

CROWN COLLEGE SCHOOL OF ONLINE STUDIES

GRADUATE SCHOOL OF COUNSELING

MASTER OF ARTS IN COUNSELING



CROWN
COLLEGE

Graduate School of Counseling

Student Handbook 2024-2025

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GRADUATE COUNSELING PROGRAM STUDENT HANDBOOK

Introduction to the Student Handbook

The Graduate Counseling Program Student Handbook is an addendum to the Crown College Academic Catalog available at <https://catalog.crown.edu/index.php?catoid=27>. While every effort is made to provide accurate and current information within both the Catalog and the Handbook, information in each is subject to change without prior notice. The policies and procedures described in this Handbook supersede those described in previous Handbooks and apply to those enrolled in the Master of Arts in Counseling (MAC) Program at Crown College. MAC students should adhere to the policies and guidelines herein but should not consider the Handbook or the Catalog as a contract between any student and the institution.

Student Handbook Acknowledgement -

Students in COU 5210 (Legal and Ethical Issues in Counseling) will be introduced to the student handbook and acknowledge that they have received the handbook, read it, and recognize it as an governing policy/procedure document that describes the important processes of the MAC program. This is the only acknowledgment required regarding the handbook, but students will receive a new handbook via email each year upon its completion during the time they are enrolled in the program.

Disclosure Statement

The 60-credit hour Counseling degree is designed to lead to professional licensure as outlined by the Minnesota Board of Behavioral Health and Therapy <https://mn.gov/boards/behavioral-health/> Each state board has unique requirements for licensure. Before enrolling in a licensure program at Crown College, students should review the rules and regulations regarding professional counseling for the state in which they intend to seek licensure from following graduation. During the recruitment/enrollment stage, Crown will attempt to inform prospective students regarding the program's ability to qualify for the educational component of a student's intended state licensing board, per SARA requirements. However, it is the student's responsibility to obtain information regarding prerequisites for licensure as outlined by their state's board of counseling. State board information can be found at <https://www.nbcc.org/directory>. Enrollment in the MA in Counseling program does not guarantee a degree from Crown College nor qualification for professional licensure.

Note from the Dean of the MAC Program

On behalf of the Counseling Faculty at Crown College, I am pleased and honored to welcome you to the Master of Arts in Counseling Program. Everything we do is designed to help our students as they prepare to fulfill their calling as professional counselors. As a Christian college, Crown strives to place God in the center of every aspect of our work with students. We hope that you will experience the joy of learning in an institution that values you as created in the image of God.

We pursue excellence in every aspect of the program. Our students, faculty, and staff help us develop and refine our educational processes. Almost all professional counseling programs have much in common. Each one has courses in the 8 core competency areas of counseling. They provide students with assessment and feedback regarding their counseling skills and techniques, written assignments, and general readiness for the profession. At Crown, we aspire to go the extra mile for our students. Our faculty make themselves available for students who have academic questions or need guidance regarding the profession of counseling. We strive to assist students from the admissions process all the way through licensure and job placement. I personally enjoy maintaining relationships with our graduates and providing help or guidance as needed in their new profession.

This handbook is a guide for you as you implement your desire to complete the formal educational component of your training as a counselor. Herein are many policies and procedures, explanations of processes, and other helpful information that you should become familiar with and refer to throughout your academic career. Along with this handbook, the Crown College Catalog lists additional information. However, neither the handbook nor the catalog will answer all your questions. We encourage you to reach out to your academic advisor, your professors, and the Program Director with questions or concerns. Each year, you will sign a waiver stating that you have read and understood the contents of this handbook. This handbook is published yearly and that you must familiarize yourself with the handbook every year to become aware of changes. Unless you break enrollment, Crown will honor the catalog of the year you enrolled, but the policies and procedures in this handbook may change each year as the program develops and implements improvements.

It is an exciting time to be preparing for work in the counseling profession. The market statistics for this profession continue to be very favorable and we clearly live in a time where compassionate, skilled helpers are needed. We are excited and privileged to have you in the program and look forward to seeing you grow personally, professionally, and academically through your work here at Crown College. May God bless your journey.

Sincerely,

Jim Zapf, Ph.D., LPC

Dean, Graduate School of Counseling

Crown College General Information

History

Crown College sits on 215 acres of wooded, rolling hills approximately 30 minutes west of Minneapolis. A recognized leader in biblical higher education, Crown offers associate, baccalaureate, and graduate level programs for students preparing for professions in a variety of fields.

Near the communities of Waconia and St. Bonifacius, Minnesota, Crown College offers a place of retreat for learning and growth. Crown College believes that the truth of God's Word is an essential ingredient in education. Students not only learn about life—they learn how to change the world. Students also learn to live out the Christ life while in a community of believers that desires to “grow in the grace and knowledge of our Lord and Savior Jesus Christ” (II Peter 3:18).

The institution was founded in 1916 by Reverend J. D. Williams for the purpose of educating men and women for Christian ministry. The College resided in St. Paul, Minnesota, for over 50 years: first in a private home, later on Sherburne Avenue, and for many years at 1361 Englewood Avenue. In 1970, the College was moved to its present campus.

The School of Arts & Sciences offers degree programs on the Crown College campus. The School of Online Studies and Graduate School offer degree programs in an online environment and are an extension of the College mission designed for those who are unable to relocate or maintain a consistent class schedule, but who still want to pursue higher education. The online program incorporates the most current research and practice in adult and distance education. The curriculum is designed by professors who are experts in their field.

Crown College is accredited by [The Higher Learning Commission](#)-, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604.

Mission Statement

The mission of Crown College is to provide a biblically based education for Christian leadership in The Christian and Missionary Alliance, the church-at-large, and the world.

Non-Discrimination Policy

It is the official policy and commitment of Crown College not to discriminate on the basis of race, color, national or ethnic origin, age, gender, or disability in its educational programs, admissions, or employment practices. The president of Crown College has designated the Vice President of Academic Affairs as the compliance officer for the institution. Inquiries regarding compliance may be directed to: The Vice President of Academic Affairs (Compliance Officer), Crown College, 8700 College View Drive, St. Bonifacius, MN 55375 phone: 952-446-4100.

Accreditation

Crown College is accredited by The Higher Learning Commission (230 South LaSalle St., Suite 7-500, Chicago, IL 60604), Phone: 800-621-7440. Due to this excellent accreditation status, credits and degrees earned at Crown are transferable and recognized by public and private colleges and universities throughout the world.

The College has been accredited by The Higher Learning Commission since 1980. Candidate status was granted in July of 1974. In addition, the College is chartered by the Minnesota Department of Education as a degree-granting institution. Veterans attending Crown College are eligible to use their veterans' education benefits. The College is authorized under Federal law to enroll non-immigrant alien students.

Crown College is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. [Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, 55108-5227, phone: 652-642-0567, <http://www.ohe.state.mn.us>

Correspondence

E-mail Correspondence

Every currently active Crown student has a Crown student email account. Crown email is the approved means of communication between students, faculty, and staff. It is the student's responsibility to promptly respond to emails.

Program Contact Information

Crown College Department of Graduate Counseling

| Name/Leadership Role | Email | Phone |
|---|--|--------------|
| Andrew Denton, Ph.D. College President | dentona@crow.edu | 952-446-4112 |
| Fawn McCracken, Ed.D. Associate Vice- President, Adult Online & Graduate Studies | mccrackenf@crow.edu | 952-446-4336 |
| Michael Price, M.B.A. Vice-President of Enrollment & Administration | pricem@crow.edu | 952-446-4161 |
| James Zapf, Ph.D. Dean, Graduate School of Counseling | zapfj@crow.edu | 952-446-4314 |
| Troy Backhuus, Ph.D. Clinical Director (Practicum/Internship) | backhuust@crow.edu | 952-446-4221 |
| Abby Hill, Psy.D. Full Time Core Faculty | hilla@crow.edu | |
| Krystal Wiersma, M.A. Program Advisor | weirmsmak@crow.edu | 952-446-4561 |

Offices/Contacts for Students

Mailing Address: 8700 College View Drive, St. Bonifacius, MN 55375-9001

College Web Site: www.crown.edu

College Reception Desk: 952-446-4100

College Fax: 952-446-4149

Academic Affairs: 952-446-4202

Admissions: 952-446-4142, Hotline: 1-800-68-CROWN Email: admissions@crow.edu

Athletics: 952-446-4179 Email: athletics@crow.edu

Career Services (Student/Alumni Employment): 952-446-4352

Events: 952-446-4132

External Relations (Alumni, Annual Fund, Scholarships, Parent Relations, etc.): 952- 446-4350

Hotline: 1-800-646-2586

Fiscal Operations (Student Accounts, Cashier): 952-446-4126 Email: billing@crow.edu

Financial Aid: 952-446-4177

Graduate School: 952-446-4300, Hotline: 1-800-910-GRAD (4723) Email: graduate@crow.edu

Human Resources (Faculty and Staff Employment, Benefits): 952-446-4122

Marketing (Advertising, Graphic Arts, Webmaster): 952-446-4359 Email: marketing@crow.edu

President: 952-446-4112

Registrar (Transcripts, Academic Records): 952-446-4450 Fax: 952-446-4329;

Email: registrar@crow.edu

School of Online Studies: 952-446-4300 Hotline: 1-800-910-GRAD (4723)

Email: online@crow.edu

Student Development (Student Life, Residence Halls): 952-446-4162

Telephone/Fax Numbers

The main number for the College is 952-446-4100. This rings at the Reception Desk where the Receptionist can forward calls to the appropriate office or employee as needed. Direct phone numbers are also available via the campus office directory.

A fax machine is located at the Reception Desk. The fax number is 952-446-4149. Faxes may be sent from this location, and faxes received are transmitted electronically to the recipient's Crown email address.

Written Correspondence

Crown College

8700 College View Drive

St. Bonifacius, MN 55375

Graduate Counseling Program Information

Mission Statement:

The mission of the MAC is to develop professional counselors competent in clinical excellence, leadership, Christian integration, ethical decision-making, and evidence-based practices, and prepared to counsel in a diverse, multicultural, and global society; valuing people groups currently or historically persecuted, disempowered, mistreated, and/or overlooked.

Program Goals and Objectives:

1. MAC will employ licensed, academically qualified faculty to provide a curriculum that is pedagogically rigorous, current, evidence-based, and professionally relevant.
2. MAC will engage students in the instruction, process, and practice of ethical decision-making.
3. MAC will enable students to understand and appropriately apply faith integration in counseling through the Christian worldview.
4. MAC will encourage professional identity and competent leadership in professional counseling through emphasizing
 - a. graduate level critical thinking and writing skills,

- b. social justice/advocacy, especially regarding diverse, multicultural, and global clients and people groups currently or historically persecuted, disempowered, mistreated, and/or overlooked.
- c. Professional development

MAC Diversity, Hospitality, Accessibility, and Collaboration Statement

Diverse

The GSOC understands that individuals have unique lived experiences, including national and ethnic origin, race, age, gender, socioeconomic status, physical and mental abilities, military/veteran status. The GSOC respects these diversities as valuable components to the mosaic of humanity.

Hospitable

The GSOC intends to create a learning environment that welcomes all individuals, raises awareness of barriers to a sense of belonging, and emphasizes the biblical mandate to champion human rights and dignity for all people. We aspire to maintain the unity of the Spirit where each one can feel valued, respected, and connected.

Accessible

It is the goal of the GSOC to make its learning environment accessible to as many as reasonably possible. This includes academic accommodation for students with various physical and/or mental health concerns.

Collaborative

When a learning environment is collaborative, all individuals feel freedom to express themselves and their perspectives, even if dissenting, without fear of being devalued, disrespected, or unsupported. The GSOC strives to create such an environment and encourages feedback for accountability in this area.

Underrepresented Population Groups Recruitment, Retention and Support Policy

As a community of Christ followers, the Lord requires us to act justly and to love mercy and to walk humbly with our God (Micah 6:8). The MAC program at Crown College is obedient to this command through intentional and purposeful attention to diversity, advocacy, inclusivity, and equal opportunity.

The MAC program works to recruit and retain minority students by:

1. Admissions process takes into consideration the benefits of student candidates from traditionally underrepresented populations in the counseling profession. In fall 2023, new admissions standards went into place for the MAC program. If a student from an underrepresented population group does not meet admissions criteria, special consideration/assistance will be given by the admissions committee to determine whether remediation is possible prior to or during admission to the program.
2. Consideration of awarding graduate assistantships (when available) to underrepresented students is used as an option for recruitment/retention of underrepresented groups.

3. Engaging with minority groups as well as other organizations and institutions with minority participation through supervision with ethnic minorities, complex case review team, mentoring program, organizational multicultural committee, work with overseas clients, etc.
4. Using equitable admissions requirements (i.e. using multiple criteria, no standardized entrance exam, etc.)
5. Seeking to employ minority faculty members through intentional advertising in diverse forums.
6. Establishing a Mentoring Program which connects diverse students to similarly diverse graduates.
7. Remediation processes that seek to encourage and support diverse students who may be at retention risk.
8. Providing opportunities for students to meet virtually and in person in small groups to encourage each other and discuss struggles as counseling students and/or students with diverse identities. (Examples, group dynamics class, counseling skills class, yearly residency, quarterly MAC talks.)

Design of program

The Master of Arts in Counseling (MAC) program is designed for those who (1) have graduated from an accredited undergraduate institution; (2) desire to become competent professional counselors who are able to work with clients in multiple clinical settings; (3) desire an understanding of the integration of faith in professional counseling; (4) desire to learn from experienced counselor education faculty; and (5) plan to pursue licensure in the profession of counseling.

The MAC degree is a 60-hour program for those entering the mental health counseling field and/or for those wanting to pursue their doctoral degree in counselor education and supervision. The MAC program prepares graduates to work as professional counselors in a wide variety of settings by providing the learner with both didactic (in the classroom) and clinical (in the field) experiences during their course of study. The MAC curriculum blends counseling and theological principles within each course to promote the development of each student's clinical skills and their ability to integrate the Christian faith into practice when appropriate.

Program Tracks

Master of Arts in Counseling (60 credit degree preparing students for licensure in mental health counseling)

Master of Arts in Alcohol and Drug Counseling (36 credit degree preparing students for licensure in alcohol and drug Counseling)

Master of Arts in Counseling with ADC Emphasis (60 credit degree preparing students for dual licensure in mental health and alcohol and drug counseling)

Admission Policies

Admission and Licensure

The 60-hour Master of Arts in Counseling degree is designed to lead to professional licensure as outlined by the Minnesota Board of Behavioral Health and Therapy. Before enrolling in the MAC program at Crown College, students intending to practice in a state other than Minnesota after graduation should consult the rules and regulations regarding licensure as a professional counselor for their intended state of licensure. Specifically, these students should be aware of the

following before enrolling:

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

Admission Requirements

General Graduate School Admission Criteria

Admission to a master's degree program requires the completion of a bachelor's degree at an accredited (regionally or nationally) college or university with all corresponding transcripts on file with the Graduate School Office. Students with unaccredited degrees are reviewed on a case-by-case basis by the Admissions Council. Applicants must also meet the prerequisites for their chosen field of study and have a minimum GPA of 2.5 for previous post-secondary coursework (3.0 for MBA and MAC). The Admissions Council assesses a GPA below 2.5 (3.0 for MBA and MAC) on a case-by-case basis.

Additional Admission Requirements for the MAC:

1. Applicants will submit a **3–4-page paper** answering the following prompts:
 - a. Describe a challenging life experience you've encountered and how you managed to cope with or resolve the experience. Apply what you learned to how it will assist you in managing the challenges of graduate school.
 - b. Explain your understanding of the process of counseling.
 - c. What time management strategies do you find to be effective in your own life?
 - d. How do you approach meeting and working with people whose thoughts, ideas, or worldview differ from your own? Give an example of such an encounter.
2. Applicants will participate in a 1.5-2 hour **Virtual Group Interview/Orientation** with Faculty
3. Applicant will submit 2 references (limit one from each of the following categories)
 - a. pastoral
 - b. professional – (former or current employer/supervisor)
 - c. Academic reference
 - d. personal reference (non-family).
4. Crown College undergraduate students in the Accelerated Program will complete the above process at the time they apply for the accelerated program.

Readmission Policy

Students who have been accepted into MAC and have withdrawn will follow these guidelines for readmittance into the program.

1. Students who have not completed an LOA or have been withdrawn from the program for two terms (and up to four terms) will meet virtually with the Faculty Chaplain prior to re-entry to discuss any relevant changes that have occurred for the student during the time of withdrawal from the program. They will also complete a new application but will not be required to attend a new student orientation or to submit references or an entrance paper.

2. Students who have been withdrawn from the program for five or more terms will complete an application, a new student orientation, and will meet with admissions counselor, but will not need to submit references or an entrance paper.
3. Any student who has attended another school while they were withdrawn from Crown will need to request an official transcript from the other institution be sent to the Admissions Office.

Applicant Classifications

New applicants have not previously earned graduate college credits at Crown College.

Special (non-degree) applicants must complete an application and have one official transcript mailed to the College. If the student decides to enter a degree-seeking program, s/he must re-apply for that program and meet the qualifications for that program.

Readmission applicants have previously attended the Graduate School but have ceased enrollment for one semester or longer. They must apply for re-admission and be accepted before registering for class. Students applying for re-admission must not have an outstanding balance on their school account and must be in good academic standing.

Admission Process

What Happens After Acceptance?

Advising Worksheet & Registration

An advising worksheet will be created based on the intended major and minor, if applicable. The Enrollment Counselor will notify the student of recommended courses. With student permission, the student will be registered for these courses.

Financial Aid Awarded

The Office of Financial Aid can make awards to accepted applicants whose financial aid file is complete.

Orientation

New student orientation occurs in the Learning Management System (LMS) before class begins. Orientation includes policies, LMS info, navigation, and more. This should be completed before beginning class.

Advising

Special care is taken in advising students throughout their college experience at Crown College. Advisors are assigned groups of students with whom they seek to become especially acquainted. They take their responsibility and concern for students seriously, and students are urged to nurture the personal as well as professional acquaintance of their advisors.

Denial of Admission

Policy for Denial of Admission into MAC

Reasons that an applicant may be denied admission into a MAC program include, but are not limited to, the following:

1. GPA below 3.0 on a 4.0 scale.
2. One or more references recommending admission with reservations and/or not recommending admission.
3. Criminal background check reveals felony and/or serious misdemeanor conviction and/or arrest. (It is recommended that students contact their state board regarding whether they are licensable based on their criminal background. Each situation will be considered by and discussed individually with the Program Director.)
4. Group interview or written documents reveal deficits in interpersonal skills and/or lack of suitability for graduate-level study and/or the counseling profession.
5. Career goal statement and/or interview indicates that motivations or goals are irrelevant or not applicable to the counseling profession.
6. Demonstrating actions that are inconsistent with the ACA and/or AACC Codes of Ethics.
7. Other reasons as determined by Counseling Faculty members.

