

The seal of Anderson University is a circular emblem with a serrated outer edge. It features a central shield with a red cross and a white hand holding a green leaf. The shield is set against a yellow background. The words "ANDERSON UNIVERSITY" are written in a circular path around the shield, and "1911" is at the bottom. The Latin motto "ANIMAM PER CRISTUM" is also visible.

Anderson University
College of Arts and Sciences
Master of Science in Clinical Mental Health
Counseling
Student Handbook
2025-2026

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Welcome

Welcome to the Clinical Mental Health Counseling (CMHC) Program at Anderson University! We are pleased you are pursuing your graduate education here. We hope that you will remember your days in the counseling program and look back on them as the time when you began to develop your identity as a professional counselor.

A Note from the Interim Program Director

As you begin this journey, I consider it a privilege to walk alongside you in a calling rooted in compassion, service, and healing. From a Christian worldview, I believe this work reflects Christ's love for others—and it's my hope that this program will not only equip you with professional knowledge and skills, but also help you grow in empathy, integrity, and faith. May this season be one of deep learning, personal growth, and spiritual formation. To learn more about the hope found in Christ, take a moment to watch this short video that shares the heart of the gospel: [Click here to watch](#).

Sincerely,

Jason K. Neill, Ph.D., LPCS, LPC

Interim Director, Clinical Counseling Program

Associate Professor of Clinical Counseling

Program Handbook Disclaimer and Policy Overview

The Clinical Mental Health Counseling Program handbook is intended to provide program-specific information to students to serve as a supplemental resource. **THIS HANDBOOK IS SUBJECT TO REVIEW AND REVISION. UPDATES MAY BE MADE AT ANY TIME TO REFLECT CHANGES IN POLICIES, PROCEDURES, OR PROGRAM REQUIREMENTS. STUDENTS WILL BE NOTIFIED OF CHANGES, AND IT IS THEIR RESPONSIBILITY TO REMAIN INFORMED AND CONSULT WITH THE MOST CURRENT VERSION OF THE HANDBOOK.**

This handbook does not replace the official policies outlined in the [Anderson University Academic Catalog](#). Students are expected to review and adhere to all applicable university policies. For the most current and comprehensive institutional policies, please refer to the **2025–2026 Academic Catalog**.

The Academic Catalog details the official policies governing both undergraduate and graduate studies at Anderson University, including but not limited to:

- Admission
- Financial Aid & Scholarships
- Tuition & Fees
- Academic Programs & Courses
- Academic Policies & Calendars
- FERPA and Student Rights

The Academic Catalog contains a range of academic policies regarding educational experiences and expectations. These policies include, but are not limited to:

- Transfer Credit
- Grade Treatment Policies
- Academic Standing and Progress
- Course Completion
- Grading
- Enrollment Adjustments
- Academic Integrity
- Accessibility
- Graduation

Students are expected to follow the University Graduate Catalog, CMHC Program Handbook, Fieldwork Handbook, course syllabi, [American Counseling Association Code of Ethics](#), and [South Carolina LLR Code of Ethics](#).

Counseling Program Faculty

Anderson University is committed to recruiting core, affiliate, and adjunct instructors who identify as professional counselors, have received excellent training, possess diverse experiences in mental health counseling, and, most importantly, profess a Christian faith. Our current faculty includes the following:

Jason K. Neill, Ph.D., LPCS, LPC
Interim Director, Clinical Counseling Program
Associate Professor of Clinical Counseling
PhD in Counselor Education and Supervision, University of South Carolina (CACREP accredited program)
jneill@andersonuniversity.edu

Patty Slaughter, Ph.D.
Professor of Clinical Mental Health Counseling
PhD in Guidance and School Psychology, Indiana State University
pslaughter@andersonuniversity.edu

Mission of the University

Anderson University is an academic community, affiliated with the South Carolina Baptist Convention. It provides a competitive education in the liberal arts, professional, and graduate disciplines, and a co-curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is intentionally Christ-centered, people-focused, student oriented, quality-driven, and future-directed ([AU Mission Statement](#)).

STATEMENT OF COMPLIANCE WITH TITLE IX

As part of the Higher Education Act Amendments of 1972, included was Title IX, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....” Other federal and state laws also address discrimination and harassment based on sex and gender for students, staff, faculty, and third parties in higher education. Anderson University is firmly committed to establishing an environment free from such discrimination and prohibits acts including sexual harassment, sexual harassment including sexual violence (i.e., sexual assault and nonconsensual sexual touching, forcible or not), relationship abuse (including domestic and dating violence), and stalking. It is the policy of Anderson University to comply with all applicable provisions of Title IX, which prohibit discrimination (including sexual harassment and sexual misconduct or violence) based on sex in the University’s educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination, harassment, or misconduct. Anderson University affirms the right of reporting parties to determine whether they wish to be involved in the University’s Title IX processes to address harassment or discrimination. It should be noted, however, that we cannot take corrective action toward behavior about which we are unaware. Regardless, the University is committed to supporting reporting parties through numerous available support services. The University encourages those who wish to receive confidential support services regarding harassment and discrimination to seek assistance from the AU Counseling Center, Thrive Wellness Center, the Campus Ministries staff, designated athletic trainers, and/or First Light. The University will also provide support to any reporting party who wishes to file a complaint of illegal behavior to Campus Safety or other local law enforcement.

