends class.

2. The student is on time for class.

3. The student stays and actively participates in class activities and discussions for the entire class.

4. The student completes all class assignments on time.

5. Completed assignments reflect appropriate graduate level work.

6. The student is open to feedback regarding academic performance and incorporates given feedback into subsequent work.

7. The student is able to grasp, apply, and integrate knowledge at both concrete and abstract levels of thought.

* Any score of “0” in any area of functioning could result in remediation and/or dismissal from the program.

* Three or more scores of “1” in any area of functioning could result in remediation and/or dismissal from the program.
APPENDIX F: GRADUATE ASSISTANTSHIP APPLICATION

Montreat College School of Professional and Adult Studies
Master of Arts Clinical Mental Health Counseling Program
Application for Graduate Assistantship
2012-2013

Applicant’s Name: _____________________________________________________
Address: ________________________________ Email: ______________________________
________________________________________ Phone: _____________________________
________________________________________

Checklist to verify eligibility (per handbook):

_____ Fully accepted (unconditional admission)

_____ Cumulative CMHC Program GPA of 3.5 (unless student has not begun classes at the time of application; in this case, applicant must have a 3.0 undergraduate GPA)

_____ Available to provide 20 hours per week of work to the CMHC program

Additional Information Required to Accompany Application
1. Cover letter/letter of interest
   a. Why are you interested in the Graduate Assistantship position?
   b. What skills will you use in completion of GA responsibilities?
   c. What makes you a unique candidate for consideration for the GA position?
   d. How will this position help you meet your professional goals?

2. Current resume

By application for the Graduate Assistantship position, I testify that I have read the program handbook and any accompanying job description, understand that I must maintain a 3.5 cumulative GPA, understand that this is a time-limited position and if I wish to continue in a GA capacity in subsequent years, that I must reapply, and that I will be required to clock 20 hours per week of tasks for the CMHC program.

_____________________________________________  ________________________
Student Signature       Date

Created June 2012