Individuals who are denied admission may reapply after one calendar year.

International Student Admission

The School of Online Studies welcomes international students who desire to further develop their leadership abilities. All students, regardless of national origin, must demonstrate English proficiency. A Test of English as a Foreign Language (TOEFL) will be required of all international applicants from countries whose national language is not English. This test must be taken in the applicant's home country. Applicants must have a minimum score of 500 on the paper-based exam or 61 on the internet-based exam for standard acceptance into the undergraduate program; applicants with a minimum score of 450 on the paper-based exam or 46 on the internet-based exam will be sent to the Admissions Council.

For information on testing locations, dates, and procedures, applicants should write to the following address or visit the TOEFL website:

Test of English as a Foreign Language

CN 6155, Princeton, NJ

08541-6155, U.S.A.

www.ets.org/toefl

toefl@ets.org

Crown College code: 6639

International student applicants are expected to meet the same admission standards as other applicants. To determine equivalency of credit, a National Association of Credential Evaluation Services (NACES) member is used to evaluate foreign educational credit. International student applicants are required to submit their transcripts to one of these members.

Crown College cannot issue I-20 forms to online students.

The MA in Counseling Online Program

Academic Advisors

Each student enrolling at Crown is assigned an academic advisor who assists the student in course selection and is available when the student needs assistance. Although the student is ultimately responsible to ensure that graduation requirements are met, the advisor aids in planning the program and selecting courses best suited to the student's interests and requirements. The advisor guides students toward becoming academically successful and helps students reach the goal of earning a degree.

Online New Student Orientation

New Student Orientation (NSO) is designed to help new students transition into their online studies at Crown College. Orientation helps new students better understand the requirements of being an online student. It includes sessions on how online classes work, policies and procedures, online student services, and tips for being successful in online classes. All new students are required to complete NSO prior to starting online classes.

Student ID

A student ID is available for online students upon request for external usage.

Registration

Students are notified via Crown email regarding upcoming registration dates and must register during the designated time. Students are encouraged to register at least two weeks prior to the start of class to allow time to obtain textbooks and access the course syllabus to complete pre-class assignments. Graduate students wishing to take more than 15 credits must also contact their academic advisor and petition to do so. All students register online.

Registration Changes

The close of online registration is one week before the first class begins (see [Academic Calendar](#) for the specific dates). Any changes made after that must be made through the student's academic advisor. Courses dropped after classes begin are subject to the refund policies listed in the Finance section. The last day to withdraw from a class is the last day of the class.

Academic Calendar

The College Registrar creates the academic calendar each year based on approved parameters. This calendar lists the start and end of each semester and summer term as well as non-class breaks and holidays. Other pertinent dates and important deadlines are also included. This calendar is posted to the Crown College website prior to the start of the academic year and updated as needed.

Terms and Course Scheduling Procedures

New MAC students may enter the program at 6 times during the year. Three terms (Fall, Spring, Summer) are offered and within each there are two modules (A and B). The majority of the courses in the MAC program are offered as 8 week courses (Mod A or Mod B). Some courses are offered as 16 week courses (Mod AB).

The term dates are set using the calendars parameters as approved by the campus community. The calendar parameters describe the components of a Fall and Spring semester plus a shorter summer

term. Each semester is 14-16 weeks, and the summer term is 14 weeks. The Academic Calendar is published a year in advance and is available on the Crown College website and registrar's Office bulletin. It is also emailed to the campus community. Class periods within each semester are based on the credit hour definition (1 credit = 50 minutes of class time for 15 weeks). The registrar creates a list of class days based on precise calculations of seat time by period type (e.g. MWF, MTRF, T/R, etc.) so that the appropriate amount of seat time occurs for each type of the class period within the semester.

Department chairs for the School of Arts & Sciences and the Online Program Manager for the School of Online Studies and Graduate School submit lists of courses to be scheduled to the registrar prior to the start of the registration period. The registrar schedules the classes for the appropriate amount time per week based on the length of the class and number of credits assigned.

The School of Online Studies & Graduate Schools courses utilize a standard course template and course auditing tool which helps to ensure the appropriate amount of student engagement activities takes place for each credit. These are courses scheduled by the registrar to ensure compliance with the academic calendar and credit hour definition for online classes.

Fall Term

Mod A (8 weeks)

Mod B (8 weeks)

Mod AB (16 weeks)

Spring Term

Mod A (8 weeks)

Mod B (8 weeks)

Mod AB (16 weeks)

Summer Term

Mod A (7 weeks)

Mod B (7 weeks)

Mod AB (14 weeks)

Technology Requirements for Online Courses

Documents should be submitted in Microsoft Office or PDF format. Students can obtain Microsoft Office by following the instructions located under the Help Desk tab in Our.Crown.

Minimum Technical Requirements

For web browsers, use one of the web browsers listed here: [Canvas' Supported Browsers](#)

We recommend using the latest releases of Mozilla Firefox or Google Chrome or Microsoft Edge to access any of Crown's web services. Microsoft Internet Explorer is NOT supported.

For Microsoft Office, you will need the current release of Microsoft 365 for Windows or Mac computers.

Microsoft Office is available for Crown students for free at <https://email.crown.edu> via your Crown email account. Please refer to the [Computer Software](#) section for more information.

Your classwork computer should be able to run a current supported release of the operating system of

Microsoft Windows or Apple iOS. Keeping your system up to date with the latest Operating System patches is recommended.

Computers are available on campus for student use in our Library or Computer Labs, subject to availability

A SmartPhone running the latest release of iOS or Android is highly recommended. Student Apps are offered for student engagement, online learning, door access, print access, library and dining.

Contact the Help Desk at [952-446-4357] or helpdesk@crown.edu if you have questions regarding technology at Crown College.

In addition to the above requirements, students in the MA counseling program must be able to record counseling session videos and upload them to Canvas for evaluation. Instructions are given in courses where this is required.

Curriculum

Curriculum List (Required Courses)

[COU 5010 - Theories and Practices of Counseling](#) 3 Credits

[COU 5012 - Orientation to Counseling & Integration of Christian Worldview](#) 3 Credits

[COU 5016 - Human Growth and Lifespan Development](#) 3 Credits

[COU 5210 - Legal and Ethical Issues in Counseling](#) 3 Credits

[COU 5212 - Counseling Skills, Methods and Techniques](#) 3 Credits

[COUZ 5212 - Counseling Skills, Methods and Techniques Residency](#) 0 Credits

[COU 5214 - Assessment, Testing and Measurement in Counseling](#) 3 Credits

[COU 5216 - Addictions and Substance Abuse](#) 3 Credits

[COU 5220 - Counseling Research and Evaluation](#) 3 Credits

[COU 6010 - Multicultural Counseling](#) 3 Credits

[COU 6012 - Group Process and Treatment](#) 3 Credits

[COU 6014 - Career Counseling and Lifestyle Development](#) 3 Credits

[COU 6212 - Marriage and Family Therapy](#) 3 Credits

[COU 6214 - Psychopathology](#) 3 Credits

[COUZ 6214 - Psychopathology Residency](#) 0 Credits

[COU 6216 - Diagnosis and Treatment Planning](#) 3 Credits

[COU 6261 - Counseling Internship I](#) 3 Credits

[COU 6262 - Counseling Internship II](#) 3 Credits

Electives 12 Credits (Choose from any COU elective*, [CST 5223](#), [INT 5518](#), [INT 5520](#), [INT 5532](#), [MBA 6222](#), [MIN 5215](#), [MIN 5218](#), [MIN 5512](#), [MIN 5881](#), [MIN 5882](#) or [MIN 6211](#))

Total 60 credits

*COU electives vary by semester. Students should consult an advisor about when the COU elective course options will be offered.

Students with an [Alcohol and Drug Counseling Emphasis](#) will take 9 credits of ADC-specific coursework as part of their 12 credits of electives.

Course Descriptions

Course descriptions are available at

https://catalog.crown.edu/content.php?filter%5B27%5D=COU&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=25&expand=&navo_id=720&search_database=Filter#acalog_template_course_filter

Or in the appendix of this handbook.

Course Sequencing

Academic Advisors assist students to develop a course sequencing for the entirety of their program based on the term of enrollment and the student's particular needs and intentions. Every course is not offered every term, so students are encouraged to communicate with their Academic Advisor if they choose to change their course sequence after it has been established to avoid terms where needed classes are not offered. See also the appendices of this handbook.

Electives

Students should consult with their advisor to determine the best electives to take, based on their interests in the counseling profession and on licensing requirements for their state. Advisors can also assist students in knowing when to schedule their electives. The following is a list of electives currently offered on a rotating basis.

- [COU 5014 - Theories of Personality](#)
- [COU 5218 - Play Therapy](#)
- [COU 5222 - Psychology of Sport](#)
- [COU 5310 - CD Counseling Professional Readiness, Ethical and Advocacy Responsibilities, and Rules and Regulations](#)
- [COU 5312 - CD Counseling and Education for Families, Couples and Community](#)
- [COU 5314 - CD Relapse Prevention and HIV/AIDS Training](#)
- [COU 5316 - Gambling, Gaming and Internet Addictions](#)
- [COU 5318 - CD Adolescent Assessment and Treatment](#)

- [COU 5320 - Domestic Violence and CD Counseling](#)
- [COU 5322 - Multicultural CD Counseling](#)
- [COU 5324 - Co-Occurring Disorders](#)
- [COU 5326 - Group Counseling for CD](#)
- [COU 5412 - Alcohol and Drug Case Management](#)
 - [COU 6218 – Clinical Supervision and Consultation](#)
- [COU 6220 - Trauma-Informed Counseling and Crisis Intervention](#)
- [COU 6221 - Refugee Trauma and Recovery](#)
- [COU 6222 - Counseling Issues in Human Sexuality](#)
- [COU 6225 - Animal Assisted Therapy](#)
- [COU 6299 - Topics in Counseling](#)
- [COU 6312 - Psychopharmacology for Alcohol and Drug Counseling](#)
- [COU 6410 - Assessment and Treatment Planning for Alcohol and Drug Counseling](#)

Independent Studies & Directed Studies

who need specific course work unique to their state and not offered through our are encouraged to seek these classes in their specific state. The departmental policy is independent studies and directed studies are not offered for these circumstances.

Catalog Requirements/Programmatic Changes Policy

Students are responsible for the academic program as stated in the College Catalog that is current at the time of their matriculation at the College. Students, in consultation with their department chair or academic advisor, may choose to follow the major requirements of a subsequent catalog. The major requirements of one catalog must be followed in its entirety.

Students who discontinue studies and subsequently return to the College are responsible for the academic program as stated in the College Catalog that is current at the time of their re-enrollment to the College.

Textbooks

Except for Cengage materials, students are responsible for purchasing their own textbooks. To determine the correct text and edition number, students should consult the [Crown College Virtual Bookstore](#) even if intending to purchase through another source. The virtual bookstore will provide students with the list of materials and the ISBN textbook numbers needed for each class. If Cengage

materials are required for a course, they will be accessed through the course portal and will be available at no additional cost.

Course Delivery Formats

Crown online students will use the Canvas Learning Management System for their coursework. Work is primarily done asynchronously, with weekly due dates in each course. Faculty will provide feedback on assignments with Canvas. Some courses may have synchronous engagement requirements (virtual meetings with professors or classmates). Twice during the program students will complete a residency on the Crown campus. Residency is an opportunity for students to interact with faculty in a small group setting and develop counseling skills through a variety of methods. Students will come to campus in St. Bonifacius, MN, Monday through Friday (typically in mid to late-May) and will be expected to participate in all academic activities during each residency.

Course Availability Policy

Crown College reserves the right to decide not to offer a regularly scheduled class if enrollment is insufficient. In this situation, advisors will work with students to find the best registration options.

Practicum/Internships

Introduction to Practicum/Internships

The Practicum and Internship experience (i.e., field experience) is a time when students take their classroom and textbook knowledge and apply this information to the real world of counseling. A student's field experience can be an exciting, yet stressful time for many students. Crown College staff and faculty are here to support students during this process. Practicum and Internship is an integral step in becoming a helping professional. Detailed instructions regarding Practicum and Internships can be found in the MAC Practicum and Internship Manual. A few important sections of that manual are included below.

Practicum, which comes before Internship, is a 100-hour field experience wherein students have opportunity to observe practicing professional counselors. At some point during the semester, students will have opportunity to work with clients of their own.

Site Supervisor

Students must find a site that has a qualified supervisor who will oversee their work. This person must meet the criteria listed in the Supervision Requirements section (below) and be approved by the Internship Coordinator. It is preferred that students have the same site and supervisor for Practicum and Internship.

Instructor

Once you begin the field experience process, your Crown Practicum or Internship class instructor will be your main person of contact for any questions or concerns you may have. The instructor will guide you through the coursework and field experience process.

Expectations

There are certain expectations you need to follow to successfully complete both the practical and academic components of your internship experience.

Hours

Students must complete 700 hours between Practicum and Internship I and II. Students will obtain 100 hours in Practicum and 300 hours in each of the Internship classes for a total of 600. Please note that to complete all required hours in a 16-week course, a student would need to average 10-12 hours per week of work for Practicum and approximately 20-25 hours per week for internship related work. Within the 700 total hours of Practicum and Internship, students must complete a minimum of 280 hours of direct client contact. In addition, for EACH of the Practicum and Internship courses, students need a minimum of 16 hours of individual supervision (1 hour per week) and a minimum of 15 hours of weekly faculty group supervision (at least 1.5 hours per week). To successfully pass Practicum students need to complete a minimum of 100 total hours and 40 direct hours. Any hours over 100 do NOT transfer to Internship I. Internship I students need to complete or be close to completely a minimum of 300 total hours and 120 direct hours. Then, any remaining internship hours to reach 600 hours (700 total for the field experience) will be completed in the Internship II course. Hours exceeding 300 in Internship I CAN be added to Internship II.

Note: Some states may require more group supervision. Please check your state for regulations regarding group supervision during internship.

LADC/LPC(C) Internship

For students seeking dual licensure (LADC and LPC/LPCC), field experience requirements vary from the standard LPC/LPCC internship. Students on the LADC/LPCC track must complete at least 880 total hours of Practicum and Internship. The student must complete a minimum of 280 direct client contact hours and at least 10 hours in each of the 12 core functions of alcohol and drug counseling. The student must receive at least 1 hour of supervision from a dual-licensed supervisor. If students do not have a dual-licensed supervisor, they must receive at least 1 hour of supervision from a LADC supervisor and 1 hour of supervision from a mental health professional (e.g., LPC/LPCC, LICSW, LP, LMFT) for a total of 2 hours of supervision per week.

Courses: Students will complete three, 16-week courses (Practicum, Internship I and Internship II). Students may NOT take any of these three courses concurrently (within the same semester at the same time). These courses will be taken one semester at a time. A “skipped” semester between any of these three courses will need to be approved by the Practicum and Internship Coordinator.

Students who complete their required direct and indirect hours before the end of Internship II will remain active in the course until it concludes. In that situation, students will need to produce a letter from their supervisor which gives them permission to discontinue their work at the internship site once they have completed their 700 or 880 hours. However, the student will need to continue to meet with his/her site supervisor to meet the 16-week supervision requirement. The student will still need to attend class supervision and submit assignments until the end of the Internship II semester. Students' degrees will only be conferred at the end of their Internship II semester and only if they have satisfactorily completed all assignments within the course, as well as all the courses in their program.

Tevera

The Master of Arts in Counseling (MAC) Program has joined with Tevera, LLC, to provide students access to a lifetime Tevera account to be used throughout the student's educational program and indefinitely after graduation. Tevera provides field experience and outcome management software to educational programs and students. Students will purchase a membership during the first program course in their educational plan in which Tevera is used. Thereafter, the student will have an existing account in any course requiring Tevera. Students will use their Crown email address while enrolled at Crown and will be prompted to change their email address once they graduate. Students will pay Tevera approximately \$228 directly through the link provided in the course for the use of the software. More information is provided in course syllabi where Tevera is required.

Financial Aid Information

To receive financial aid students must be registered for a minimum of three graduate credits a semester. Both internship courses (COU 6261 and COU 6262) are 3 credits. The two internship courses must be taken over two semesters and therefore students are eligible for financial aid. The internship is a total of 6 credits. Cost is determined by credit and/or block tuition. For specific questions, contact the Crown College financial aid office at billing@crow.edu.

Supervision Requirements

- o A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- o Must have a minimum of two years professional experience.
- o Knowledge with program requirements and procedures for evaluations.
- o Appropriate training in counseling supervision.
- o Must hold a valid state license at an independent level of practice; i.e., supervisors must be able to practice without being under supervision.
- o Must be in good standing in the profession. For any potential supervisors with a listed disciplinary action against their license (past or present), Crown College reserves the right to approve or deny the potential supervisor based on the nature of the violation and the disciplinary action taken by the board.
- o Must hold a license that qualifies the individual to provide clinical supervision.

Liability Insurance

Students are required to purchase a yearlong membership to the American Counseling Association or American Association of Christian Counselors. A benefit of this membership is liability insurance. Students can apply for [ACA membership by clicking here](#). [Click here for the AACC student membership](#). Students must upload the Malpractice Insurance Face Sheet in their Tevera account.

You must be in contact with the Internship Coordinator regarding your placement. Crown College does not find internship placement for you, but we will supply placement guidelines and a list of potential sites. The first place to look is to do a search of counseling services in your local area, as you will need to be able to get to and from the site on a regular basis for at least 48 weeks (three semesters).

Internship Outcomes

1. Demonstrate the skill of establishing rapport and effective working relationships with client(s).
2. Demonstrate the ability to conduct a psychosocial history that includes client background information, behavioral observations, and current functioning, quality of relationships, and resources and challenges.
3. Develop client case conceptualizations that accurately and efficiently depict a client.
4. Accurately diagnose several disorders under supervision.
5. Develop professional level treatment plans that will motivate clients using evidence-based strategies for clients' identified problem(s).
6. Maintain an effective counseling process and relationship until the client(s)' problem(s) have been resolved.
7. Utilize feedback, direction, and constructive criticism from supervision and consultation to enhance professionalism in counseling.
8. Document clinical work in a way that meets the standards of the counseling site, third-party payers, and the state in which the student is working.
9. Demonstrate and apply the American Counseling Association's Code of Ethics.

Before Internship Begins

Secure Internship Site

Complete initial internship procedures to include:

Complete Internship Interview with potential site supervisor

During this interview make sure the site will provide a licensed individual that can provide supervision throughout your internship experience. Make sure supervisors meet all the requirements listed in the "Supervisor Requirements" section of this manual. If you have questions regarding the appropriateness of your chosen site, please direct them to the Counseling Internship Coordinator.

Complete the following documentation and submit to Tevera per instructions emailed from Practicum and Internship Coordinator for approval before accepting an internship offer.