For Questions or Concerns Related to Title IX, harassment or discrimination based on sex or gender, contact:

Robyn H. Sanderson

Title IX Coordinator

Associate Vice President for Student Development & Dean of Student Development

Office: G. Ross Anderson Jr. Student Center, Office 157

Phone: 864.231.5514

Mail: 316 Boulevard

Anderson, SC 29621

title9@andersonuniversity.edu

<https://andersonuniversity.edu/title-ix/>

[Title IX Policy](#)

[Title IX Brochure](#)

Notice of Non-Discrimination

Anderson University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The following person has been designated to handle inquiries or complaints regarding the non-discrimination policy including compliance with Title IX of the Education Amendments of 1972 and inquires or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

For student related concerns, please contact:

Associate Vice President/Dean of Students

Office: Student Center 321

Phone: 864.622.6014

For employee related concerns, please contact:

Director of Human Resources

Office: 316 Kingsley Road

Phone: 864.231.2061

A report may also be made to the U.S. Department of Education, Office of Civil Rights:

U.S. Department of Education

Office of Civil Rights

400 Maryland Ave., SW

Washington, D.C. 20202-1328

1-800-421-3481

Email Address: ocr@ed.gov

Web: <http://www.ed.gov/ocr>

Mission of the Counseling Program (CACREP Standard 1.M.1)

The mission of the [Anderson University Master of Science in Clinical Mental Health Counseling Program](#) (CMHC) is to equip compassionate and motivated individuals with the knowledge and skills needed to provide client-centered care grounded in a Christian worldview. The program fosters leadership, advocates positive change, and advances the mental health profession, all while preparing clinicians who are both clinically competent and spiritually grounded through a commitment to clinical excellence.

The program strives to prepare culturally competent, culturally sensitive, and ethical counselors capable of working effectively in a technological and pluralistic society. Faculty design and deliver academic and clinical experiences that recognize, respect, and value the diversity of students' backgrounds, characteristics, beliefs, and abilities.

Accreditation

Our program is pursuing accreditation with CACREP (Council for Accreditation of Counseling and Related Educational Programs). Please note that upon program completion, students will be eligible to apply for licensure in South Carolina. Requirements for application from a non-CACREP accredited program are found on South Carolina Labor, Licensing, and Regulation Board's [website](#). Since each state has its own licensing requirements, we encourage you to familiarize yourself with the specific regulations in the state where you plan to practice.

Counseling Program Outcomes

The CMHC Program is dedicated to fostering the development of competent counselors by achieving program and curriculum objectives that align with CACREP Standards. The Program Learning Objectives (PLO) outline the specific knowledge and skills that students are expected to demonstrate throughout their course of study, ensuring alignment with the [CACREP Standards](#). (CACREP Standard 1.M.1)

PLO#	Program Learning Objectives
1	Prepare students who can understand and develop a professional identity as a clinical counselor.
2	Prepare students who provide exceptional counseling and relational skills.
3	Prepare students who will exhibit critical thinking skills.
4	Prepare students who understand knowledge of development, psychopathology, and treatment planning that are grounded in research.
5	Prepare students who are culturally aware, use culturally relevant assessment strategies and responsive to clients in diverse communities.
6	Prepare students who have awareness of their own spiritual development and are able to use spirituality effectively in clinical settings.

Aligning with the [CACREP standards](#), Key Performance Indicators (KPIs) are based on a sampling of CACREP Standards from each of the eight core areas and specialty areas that the program believes represents a mix of important knowledge and skill measures at multiple points throughout the program. KPIs are based off the Program Learning Objectives and student performance in meeting the CACREP Standards are measured in specific assignments throughout the program (*CACREP Standard 1.M.5*)

CACREP Standard	Key Performance Indicators
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE 3.A.3., 3.A.10.	Students will develop and demonstrate a professional counseling identity and willingness to provide counseling services within the counseling profession's ethical and legal guidelines.
SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES 3.B.1., 3.B.11.	Students will develop skills and understanding of cultural awareness and are responsive to clients in diverse communities.
LIFESPAN DEVELOPMENT 3.C.1, 3.C.11.	Students will exhibit self-reflection and self-awareness and demonstrate professional growth and understanding of the nature of human growth and development and integration in the counseling process.
CAREER DEVELOPMENT 3.D.1., 3.D.5.	Students will develop an understanding and demonstrate knowledge of career development theories and career assessment skills.
COUNSELING PRACTICE AND RELATIONSHIPS 3.E.1, 3.E.10.	Students will acquire the knowledge of major counseling theories and demonstrate individual and group counseling skills aimed at facilitating client growth.
GROUP COUNSELING AND GROUP WORK 3.F.1., 3.F.10.	Students will identify and demonstrate knowledge of group theory and process through didactic and experiential learning as well as the application of group counseling skills.
ASSESSMENT AND DIAGNOSTIC PROCESSES 3.G.2, 3.G.7.	Students will gain knowledge and skills in basic assessment techniques and apply concepts to individual and group appraisal. Students will acquire the knowledge and ability to use mental health diagnostic criteria and assessment to treat a broad range of mental health issues.
RESEARCH AND PROGRAM EVALUATION 3.H.2., 3.H.6.	Students will identify and use counseling interventions, techniques and evaluation procedures that are grounded in research.
	Demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice.

Diversity, Equality, Inclusion Policies (CACREP Standard 1.M.8)

The CMHC Program is committed to fostering diversity and respecting differing values, in line with the [ACA Code of Ethics \(2014\)](#) and [CACREP Standards \(2024\)](#).

The program upholds the Christian belief that all humans are created in the image of God and that Christ gave His life for all people. Because of this, every individual—regardless of race or background—possesses inherent dignity and is worthy of respect and Christlike love. We believe that the counseling profession offers our students and graduates a meaningful opportunity to be “salt and light” in the world (Matthew 5:13–16), wherever they are called to serve.