Internship Registration Packet which includes:

- MA Counseling Internship Contract
- Supervisor Information Form
- Site Information Form
- Criminal Background Check Report

Placements

Students can complete their internship of 700 hours all in one location, or complete hours at two sites simultaneously. The ability to split the field experience between two sites may be beneficial for students wanting to experience both a residential setting as well as an out-patient setting, or an adult and an adolescent placement, etc. Students must be in contact with the Internship Coordinator about their placement(s). Crown College does not find internship placement for students but will supply placement guidelines and a list of potential sites and assist as needed. The first place to look is an online search of counseling services in your local area, as students will need to be able to get to and from the site on a regular basis for at least 48 weeks (three semesters). Students will need to be in contact with

potential sites on average 3 to 9 months (depending on the site) prior to their desired start date. A listing of potential sites in Minnesota and other states where Crown students have been can be found in Tevera. Once students have found a potential internship site, they will need to follow the steps in Tevera. Once students have identified a potential placement, it must be approved through the Practicum and Internship Coordinator to ensure it meets all requirements for an approved site. Students should not accept an offer before the Practicum and Internship Coordinator has approved the site and supervisor.

Paid Internship Policy

Crown does not prohibit students from obtaining paid internships. However, if a student is currently working in a mental health or alcohol and drug counseling-related position and wishes to use that role as an internship, they will need to submit a paragraph explanation of what additional clinical responsibilities will be added to their current work to justify this being a new level of learning that is appropriate for an internship experience. This may be submitted by email to the internship coordinator for approval. Examples of additional clinical responsibilities include the intern completing diagnostic assessments, treatment planning, ongoing counseling with individuals, families, couples, or groups, psychoeducation, writing progression notes, conducting crisis counseling, referral, and case closures.

Intern Performance Evaluations

Students are formally evaluated by their site supervisor every 8 weeks while they are enrolled in a Practicum and Internship course. Supervisors are encouraged to contact the Internship Coordinator at any time during the student's internship if they have any concerns over the student's performance as an intern. Student's work is also evaluated on an ongoing basis by their faculty supervisor, who meets with students for 1.5 - 2 hours per week virtually to review cases and their progress as interns.

Site Supervisor Concerns Regarding Interns

As noted above, site supervisors are encouraged to contact the Practicum and Internship Coordinator of any concerns they have regarding their intern at any point in the semester.

Intern Concerns regarding Site Supervisor

Each semester, students provide feedback on their site supervisor. This information is used in determining future Crown intern placements with this supervisor. If a student has a concern prior to the end of the semester, he or she should contact the Practicum and Internship Coordinator.

Confidentiality of Client Information

Students are expected to maintain confidentiality of all information related to clients, as well as all information related to cases presented in internship classes. Students are responsible to know and follow legal and ethical confidentiality practices of the field placement site, as well as applicable codes of ethics. Knowledge of HIPAA is expected. In addition, students shall not use any client identifying information in any practicum/internship documentation. Rather, pseudo-names will be used.

Student Support Services for Crown Online Students

Tutoring Services

Crown contracts with [Tutor.com](https://www.tutor.com) to provide one-to-one, 24/7 tutoring in the areas of basic math, accounting, statistics, finance, economics, biology, social studies, grammar, and literature.

Counseling Services

Online Counseling students who would like to obtain personal counseling are encouraged to do so. Students who observe others in need of assistance are urged to support the student in need by referring them to a counselor. Crown College or its employees cannot affirm the quality of the professional services obtained based on these recommendations. Any arrangement for service exists only between the provider and the client/student.

The Crown College Counseling Center provides counseling services to a limited number of graduate students, if those students live in MN. For an appointment, contact the director of the Counseling Center at johnsonb@crow.edu. Confidentiality is observed according to ethical and legal standards. In addition, many counseling organizations offer a list of counselors available in your area. The American Counseling Association provides assistance for locating a counselor at the following web address: <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/find-a-counselor>

The American Association of Christian Counselors also provides a list of counselors at the following web address: <https://connect.aacc.net> The student will be responsible for any expense for the counseling.

Finding a Counselor

Most people consider three issues when seeking a counselor: personal fit, location, and payment options.

Fit: It is a good idea to meet or talk on the phone with a counselor to get a “feel” for that person. You might also ask some of the following questions:

- What license/education do you have?
- What is your theoretical orientation and do you counsel from a religious or spiritual standpoint?
- May I see your professional disclosure statement or informed consent paperwork?
- Do you have experience working with counselors or counselors-in-training as clients?
- How much experience do you have working with _____ issue? (insert your concern)

Location: some ways to identify professional helpers near you-

- Ask for recommendations from friends, family, clergy, or family physician
- Your health insurance network (preferred provider look-up)
- Many larger employers have Employee Assistance Programs (EAP) which provide free confidential counseling to employees and their families
- Websites: American Counseling Association; American Association of Christian Counselors; American Psychological Association; American Association for Marriage and Family Therapy

Payment Options:

- If you found the counselor through your insurance company you should verify he or she is taking new clients with your insurance and confirm the co-pay
- Some counselors don't take insurance and are pay-as-you go
- Community agencies or counselor/psychologist training facilities (like in universities) will often see clients on a sliding scale that bases your fee on your income.

Library Services

Among the many resources currently available in the Watne Memorial Library are:

Over 260,00 volumes including almost 90,000 books and 180,000 e-books, as well as DVDs, videos, and CDs. Over a million Kindle books available. If we don't have the book you need, ask a librarian. They may download it on Kindle and check the Kindle out to you.

Crown InfoSearch (WorldCat)-the largest library online catalog in the world with access to over 200 million books and other resources in 485 languages, contained in 74,000 libraries around the world. Many of these resources are available via Interlibrary loan.

Over 100 research databases containing almost 40,000 full-text e-journals containing literally millions of articles. Films on Demand which contains over 30,000 academic videos and video clips. Mango language learning software for learning over 70 languages.

Technology Services

Crown College students have access to Information Technology (IT) assistance through the IT Help Desk tab in OurCrown (our.crown.edu/ICS/Help_Desk/). Students may receive various computer programs for free, including Microsoft Office. Additional software options are available for students through a 3rd party webstore. Students can access assistance in diagnosing and resolving computer problems through the Help Desk where technicians are able to access computers remotely (when given permission) in order to assist students. If you need technical help, contact Crown's Information Technology department at helpdesk@crow.edu or call (952) 446-HELP [4357]. Sending email to helpdesk@crow.edu is the best way to create a ticket for help. Telephone assistance is available during office hours and emailed support requests will be answered during normal business hours.

If you are having an issue with Canvas you can select the help link on the lower left-hand navigation menu in Canvas, select Report a Problem, and fill in the details to submit a ticket.

Computer Requirements

Documents should be submitted in Microsoft Office or PDF format. Students can obtain Microsoft Office by following the instructions located under the Help Desk tab in Our.Crown. The minimum system requirements for computers are also listed under the Help Desk tab in Our.Crown.

Learning Management System

All courses will be administered online through the Canvas Learning Management System found at <https://canvas.crown.edu> ([Links to an external site.](#)) or <https://crown.instructure.com>

Log in to Canvas using the same User Name and Password that you use for your Crown Outlook email account, leaving off the @students.crown.edu or @crown.edu. For example, if your Crown email is: jondoe@students.crown.edu, then just type jondoe as your Canvas user name and the same password you use for logging in to Crown email (<https://email.crown.edu> ([Links to an external site.](#))) or Our Crown (<https://our.crown.edu> ([Links to an external site.](#)))

Video tutorials for using the various tools and features of Canvas are available at https://community.canvaslms.com/docs/DOC-3891#jive_content_id_Students ([Links to an external site.](#)).

Career Services

The College provides student-centered/career-related assistance and programs such as general career guidance, choosing a major, resume and cover letter advice, internship and job search, interview preparation, professional networking and branding, applying to graduate school and more. Staff is available to assist students as they take career-related steps in their journey to serve and influence the world. Students are encouraged to accept responsibility for their career needs/direction and connect with the Counseling and Career Center to examine their God-given gifts and talents in terms of vocation/calling and gain familiarity with the world of work; and to learn, adapt, and thrive in an ever-changing job market by utilizing technology and social media such as LinkedIn, Twitter, Facebook, Skype, and E-Portfolios (Equip). Connect with the Counseling and Career Center via social media and www.crown.edu/career.

Sexual Violence and Campus Safety

Information about campus security can be found online here:

<http://www.crown.edu/students/campus-safety/>

For reporting sexual misconduct incidents, an online form is available here:

<http://www.crown.edu/misconduct-reporting/>

Personal/Spiritual Support

[Office of Spiritual Life](#) (952) 446-4165: Provides faith resources (like devotionals and podcasts) on the website. If you need personal prayer support, they can provide that too.

Crown Prayer Support: You may submit a prayer request by clicking on the "Prayer Requests" tab on the home page of your course site.

General and Academic Policies of the Graduate Counseling Program

In addition to those listed below, many general policies can be found online in the Crown Catalog.

Professional Ethics and Standards

MAC students are expected to know and abide by all ethical standards that govern the practice of professional counseling. Students will be introduced to the ethics codes of the American Counseling Association and the American Association of Christian Counselors in their Legal and Ethical Issues in Counseling course, which is recommended to be taken early in the student's academic career. When ethical principles vary between these two organizations, the MAC program will trend toward the most stringent ethical principle. Ethics codes for all the helping professions can be found online.

Privacy and Confidentiality Policy and Procedures

Policy

Privacy and Confidentiality: The ability to maintain the privacy and confidentiality of clients is an essential characteristic of professional counselors. Throughout the program, students are expected to practice this characteristic in their interactions related to their own clients, other students' clients (when discussed in fieldwork courses), other students, and volunteer clients. Students may gain knowledge of information about people through their courses, particularly those courses where students are practicing their counseling skills. Even if the information may not be legally protected health information, students

should treat it as private and confidential. Students should not share protected health information with anyone other than their clinical (site) or faculty supervisor. When information must be discussed for educational reasons, the student should safeguard the identity of the individual about whom the information has been obtained. This may be done using pseudonyms and the intentional altering of any information that would clearly identify the individual. Students are responsible for knowing and following legal and ethical privacy and confidentiality practices of the field placement site and their state and/or country of residence. Knowledge of HIPAA is expected. A summary of the HIPAA privacy rule can be found at <https://www.hhs.gov/sites/default/files/privacysummary.pdf>

Embedded in the Curriculum

The above policy will be included in every Counseling (COU) syllabi, in the Counseling Student Handbook, and in the Practicum & Internship Manual.

HIPAA Training

Students will be required to read the policy, the HIPAA privacy summary, and demonstrate understanding of HIPAA via a graded quiz in COU 5210 (Legal and Ethical Issues in Counseling) and again in COU 6260 (Practicum). Additionally, students will be informed about privacy and confidentiality by their site supervisors during their fieldwork courses.

Site Supervisor Responsibilities

The following excerpt from the ACA code of ethics will be embedded in the Internship Manual in the “Supervisor’s Responsibilities” section:

F.1.c. Informed Consent and Client Rights Supervisors make supervisees aware of client rights, including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be stored, transmitted, or otherwise reviewed. (ACA Code of Ethics 2014)

Netiquette

Netiquette is etiquette on the Internet. Each participant of an online community needs to be cognizant of the perceptions of others. Whether the communication is in the form of an e-mail or discussion post, it is imperative that sensitivity and grace are used in all situations. Here are some tips that can help improve online communication:

Be clear and do not abbreviate. Avoid the use of slang.

Be polite and respectful. Avoid sarcasm and irony which can be misinterpreted. Do not USE ALL UPPERCASE LETTERS or multiple punctuation marks!!!! When these are used, the tone of the message is difficult to interpret.

Emoticons can be used, :-) BUT be careful as some do not understand them.

Ask for clarification when not understanding a message.

Include all individuals in group messages.

Spell check, revise and edit messages before sending them.

Grading Policy

Grading Scale. The following is the official grading scale for all programs:

A

A-

B+

B

B-

C+

C

C- (A grade of C- or below is consider a failing grade for the Counseling Program. Any class with a C- or lower must be repeated to attain a passing grade.)

D+

D

D -

F

AU = Audit

I = Incomplete

IP = In Progress

R = Repeated Course

S = Satisfactory ("C" or higher)

U = Unsatisfactory

W = Withdrew

WF = Withdrew/Failing

WP = Withdrew/Passing

WIP = Work In Progress

Z = Grade not Available

Grade Points. Graduation requirements include the accumulation of appropriate credits and the quality of work performed. The faculty has established a cumulative grade point average of 2.000 as the minimum standard. Grade point averages are calculated to the third decimal place on the basis of hours attempted in graded courses taken at this College. Grade points are granted on the following basis:

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C - = 1.7

D + = 1.3

D = 1.0

D- = 0.7

F = 0.0

U = 0.0

Grade Point Average Calculation. A student's grade point average (GPA) is calculated by dividing the total grade points earned by the total credit hours attempted in graded courses. Courses that are assigned a Satisfactory (S) grade are not computed in the grade point average. Courses that are assigned a "U" or "F" are computed in the grade point average. Grades of transfer courses are not included in GPA calculation. At the end of each course, grades will be available to view online. Paper copies are available upon request.

Incomplete Grades (grades of "I") - Crown Online Students. Students are responsible for all coursework in keeping with posted deadlines. In most cases, assignments are due by the course end date. A student may request a seven-day extension from the professor; this request must be made in writing before the course ends. If the extension is granted, work not submitted within seven days will be graded as "zero" and the final grade calculated accordingly. Students facing extenuating circumstances (e.g., medical issues) may request an incomplete. If an incomplete is granted, the completion plan includes a firm deadline generally 14 days after the course end date.

In-Progress Grade (grade of "IP"). This grade may be applied by the professor when course requirements are specifically designed to extend beyond the end of the term (e.g. an internship, etc.). The course syllabus should note this grade designation.

Grade Changes

Grade changes cannot be made based on work done after the final grade has been submitted unless an incomplete grade was issued during the appropriate grading period. If instructors discover errors in grades they have reported, they may complete a Change of Grade Request Form to have the incorrect grade rectified. Grades of F resulting from the lapse of the time period for completion of work may not be changed except for instructor error. All grade changes are to be reviewed and approved by the College Registrar.

A student who has reasonable concerns regarding a grade must contact the instructor within 30 calendar days after the original grade was posted. The instructor may request that the student provide a written explanation that justifies the need for a change of grade. If a satisfactory resolution has not been achieved, the student may appeal to the Academic Affairs Committee within six months after the original grade was posted. The decision of the Academic Affairs Committee is final.

Academic Status Policy for Graduate Students

Students failing to attain and maintain a cumulative GPA of 3.0 will be placed on Academic Probation. Students will have one semester to raise their cumulative GPA to 3.0. At the end of the semester on Academic Probation, students who fail to raise their cumulative GPA to 3.0 will be placed on Academic Suspension. In addition, students who take a minimum of 9 credits in one semester and earn "F's" for all 9 credits will be academically suspended.

Students are ultimately responsible for their own success or failure during their probation semester, although their academic advisor will work with them to create a success plan.

Suspended students are not allowed to take classes for one semester before reapplying to come back. Part of the reapplication process requires a letter of appeal to the Admissions Council including a plan of

how to raise their GPA. Part of the plan to raise their GPA is that students will be required to retake classes with a grade below a C in the first available semester. If re-accepted, students must earn a 3.0 term GPA to continue. Keep in mind that a minimum cumulative GPA of 3.0 is required for graduation.

Full Time and Part Time Status

Full-time Status: Students enrolled at Crown College for 12 or more credits per semester in undergraduate programs are considered full time and 6 or more credits per semester in graduate level programs.

Undergraduate students who wish to register for more than 18 credits must contact their academic advisor and petition to do so. Graduate students wishing to take more than 15 credits must also contact their academic advisor and petition to do so.

Attendance Policy

Online courses require weekday student participation (also referred to as course participation or educational activity) through the internet weekly.

Guidelines and policies issued by the U.S. Department of Education stipulate that any participation in a course is considered “educational activity” in the course. For the purposes of online classes, participation is defined as one of the following:

Attendance at a virtual meeting of the course.

Discussion with the course instructor regarding course content or course requirements.

Any activity in the Learning Management System (LMS) course. This includes logging into the course after submitting the learning contract. The LMS records logins automatically; it is this record that will be used to make the official determination of whether a student has logged into the course or not.

If a student chooses to drop a course and has participated in the course according to the above definition, a “W” is recorded on his or her transcript. The only time a course will be dropped from the transcript is when absolutely no educational activity in the course is recorded. Students are urged to view and download the course syllabus before the course begins.

Statement on Disabilities

The Office of Disability Services of Crown College coordinates services needed by students who have physical, learning, emotional, and psychological/psychiatric disabilities. All requests for accommodations, whether physical or academic must be made through the Office of Disability Services.

Our commitment is to provide reasonable accommodations and services to students who have disabilities so that students with disabilities have equal access to the opportunity for academic success as student without disabilities, not to provide special treatment or advantages that students without disabilities do not receive.

Student Responsibilities:

Identify him/herself as a student with a disability by making an appointment with the Director of Disability Services to discuss the disability as well as reasonable accommodations.

Provide adequate documentation of your specific disability. This documentation should be no more than 3 years old and be signed by an appropriate professional qualified to diagnose the disability. Any Individualized Education Plan (IEP) or 504 Plan should also be provided when available.

Discuss with each professor the necessary accommodations for his/her classes.

Please note that accommodations will not be provided until approval is given by the Director of Disability services.

For more information on the Office of Disability Services please contact Dr. Tom McCracken (Director of Disability Services) at 952-446-4216 or by email at mccrackent@crowne.edu.

Leave of Absence and Readmission

Students may need to interrupt their studies temporarily for a variety of reasons. A full-time student in good standing wishing to take a one semester leave of absence should first contact their academic advisor to discuss their plans. Leave of absence will not be granted for more than one semester.

Students who take an approved leave of absence and who do not have any holds preventing re-enrollment may enroll for the next term with the privileges of a returning student. The leave permits the student to remain under their current catalog* and plan of study*. Students may not enroll in another academic institution during the leave period without prior approval from the Academic Petition for Approval of Future Transfer Credit. The College does have the right to prohibit reentry if the student has unsatisfactory academic work at another college or university.

- the leave of absence will be for one semester only.
- During the semester of leave, students will retain access to Crown email and our.crowne.edu
- Students should clear all outstanding bills before the leave of absence begins.
- Students should request exit information from the financial aid office. A leave does not exempt students from loan repayment. They need to consider the effect of the leave on their loan status as lenders may count the leave as part of the total grace period.

A student who does not re-enroll by the stated leave of absence return date (one semester) must re-apply for admission to the College.

Military Deployment

Students called to active service during the course of a semester must submit a copy of their orders and choose one of the following options before departing for active service:

Any student called to active service during the course of a semester may elect to withdraw from the current class and drop the future classes. A full refund of tuition will be granted for the current and future classes. Under this circumstance, no course credit and no course grades will be awarded for the current class.

Any student called to active service at least halfway through the class may elect to take the grade of "Incomplete" in the course. The time period allowed to satisfy the Incomplete would not, under this circumstance, begin until the date of release from active service. At that time, a deployment/activation

of four weeks or more is allowed a six-week grace period to complete the work; an active-duty period of less than four weeks allows the student a two week grace period. At any point within this timeframe the student may elect to withdraw from the class in which he/she was called to active service. Students who elect this alternative are not eligible for the refund of academic tuition. If no withdrawn is taken and the work is never completed, the grade will turn to an F.

Second Degree Completion/Dual Degrees

The institutional minimum number of credits required to earn a Master of Arts degree is 36 semester credits. Double majors may be earned when the student meets all the requirements for both majors. Double Master of Arts degrees may be earned when the student meets all the requirements for both majors and earns a minimum of 60 semester credits (36 credits for the first degree and an additional 24 credits to complete the residency requirement a second time.) Please note that the diplomas only list the degree and not the major, for example “Master of Arts”.

MAC Transfer of Credits Policy

Note: The MAC Transfer of Credits Policy is currently under committee review.

Students accepted into the MAC program may apply for transfer of credits from their previous institution(s) for up to 50% (30 credits) of the MAC program. Thirty or more credits of the 60 credit MAC program must be taken at Crown College. For transfer credit to be allowed, the following conditions must be met:

1. The institution at which the course(s) were completed is a regionally or nationally accredited institution approved through the Department of Education.
2. Core courses must be determined to be equivalent to at least 2/3 of Crown’s core course content. For non-core courses (electives), courses must be determined to have relevance to the counseling profession.
3. The course(s) were completed within the previous 5 years for core classes and within the previous 10 years for non-core (elective) courses. The content of core classes must be comparable to the current best practice standards for that course.
4. The student earned a grade of B or better in the course(s).
5. Clinical coursework and Ethics coursework (i.e. COU 5212, COU 5210, COU 6260, COU 6261, COU 6262) will not transfer.
6. Credit is not awarded for life experience or continuing education.
7. Decisions regarding course transfers are made by the MAC Program Director.
8. Because students may not transfer in Counseling Skills, all students in the program will be required to attend Residency 1 (Counseling Skills Residency).
9. Students who transfer in Psychopathology from a hybrid or face-to-face program may petition to waive Residency 2 (Psychopathology Residency).

Student Record Keeping

Students should keep copies of all class syllabi and course schedules for future use. Students should also keep copies of all clinical and supervision hours accrued in practicum and internship classes. Examination boards for counseling licensure, insurance companies, and other organizations may require proof of course content and/or clinical work by evidence of the

course syllabus, course schedule, or official clinical hours spreadsheets. Do not discard old syllabi and other academic records, but save them (electronic, print, or both) in a secure location.

Student Responsibility for Updating Information

Students are responsible to notify Crown of updates/changes to their demographic information in a timely manner.

Withdrawal Policy

Official withdrawal occurs when the student notifies the School of Online Studies and Graduate School Office via Crown e-mail of his/her intent to withdraw and completes the necessary forms to consummate the withdrawal. Official withdrawals can be completed for a single class or for a term. The date of withdrawal is the date of notification. Until notification occurs, enrollment is considered to be active. A student who neglects to withdraw before the end date of a course will receive the grade he or she has earned in the course (uncompleted assignments will be graded as "0" and the final grade will be calculated accordingly).

Unofficial withdrawal occurs when a student stops attending class for 30 days. The last class of attendance is considered the date of withdrawal and the student is withdrawn from all the classes remaining in the term. In other words, if a student is withdrawn from a module 2 course due to non-participation, he or she will also be withdrawn from any module 3 courses that he or she may be registered for *unless specifically notified by the student that he or she intends to attend the remaining course(es)*. This is done in compliance with financial aid guidelines stipulated by the U.S. Department of Education.

Crown realizes students have many valid reasons to withdraw from classes. To better understand the particular needs of the student and to keep improving the program, an exit interview is required.

Time Limit for Degree Completion

MAC students must complete all requirements for graduation within a period of seven years. (Petitions to extend this time can be submitted to the Graduate Studies Advisory Committee).

Administrative Dismissal and Course Repeat

Students failing to attain and maintain a cumulative GPA of 3.0 will be placed on Academic Probation. Students will have one semester to raise their cumulative GPA to 3.0. At the end of the semester on Academic Probation, students who fail to raise their cumulative GPA to 3.0 will be placed on Academic Suspension. In addition, students who take a minimum of 9 credits in one semester and earn "F's" for all 9 credits will be academically suspended.

Students are ultimately responsible for their own success or failure during their probation semester, although their academic advisor will work with them to create a success plan.

Suspended students are not allowed to take classes for one semester before reapplying to come back. Part of the reapplication process requires a letter of appeal to the Admissions Council including a plan of how to raise their GPA. Part of the plan to raise their GPA is that students will be required to retake

classes with a grade below a C in the first available semester. If re-accepted, students must earn a 3.0 term GPA to continue. Keep in mind that a minimum cumulative GPA of 3.0 is required for graduation.

APA Formatting

All students in the MAC program will be expected to use the most recent professional version of the APA writing style guide for all submitted assignments. Variations on this may be noted in specific assignments. Crown helps in the form of an APA Certificate Course, which may be accessed through any online counseling course in Canvas.

Graduation Requirements

Crown Graduate School Students - Master Degrees

Graduates with a master's degree from the School of Online Studies & Graduate School must satisfy the following requirements:

Completion of all course requirements for the desired degree within a period of seven years. (Petitions to extend this time can be submitted to the Graduate Studies Advisory Committee.)

Completion of institutional credit requirements. The minimum hours required for a master of arts leadership or MBA degree is 36 semester credits. The minimum for Counseling is 60 credits and the Master of Divinity requires at least 72 credits.

Attainment of a minimum cumulative GPA of 3.0 in work taken at Crown and all coursework with a grade of C or higher (must retake any course work of "C-" and below).

Fulfillment of the residency requirement (see [Residency Requirements](#)).

Submission and approval of the graduation application.

To be approved to participate in commencement, the student must have completed all requirements or be registered for any remaining credits in the same term as graduation.

In addition to the above general requirements, to graduate, students in the MAC must:

1. Be approved by Counseling Faculty
2. Pass the Comprehensive Exam
3. Adequately meet all Critical Competencies
4. Adequately meet all KPIs
5. Adequately meet all professional disposition requirements

Exams

Crown students must pass the Comprehensive Exam to graduate with their Master of Arts in Counseling. The exam is taken during their Internship 2 course. The exam is modeled after the National Counselor Exam (NCE) but does not replace the NCE which is required for licensure in many states. The exam covers the 8 core areas of competency in professional counseling. Students must receive a 70% or higher on the exam to pass. More information can be found in the Internship 2 syllabus.

Students are often concerned about licensing exams. Information regarding commonly required exams for licensure and study guides can be found in the MA Counseling Program COUINFO course in Canvas, available to all students enrolled in the MAC program.

Licensing and Certification

The MAC program is designed to lead to licensure in the state of Minnesota. Students interested in pursuing licensure should check with the state licensing board for in which they anticipate seeking a license. The MAC Program cannot guarantee any student will obtain a counseling license or certification, nor can the program staff be expected to be knowledgeable of related laws or changes to laws in all 50 states. Faculty and advisors will make a good faith effort to work with each student to align their plan of study with professional goals they have for the geographic area they anticipate living in.

Counseling M.A. State/SARA Disclosures

It has been determined that the Crown College Counseling (M.A.) degree **meets the requirements for licensure** in the following states:

| | | | | |
|-------------|---------------|---------------|----------------|---------------|
| Alabama | Hawaii | Minnesota | Oklahoma | Washington |
| Alaska | Idaho | Mississippi | Oregon | West Virginia |
| Arizona | Illinois | Montana | Pennsylvania | Wisconsin |
| Arkansas | Indiana | Nebraska | South Carolina | Wyoming |
| California | Iowa | Nevada | South Dakota | |
| Colorado | Louisiana | New Hampshire | Tennessee | |
| Connecticut | Maine | New Jersey | Texas | |
| Delaware | Maryland | New Mexico | Utah | |
| | Massachusetts | North Dakota | Vermont | |
| Georgia | Michigan | Ohio | Virginia | |

It has been determined that the Crown College Counseling (M.A.) degree **does not meet the requirements for licensure** in the following states:

- Kansas
- Kentucky
- Missouri
- North Carolina
- Rhode Island
- Florida
- New York

Professional Organizations

A significant means by which counselors can make an impact within the profession is through involvement with professional organizations. MAC Students are encouraged to join the American Counseling Association (ACA), along with their associated national, state, and local divisions, as well as the American Association of Christian Counselors (AACC). Most professional organizations and divisions offer reduced membership rates to students, as well as access to their professional journals and newsletters, reduced registration fees for professional seminars, conferences, and workshops, eligibility for member services (ethics consultation, liability insurance), involvement in activities and issues which are directly or indirectly pertain to the profession (legislation and professional credentialing, licensure, certification), and affiliation with other professionals having similar interests and areas of expertise. Student in their internship courses will be required to maintain a membership with the ACA and document proof of liability insurance through the ACA or other provider.

Student Evaluation

Students are evaluated in multiple ways. In addition to traditional grading of assignments and final course grades, students are evaluated on Critical Competencies, Key Performance Indicators, and Professional Dispositions. Students must pass each of these to be approved for graduation. If a student does not initially pass one or more of these areas, they will be referred to a remediation process (see below) to assist them in achieving the required standard in any area that is deficient.

Critical Competencies for MA Counseling Students

MAC faculty determine whether students are competent for the counseling profession. This is referred to as the “gatekeeping role.” Thus, students enrolled in the MAC program must demonstrate attainment of critical competencies related to professional and clinical development to satisfy the requirements of the degree.

In addition to passing all academic and field courses, maintaining a 3.0 GPA, and receiving a “C” or higher in all courses, students must receive passing scores in the following areas: counseling content knowledge, demonstrated counseling skills, the ability to articulate information about a clinical case, adherence to counseling ethics, and multicultural understanding.

1. **Counseling Content Knowledge** – Students are expected to demonstrate competency in their knowledge of counseling, specifically in the 8 core content areas of counseling (as recognized by ACA and CACREP). A comprehensive examination is taken during Internship 2. A 70% or higher must be received in each content area to pass. In addition, knowledge per content area is measured by a passing grade in each of the core courses.
2. **Counseling Skills** – Students are expected to demonstrate competency in counseling skills. Students will be evaluated by both faculty (during COU 5212 Counseling Skills and COU 6261/2 Internship 1 and 2) and their site supervisor (during COU 6261/2 Internship 1 and 2) using the Counseling Competencies Scale-Revised (CCS-R) and must attain “meets expectations” or higher in all categories (1.a.-1.l.) by the final evaluation. Not attaining “meets expectations” or higher in all categories in the final CCS-R evaluation may impact the student’s eligibility to graduate. Remediation will occur for students who do not attain “meets expectations” or higher in all categories in the final evaluation. Successful remediation may allow for eligibility for graduation.

3. **Case Presentation** – Students are expected to be able to present a case professionally and efficiently. Students will complete a total of 4 case presentations during their internship process. All 4 case presentations must receive an 80% or higher to constitute a passing score. Students are expected to write their case presentation and orally present their case in a professional manner in a virtual or face-to-face setting. Students should be prepared to defend their diagnosis and treatment planning and to answer questions from faculty and student colleagues regarding the case they are presenting. Students receiving lower than 80% on a case presentation will be required to work with their faculty supervisor to determine remediation.
4. **Counseling Ethics** - Students are expected to understand and adhere to the American Counseling Association’s Code of Ethics and the Crown College Learner Code of Conduct. Ethical conduct is evaluated across the program in all interactions (verbal, nonverbal, and written) between a student and faculty, staff, administrators, site supervisors, clients, and fellow students. A T47 alert form will be completed for any student whose conduct may indicate potentially unethical behavior. This form can be completed by faculty, staff, and administrators. Site supervisors, fellow students, and other concerned parties may email the Program Director or the Internship Coordinator with concerns regarding a student’s ethical behavior. The T47 or other form of notification of concern will be communicated to the student and brought to Core Faculty for review and potential remediation. In addition, students’ ethical competence will be evaluated in COU 5212 (Counseling Skills) by faculty and COU 6261 (Internship 1) and COU 6262 (Internship 2) by site supervisors and faculty using the CCS-R (2.a.). Finally, a passing grade in COU 5210 (Legal and Ethical Issues in Counseling) indicates understanding of counseling ethics.
5. **Multiculturalism** – COU Multicultural respect, awareness and responsiveness are evaluated across the program in all interactions (verbal, nonverbal, and written) between student and faculty, staff, administrators, site supervisors, fellow students, and clients. A T47 alert form will be completed for any student whose conduct may indicate potential disrespectful multiculturally-related behavior. This form can be completed by faculty, staff, and administrators. Site supervisors, fellow students, and other concerned parties may email the Program Director or the Internship Coordinator with concerns regarding a student’s behavior related to multiculturalism. The T47 or other form of notification of concern will be communicated to the student and brought to Core Faculty for review and potential remediation.

Students will be evaluated in COU 5212 (Counseling Skills) by faculty and COU 6261 (Internship 1) and COU 6262 (Internship 2) by site supervisors and faculty using the CCS-R (2.f.). Finally, students are evaluated in COU 6010 (Multicultural Counseling) on their final immersion project. A passing grade on this assignment and in this course demonstrates adequate knowledge of multicultural concepts.

Key Performance Indicators (KPIs)

Key Performance Indicators (KPIs) are assessed using multiple measures across multiple points in time throughout the program for each of the 8 foundational curricular areas and for each of the specialty areas (Clinical Mental Health Counseling and Addictions Counseling). If a student falls short of the minimum requirement in one or more of the KPIs, the faculty will attempt to remediate the student through the remediation process (below). Crown’s KPIs are as follows:

Professional Orientation and Ethical Practice: KPI 1: Students/Graduates will demonstrate understanding and application of professional counseling legal and ethical standards as prescribed by professional counseling organizations (i.e. ACA, AACC, NBCC). CACREP (j)

Social and Cultural Diversity: KPI 2: Students/Graduates will demonstrate understanding and implementation of multicultural competence in working with individuals with diverse cultural and disability identities. CACREP (k)

Human Growth and Development: KPI 3: Students/Graduates will demonstrate understanding of working with clients at all developmental levels based on theories of individual and family development across the lifespan. CACREP (a)

Career Development: KPI 4: Students/Graduates will demonstrate understanding and implementation of career development and decision-making theories and models. CACREP (a)

Helping Relationships: KPI 5: Students/Graduates will demonstrate understanding and implementation of essential interviewing, attending, and listening skills. CACREP (i)

Group Work: KPI 6: Students/Graduates will demonstrate understanding and implementation of group process and the therapeutic factors contributing to group effectiveness. CACREP (c)

Assessment: KPI 7: Students/Graduates will demonstrate understanding of ethical and legal considerations for selecting, administering, and interpreting assessments. CACREP (f)

Research and Program Evaluation: KPI 8: Students/Graduates will demonstrate the ability to identify and evaluate the evidence-base for counseling theories, interventions, and practices. CACREP (b)

Clinical Mental Health Counseling: KPI 9: Students/Graduates will demonstrate understanding of etiology, nomenclature, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. CACREP (a)

KPI 10: Students/Graduates will demonstrate the ability to work with techniques and interventions for prevention and treatment of a broad range of mental health diagnoses and issues. CACREP (e)

Addictions Counseling: KPI 11: Students/Graduates will demonstrate the ability to evaluate and identify individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery. CACREP (f)

Counselor Dispositions

Students are evaluated on their dispositions as they relate to the commonly accepted professional counselor dispositions: Professional Ethics, Professional Behavior, Professional & Personal Boundaries, Knowledge & Adherence to Site and Course Policies, Record Keeping & Task Completion, Multicultural Competence in Counseling Relationship, Emotional Stability & Self-Control, Motivation to Learn & Grow/Initiative, Openness to Feedback, Flexibility & Adaptability, and Congruence & Genuineness.

In particular, Crown College MAC students will be evaluated on the following specific dispositions as part of the requirements for graduation:

1. **Professional Behavior:** Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and can effectively collaborate with others
2. **Professional and Personal Boundaries:** Maintains appropriate boundaries with supervisors, peers, & clients
3. **Emotional Stability & Self-Control:** Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients
4. **Openness to Feedback:** Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback
5. **Congruence and Genuineness:** Demonstrates ability to be present and “be true to oneself”

Professional Development

Student Evaluation, Retention, and Remediation Policies and Procedures

The profession of counseling maintains high standards and expectations for its practitioners. Counselor educators are the first “gate” in the gatekeeping process. The purpose of gatekeeping is to intentionally ensure that students are well prepared to serve clients ethically and competently. It is the professional obligation of all counselor education faculty and clinical site supervisors to evaluate students for clinical and/or professional competence during their entire course of study. The Director of the MAC and faculty evaluate academic progress and students’ disposition regularly, communicate these to students, and determine their retention status in the department.

Faculty members are to discuss concerns about academic, professional, or dispositional competence directly with students. Following these discussions, if the faculty is still concerned about the student’s professional development, a T47 alert form may be completed. The MAC faculty assess students on the prescribed Critical Competencies, Key Performance Indicators, and Counseling Dispositions on an ongoing basis. Evaluation of competence for the profession occurs during courses and other program-related interactions students have with faculty and staff, such as residencies, meetings with students, and field experiences.

Students occasionally need additional assistance and support to develop these professional competencies. Crown is committed to providing assistance and support beyond the general curriculum as needed to prepare competent counselors. The evaluation of students and remediation policies and procedures of Crown College reflect a commitment to the ACA Code of ethics, sections F.9.a. and b.

Student Evaluation

1. **Critical Competencies –**
 - a. **Counseling Content Knowledge** - Students are expected to demonstrate competency in their knowledge of counseling, specifically in the 8 core content areas of counseling (as recognized by ACA and CACREP).
 - b. **Counseling Skills** - Students are expected to demonstrate competency in counseling skills.
 - c. **Case Presentation** - Students are expected to be able to present a case professionally and efficiently.
 - d. **Counseling Ethics** - Students are expected to understand and adhere to the American Counseling Association’s Code of Ethics and the Crown College Learner Code of Conduct.
 - e. **Multiculturalism** - Students are expected to develop respect for culture and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.