In addition, we are dedicated to cultivating a learning environment that embraces diversity in all its forms, including people, curriculum, scholarship, research, and creative expression. This commitment enriches intellectual engagement, strengthens critical thinking, and equips students to fulfill their social and civic responsibilities with thoughtfulness and compassion. Curriculum initiatives include:

Faculty Diversity: We aim to build a diverse faculty to reflect the communities we serve.

Professional Development: Ongoing opportunities for students and faculty to grow in diversity, equality, and inclusion, in line with Christian values of love and justice.

Assessment: Regular evaluations of student outcomes related to diversity and cultural competence.

Professional Practice: Practicum and internships prepare students to counsel clients from diverse backgrounds with grace and compassion.

Bias Awareness: We encourage self-reflection on biases and promote respect for diversity, inclusion, and equality.

Admissions Process

Program applicants will be selected based on their ability to succeed academically, personal qualifications necessary to function as counselors, and relevance of professional goals.

Students seeking admission into the degree program must submit the following materials:

An undergraduate cumulative GPA of 3.0 or higher. For those with below a 3.0 GPA, an additional essay is required.

Bachelor's Degree from an accredited university or college.

Two reference forms from professional contacts.

Criminal Background Check required for all states of residence within the past five years.

A virtual interview will be conducted to assess interpersonal skills, graduate study readiness, career goals, and counseling aptitude.

Program Orientation

Before or at the beginning of the first term of enrollment in the counselor education program, the program provides a new student orientation during which: 1. the student handbook is discussed, 2. students' ethical and professional obligations are discussed, 3. personal growth expectations as counselors-in-training are explained, and 4. eligibility and requirements for licensure/certification are reviewed. (*CACREP Standard 1.K*). Furthermore, the program will include dedicated resources and online training designed to support the effective use technology including Zoom, Teams, Canvas, and Experiential Learning Cloud.

Degree Requirements

The curriculum for the CMHC degree is structured to enable students to satisfy the educational criteria necessary for applying to become a Licensed Professional Counselor Associate as stipulated by the [South Carolina Board of Examiners for Licensure of Professional Counselors](#). In order to fulfill the state licensure requirements, the program mandates the completion of 60 credit hours of graduate-level coursework, a minimum of 100 hours of supervised practicum, and at least 600 hours of supervised internship (*CACREP Standard 1.M.2*)

Registration: Course registration is completed through [Workday](#).

Course List of Numbers/Description

COU 501 Clinical Mental Health Counseling Foundations (3hrs)

History and description of various counseling services provided in agency settings; the type of client populations served and existing legislative acts mandating these services.

COU 505 Counseling Theories and Techniques (3hrs)

A study of the history and philosophic bases of the helping process, counseling and personality theories and their applications.

COU 510 Ethical Issues in Counseling (3hrs)

Explores the ethical standards and dilemmas facing today's counseling professionals, including foundations of ACA ethical principles and ethical decision-making.

COU 515 Social and Cultural Diversity (3hrs)

This course provides an examination of cultural and ethnic variables in human nature and their effect on the counseling process.

COU 520 Crisis, Grief and Trauma Counseling (3hrs)

Examines diverse trauma and crisis situations and the assessment and treatment strategies used by counselors to assist individuals, groups, and organizations in managing and resolving crises.

COU 525 Career Development Counseling (3hrs)

Career counseling theories, strategies and interventions appropriate for diverse populations, as well as sources of occupational information, are examined.

COU 530 Couple and Family Counseling (3hrs)

Major models and techniques of couples and family counseling are examined, as well as history, research, legal, ethical and other professional issues.

COU 535 Human Growth and Development (3hrs)

This course is designed to provide an overview of life span development for those preparing to establish careers as clinical mental health counselors.

COU 540 Helping Relationships (Counseling Skills) (3hrs)

Immersive experiences to help students develop counseling skills through role-playing activities, audio and videotaping, interviewing, lecture and discussion.

COU 545 Psychodiagnostics (3hrs)

A study of psychopathology, abnormal psychology, abnormal behavior, etiological theories and treatment of abnormal behavior as defined by classification systems such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD)

COU 550 Addictions Counseling (3hrs)

Comprehensive overview of the phenomenon of chemical dependence and addiction; current methods of identification and intervention; awareness of how addictions affect individuals, families, schools and communities.

COU 555 Group Counseling and Theory (3hrs)

Course covers theory and practice of group counseling and group work; considerations for forming and leading groups; and participation in an experiential group.

COU 560 Assessment and Testing (3hrs)

Purpose and methods of assessment, testing and evaluation in counseling, as well as selection, administration and interpretation of assessments, are covered.

COU 565 Counseling Professional Practice Capstone (3hrs)

Designed to assist students in the exploration of relevant topics such as licensure, careers and the development of a professional portfolio.

COU 570 Research and Program Evaluation (3hrs)

Overview of quantitative, qualitative, and mixed method research designs relevant to the practice of counseling, including needs assessment and program evaluation.

COU 575 Practicum (3hrs)

Supervised field experiences in counseling in a mental health setting. This practicum involves supervised application of counseling/therapy processes with clients. Must complete a minimum of 100 clock hours, including at least 40 client contact hours.

COU 580 Internship I (6hrs)

Students apply previous knowledge of counseling theory and techniques in a supervised field experience in professional mental health counseling settings. A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours.

COU 585 Internship II (6hrs)

Students apply previous knowledge of counseling theory and techniques in a supervised field experience in professional mental health counseling settings. A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours.