2. Key Performance Indicators

- a. KPI 1 - Students/Graduates will demonstrate understanding and application of professional counseling legal and ethical standards as prescribed by professional counseling organizations (i.e. ACA, AACC, NBCC). CACREP (j)
- b. KPI 2 - Students/Graduates will demonstrate understanding and implementation of multicultural competence in working with individuals with diverse cultural and disability identities. CACREP (k)
- c. KPI 3 - Students/Graduates will demonstrate understanding of working with clients at all developmental levels based on theories of individual and family development across the lifespan. CACREP (a)
- d. KPI 4 - Students/Graduates will demonstrate understanding and implementation of career development and decision-making theories and models. CACREP (a)
- e. KPI 5 - Students/Graduates will demonstrate understanding and implementation of essential interviewing, attending, and listening skills. CACREP (i)
- f. KPI 6 - Students/Graduates will demonstrate understanding and implementation of group process and the therapeutic factors contributing to group effectiveness. CACREP (c)
- g. KPI 7 - Students/Graduates will demonstrate understanding of ethical and legal considerations for selecting, administering, and interpreting assessments. CACREP (f)
- h. KPI 8 - Students/Graduates will demonstrate the ability to identify and evaluate the evidence-base for counseling theories, interventions, and practices. CACREP (b)
- i. KPI 9 - KPI 9: Students/Graduates will demonstrate understanding of etiology, nomenclature, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. CACREP (a)
- j. KPI 10 - Students/Graduates will demonstrate the ability to work with techniques and interventions for prevention and treatment of a broad range of mental health diagnoses and issues. CACREP (e)
- k. KPI 11 - Students/Graduates will demonstrate the ability to evaluate and identify individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery. CACREP (f)

3. Counselor Dispositions and Behaviors

- a. **Professional Behavior** - Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and can effectively collaborate with others.
- b. **Professional and Personal Boundaries** - Maintains appropriate boundaries with supervisors, peers, & clients.
- c. **Emotional Stability and Self-Control** - Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.
- d. **Openness to Feedback** - Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.
- e. **Congruence and Genuineness** - Demonstrates ability to be present and "be true to oneself"

Retention

To be retained in the MAC program, students must demonstrate adequate achievement in each area of student learning evaluated, based on the Evaluation Plan for the MAC, which may be found in the Student Handbook. If adequate achievement in each area is not initially shown, students must show

progress in remediation of any or all the above areas. Students who do not demonstrate achievement or progress in remediation are at risk of dismissal from the program.

Remediation

Students identified with deficiencies in areas 1-3 (above) will be referred to the Counseling Student Support Committee (CSSC). This committee exists to assist students in their professional development. The CSSC will consist of the Program Director, 2 or more core faculty members, the MAC Program Advisor, and a program alumni. This committee will meet on an as needed basis whenever a concern about a student is submitted by a faculty member (or other concerned party) regarding the Student Evaluation criteria above.

Remediation Plans

Remediation plans will be prescribed for students who are found to be deficient in professional development and competencies. Remediation plans will include academic and/or behavioral outcomes, consequences for failure to complete the plan, a date for completion, and a process for monitoring. Program advisors will monitor timely completion of remediation plans. Remediation plans will be included in student files and will be reviewed with the student in a live meeting on campus or through video conference.

Remediation plans could include:

1. utilization of the writing resources
2. review of papers before submission
3. completion of particular assignments a second time to ensure adequate level of competence
4. retaking a course
5. reducing the number of courses taken at one time
6. taking a break from the program
7. checking in periodically with his or her advisor
8. additional assignments
9. delay of field experiences
10. referral to outside resources
11. probation
12. personal counseling
13. increased supervision
14. failing course grade
15. reduced practicum or internship
16. leave of absence
17. dismissal from the program
18. other requirements as determined by the CSSC
19. immediate interventions: In the event of a candidate's disclosure, either verbally or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly, or disabled person, or current involvement in criminal activity; the faculty, staff, administrator or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of campus security, appropriate state law enforcement, social services personnel, emergency contacts, and notification of the program chair, associate dean, and/or dean. The incident and action taken will become part of the candidate's permanent record.

If the student does not successfully complete the remediation plan outlined by the MAC program, the faculty reserves the right to remove the student from the Counseling Program.

CSSC Purpose and Process

The Counseling Student Support Committee (CSSC) is responsible for monitoring the academic progress, professional development and competencies, and dispositions and behaviors of students enrolled in the MAC program. Students who do not meet the academic standards of their program or whose behaviors raise concerns about professional competence and/or dispositions, may be referred to the CSSC. The primary purpose of the CSSC is to review submitted information related to concerns about students' academic progress, dispositions and behaviors, professional development and/or competence, and to determine appropriate steps for remediation or dismissal from the program.

Referral Procedure

Any member of the academic community who wishes to bring a student concern before the CSSC must submit a T47 alert, which will be forwarded to the Program Director. Concerned parties outside the academic community may submit an email or letter to the Program Director. The alert or letter should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence, dispositional deficiency, and/or professional conduct. If a student serving at an internship, practicum, or clinical placement is dismissed by the site, asked not to return, or fails a site supervisor evaluation, the student's faculty supervisor will request the CSSC to convene for investigation of the circumstances. The focus of the investigation will be to determine what happened and appropriate steps for remediation or dismissal from the program. Once a referral is received, the committee is convened and follows established procedures.

CSSC Procedures

The following procedures govern the actions of the CSSC:

1. The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting, and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the referral. The committee will be convened in a suitable, secure, electronic environment.
2. In advance of the meeting, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance.
3. The student may submit written information relevant to the situation to the committee chair up to 48 hours prior to the meeting. All written documentation should be made available for review by the student, the involved faculty, and the committee in advance of the meeting. In cases when the situation warrants an immediate convening of the CSSC, the 48 hours for review of documentation is waived and the student may present relevant documentation to the committee at any time prior to or during the meeting.
4. If a student is notified of the meeting and does not attend, the CSSC may continue its action and render a decision.
5. The student is not permitted to bring legal counsel to committee meetings.
6. Verbatim transcription or electronic recording of the meeting is not permitted.
7. The committee will ensure that the student has been apprised of the concerns and has had an opportunity to respond.
8. Within ten (10) business days of the meeting the committee members shall render a decision on what course of action is required. (The committee should also consider whether the program or student

should take any follow up action with an internship or practicum site, with an instructor, or with another student in order to preserve or reconcile a professional relationship.)

9. The committee chair (or Program Director) shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within ten (10) business days of the committee's decision. In all cases, the faculty should describe the problems resulting in referral and the recommended solutions in specific detail.

10. If and when the student has met the terms of the remediation plan, the committee will notify the student in writing and a copy of this notification will also go in the student's permanent electronic file.

11. If the terms of the plan are not met, the committee will consult with the program director and/or the counseling faculty as to next steps, to include the possibility of dismissal from the program.

Monitoring Progress

The CSSC Committee uses the following procedures for monitoring the progress of students referred for concerns about academic and/or behavioral competencies.

1. Remediation Plans will contain specific information regarding the timing for completion of the plan. The Committee Chair or Program Advisor will follow up with a student one week prior to the required completion date to inquire about the student's progress. The student will communicate with the Committee Chair or Program Advisor for questions related to the requirements and will submit all documentation of compliance to the chair or advisor by the established date. Within ten business days of receipt of the student's documentation of completion of the plan, the Committee Chair will notify the student in writing that the documentation or actions taken by the student do or do not meet the agreed upon criteria. If the criteria has been met, the issue is resolved and no further action by the CSSC or the student is needed at this time. Notice of resolution will be placed in the student's permanent electronic file. Resolving a competency does not preclude the student from being referred to the committee at another time for further concerns about the same or other competencies. If the documentation is not submitted by the required date or the actions taken by the student do not meet the criteria specified by the CSSC, the committee will reconvene to determine the next course of action, which can include dismissal from the program.

2. When a student has been referred to outside resources, the student will be provided with a date for providing a progress report to the CSSC on the outcomes of the referrals. The progress report should be in the form of a letter from the outside source(s) that provides an update of the student's progression in the competency or behavior that was cited as a concern in the remediation plan. While the CSSC does not require the student to waive confidentiality, the student will be required to sign a limited waiver of confidentiality with the outside source, allowing the Committee Chair or Program Advisor to ascertain that the student, with the help of the outside referral source, is remediating the identified competency and that the student is making progress. While the student is working with an outside referral source, should the student demonstrate ongoing issues/concerns regarding the identified concern or other competencies before that time, the CSSC will reconvene to determine the next course of action, including remediation, probation, or dismissal from the program.

Appeal Process

Students who are not satisfied with the decision of the CSSC committee may submit a written appeal of the decision to the Dean of the School of Online Studies within ten (10) business days of receiving the written documentation from the CSSC. Within ten (10) business

days of the receipt of the appeal, an Appeals Committee comprised of the Dean and at least two faculty members from the college community outside of the MAC will convene to consider and render a decision regarding the student's appeal. Any results of the CSSC proceedings will remain in place until the Appeals committee renders a decision otherwise. The student must obey the terms of the CSSC decision pending the outcome of the appeal.

Crown Online Student Academic Appeals

Appeals

An appeal is a request to waive a policy, procedure, and/or regulation that has been or will be applied. The central focus of an appeal is the institutional policy and the considered merits of its waiver.

Appeals may concern academics, student life, financial affairs, policies and regulations, admission to and retention of students in academic programs, academic inequities, and forms of academic discipline. The appeal and the decision must be in writing on the appropriate form. The investigation may include personal appearances by the parties involved in the appeal.

Process for Appeals:

1. Student contacts their Academic Advisor to discuss the Appeal
2. The Academic Advisor emails the Appeal Form to the student via Crown College Student email.
3. Student completes the Appeal Form and returns to the Academic Advisor via Crown College Student email.
4. The Academic Advisor submits the Appeal Form to be reviewed by the Appeals Committee. The committee reviews the appeal and places the results on the Student Appeal Form.
5. The results will be communicated to the Academic Advisor and the student within 10 business days of the initial submission. The Academic Advisor will communicate the appeal decision to the student using their Crown College Student email.

Grievances

A grievance is a complaint of alleged unfair or discriminatory practice or decision by faculty, administration, or administrative staff. The central focus of a grievance is not a policy but rather the action of the one against whom the grievance is filed. A grievance must be supported by evidence that the unfavorable decision is in violation of institutional policy or practice, or that the person has been treated in a different way than other persons in similar circumstances have been treated.

Any student wishing to file a grievance may do so by using the following procedure:

1. If the informal process to resolve a grievance has failed, students will submit a formal letter to the Academic Affairs Committee for review.
2. The student provides the letter to their Academic Advisor, who then sends the letter for review with the Academic Affairs Committee.
3. The results are communicated to the student from the Academic Affairs Committee through an official letter to their Crown Student email within ten business days of submission. The decision of the Academic Affairs Committee is final.

Complaints

A complaint is an expressed concern about an issue or service that does fit into the category of a grievance or appeal.

Procedure:

Complaints or concerns can be reported using the Crown College Complaint form. A link to the online form can be found on the main Crown College Website. A current Crown Login is required to access the form. This form is routed to the appropriate person or office best equipped to resolve it. The person filing the complaint will be contacted regarding how the issue will be addressed.

Non-Resident Student Grievance Policy

If an online student, who resides in a SARA participating state, is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed within two years of the incident about which the complaint is made, to the SARA portal agency in Minnesota. If an issue cannot be resolved internally, you may also file a complaint with the regulatory agency in the state in which you are receiving instruction.

Georgia Students

Students residing in the State of Georgia enrolled in the Atlanta, Georgia course location (All Nations Institute) have the right to send a complaint directly to the Georgia Nonpublic Postsecondary Education Commission (GNPEC) at: 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084, 770.414.3300, <https://gnpec.georgia.gov/student-complaints>. ALL complaints must be submitted to GNPEC through their webpage at: <https://gnpec.georgia.gov/webform/gnpec-student-complaint-form>. Any student enrolled in a Georgia course site (i.e. All Nations Institute) whose concern cannot be resolved at the institutional level after all options have been exhausted, may contact the Georgia Nonpublic Postsecondary Education Commission.

Learner Code of Conduct

POLICY STATEMENT

Crown College Online students are expected to conduct themselves in a manner guided by respect, collegiality, honesty, and ethical behavior as part of their academic development. Learner conduct that infringes on the quality of such an educational experience is not acceptable. This policy describes the types of conduct that are deemed prohibited and unacceptable. This policy also serves as Crown's tool to fight impersonation, identity theft, text mining, and/or creation of fictitious identities in an effort to secure access to federal funds.

Prohibited learner conduct includes, but is not limited to, the following: complicity, dishonesty, disruptive conduct, disrespect, document forgery, illegal activity, impersonation, incarceration, text mining, and theft, as described in the definitions section of this policy.

RATIONALE

This policy sets a high standard of conduct for members of the college community that reflects Crown College's values of human potential, achievement, decisive collaboration, innovation, and integrity. This

policy also reflects Crown's philosophy of resolving issues at the most direct level and in the most equitable way possible, and defines the appropriate terms and procedures required to meet these standards.

Student Rights

Crown College offers each student the freedom to learn and enjoy college life in an orderly and lawful manner. This freedom comes with obligations and responsibilities and in return, Crown College expects students to adhere to these policies. By voluntary enrollment, students assume the obligation and responsibility of conducting themselves in accordance with the reasonable and lawful requirements of Crown College in its educational functions and processes. Violations of these responsibilities may result in sanctions that can include expulsion from the institution.

Crown College students are expected to:

- Be aware of student conduct, policies, and procedures as stated in the Crown College Catalog.
- Exhibit proper behavior at all times. Unacceptable behavior includes, but is not limited to, verbal abuse, profanity, public disturbance, fighting, destruction of property or interference with class, and computer misuse.
- Read course syllabi to find out attendance and grading policies.
- Present themselves in a manner that does not cause alarm for the health and safety of themselves or others.
- Complete academic work without committing plagiarism or cheating
- Follow Crown College drug and alcohol policy when on the Crown premises or while participating in Crown College events.
- Students enrolled in an Online Ministry Department or Graduate School of Ministry program are required to abide by the Crown College Community Covenant while enrolled in the specified degree programs.

DEFINITIONS

Complicity

Complicity is helping, procuring, encouraging, and/or cooperating with another person in the commission of a violation of the learner code of conduct.

Dishonesty

Dishonesty is intentionally providing false information or forging, altering, or falsifying college documents. Learners may not misrepresent their academic record or status.

Disruptive Conduct

Disruptive conduct is engaging or participating in an activity that interferes with teaching, administration, and other college functions, whether in the online course environment or at a university-sponsored event (e.g., commencement). Examples of disruptive conduct include, but are not limited to:

1. Threatening or belligerent language, posturing, physical acts, or gestures
2. Vulgar or offensive language or gestures

3. Bullying or cyber-bullying
4. Disturbance of public peace
5. Lewd or indecent language or behavior
6. Inciting others to engage in disruptive conduct

This list of examples of disruptive conduct is not exhaustive, and Crown reserves the right to determine whether behavior constitutes disruptive conduct on a case-by-case basis.

Disrespect

Disrespect is harassing, threatening, or embarrassing others. Learners may not post, transmit, communicate, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, or otherwise offensive or discriminatory. Learners are expected to behave in an appropriate manner and treat other learners and university faculty, staff, and administrators with respect at all times.

Document Forgery

Forging documents is falsifying any document or evidence required for admission to the university, completion of a course or examination, or receipt of any other university-related privilege or benefit, whether in print or electronic form.

Illegal Activity

Illegal activity is any behavior that results in a criminal conviction.

Impersonation

Impersonation is assuming the identity of another.

Incarceration

Incarceration is jail time after a conviction of a crime/offense.

Prohibited Conduct

Prohibited conduct includes but is not limited to complicity, dishonesty, disruptive conduct, disrespect, document forgery, illegal activity, impersonation, incarceration, text mining, or theft.

Sanction

A sanction is disciplinary action that may result from prohibited conduct. Disciplinary action may include one or more of the following: non-acceptance of work submitted; receiving a failing grade on an assignment; lowering a grade for a course; receiving a failing grade in a course; formal, written warning; suspension from the college; dismissal from the college; and cancellation of a previously-awarded academic credit or degree. This list of possible sanctions is not exhaustive, and Crown College reserves the right to assign sanctions on a case-by-case basis.

Suspension

Suspension is a Crown-initiated temporary status during which a learner is denied access to the classroom and prohibited from engaging in university activities until stated conditions have been met.

Text Mining

Text mining is analyzing and then synthesizing information from electronic documents, email messages, and other free-form text written by others as a way to create summary content of written work that is presented as one's own for the express purpose of seeking an advantage in completing one's academic assignment and/or work.

Theft

Theft is taking property that is not one's own, or posting, transmitting, promoting, or distributing content that violates copyright or other protected intellectual property rights. Unauthorized use of university property is prohibited. Theft and abuse of computer resources is prohibited.

Written Warning

A written warning may result from engaging in prohibited conduct; it describes certain conditions learners must meet to continue to have access to the classroom.

Procedures

- The purpose of this policy is to establish disciplinary procedures to guide the enforcement of the Learner Code of Conduct. These procedures are applicable to any student who is alleged with a violation of the Learner Code of Conduct.
- These disciplinary procedures are designed to allow for information-gathering and administrative decision-making in the framework of an educational community, and to encourage students to accept responsibility for actions, which resulted in the disciplinary actions with a desire to provide adequate procedural safeguards to protect the rights of the individual student(s) and the reasonable interests of Crown College
- Student records and information gathered during this process and/or associated with the process are subject to the Family Educational Rights and Privacy Act (FERPA).

Provisional:

1. If someone is to be suspected of violating Crown College's learner code of conduct, the Program Director is to be notified at which time, it will be determined if a Code of Conduct Complaint Form will need to be submitted.
2. Based on the alleged misconduct, a student may be suspended for an interim period, as determined by the Program Director, which may include classroom, campus, or campus related events if the student's presence poses a threat to the safety of others until further investigation and disciplinary proceedings are conducted.
3. The Dean of the School of Online Studies will communicate the interim suspension or restrictions in writing to the student and will go into immediate effect as the date stated on the letter.
4. The decision for suspension or restriction will remain in place until a final decision has been made by the Appeals Committee on the pending charges of violating the learner code of

conduct or until the Dean of the School of Online Studies determines the situation that imposed the restrictions and/or suspension is no longer of necessity.

Review Process:

1. The Appeals Committee will review the alleged situation and determine if there is sufficient evidence to show violation of the learner code of conduct. The Program Director may decide to interview the individual(s) and other witnesses or request additional information on the complaint.
2. The student(s) involved will be provided an opportunity to consult with the Appeals Committee to discuss the complaint brought forth. However, if a student chooses to not “attend” the meeting, the student then forfeits the right of complaint against the sanctions brought forth to the student.
3. During the meeting the student will be provided with the following documentation:
 - a. Explanation of the charges
 - b. Summary of information gathered
 - c. Opportunity to respond
 - d. Explanation of sanctions taken against the student behavior, if any
4. If a student chooses to not attend the meeting, the Director will provide the above in writing to the student within 7 business days of the last opportunity for the student to respond.
5. If the sanction includes expulsion or suspension, the student can request to meet in person within 20 days of the date on the notice. If a meeting is requested, the interim sanctions will remain in place until the meeting to request an appeal.

Appeal

1. A student can appeal the decision of the Appeals Committee; the appeal must be received within 7 school days of the decision. The appeal will need to be in writing and submitted to the Dean of the School of Online Studies and Graduate School.
2. The appeals will go to the Academic Affairs Committee: The committee will meet within 10 school days of receiving the appeal.
3. The Academic Affairs Committee will meet to review ALL documentation of the sanctions brought against the student:
 - a. Determine whether the decision reached regarding the student was based on substantial evidence
 - b. Determine if the sanction(s) brought against the student(s) were appropriate for the violation(s) the student(s) were found to have committed.
 - c. Determine if there is new evidence or information not used that could alter the decision.
4. If the appeal is upheld, the Academic Affairs Committee has the right to reduce, not increase, the sanctions imposed on the student.
5. The final decision of the Academic Affairs Committee will be reviewed by the Dean of the School of Online Studies and will communicate the Committee’s decision to either uphold the appeal or

deny the appeal to the student. If the appeal is upheld, the student will also be notified of any updated sanctions. The decision will be communicated in writing within 7 days of the Committee's final decision.

6. A copy of the decision will be filed in the Student's record.

Sanctions

1. The following sanctions can be imposed upon a student(s) who has violated the Learner Code of Conduct:
 - a. **WARNING:** A written notice to the student stating the student is currently violating or has violated Crown College Learner Code of Conduct.
 - b. **PROBATION:** A written reprimand for violation of specific regulations. This is designated for a specific period of time.
 - c. **LOSS OF PRIVILEGES:** Denial of specific privileges for a specific amount of time.
 - d. **ACADEMIC CREDIT LOSS:** Receiving a failing grade due to academic dishonesty.
 - e. **RESTITUTION:** Compensation for loss, damage, or injury.
 - f. **SUSPENSION:** Separation of student and college for a specific amount of time, after which the student will be eligible to apply for review by the Admissions Council.
 - g. **EXPULSION:** Permanent separation from the college.
 - h. **WITHHOLDING OF DEGREE:** College reserves the right to hold degree until sanctions, if any, have been completed.
2. Incarceration will lead to a suspension of a minimum of one year after all legal obligations are concluded.
3. All sanctions listed above, except for Suspension, Expulsion, and Withholding a degree, will not become a part of the student(s) permanent record, but will be placed in the student's disciplinary record.

Academic Integrity

This policy applies to all students who are seeking academic credit: (courses, internships, and projects).

Each student is responsible for his or her own work and is expected to remain honest in all academic activity. Scholastic dishonesty is a serious violation of both academic standards and Biblical teaching.

1. Academic dishonesty includes:
 - a. **Cheating on assignments and tests:** using or attempting to use non-approved materials, information, aides, or other assistance to complete an assignment or test. Students may not take examinations or evaluations in place of another student.
 - b. **Plagiarism:** The student is responsible for knowing the legitimate use of source material in written papers.
 - i. Direct quotes and paraphrased material must be properly cited
 - ii. Information gained that is not common knowledge will need to be acknowledged and properly cited.
2. Fabrication, Forgery and Obstruction

- a. Any act which violates the rights of other students from completing their academic assignments.
 - i. Deliberately withholding information
 - ii. Willful harm to another students work
- b. Submitting a fabricated or forged explanation of absence to a professor
- c. Provide fabricated, forged, or obstructed information to college offices for student information or records.
- 3. Multiple Submissions
 - a. Submitting the same (or essentially the same) paper or project in more than one course without prior consent of the instructor.
- 4. Computer Misuse
 - a. Students are not allowed to use the institutional computers or software programs in disruptive, unethical, or illegal behaviors in completing of their academic program.
 - b. Students may not monitor or tamper with a student, college personnel, or faculty electronic communications.

Professor Process of Handling Alleged Violations of the Learner Code of Conduct

- 1. The professor must contact the student to discuss the Academic Integrity Policy and its violation.
- 2. If it is believed a student has violated the Academic Integrity Policy, the professor will determine the student's grade and status in the course.
 - a. The professor can provide a written warning to the student. Faculty should provide a copy of this communication to the Academic Advisor also.
 - b. The professor can request a revision of the work from the student. The determination of credit for the assignment is for the faculty to determine.
 - c. Faculty have the right to fail the assignment and/or the course.
 - d. If a student has multiple violations in previous courses or the current course, faculty will need to collaborate with the Advisor and/or Appeals Committee for further action.
- 3. When a sanction(s) is imposed on a student, the professor will communicate the sanction(s) via Crown College Student email and communicate the violation to the Appeals Committee.
- 4. The faculty's decision can be appealed by the student to the Appeals Committee within 7 days of receiving the communication from the professor.

Appeal Process:

- 1. The student must submit the appeal to their Academic Advisor in writing within 7 days of receiving the notification of sanctions by the professor.
- 2. The Academic Advisor will submit the appeal to the Appeals Committee for review.
- 3. The Committee will review the information and determine to uphold or withdraw the sanctions imposed by the faculty.
- 4. The Committee will communicate their decision in writing to both the student and faculty within 7 days of their decision.

Academic Catalog Requirements

Students are responsible for the academic program as stated in the *College Catalog* that is current at the time of their matriculation at the College. Students, in consultation with their department chair or academic advisor, may choose to follow the major requirements of a subsequent catalog.

- The major requirements of one catalog must be followed in its entirety.
- Students who discontinue studies and subsequently return to the College are responsible for the academic program as stated in the *College Catalog* that is current at the time of their re-enrollment to the College.
- Students in the Counseling Departments must meet the current license requirements at the time of graduation which may require students to switch to the most current catalog.
- Please note that it is a federal requirement for Title IV aid that the credits must apply toward a degree to be eligible for aid. This means that students who take courses not required for their degree are ineligible for aid for those courses.

Counseling Faculty-Student Interaction

The faculty interact with counseling students in an academic role, through instruction, supervision, and mentorship. The faculty avoid dual relationships with students. The faculty do not engage in counselor relationships with students in the program or provide counseling addressing student personal problems. If a faculty member perceives that a student needs personal or professional counseling, the faculty member will recommend that the student seek professional assistance in their community. When appropriate, faculty may also inform advisor regarding academic or personal issues affecting the student.

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

Faculty Endorsement

Students enrolled in, graduating from, or alumni of the MAC program may request a recommendation/endorsement from MAC faculty related to practicum, internship, employment, continuing higher education, and licensure. The faculty reserve the right to determine whether a letter of recommendation will be issued to a student. Letters of recommendation are a privilege/courtesy and should be viewed this way. The faculty is under no obligation to endorse a student or write letters of recommendation. Endorsement only occurs when faculty believe students are qualified to perform the duties associated with the request. Faculty do not endorse students whom they believe to lack

competence in a way which may interfere with the performance of the duties associated with the endorsement.

Financial Policies

Tuition and Fees

Information about tuition and fees for the MA in Counseling can be found at <https://catalog.crown.edu/content.php?catoid=25&navoid=708>

Financial Aid

For questions and resource information regarding financial aid, visit <https://catalog.crown.edu/content.php?catoid=25&navoid=709>

Dissemination of Program Information

The Crown College email is the College's official means of communication with all students. Each student is issued a Crown College email account upon acceptance to the College. Students are responsible for all information sent to them via their Crown College email account. Students are expected to check their Crown College Email frequently and should use their Crown College email when communicating with faculty and staff regarding college-related matters.

Information specific to the MAC program is available to all enrolled students in the MA Counseling COU INFO course shell in Canvas. The Crown Catalog is available through OurCrown and the MA Counseling Student Handbook is sent to all students at the beginning of each fall semester. Course specific information is available through the Canvas Learning Management System.

Federal/State Laws and Regulations

Compliance with Non-Discrimination Laws and Regulations

It is the official policy and commitment of Crown College not to discriminate on the basis of race, color, national or ethnic origin, age, gender, genetic information, familial status, status with regard to public assistance, disability or any other class or characteristic protected by law in its educational programs, admissions, or employment practices. The president of Crown College has designated the Vice President of Academic Affairs as the compliance officer for the institution. Inquiries regarding compliance may be directed to: The Vice President of Academic Affairs (Compliance Officer), Crown College, 8700 College View Drive, St. Bonifacius, MN 55375 phone: 952-446-4100. The College deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, physical disability, or cultural differences, as well as attempts at humor which aim to elicit laughter at the expense of the individual or any group of individuals. Rather, members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

Family Educational Rights and Privacy Act of 1974 (FERPA) (Financial Aid is still reviewing this portion)

This act sets out requirements designed to govern the access to, and release of, educational records, to establish the right of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have

the right to file complaints with the Student Privacy Policy Office (U.S. Department of Education) concerning alleged failures of Crown College to comply with provisions of FERPA.

Crown College has adopted policies and procedures concerning implementation of FERPA on campus. Copies of the entire policy are available from the Registrar's Office, as well as the Registrar's Office web site.

Directory Information Policy

"Directory Information" can be released to an outside party without written consent of the student. Directory items include name, home address, campus address, email address, telephone numbers, dates of attendance, full-time/part-time status, classification, previous institutions(s) attended, major field(s) of study, awards, honors (e.g., Dean's List), degree(s) conferred (e.g., B.S., A.A.), digital image or photograph, past and present participation in officially recognized sports and activities, and height and weight of athletic team members.

Students have the right to suppress their directory information by completing a request form in the Registrar's Office. The request is valid for one semester.

Crown employees who have a legitimate educational interest are allowed to access student education records. Designated offices may also disclose education records or components thereof to persons or organizations providing the student with financial aid, to accrediting agencies carrying out their accrediting functions, and to persons in an emergency to protect the health or safety of students or other persons. Other exceptions are listed in the official policy.

Confidential information may be released by phone only if positive identification of the student or appropriately designated representative may be made. Because of federal regulations, the student's SSN or birth date is not used to ascertain identity.

Confidential information can be released directly to the student; however, it cannot be released directly to the student's family members (e.g., parents, spouses, etc.) without the written consent of the student. Note, however, that when a student is a dependent of the parent as defined by the Internal Revenue Code of 1954: Sec. 152, such information may be released to the parent without the written consent by of the student.

Crown College has adopted policies and procedures concerning implementation of FERPA on campus. Copies of the entire policy are available from the Registrar's Office as well as the Registrar's Office website.

Higher Education Act of 1965 (as amended)

The Amendments require colleges to disseminate information on financial aid, tuition and academic programs as well as entrance and exit counseling to student borrowers. This information is disseminated through the College's catalog, mailings and website and is also available to students upon request. Furthermore, Crown College, in compliance with the Student Consumer Information Regulations is required to annually disclose information to prospective students, parents, prospective staff, current students, staff and public. These disclosures are posted at <http://www.crown.edu/consumerinfo>

The required disclosures provided at the website listed above include (but are not limited to): specific student rights regarding education records and directory information under the Family Education Rights

and Privacy Act (FERPA); Information about financial aid, educational programs, accreditation, copyright infringement policies and sanctions, student loan information, campus safety, annual campus security reports, federal requirements for return of funds, institutional statistics such as completion, graduation, and transfer out rates. For a full summary of the consumer information being disclosed and descriptions of the required methods of dissemination please see Chapter 6 of Volume 2 of the Federal Student Aid Handbook at: <http://www.ifap.ed.gov/fsahandbook/attachments/0910FSAHbkVol2Ch6Information.pdf>

Individuals, upon request, may obtain a paper copy of this list and information on any of the disclosures. Please contact the Financial Aid Office at finaid@crown.edu if you require this assistance. Your request may also be referred to the area responsible for providing the information.

Student “Right-to-Know” Act of 1990

This Act requires colleges and universities receiving student federal financial aid to disclose graduation or completion rates for the student body allowing students and parents to make informed choices in selecting an institution of higher education. This information is published in the Crown College Catalog and on the College website at www.crown.edu/consumerinfo.

Faculty and Program Staff

Core Faculty

7.2 – Faculty Appointments

Core faculty members teach courses, assist in directing programs according to areas of expertise, and contribute generally to the activity of the respective department and school. Core faculty members work a full calendar year, complete less than 1,000 hours per year, and are not eligible for full-time benefits.

Core faculty members are appointed by the President upon recommendation of either the Vice President of Academic Affairs (SAS) or Associate Vice President of Academic Affairs (SOSGS).

Appointments are made for a period of one year and continue upon mutual agreement of the Core faculty member and the administration. Core faculty members are ranked but are not eligible for tenure.

7.5 – Faculty Contracts

II. Full-time faculty who have not yet gained tenure and core faculty may be given an annual contract defining the terms of their compensation.

7.6 – Faculty Rank and Promotion Policy

II. The College appoints full-time faculty and academic administrators to the faculty ranks of assistant professor, associate professor, and professor. Under some circumstances, core faculty may also be appointed to ranks appropriate to their credentials and experience.

III.3.c One year of experience for faculty means a minimum of two full-time semesters of instruction. One year of experience for core faculty means teaching a minimum of twelve credits during an academic year.

7.7a – Full-time Faculty Responsibilities (as is in *Handbook*)

7.7b – Core Faculty Responsibilities (separate section)

III.

1. Normally, a core faculty member teaches at least two courses during a regular semester (SAS) or 18 credits over the academic year (SOSGS).
 - a. Scheduled teaching includes full and adequate preparation for class instruction as well as follow-up responsibilities, such as grading and record keeping.
2. Core faculty will be responsible to participate in regular reviews of an assigned program and to ensure it meets all institutional and accreditation standards.
3. Core faculty must participate in Crown College professional development and may be granted additional opportunities to engage in their professions further, such as through conference presentations, publications, and research within the field.
4. Core faculty will contribute to the development of the assigned program and the general welfare of the School. In some cases, this will include supervision of adjunct faculty teaching within the respective program.
5. Core faculty will be available to attend departmental and school meetings and to connect with current and prospective students associated with his/her respective program.
6. Core faculty may be asked to serve on committees related to his/her program, department, or school.
 - a. This will include participation in the development and review of related curriculum.
7. Combined responsibilities for all Crown College work must total less than 1,000 annually.
8. Specific programs may have additional requirements for Core faculty members.

Additional Responsibilities of Core Counseling Faculty

1. Core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.
2. The core counselor education program faculty orient affiliate faculty to program and accreditation requirements relevant to the courses they teach, and program and institutional policies and procedures.
3. Counselor education program faculty disseminate an annual report, for entry and doctoral (if applicable) levels, that includes:
 - i. a summary of the program evaluation results,
 - ii. subsequent curriculum modifications and program improvement, and
 - iii. any other substantial program changes
4. The counselor education program faculty systematically review each student's formative and summative fieldwork counseling performance and ability to integrate and apply knowledge as part of individual student assessment.

Requirements to be Core Faculty in the Counseling Program:

1. Core faculty must have full-time appointment to the counselor education program. Core counselor education program faculty may only be designated as core faculty at one institution. Core counselor education faculty must meet one of the following qualifications:
 - a. have earned doctoral degrees in counselor education, preferably from a CACREP accredited program, or

- b. have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013, or
 - c. have (a) been employed as a full-time faculty member in a CORE-accredited master's program prior to July 1, 2017 or (b) graduated from a rehabilitation doctoral program prior to January 1, 2018.
2. Core counselor education program faculty participate in professional activities, scholarly activities, and service to the profession. All core counselor education program faculty must identify with the counseling profession through each of the following:
- a. have sustained memberships in professional counseling organizations,
 - b. maintain certifications and/or licenses related to the counseling profession, and
 - c. show evidence of sustained professional engagement through at least two of the following:
 - i. professional development and renewal activities related to counseling,
 - ii. professional service and advocacy in counseling,
 - iii. ongoing counseling practice, or
 - iv. research and scholarly activity in counseling commensurate with their faculty role

Core Faculty

Dr. Jim Zapf - Dr. Zapf is the Director of the Master of Arts in Counseling program. He earned his PhD in Academic Psychology in 2007 from Walden University. He is licensed Colorado as an LPC. Dr. Zapf is co-owner of a private practice called Ethos Collective in Bloomfield, CO. In addition to teaching counselor education since 2007, Dr. Zapf has experience working in private practice, residential treatment, college counseling, and partial hospitalization. His areas of expertise and clinical interest include sexual addiction and couples' therapy. He was awarded the Distinguished Teaching Award at Crown College in 2011. Publications include articles on Service Learning, Sexual Addiction, and Counselor Education in a Covid World. Dr. Zapf maintains membership in the American Counseling Association (ACA).

Dr. Troy Backhuus - Dr. Backhuus earned his Ph.D. in Counseling Education and Supervision from Regent University, Virginia Beach, VA, in 2012. He is a "Licensed Independent Mental Health Practitioner" (LIMHP) in the state of Nebraska and has been professionally licensed since 2002. Dr. Backhuus is designated as the Internship Coordinator for Crown's MAC program. He has taught in counselor education since 2011 and counsels in the area of Member Care. Dr. Backhuus has experience working in a psychiatric hospital where he counseled troubled adolescents and their families. He specializes in areas that involve emotional dysfunction. In the past, he has counseled many couples with a focus on forgiveness and reconciliation. He is currently interested in how married couples who are international workers manage a crisis. Another area of interest is in learning the effects of emotion coaching on adolescence. He has done several presentations including team strategies for conflict resolution, managing marriage in an international field, recognizing task markers in Emotion Focused Therapy, and many more. He maintains membership in the American Association of Christian Counselors (AACC).

Dr. Timothy Evans - Dr Timothy Evans has worked for Bethany Christian Services in Grand Rapids, Michigan, providing individual, group, family, TFCBT Trauma, and substance abuse counseling to children, teens, and adults, since 1998. He currently serves as the program director and supervisor for the Home-Based Counseling and Community Living Support programs at Bethany Christian Services, in

addition to maintaining a counseling caseload there. Dr. Evans has taught over 200 online and or face to face Master's level Counselor Education classes since August of 2010, for two different colleges. Dr Evans earned a BA in Organizational Management from Spring Arbor University, in 1995 an MA in Professional Counseling (1998), as well a PhD in Professional Counseling from Liberty University (2010). Dr. Evans has served as an instructional mentor, supervising up to 25 PhD adjunct faculty for six years, for Liberty University Online, in their CACREP approved Masters' level clinical counseling program, and currently serves in that role. He has been a fully Licensed Professional Counselor (LPC) since 2004 and became a Certified Advanced Drug and Alcohol Counselor (CAADC) during that same year. He has served on several professional counseling boards and committees, including currently on the Critical Case Review Committee for Kent County Michigan. He has served on three different dissertation committees as a reader for a doctorate level counseling program for Liberty University since 2021. Since 1998, he has given numerous professional presentations, pertaining to substance abuse child welfare, and anxiety and has led several professional trainings pertaining to substance abuse and child welfare. He co-authored (2022) a published article on Counselor Education, in the Journal of Counseling Psychology, entitled: A New Normal: The Importance of Synchronous Professor Engagement, In-person Supervision, Telehealth Education, and Multicultural Competence Training in Online Counselor Education Programs in a Covid World. He is currently a member of the American Association of Christian Counselors (1996) and the American Counseling Association (2017).