Course Number	MS Clinical Mental Health Counseling Suggested Course Sequence	Semester Credit Hours
Fall (First Semester) - 12 Credit Hours		
COU 501	Clinical Mental Health Counseling Foundations	3
COU 510	Ethical Issues in Counseling	3
COU 505	Counseling Theories and Techniques	3
COU 540	Helping Relationships	3
		12
Spring (Second Semester) - 12 Credit Hours		
COU 530	Couple and Family Counseling	3
COU 545	Psychodiagnostics	3
COU 555	Group Counseling and Theory	3
COU 575	Practicum	3
		12
Summer (Third Semester) - 12 Credit Hours		
COU 515	Social and Cultural Diversity	3
COU 525	Career Development Counseling	3
COU 560	Assessment and Testing	3
COU 570	Research and Program Evaluation	3
		12
Fall (Fourth Semester) - 9 Credit Hours		
COU 520	Crisis, Grief and Trauma Counseling	3
COU 580	Internship I	6
		9
Spring (Fifth Semester) - 9 Credit Hours		

COU 550	Addictions Counseling	3
COU 585	Internship II	6
		9
Summer (Sixth Semester) - 6 Credit Hours		
COU 535	Human Growth and Development	3
COU 565	Counseling Professional Practice Capstone	3
		6
Total semester credit hours 60		

CMHC Retention, Remediation, and Dismissal

Retention Policies (*CACREP 1.M.7*)

Admission to the CMHC Program does not guarantee continued enrollment. Students must demonstrate consistent academic, professional, and personal growth, as well as progress in the development of clinical skills and counselor dispositions. Academic success encompasses not only the completion of coursework but also the cultivation of professional behaviors and interpersonal skills essential to effective counseling practice. Evaluation of these competencies necessarily includes the professional judgment of faculty, site supervisors, and others serving in evaluative roles.

The following are examples of student behaviors that may raise concern:

Ethical and Legal Violations

- Violation of laws relevant to counseling practice
- Breach of confidentiality in work with clients, peers, or during training exercises
- Academic dishonesty, including plagiarism, fabrication, cheating, or falsifying records
- Violation of the ACA Code of Ethics or other applicable professional standards
- The student fails to adhere to policies in the Graduate Catalog, CMHC Program Handbook, and CMHC Fieldwork Handbook
- The student fails to adhere to site or agency protocols, including but not limited to unexcused absences, failure to attend supervision, and violations of the site agreement

Professional Behavior and Accountability

- Chronic lateness or absenteeism, which may predict poor professional reliability
- Failure to meet responsibilities for academic, clinical, or professional tasks in a timely and accountable manner
- Inaccurate or incomplete client records or documentation
- The student fails to obtain all necessary signatures on field placement documentation or does not upload completed forms to the designated Experiential Learning Cloud platform by the established deadline
- The student loses their field placement for any reason. Loss of placement may render the student unable to complete course requirements and could result in a failing grade
- The student engages in conduct, either at the field placement site or in the academic setting, that is unprofessional, unethical, or disregards guidance and feedback provided by faculty or site supervisors
- The student refuses remedial measures

Clinical Competence and Supervision

- Poor clinical judgment that may affect client safety or the counseling process
- Noncompliance with supervision, including failure to implement feedback
- Resistance to supervision or feedback intended to promote growth
- The student submits a case conceptualization paper or presentation that is deemed insufficient, incomplete, or unacceptable by the course instructor
- The student scores Below Expectations/Unacceptable (2) or Harmful (1) on any section of the CCS-R during either the mid-term or final evaluation

Interpersonal and Professional Dispositions

- Lack of self-awareness or insight into one's own problematic behaviors and their effects on others
- Consistent interpersonal difficulties, such as disrespectful communication or inappropriate boundaries
- Inability to respect diverse worldviews or identities
- Frequent blaming of others or unwillingness to accept responsibility for one's actions
- Disruptive or harmful interpersonal behavior that affects group dynamics, client care, or the learning environment
- Concerns are raised by the program faculty, staff, or site supervisors regarding the student's academic performance, professional dispositions, and overall clinical readiness
- Failure to develop professional competencies appropriate to one's current level of training

Remediation (*CACREP 1.M.7*)

If a faculty member, site supervisor, or other professional serving in an evaluative role has concerns about a student's academic performance, professionalism, or behavior, they may take several steps to address the issue. These may include meeting with the student individually to discuss the concern, providing verbal and/or written feedback, or completing a Student Concern Form (SCF). The SCF serves as a formal method for documenting concerns and initiates the Formal Remediation Process when appropriate.

The Formal Remediation Process is designed to document and monitor concerns about a student, outline agreements between the student and the program regarding required changes for continued enrollment, track progress toward remediation goals, and, when necessary, support decisions about dismissal from the program.