Dr. Beth Gerhard-Burnham - Dr. Gerhard-Burnham, (Dr. GB) earned her PhD in Counselor Education and Supervision from Regent University, VA. in 2015, and is licensed in the state of Nebraska as an LIMHP (LPC). Dr. Gerhard-Burnham is the owner of Gerhard-Burnham Counseling and Consultation in Henderson, NE. Dr. Gerhard-Burnham has been in the counseling field for over 30 years with experience in inpatient drug and alcohol rehabilitation, community mental health clinic, inpatient adult and adolescent units, emergency room psychiatric triage and admission, and residential treatment for adolescent boys as a sexual behaviors therapist. Dr. Gerhard-Burnham specializes in maladaptive sexual behaviors of children and adolescents, women issues and life adjustment, depression, and spiritual issues. Dr. Gerhard-Burnham 's clinical interests include trauma and its effects on body, soul, and spirit, as well as managing the changes within the profession of counseling and its resulting effects upon counseling students. Dr. Gerhard Burnham has been published in The Journal of Child Sexual Abuse, as well as cited in various publications and textbooks. She has presented at the Association for Treatment of Sexual Abuse (ATSA) and has presented at American Association of Christian Counselors AACC in 2015, 2017, and 2019, and a variety of in-services.

Dr. Abby Hill - Dr. Hill holds a Master's degree in Professional Counseling, Post-Master's Certificate in Educational Psychology, and a Doctorate in Counseling Psychology. She is a School Psychologist, licensed in the state of Florida, working in the public schools and in private practice. Dr. Hill is also a Certified Professional Educator with the Florida Department of Education. In her practice, Dr. Hill provides evaluation and counseling services to students in grades Pre-K through College, and consults with school districts and private schools and colleges. As a Clinical Educator, Dr. Hill provides supervision for practicum and internship students. Her areas of specialty and interest include autism spectrum disorders, mental health crisis prevention and intervention, behavioral disorders, and action research in instruction and learning. Dr. Hill is a developer of professional training materials and counseling curricula, a contributing author of textbook content in the behavioral sciences, and a regularly featured author in a national publication on parenting teens. Dr. Hill has been teaching in the field of Counselor Education for 20 years.

Dr. Donna Chandler Kornegay earned her PhD from North Carolina State University in Counselor Education and Psychology (2007). She earned her masters from North Carolina Central University (2000) and in Counselor Education in the track of Agency Counseling. Dr. Kornegay received her Bachelor of Arts degree from the University of North Carolina at Wilmington in Psychology (1990). Dr. Kornegay received her license in 2005 as a Licensed Clinical Mental Health Counselor (LCMHC) and in 2010 she was a Licensed Clinical Mental Health Counselor Supervisor (LCMHCS) in the state of North Carolina. Dr. Kornegay has over 20 years of counseling experience and teaching experience at the master's and doctorate levels. Dr. Kornegay has been in private practice, worked as the first Director of Wellness at NCCU School of Law, served as a shift supervisor for a drug detox/mental health stabilization facility, as a program manager at South University's Clinical Mental Health Counseling Program and counselor educator at the University of the Southwest and Grand Canyon University. Dr. Kornegay's research interests include racial identity development within the counseling dyad, sex abuse trauma, multiculturalism, and mood disorders among people of color.

Dr. Lynne Hale brings 24 years of teaching and counseling experience. She holds a Ph.D. in Counselor Education & Supervision from the University of North Texas, an MA in Community Counseling from Stephen F. Austin University, and a BS in Rehabilitation Studies from the University of North Texas. Lynne is a licensed professional counselor supervisor (LPC-S) in the state of Texas with clinical experience in college, school, telehealth, and crisis counseling. Interestingly, she started out in the field of sport psychology working with teams, coaches, and individual athletes. Lynne enjoys teaching a variety of counseling courses and is passionate to help educate the next generation of professional counselors. In addition, Lynne actively engages in professional service work and volunteer activities within her church and community.

Dr. Darius Cooper - Dr. Darius Cooper serves as a Core Faculty in the Graduate School of Counseling. He holds a BA in Sociology/Criminal Justice from Hampton University, MS in Criminal Justice from Radford University, M.Ed. in Education from GCU, and a PhD in Professional Counseling from Capella University. Dr. Darius Cooper is a Licensed Professional Counselor in the State of GA, Licensed Clinical Mental Health Counselor in the State of UT, Nationally Certified Counselor, and he holds the Approved Clinical Supervisor Certification. Dr. Cooper has over 34 years of experience(s) in Criminal Justice and Mental Health; previously serving in Adult & Juvenile Corrections, Pretrial Release Services, Probation and Community services. Dr. Cooper has served in the academic setting for 24 years and has previously served as Program Director, Director of Academic Affairs, Dissertation Advisor, Course Developer, among other roles in higher education. Dr. Cooper is approved by various healthcare and EAP panels, specializing in First Responder Support and Crisis Trauma. In addition, Dr. Cooper is approved as a clinical provider for the National Football Players Association and is a referral source for the Center of Sports at Tulane University School of Medicine for the Retired NFL players and the University of North Carolina Chapel Hill Clinical Program. Outside of work Dr. Cooper trains in boot camp fitness classes and holds Instructor Ranking in Kung Fu Wu-Su, has extensive training in Praying Mantis, Krav Maga, Muay Thai, JKD and is actively training in the Filipino Hybrid Yaw Yan mixed martial arts.

Dr. Patrick Davis - Dr. Davis earned a doctorate in Counseling and Counselor Education from Texas A&M University-Commerce. He has over 20 years of counseling experience serving in University, public schools, substance abuse, and hospital/mental health agency settings. He currently serves as a counselor educator, school counseling department head, licensed mental health counselor (private practice), and Board Approved counselor supervisor. Dr. Davis's counseling areas of interest include

substance abuse, sexual abuse, unresolved emotional injury, relationships, adolescent issues, and grief/loss. Dr. Davis has presented at professional conferences on topics ranging from closing the academic achievement gap to non-suicidal self-injury to working with adolescent sexual offenders.

Dr. Tamara Watkins - Dr. Watkins earned her PhD in Counselor Education and Supervision from Regent University. She is a Licensed Professional Counselor (LPC) and Board-approved clinical supervisor in the Commonwealth of Virginia. Dr. Watkins earned her MA in Counseling from Eastern University in 2002 with a concentration in Community/Clinical Counseling. Throughout her counseling career, Dr. Watkins has served youth and their families in multiple community-based and secure settings. She has conducted a range of mental health assessments and supported individuals, couples, and families through community mental health and private practice organizations. In 2015, Dr. Watkins became co-owner and the Director of Community Enrichment Services at NHisMage Inc. In that capacity, she gives her time and talents to counseling, mental health consultation, life coaching services, and supporting novice therapists in their professional development. Dr. Watkins also aids licensed counselors and other helping professionals with an emphasis on enhancing the care of others through self-care, mitigating compassion fatigue, and ongoing professional education and personal growth.

Additional Faculty

Dr. Megan Baril – Dr. Baril is an adjunct instructor in Crown’s Master of Arts in Counseling program. Megan completed her undergraduate work in Psychology at Wake Forest University in 1998 and her Ph.D. in Human Development and Family Studies, an interdisciplinary program examining human development, at Penn State University in 2008. Megan’s research interests include examining adolescent development within the context of the family system, links between parent-adolescent relationship quality and positive and negative well-being indicators in adolescence, and associations between religiosity and family processes and parenting. Megan has published in a variety of journals, including the Journal of Family Psychology and the Journal of Marriage in the Family.

Dr. LaRhonda Flowers - LaRhonda Flowers earned her Master’s in Clinical Mental Health Counseling in 2015 from Grace University. She is licensed in NE as a LIMHP, LADC, and Restore Rebuild Reconnect Counseling Center owner in Omaha, NE. In addition, she is currently working through her dissertation for her Ph.D. in Counselor Education and Supervision at Regent University. LaRhonda Flowers has experience working in private practice, inpatient residential treatment, and group agency. Her expertise and clinical interest areas include drug and alcohol addiction, formerly incarcerated individuals, and marginalized communities. She was awarded the Award of Achievement at Grace University in 2015.

Dr. Andrew Graham - Dr. Graham earned his PhD in Professional Counseling in 2013 from Liberty University. He has been licensed in Kentucky (2003), South Carolina (2005), Virginia (2007) and Florida (2013). He is currently engaged in private practice in Hobe Sound, Florida where he works with individuals, couples, and families who are navigating behavior, emotional, or relational distress. Dr. Graham also serves as faculty in several graduate counseling programs. He is a sought-after speaker in counseling and ministry conferences and has traveled to speak in various countries.

Dr. Greg Mears - Dr. Mears earned his Ph.D. in Professional Counseling in 2012 from Liberty University. He has been licensed in Tennessee (2012) and Virginia (2014). He is currently engaged in private practice in Forest, Virginia where he works with individuals, couples, and families who are navigating behavioral,

emotional, or relational distress. Dr. Mears served at the Psychology Program Coordinator for King University from 2012-2020 and has taught both master's and doctoral classes at Liberty University.

Dr. Cathy Sigmund – Dr. Cathy Sigmund, Ph.D., CWM, CCTP is a Psychologist, Educator, Minister and Consultant, who serves as Chief Behavioral Health Officer at Northside Christian Health Center, and Chaplain, Refugee/Immigrant Ministry at Allegheny Center Alliance Church, Pittsburgh, PA. Dr. Sigmund received her masters and doctoral degrees in clinical psychology from the Pennsylvania State University. As a psychologist, Dr. Sigmund specializes in developing and evaluating culturally congruent behavioral health services to ethnic minorities, refugees/immigrants and other underserved groups. She is an Adjunct Professor, MA in Counseling Program at Crown College, and Visiting Professor, Department of Psychology and Counseling at Bishop Stuart University in Mbarara, Uganda. Dr. Sigmund is published, has developed curricula, consulted and provided training in the areas of crisis and trauma counseling, faith-based trauma interventions, ethnic-racial cultural competence and multicultural counseling. She has collaborated with ethnic minority, refugee, immigrant community organizations, as well as public local, county and state public health entities to develop the QUIET C-19 Care Campaign (QUIET Care) which designs and implements culturally informed Covid-19 health education and mitigation strategies within ethnic minority, refugee, immigrant communities across Pennsylvania.

Sandra Tebbe – Sandra Tebbe is a Licensed Professional Clinical Counselor, Licensed Independent Chemical Dependency Counselor, Master of Arts, Master of Rehabilitation Counseling, ABD Doctorate in Psychology, Professional Association of Therapeutic Horsemanship (PATH) Certified Therapeutic Riding Instructor, Certified Equine Growth and Learning (EGALA) Provider, Director and Founder of Project Hope Equine Assisted Therapies, Thirty seven years' experience working as a counselor/supervisor at 4 different community mental health agencies and 3 different private practices specializing in treating children with PTSD, Reactive Attachment Disorder, and dual diagnosed adults. Program Developer of over 40 different programs. Instructor at Crown College, Bowling Green State University, Brown Mackey College and Owens Community College. Awarded the Partnership Award of Excellence by the Service-Learning Community at Bowling Green State University for her applied learning program at Project Hope in 2020.

Melissa Wetterlund – Melissa Wetterlund is a Licensed Psychologist, Licensed Marriage and Family Therapist, and Registered Play Therapist- Supervisor. She co-owns a private practice in Blaine called Watershed Psychological Services. Melissa's clinical specialties include marriage and family therapy, play therapy, parent education, divorce, blended families, adoption, trauma, and somatic experiencing. Melissa also enjoys educating and training in the areas of play therapy, parenting, adoption, divorce transitions, and other couple and family issues. She teaches at and developed the play therapy certificate at Bethel University and as well as teaching here at Crown College. She also hosts private trainings in the area of Somatic Experiential Play Therapy and speaks often on various topics regarding play therapy and parent education/ coaching. As an AAMFT and BBHT approved supervisor, Melissa spends a lot of her time mentoring and supervising other therapists. She also loves supporting and equipping other supervisors as an AAMFT supervision mentor. Melissa is a member of both the American Association for Marriage and Family Therapy (AAMFT) and the Association for Play Therapy (APT).

Additional Adjunct Faculty may be contracted as needed.

Acknowledgements

On or around July 1st each year, this MA Counseling Student Handbook will be published on the Crown College Counseling Webpage. It is the responsibility of each student in the program to be aware of the handbook and its content and to refer to it as needed for guidance throughout the program. Each year, new students will take a quiz in COU 5210 (Legal and Ethical Issues in Counseling) near the beginning of their time in the program. In this quiz, they will acknowledge their familiarity with the handbook and the importance of being aware of its contents. Since the handbook is a dynamic document, students will be expected to fulfill all requirements of the program detailed in the current handbook.

Appendices

Counseling Course Descriptions

COU 5010 - Theories and Practices of Counseling

3 Credits

A comprehensive overview of the major theories of counseling with emphasis on the relationship between the theory and its practical application. Theories are critiqued for their relevance based on current research. Among the theories surveyed are Psychoanalytic, Phenomenological, Behavioral and Cognitive, Existential, Person-Centered, Family and other systems theories, and Feminist.

COU 5012 - Orientation to Counseling & Integration of Christian Worldview

3 Credits

A history and overview of the profession of counseling which includes philosophical foundations, ethics, services, theories and diversity in the profession. A Christian worldview is articulated and various models of integration of that worldview with the profession of counseling are examined. Personal faith integration into the profession of counseling is emphasized.

COU 5014 - Theories of Personality

3 Credits

An examination of primary theories of personality as they relate to the development of normal and abnormal personalities. Included in the theories of personality will be humanistic, psychodynamic, behavioral and cognitive. A Christian perspective of personality development will be explored.

COU 5016 - Human Growth and Lifespan Development

3 Credits

A survey of the nature and needs of persons at all developmental levels from conception to old age. The course will focus on physical, cognitive, emotional, personality, family, vocational, and social development while emphasizing gender, culture, and class. Strategies for facilitating optimal development over the lifespan through counseling will all be explored.

COU 5210 - Legal and Ethical Issues in Counseling

3 Credits

A broad overview of the ethical and legal issues facing counselors in current counseling practice. Topics covered include confidentiality, record keeping, reimbursement, boundary issues, informed consent, values conflicts, religious issues, and professional competence. Professional codes of ethics and legal standards will be reviewed. Professional ethics as applied to clinical practice will be emphasized.

COU 5212 - Counseling Skills, Methods and Techniques

3 Credits

A broad understanding of the processes of counseling, including establishing and maintaining the counseling relationship, facilitating appropriate interventions, successful termination, interviewing techniques, goal setting, and other core helping skills. An understanding of clinical intervention methods informed by research evidence and community standards of practice.

COU 5214 - Assessment, Testing and Measurement in Counseling

3 Credits

An introduction to basic testing and appraisal methods in the counseling profession. Principles of test construction, administration, scoring, and interpretation in areas such as achievement, aptitude, personality, and intelligence will be reviewed. Some statistical methods will be discussed as related to assessment in counseling.

COU 5216 - Addictions and Substance Abuse

3 Credits

An introduction to the treatment of addictive behavior and substance use. The 12-Core functions will be addressed, as well as a variety of theoretical approaches to the treatment of addiction. The stages of change and motivational interviewing will be explored. The following areas will be emphasized (i) an overview of the transdisciplinary foundations of alcohol and drug counseling, including theories of chemical dependency, the continuum of care, and the process of change; (ii) pharmacology of substance abuse disorders and the dynamics of addiction, including medication-assisted therapy; (iii) professional and ethical responsibilities; (iv) multicultural aspects of chemical dependency; (v) co-occurring disorders; and (vi) the core functions defined in section 148F.01, subdivision 10.

COU 5218 - Play Therapy

3 Credits

This course provides an overview of the essential elements and principles of play therapy, including history, theories, modalities, techniques, applications, and skills within the context of ethical and diversity-sensitive practice.

COU 5220 - Counseling Research and Evaluation

3 Credits

This course highlights the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. An understanding of types of research methods, basic statistics, and ethical/legal consideration in research is addressed.

COU 5222 - Psychology of Sport

3 Credits

Students will study the interdisciplinary science of sport psychology, including the fundamentals of the relationship of psychology to sport, coaching, and optimal performance enhancement. Psychological theories of motivation, intervention and social dynamics in sport, as they relate to athlete well-being, will be emphasized.

COU 5310 - CD Counseling Professional Readiness, Ethical and Advocacy Responsibilities, and Rules and Regulations

1 Credits

Students will comprehend SAMHSA professional readiness competencies 18-23, Professional and Ethical Competencies 115-123, and become familiar with the laws and regulations applying to Substance Abuse

in the United States. Students will understand the obligations of an addiction counselor to adhere to accepted ethical and behavioral standards of conduct and continuing professional development.

COU 5312 - CD Counseling and Education for Families, Couples and Community

1 Credits

Students will comprehend SAMHSA Client, Family and Community Education competencies 99-107. Students will understand the process of providing clients, families, significant others and community groups with information on risks related to psychoactive substance use, as well as available prevention, treatment, and recovery resources.

COU 5314 - CD Relapse Prevention and HIV/AIDS Training

1 Credits

Students will learn models of relapse prevention and sources of referral/service coordination in their area. Students will understand SAMHSA Referral Competencies 49-55. Additionally, students will learn about the etiology, immunology, epidemiology and impact of HIV/AIDS on an individual client and society, to include SAMHSA Competency 106.

COU 5316 - Gambling, Gaming and Internet Addictions

1 Credits

Students will investigate a broad range of process addictions including gambling, gaming, and internet addictions. The nature of addictions and models of treatment for these addictions will be the focus of the course.

COU 5318 - CD Adolescent Assessment and Treatment

1 Credits

Students will understand theories of and approaches to chemical dependency counseling with adolescents, including epidemiology, treatment approaches, and common practices useful for working with adolescent alcohol and drug counseling clients.

COU 5320 - Domestic Violence and CD Counseling

1 Credits

Students will be exposed to a variety of theories of domestic violence and models of treatment. The relationship between chemical dependency and domestic violence will be explored.

COU 5322 - Multicultural CD Counseling

1 Credits

This course presents an introduction to current research supporting the need for individualized treatment that is sensitive to culture and addresses principles in the delivery of culturally competent treatment services for chemically dependent clients. Special populations, such as foreign-born clients, women from other cultures, religious groups, Hispanics/Latinos, African Americans, Native Americans, Asian Americans and Pacific Islanders; persons with HIV/AIDS, lesbian, gay, and bisexual populations; persons with physical and cognitive disabilities; rural populations; homeless populations; and older adults will be addressed.

COU 5324 - Co-Occurring Disorders

1 Credits

Students will be exposed to an overview of the current Diagnostic and Statistical Manual of Mental Disorders (DSM) and understand the complexity of treatment for co-occurring disorders and the role of a CD counselor working with clients with co-occurring mental illness.

COU 5326 - Group Counseling for CD

1 Credits

Students will learn about the various types of groups used in CD counseling (e.g. self-help groups, psychoeducational groups, therapy groups, groups for significant others) and will learn basic skills and techniques for conducting successful groups with CD clients.