Remediation Steps:

1. Student Concern Form (SCF): This form should be completed any time a faculty member, site supervisor, or other professional or staff member in an evaluator role over a student needs to document student behavior that is clearly outside the generally accepted standards of the counseling profession. Documentation of concerning behaviors should be tied to a standard from the ACA Code of Ethics, Graduate Catalog, CMHC Program and Fieldwork Handbooks, a course syllabus, the Counselor Competencies Scale – Revised (CCS-R), Professional Dispositions Competency Assessment, or other evaluation measure.
2. The Program Director receives and reviews SCF via email and may follow up with the reporting party to clarify any information.
3. The Program Director will send an email to the students formally notifying them of the submission of a Student Concern Form (SCF). This email will briefly outline the reported concerns, refer the student to the relevant documentation (e.g., SCF, specific ethical code or handbook section), and clearly state the requirement for a mandatory remediation conference to discuss the matter. The email will indicate that the Program Director will follow up with scheduling options.
4. A remediation conference is scheduled with the Program Director, Faculty Instructor, and the student to discuss the concern and hear the student perspective. Based on the discussion it will be determined if a Formal Remediation Plan is needed and if so, one will be developed and signed as a team.
5. The Formal Remediation Plan will document target areas for development, required actions, and a timeline for review. A faculty member will be assigned to support the student throughout the remediation process and provide updates to the Program Director.
6. At the scheduled timeline for review the Program Director, Faculty Instructor, and student will meet and determine if the remediation has been successful or if additional remediation steps are needed.

Remediation Documentation: Remediation conferences will be documented and signed in Experiential Learning Cloud to ensure students have access to clear and timely written feedback.

Potential Remediation Outcomes

Requiring a student to repeat courses associated with specific clinical competencies

Recommending that the student seek professional counseling to address any personal concerns that may be affecting the student's performance and competencies

Requiring the student to take a leave of absence from the program until the problem area(s) is/are appropriately and sufficiently addressed

Based on the specific behavior in question, or if a student refuses to comply with a Formal Remediation Plan, they may be subject to probation, suspension, dismissal, or expulsion. ([Program Dismissal-CACREP Standard 1.M.7](#))

Student Support through the Remediation Process

The well-being of our students is our highest priority. We recognize that the remediation process, while designed to support growth and uphold professional standards, can be a source of significant emotional and academic stress. Students engaged in remediation will receive:

Clear communication about the purpose and expectations of the remediation process.

Access to a designated faculty member who will help them navigate the process and connect with resources.

Referrals to mental health services if desired.

Regular check-ins and progress reviews emphasizing developmental growth rather than punitive outcomes.

[Academic Appeals Summary](#) (CACREP Standard 1.M.6)

The complete academic appeals policy is available in the Graduate Catalog.

Students who believe they have been treated unfairly, capriciously, or arbitrarily in an academic decision (including course or assignment grades) may file an appeal. However, simple dissatisfaction with a grade or outcome is not sufficient grounds. Valid appeals must include evidence of unfair or inappropriate application of university policies.

Appeals must be initiated within 30 calendar days of the decision. The process begins by submitting a written appeal to the individual who made the original decision, along with supporting information. That person must respond in writing within 2 weeks. If unresolved, the student may continue the appeal to the next appropriate authority, again in writing and within 2 weeks of the previous decision.

For course-related matters, the appeal path is:

1. Faculty Instructor
2. Program Director

3. Dean of the College of Arts and Sciences
4. Office of the Provost – which issues the final decision.

Potential Outcomes of Appeal (*CACREP Standard 1.M.6*)

Possible outcomes of a grade appeal may include, but are not limited to: upholding the original grade assigned by the faculty member; re-evaluation of the assignment by a different faculty member, with the second evaluation considered final; or modification of the grade if it is determined that the original grade did not align with the criteria outlined in the assignment’s grading rubric. Potential outcomes of appeals related to other decisions may include adjustments to a remediation plan (e.g., revised goals, timelines, or requirements); review of the case by additional faculty members, an academic review committee, or university personnel; or upholding the original decision. All appeal outcomes will be documented and communicated to the student in writing.

[Program Digital Delivery and Technology Requirements \(*CACREP Standard 1.M.4*\)](#)

Class meetings

As an online program, the courses are asynchronous, meaning you work at your own pace within the limits of assignment due dates established by course instructors, and synchronous meaning because of the nature of the course and CACREP standards students may be required to attend class meetings online to meet with faculty and peers. Students are expected to attend these meetings, as they serve as essential opportunities to engage with instructors and peers, enhance comprehension of course material, participate in collaborative discussions, and be evaluated on the knowledge and skills pertinent to the course.

Technology proficiency requirements

Computer Access: Students must have consistent access to a personal desktop or laptop computer capable of supporting academic software and online platforms.

Microsoft Office Proficiency: A working knowledge of Microsoft Word, Excel, and PowerPoint is essential. These tools will be used regularly for assignments, presentations, and documentation.

Anderson University Email Account: Upon admission to the program, students will be issued a university email account. This account must be used for all official university correspondence. Students are expected to check their email daily to stay informed about important announcements and deadlines.

Experiential Learning Cloud Platform Enrollment: Students will receive an email invitation to activate their Experiential Learning Cloud account prior to their first semester. It is required that all students complete their Experiential Learning Cloud profile—including demographic details used for accreditation reporting—before courses begin. Experiential Learning Cloud will serve as the central platform for submitting Key Performance Indicator (KPI) assignments,

tracking practicum and internship hours, uploading necessary documentation, and managing academic progress.

Canvas: Canvas is used as the program's learning management system to support your learning and your role as an online learner. This and other supporting technology tools are accessible through the [Anderson University Website Tools for Students](#).

Zoom: Counseling faculty will use the Zoom for synchronous class meetings, trainings, and conferences. Please note Zoom is not HIPAA or FERPA secure; therefore, you cannot use this for video recording HIPAA or FERPA sensitive content.

Microsoft Teams: The program is in the process of transitioning to Microsoft Teams; this is anticipated to occur in Spring 2025. At that time Teams will be used for all program purposes.

[Academic Faculty and Career Advising](#)

All students will be assigned to an academic advisor to help them develop and review their plan of study (*CACREP Standard 1.P*). In addition, faculty serve in the following roles:

Program Director: The Interim Program Director serves as an academic advisor by supporting program, course, and registration needs. Key responsibilities include:

- Welcoming and orienting students to university systems.