COU 5412 - Alcohol and Drug Case Management

3 Credits

Procedures and accepted practices for case management will be presented to demonstrate the wide variety of ways in which to provide case management as a service that is acceptable to private and public entities. Topics will include case management principles and techniques, treatment planning, record keeping, consultation and referral methods, and client education. Providing clients with quality professional and community resources to meet their individualized needs will be emphasized. Emphasis will be placed on professional and ethical practice that is holistic, culturally sensitive, and rooted in biblical principles.

Prerequisite: [COU 5216](#)

COU 6010 - Multicultural Counseling

3 Credits

A survey of multicultural trends that includes the cultural context of relationships and attitudes and behaviors that are affected by age, race, religious preferences, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. Clinical intervention methods informed by research evidence and community standards of practice for a variety of multicultural groups will be emphasized.

Prerequisite: [COU 5010](#)

COU 6012 - Group Process and Treatment

3 Credits

A broad understanding of group development and stages, group dynamics, and group counseling theories. Basic and advanced group counseling methods and skills will be reviewed. Group leadership style, selection criteria, group members' roles and behaviors will also be explored.

Prerequisite: [COU 5010](#) and [COU 5212](#)

COU 6014 - Career Counseling and Lifestyle Development

3 Credits

An introduction to career development models, occupational and educational information sources, assessment instruments, and counseling techniques relevant to career planning. Included will be techniques and processes of career counseling, career development theories, decision-making models, issues of diversity, interrelationships between work and family life, and lifestyle and leisure counseling.

COU 6212 - Marriage and Family Therapy

3 Credits

A broad overview of the structure and dynamics of marriage and family relationships. Assessment and counseling interventions with couples and families will be included. Multiple theories will be explored and evaluated. A Christian worldview of marriage and family relationships will be explored.

Prerequisite: [COU 5010](#)

COU 6214 - Psychopathology

3 Credits

An introduction to the scientific study of mental illness through a comprehensive look at the current Diagnostic and Statistical Manual (DSM). The focus will be on the description, etiology, and methods of treatment for disorders in the DSM. Students will develop an understanding of child and adult mental disorders and psychopathology, including developmental psychopathology.

COU 6216 - Diagnosis and Treatment Planning

3 Credits

A study of the conceptual framework and process of diagnosing mental disorders, as described by the current Diagnostic and Statistical Manual (DSM) and the methods and tools of treatment planning for those disorders. Case studies will be used for students to experience diagnosing and treatment planning. Students will learn to write treatment plans with measurable goals and outcomes. Students will learn to evaluate the efficacy of treatment.

Prerequisite: [COU 6214](#)

COU 6218 – Clinical Supervision and Consultation

3 Credits

This course examines theoretical and applied aspects of clinical supervision and consultation with an emphasis on contemporary concepts, issues, and strategies of applied clinical supervision and its delivery. Students will develop and apply knowledge of supervision and consultation processes with an emphasis on the difference between supervision and consultation. Course content is designed to prepare students for work as clinical supervisors.

COU 6220 - Trauma-Informed Counseling and Crisis Intervention

3 Credits

This course addresses the impact of crises, disasters, sexual assault and other trauma-causing events on individuals and communities, as well as, the treatment of trauma related disorders. Trauma is examined

through the impact on the brain regions, impact on memory, variations of emotional regulation and somatic responses. Trauma informed counseling methods and skills will be addressed. The course will also introduce the student to emergency management systems and crisis intervention within clinical mental health agencies and in the community. Attention is also given to vicarious traumatization and caring for the caregiver.

COU 6221 - Refugee Trauma and Recovery

3 Credits

This course covers the way trauma affects refugee individuals and families emotionally, psychologically, physically, and spiritually. Key principles and strategies for working with refugees and trauma will be explored. (Also [INT 6221](#))

COU 6222 - Counseling Issues in Human Sexuality

3 Credits

This course is a study of the crucial problems involved in understanding human sexuality and assisting individuals and couples with sexual concerns. It is designed to provide information in the following areas: research about sexuality, sexual development, aging and sexual functioning, sexual orientation, gender issues, sexual anatomy & physiology, sexual response cycles, psychological and social sexual dynamics, treatment of sexual disorders and sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections.

COU 6225 - Animal Assisted Therapy

3 Credits

The purpose of this course is to introduce students to Animal Assisted Therapy (AAT) especially emphasizing work with horses and dogs. This will include an exploration of both historical and contemporary theories. Animal Assisted Therapy is an alternative, experiential type of therapy that utilizes the animal as a medium to help facilitate change. In this class, students will look at the theoretical basis of animal assisted therapy, its history, the advantages and limitations of AAT, the certification processes for both horses and dogs, using AAT in private practice and other agencies, how AAT helps special populations in therapy, and learning how to co-facilitate basic AAT sessions. Students will work experientially with animals and volunteers.

COU 6260 – Counseling Practicum

Counseling Practicum (“Practicum”) involves a practical clinical experience in an approved agency or other appropriate setting with an approved supervisor. Practicum introduces a supervised, field-based, work experience wherein students begin to integrate and synthesize counseling theories and techniques, develop the professional qualities, characteristics, and behaviors of a counselor, and observe seasoned professional counselors. Students must successfully complete 100 hours with 40 of those hours being direct client hours to successfully pass Practicum. Site supervisors and faculty will evaluate student progress and determine student readiness for internship coursework. Satisfactory/Unsatisfactory grading.

Prerequisite: 39 completed master’s credits in the degree which must include: COU 5010, COU

5012, COU 5210, COU 5212, COU 6012 and COU 6014. Students may take COU 6214 and Practicum concurrently. Must be taken BEFORE COU 6261 - Counseling Internship I.

COU 6261 - Counseling Internship I

3 Credits

Internship I involves a practical clinical experience in an approved agency or other appropriate setting with an approved supervisor. This counseling internship provides a supervised, field-based, work experience wherein students integrate and synthesize counseling theories and techniques, develop the professional qualities, characteristics, and behaviors of a counselor, and develop more advanced clinical reasoning and conceptualization skills. Students must successfully complete 300 of the required hours of supervised counseling/clinical experience to pass Internship I. Satisfactory/unsatisfactory grading.

Note: For those seeking ADC licensure, students will need to complete 880 hours of internship (within COU 6261 - Internship I, [COU 6262 - Counseling Internship II](#) and [COU 6263 - Counseling Internship III](#), if needed) covering all 12 core functions, under the supervision of a licensed alcohol and drug counselor. All ADC emphasis courses must be completed PRIOR to internship.

Prerequisite: 45 completed master's credits in the degree which must include: [COU 5010](#), [COU 5012](#), [COU 5210](#), [COU 5212](#), [COU 5214](#), [COU 5220](#), [COU 6010](#), [COU 6012](#) and [COU 6214](#). If students have not taken [COU 5016](#) or [COU 6212](#) prior to beginning Internship I, it is recommended that the student take these courses concurrently with either COU 6261 - Internship 1 or [COU 6262 - Counseling Internship II](#) because these areas will be tested in [COU 6262 - Counseling Internship II](#) on the Comprehensive Exam.

COU 6262 - Counseling Internship II

3 Credits

This counseling internship provides a supervised, field-based, work experience wherein students integrate and synthesize counseling theories and techniques, develop the professional qualities, characteristics, and behaviors of a counselor, and develop more advanced clinical reasoning and conceptualization skills. Building on the experience of [COU 6261 - Counseling Internship I](#), Internship II involves a continued practical clinical experience in an approved agency or other appropriate setting with an approved supervisor. Any required hours not completed within [COU 6261 - Counseling Internship I](#) will be completed in Internship II. Students in Internship II will complete their remaining hours from [COU 6261 - Counseling Internship I](#) as well as the remaining hours for their required 700 hours in order to pass Internship II. Additionally, students must successfully complete the comprehensive exam in order to pass Internship II. Students who do not complete their hours while enrolled in Internship II will be required to enroll in [COU 6263 - Counseling Internship III](#) until their hours are completed. Satisfactory/unsatisfactory grading.

Note: For those seeking ADC licensure, students will need to complete 880 hours of internship (within [COU 6261 - Counseling Internship I](#), COU 6252 - Counseling Internship II and [COU 6263 - Counseling Internship III](#), if needed) covering all 12 core functions, under the supervision of a licensed alcohol and drug counselor. All ADC emphasis courses and [COU 6261 - Counseling Internship I](#) must be completed PRIOR to COU 6252 - Counseling Internship II.

Prerequisite: [COU 6261](#)

COU 6263 - Counseling Internship III

1 Credits

This counseling internship provides a supervised, field-based, work experience wherein students integrate and synthesize counseling theories and techniques, develop the professional qualities, characteristics, and behaviors of a counselor, and develop more advanced clinical reasoning and conceptualization skills. Building on the experience of [COU 6261 - Counseling Internship I](#) and [COU 6262 - Counseling Internship II](#), Internship III involves a continued practical clinical experience in an approved agency or other appropriate setting with an approved supervisor. Any required hours not completed within [COU 6261 - Counseling Internship I](#) and [COU 6262 - Counseling Internship II](#) will be completed in Internship III. Students in Internship III will complete the remaining hours for their required 700 hours in order to pass Internship III. Additionally, students must successfully complete the comprehensive exam in order to pass Internship III. A student may take Internship III a total of 3 times.

Satisfactory/unsatisfactory grading.

Note: For those seeking ADC licensure, students will need to complete 880 hours of internship (within [COU 6261 - Counseling Internship I](#), [COU 6262 - Counseling Internship II](#) and COU 6263 - Internship III, if needed) covering all 12 core functions, under the supervision of a licensed alcohol and drug counselor. All ADC emphasis courses and [COU 6261 - Counseling Internship I](#) and [COU 6262 - Counseling Internship II](#) must be completed PRIOR to COU 6263 - Counseling Internship III.

Prerequisite: [COU 6262](#)

COU 6299 - Topics in Counseling

3 Credits

This seminar course considers various topics in counseling. The focus will be determined by the instructor and the needs of students in the program. The primary approaches are in-depth exploration of a topic, research, and presentation of results. Examples of topics would include Play Therapy, Child and Adolescent Counseling, Advanced Cognitive Behavioral Therapy, Motivational Interviewing, Brain-based Counseling Strategies, etc. Students may take this course more than once for credit when a different topic is addressed.

COU 6312 - Psychopharmacology for Alcohol and Drug Counseling

3 Credits

This course examines the pharmacology of substance abuse disorders and the dynamics of addiction, including medication-assisted therapy. Students will develop a practical understanding of substances with addictive or abusive potential with special focus on drug administration, absorption, movement, and drug-receptor interactions. Students will also examine clinical practice guidelines for treating psychological and substance use disorders. Counseling techniques and strategies will be emphasized. Professional and ethical responsibilities will be discussed in light of biblical truth to allow for a holistic approach to patient care.

Prerequisite: [COU 5216](#)

COU 6410 - Assessment and Treatment Planning for Alcohol and Drug Counseling

3 Credits

This course will review the counselor functions of screening, intake, orientation, assessment and evaluation of chemically dependent clients. The process of interviewing and administering assessment instruments will be explored with emphasis on competent legal and ethical standards of professional practice in culturally diverse settings. The importance of the connection between assessment, diagnosis, treatment planning, and methodology in counseling alcohol and drug clients will be emphasized.

Prerequisite: [COU 5216](#)

Academic Planning

MA in Counseling ===== 60.00 Hours Needed

COU 5010 Theory/Practice Counseling

COU 5012 Orientation to Counseling and Integration of Christian Worldview

COU 5016 Human Growth and Lifespan Development

COU 5210 Legal/Ethical Issues in Counseling

COU 5212 Counseling Skills, Methods, and Techniques

COU 5214 Assessment, Tests, and Measurement in Counseling

COU 5216 Addiction and Substance Abuse

COU 5220 Counseling Research and Evaluation

COU 6010 Multicultural Counseling

COU 6012 Group Process and Treatment

COU 6014 Career Counseling and Lifestyle Development

COU 6212 Marriage & Family Therapy

COU 6214 Psychopathology

COU 6216 Diagnosis and Treatment Planning

COU 6260 Counseling Practicum

COU 6261 Counseling Internship I

COU 6262 Counseling Internship II

COUZ 5212 Counseling Skills, Methods, and Techniques Residency

COUZ 6214 Psychopathology Residency

Complete 9 credits of specified electives. Choose from CST 5223. INT 5512. INT 5514, INT 5515, INT 5520. MBA 6222. MIN 5215, MIN 5218, MIN 5512, MIN 5881, MIN 5882, MIN 6211 or any COU elective.

MA counseling Planning

What order should I take classes?

| MA Counseling No Emphasis Fall Start | | | | | |
|--------------------------------------|--------------|----------|--------------|----------|-------|
| Fall 1 | | Spring 1 | | Summer 1 | |
| Mod A | COU 5010 | Mod A | COU 5210 | Mod A | COUZ |
| Mod B | COU 5016 | Mod B | COU 5220 | Mod A | COU 5 |
| Mod AB | COU 5012 | Mod AB | COU 5212 | Mod A | COU 5 |
| | | | | Mod B | COU 6 |
| Fall 2 | | Spring 2 | | Summer 2 | |
| Mod A | COU 6010 | Mod A | COU 6212 | Mod A | COUZ |
| Mod AB | COU 6012 | Mod B | COU elective | Mod A | COU 6 |
| Mod B | COU elective | Mod AB | COU 6214 | Mod AB | COU 6 |
| | | | | Mod B | COU e |
| Fall 3 | | | | | |
| Mod AB | COU 6261 | Mod AB | COU 6262 | | |

| MA Counseling ADC Emphasis Fall Start | | | | | |
|---------------------------------------|----------|----------|----------|----------|-------|
| Fall 1 | | Spring 1 | | Summer 1 | |
| Mod A | COU 5010 | Mod A | COU 5210 | Mod A | COUZ |
| Mod B | COU 5016 | Mod B | COU 5220 | Mod A | COU 5 |
| Mod AB | COU 5012 | Mod AB | COU 5212 | Mod B | COU 6 |
| | | | | Mod B | COU 6 |
| Fall 2 | | Spring 2 | | Summer 2 | |
| Mod A | COU 6010 | Mod A | COU 6212 | Mod A | COUZ |
| Mod AB | COU 6012 | Mod B | COU 5412 | Mod A | COU 6 |
| Mod B | COU 6312 | Mod AB | COU 6214 | Mod AB | COU 6 |
| | | | | | |
| Fall 3 | | | | | |
| Mod AB | COU 6261 | Mod AB | COU 6262 | | |

Graduate Policies & Program Information

All classes must earn a C or above. Any grade of C- or below must be retaken

Students must attend two residencies on campus. The residencies cannot be completed at the same time, so plan to be on campus twice.

It is the **STUDENTS** responsibility for any specific electives needed for specific state licensure needs.



| MA Counseling No Emphasis Spring Start | | | | | |
|--|--------------|------------|--------------|--------|----------|
| Spring 1 | | Summer 1 | | Fall 1 | |
| Mod A | COU 5010 | Mod A | COU 5216 | Mod AB | COU 5212 |
| Mod B | COU 5016 | Mod B | COU 6014 | Mod A | COU 5210 |
| Mod AB | COU 5012 | Mod A or B | COU elective | Mod B | COU 5220 |
| Spring 2 | | Summer 2 | | Fall 2 | |
| Mod A | COU 6010 | Mod A | COUZ 5212 | Mod AB | COU 6214 |
| Mod AB | COU 6012 | Mod A | COU 5214 | Mod A | COU 6212 |
| Mod B | COU elective | Mod B | COU elective | | |
| Spring 3 | | Summer 3 | | | |
| Mod A | COU 6216 | Mod A | COUZ 6214 | Mod AB | COU 6262 |
| Mod AB | COU 6260 | Mod AB | COU 6261 | | |

| MA Counseling ADC Emphasis Spring Start | | | | | |
|---|----------|----------|-----------|--------|----------|
| Spring 1 | | Summer 1 | | Fall 1 | |
| Mod A | COU 5010 | Mod A | COU 5216 | Mod AB | COU 5212 |
| Mod B | COU 5016 | Mod B | COU 6014 | Mod A | COU 5210 |
| Mod AB | COU 5012 | | | Mod B | COU 6312 |
| Spring 2 | | Summer 2 | | Fall 2 | |
| Mod A | COU 6010 | Mod A | COUZ 5212 | Mod AB | COU 6214 |
| Mod AB | COU 6012 | Mod A | COU 5214 | Mod A | COU 6212 |
| Mod B | COU 5412 | Mod B | COU 6410 | | |
| Spring 3 | | Summer 3 | | | |
| Mod A | COU 6216 | Mod A | COUZ 6214 | Mod AB | COU 6262 |
| Mod AB | COU 6260 | Mod AB | COU 6261 | | |
| Mod B | COU 5220 | | | | |

| MA Counseling No Emphasis Summer Start | | | | | |
|--|-----------|--------|--------------|----------|--------------|
| Summer 1 | | Fall 1 | | Spring 1 | |
| Mod A | COU 5010 | Mod A | COU 5210 | Mod A | COU 6010 |
| Mod B | COU 5016 | Mod B | COU 5220 | Mod B | COU elective |
| Mod AB | COU 5012 | Mod AB | COU 5212 | Mod AB | COU 6012 |
| Summer 2 | | Fall 2 | | Spring 2 | |
| Mod A | COUZ 5212 | Mod A | COU 6212 | Mod A | COU 6216 |
| Mod A | COU 5216 | Mod B | COU elective | Mod AB | COU 6260 |

| | | | | | |
|-----------------|-----------|--------|----------|-------|--------------|
| Mod A | COU 5214 | Mod AB | COU 6214 | Mod B | COU elective |
| Mod B | COU 6014 | | | | |
| Summer 3 | | | | | |
| Mod AB | COU 6261 | Mod AB | COU 6262 | | |
| Mod A | COUZ 6214 | | | | |

| MA Counseling ADC Emphasis Summer Start | | | | | |
|--|-----------|---------------|----------|-----------------|----------|
| Summer 1 | | Fall 1 | | Spring 1 | |
| Mod A | COU 5010 | Mod A | COU 5216 | Mod A | COU 6010 |
| Mod B | COU 5016 | Mod B | COU 5220 | Mod B | COU 5412 |
| Mod AB | COU 5012 | Mod AB | COU 5212 | Mod AB | COU 6012 |
| Summer 2 | | Fall 2 | | Spring 2 | |
| Mod A | COUZ 5212 | Mod A | COU 6212 | Mod A | COU 5210 |
| Mod A | COU 5214 | Mod B | COU 6312 | Mod A | COU 6216 |
| Mod B | COU 6014 | Mod AB | COU 6214 | Mod AB | COU 6260 |
| Mod B | COU 6410 | | | | |
| Summer 3 | | | | | |
| Mod AB | COU 6261 | Mod AB | COU 6262 | | |
| Mod A | COUZ 6214 | | | | |