- Reviewing the counseling program, creating course plans, and enrolling students to ensure graduation progress.

- Communicating relevant policies to students.

- Sharing information about practicum, internship, and career opportunities.

Faculty Instructors: Faculty instructors serve as academic advisers to support program, course, and registration needs. They communicate relevant policies and share information about practicum, internship, and career opportunities.

Program Coordinator (currently filled as the Interim Program Director): The Program Coordinator provides orientation, advice and support on field site searches, practicum, and internship requirements as well as career opportunities.

Formal Plan for Evaluation of Academic Advising (*CACREP 1.Q*)

Graduating students are invited to provide feedback on their academic advising experiences through a graduate survey administered six months post-graduation. This survey gathers information on students' perceptions of the quality of advising they received, as well as the accessibility and availability of their academic advisors.

Professional Characteristics of Anderson University Counseling Students

The CMHC Program uses these definitions of counseling and counseling activities to identify counselors, their roles, and the profession of counseling.

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. The ACA defines counseling as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Counselors facilitate client growth and development in ways that foster the interest and welfare of clients and promote the formation of healthy relationships. Trust is the cornerstone of the counseling relationship, and counselors have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process. Additionally, counselors are encouraged to contribute to society by devoting a portion of their professional activities for little or no financial return (*pro bono publico*). Additional details can be found by visiting the American Counseling Association.

The South Carolina Counseling Association defines the practice of counselors as "Practice of professional counseling" means functioning as a psycho-therapist and may include, but is not limited to, providing individual therapy, family counseling, group therapy, marital counseling, play therapy, couples counseling, substance abuse counseling, vocational counseling, school counseling, rehabilitation counseling, intervention, human growth and development counseling, behavioral modification counseling, and hypnotherapy. The practice of professional counseling may include assessment, crisis intervention, guidance and counseling to facilitate normal growth and development, including educational and career development; utilization of functional assessment and counseling for persons requesting assistance in adjustment to a disability or handicapping condition; and consultation and research. The use of specific methods, techniques, or modalities within the practice of licensed professional counseling is restricted to professional counselors appropriately trained in the use of these methods, techniques, or modalities."

The American Mental Health Counselors Association (AMHCA) provides the following definition of counselors: CMHC stands for clinical mental health counseling. Clinical mental health counseling is a distinct profession with national standards for education, training and clinical practice. Clinical mental health counselors are highly skilled professionals who provide flexible, consumer-oriented therapy. They combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.

Student Expectations, Professional Behavior & Dispositions (CACREP Standard 1.M.3)

The CMHC program strives to positively contribute to the counseling profession by admitting, educating, developing, and retaining, graduating students who are a good professional and dispositional fit for becoming capable, effective, and ethical counselors. Faculty are ethically bound to serve as gatekeepers of the counseling profession, as academics alone do not determine success and ethical behavior in the field. Aside from the academic standards and policies the university requires of graduate students, being a counselor-in-training also requires students to be regularly evaluated throughout the course of the program on additional factors that reflect ethical goodness of fit for the profession. Formal and informal feedback from professors and site supervisors will regularly examine, review, and evaluate students' non-academic dispositional factors, attitudes, skills, judgments, and related characteristics to discern appropriateness for the field and the counseling profession.

Dispositional Awareness

Students are made aware of the concept of dispositions during the interview process, orientation meetings, and in review of the CMHC handbook. Students sign and submit an acknowledgment that they have read and understand these dispositions.

Dispositional Concerns

If site supervisors or faculty identify student dispositional issues or if students self-identify as having potential dispositional issues a remediation conference may be held and if needed a Formal Remediation Plan is co-created ([Appendix A](#)).

Assessment of Skills and Dispositions ([Appendix A](#))

Each student will be evaluated on counseling skills (the methods used for helping clients), professional behaviors, and dispositions (the observable behaviors related to respect for individuals and openness to learning that are demonstrated in interactions and feedback with peers, faculty, and clients). Evaluation of skills and dispositions is an ongoing process throughout the program, occurring in the following key courses:

COU 540 Helping Relationships
COU 515 Social and Cultural Diversity
COU 585 Internship II

A summative evaluation of the skills and dispositions that the student has demonstrated across the program of study will be conducted during the final field experience. (CACREP Standard 1.M.5)

Ethics

Students understand that they are required to abide by the ethical standards set forth by the American Counseling Association and the South Carolina Board of Examiners for Licensure of Professional Counselors.

[ACA Code of Ethics PDF](#)

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts; |
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are

autonomy, or fostering the right to control the direction of one’s life;

nonmaleficence, or avoiding actions that cause harm;

beneficence, or working for the good of the individual and society by promoting mental health and well-being;

justice, or treating individuals equitably and fostering fairness and equality;

fidelity, or honoring commitments and keeping promises, including fulfilling one’s responsibilities of trust in professional relationships; and

veracity, or dealing truthfully with individuals with whom counselors come into professional contact

[South Carolina Code of Regulations - Chapter 36 PDF](#) (Pages 15-20)

Confidentiality & HIPAA (CACREP Standard 1.X)

The CMHC program addresses topics that may place students in sensitive situations due to the nature of materials discussed during role plays, class discussions, and other activities. Confidentiality is a key aspect of the program and applies to interactions with clients during practicum and internship as well as throughout course instruction.

The program ensures compliance with the Health Insurance Portability and Accountability Act (HIPAA) by enforcing secure access protocols for client records, utilizing HIPAA-approved data storage solutions, and limiting the release of client information to situations where proper authorization has been obtained. The CMHC Fieldwork Handbook should be referenced for additional information.

Students are required to follow HIPAA ([Health Insurance Portability and Accountability Act](#)) guidelines throughout the duration of the CMHC program. In addition, students are responsible for adhering to:

State Privacy Regulations: Students are expected to be knowledgeable about and comply with privacy laws specific to the state in which they practice, particularly those governing mental health confidentiality.

Professional Licensing Requirements: Students must understand and uphold the ethical standards outlined by state licensing boards and professional organizations. This includes appropriate practices related to supervision, recording client sessions, and maintaining client records.

Unethical Behavior

If a student engages in unethical behavior, their actions may be subject to a remediation plan and/or program dismissal.

Personal Counseling Requirement

The CMHC faculty recognizes the importance and benefits of personal counseling in addressing various developmental, career, and relationship challenges, as well as managing personal stress. Therefore, students are required to attend 3 personal mental health counseling sessions throughout their program. This experience allows counselor-in-training to better understand the perspective of being a client within the therapeutic relationship. Additionally, counseling serves as a valuable self-care tool while navigating the program. Upon completing counseling, students must obtain an exit letter from the licensed clinician confirming their attendance. This letter will be submitted as part of COU 565 Counseling Professional Practice Capstone.

A list of local mental health providers for each CMHC program location can be found in [Appendix F \(CACREP Standard 1.M.10\)](#) Please note the clinician must be licensed by the state where the student resides. Acceptable licensed clinicians include Psychologists, Licensed Marriage and Family Therapists, Licensed Clinical Social Workers, and Licensed Professional Counselors. Pastoral counselors and/or lay counselors are not accepted.

It is important to note, however, that students should not seek personal counseling from CMHC faculty, practicum or internship supervisors while enrolled in the program.

Professional Dress & Behavior

As future counselors, students are expected to present themselves in a professional manner. Appropriate attire demonstrates respect for clients, peers, faculty, and the counseling profession. Students should be aware of site-specific guidelines during practicum and internship placements.

Respect & Dignity of Individuals

Students are expected to consistently demonstrate respect for and uphold the dignity of all individuals, including instructors, classmates, and those served in practicum and internship settings. It is imperative that students treat everyone with the utmost respect and professionalism at all times.

Practicum and Internship General Expectations

Practicum

COU 575 Counseling Practicum is an introductory hands-on experience at an approved field site during which students practice synthesizing clinical and professional skills that are required of a counselor-in-training. Students attend their approved field site over a full 15-week term and participate in an accompanying online practicum course. Students are required to be at their site a minimum average of 10 hours per week to earn a minimum total of 100 clock hours. Those 10 hours per week include, on average, 4 or more direct counseling hours per week (50% of which are one-to-one treatment counseling sessions), 3 professional development hours per week, 1 hour of in-person face-to-face individual/triadic supervision per week provided by the approved site supervisor, and 1.5 hours per week of synchronous video group supervision provided by the faculty supervisor. The practicum online coursework focuses on further developing case conceptualization skills, assessment skills, treatment planning, delivery, and management. By the end of practicum, students will be prepared to progress to the internship experience.

Internship

The internship experience is split into two required courses—*COU 580 Internship I* and *COU 585 Internship II in Clinical Mental Health Counseling*—both of which occur over a full 15-week term and have an online class component. The total number of hours is split equally between the two required internship experiences with a minimum total for each experience of 300 hours at the approved field site. Students are required to attend their approved field site for a minimum average of 30 hours per week to earn a minimum total of 600 clock hours at the field site.

These hours are broken into minimum average totals of 12 or more direct counseling hours per week during the term (50% of which are one-on-one treatment counseling sessions), 15 professional development hours per week during the term, 1 hour of in-person face-to-face individual/triadic supervision per week during the term provided by the approved site supervisor, and 2 hours per week during the term of synchronous video group supervision provided by the faculty supervisor. In addition to the onsite requirements, there will be *Internship I* and *Internship II* online course requirements. (The Internship courses focus on honing and mastering case conceptualization skills, assessment skills, treatment planning, delivery, and management.)

Clinical Practicum and Internship Experiences

Students will complete field experiences that consist of a minimum of 100 hours of practicum and 600 hours of internship; the purpose of which is to allow the student hands-on experience of clinical work with actual clients. Students who intend to seek licensure in states that require additional field experience hours will be required to take an additional internship course to meet that state's requirements. Students will be required to secure and gain approval for field experience sites. The same approved field site may be used for the practicum and internship experiences.

Practicum and Internship Eligibility Requirements

In order to be eligible for enrollment in practicum and internships, students must meet the following criteria prior to enrollment:

- Completed prior courses in sequential order (see [course sequence chart](#))
- Have a cumulative GPA of 3.0 or higher
- Follow drug testing procedures (see [Appendix C](#)).
- Have satisfactorily completed all assigned knowledge, skills, or dispositional remediation plans (if applicable).
- Are in good standing with Anderson University

In order to begin accruing hours at the field site placement students must meet the following criteria:

- Completed all steps in the site selection process.
- Secured liability insurance for the duration of field experiences (strongly recommended to join ACA as a student to continue to develop a counselor identity and secure liability insurance as a student member).
- Have final approval from the Program Coordinator.

Professional Counseling Journey

Students in The Clinical Mental Health Counseling program are beginning their journey to become counseling professionals who engage in lifelong learning and collaboration. This stage is an appropriate time for students to adopt their professional identity as counselors and start interacting with organizations that represent the profession.

Professional Affiliations (*CACREP Standard 1.M.11*)

It is strongly recommended that students join professional counseling associations at the state, regional, and/or national levels. Suggested sources for involvement are found in [Appendix E](#). In addition to joining a professional counseling association, students are encouraged to engage with the organization and the counseling profession. This may include conference attendance, volunteering at conferences, collaborating with professors to submit presentation proposals, and serving on leadership boards. Students may receive information on joining these organizations during orientation and through faculty advisement.

Because faculty recognize that taking on the financial responsibility of graduate school is significant and can thereby limit financial resources, students are not required to join associations. There are, however, many benefits to being involved in professional counseling associations:

- Networking opportunities with professionals
- Discounted conference rates and scholarships
- Reduced membership fees
- Additional learning beyond program curriculum
- Leadership roles for graduate students

[Licensure, Certification, and Professional Information \(CACREP Standard 1.M.12\)](#)

Licensure

Completing the CMHC program is your first step to becoming a Licensed Professional Counselor. You may find the state licensure requirements by visiting your state's licensure board website. You can find the state licensing board website and contact information at the [National Board for Certified Counselors \(NBCC\) State Board Directory](#).

[South Carolina Licensing Provisions for Professional Counselor Associate](#)

An applicant for initial licensure as a professional counselor associate must:

- (1) submit an application on forms approved by the Board, along with the required fee; and
- (2) show evidence of graduation from a Clinical Mental Health counseling program accredited by the CACREP at the time of graduation; or
- (3) submit evidence of successful completion of a master's degree, specialist's degree or doctoral degree with a minimum of sixty (60) graduate semester hours primarily in counseling from a program accredited by a national educational accrediting body such as CACREP or one that requires and follows substantially similar educational standards, and from a college or university accredited by the Commission on the Colleges of the Southern Association of Colleges and Schools, one of its transferring regional associations, the Association of Theological Schools in the United States and Canada, or a regionally-accredited institution of higher learning subsequent to receiving the graduate degree. A school may submit a program to the Board for review and determination as to whether it meets substantially similar education standards;
- (4) submit evidence of a passing score on examinations approved by the Board; and
- (5) submit a supervision plan, satisfactory to the Board, designed to take effect after notice of licensure as a Licensed Professional Counselor Associate. The supervision plan can be submitted with the application, or after the applicant obtains employment; however, an associate cannot begin providing counselor services until a completed supervision plan is submitted to and received by the Board; and
- (6) The provisions in Reg. 36-04(3) regarding education requirements take effect two years from May 24, 2019. Students who have graduated from or are enrolled in a degree program prior to that effective date can meet the education licensing requirements pursuant to the education licensing provisions in effect prior to that date.

[Licensure Endorsement and Recommendation Policy \(CACREP Standard 1.M.13\)](#)

Endorsements

Once students have completed their program of study and they are eligible to graduate they will have completed the academic requirements to apply for licensure. The CMHC faculty will provide credentialing or licensure endorsement if needed when the following requirements have been met: 1.) Completed all coursework with a GPA of 3.0 or better. 2.) Maintained satisfactory student progress assessments and proficiency in the Core Counseling Competencies. 3.) Completed all field experiences (practicum and internship) with satisfactory evaluations from site supervisors. 4.) Have applied for graduation or have officially graduated.

Recommendations

Program faculty are happy to provide letters of recommendation for graduates, when appropriate. Please note that any recommendation will reflect the student's overall performance and demonstrated competence. Requests should be made to the individual faculty member from whom the recommendation is sought and should be made well in advance of any deadlines to allow sufficient time for preparation. Faculty members reserve the right to decline a request if they feel they cannot provide a strong or timely recommendation

[Examinations](#)

In South Carolina, all licensure candidates must take and pass either the National Counselor Examination for Licensure and Certification (NCE) or National Clinical Mental Health Counseling Examination (NCMHCE). Both of these examinations are administered by NBCC. It is the student's responsibility to research and understand the examination requirements of the state in which they plan to pursue licensure.

[The National Counselor Examination \(NCE\)](#)

The National Counselor Examination (NCE) is designed to assess the knowledge, skills, and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states.

[National Clinical Mental Health Counseling Examination \(NCMHCE\)](#)

The National Clinical Mental Health Counseling Examination (NCMHCE) is designed to assess the knowledge, skills, and abilities determined to be important for providing effective counseling services. The NCMHCE is a requirement for counselor licensure in many states.

[NBCC Examination Preparation](#)

NBCC website provides resources for NCE and NCMHCE preparation.

Program Fees

Technology fees: Students should review fees, which are subject to change, in the Graduate Catalog. Please note fees for Experiential Learning Cloud are included in the technology fees.

Background Check and Drug Screening: To maintain professional standards for clinical practice, mandatory drug screening (\$32) and background checks (\$30) are required for all students accepted into the CMHC program. These are necessary to participate in practicum and internship placements. Detailed procedures are found in [Appendices B and C](#).

Student Liability Insurance: Students participating in practicum and internship are required to have professional liability insurance with a minimum coverage of \$1,000,000 each claim, and up to \$5,000,000 aggregate. Obtain liability insurance with a start date of the semester you begin your practicum/internship. Insurance must be renewed annually and coverage maintained throughout your practicum and internship experiences.

Proof of insurance includes the policy's Declarations (or cover) page, detailing coverage, and effective coverage dates. This must be submitted to Experiential Learning Cloud when applying for practicum/internship and to the site supervisor before starting. Some suggested sources for liability insurance are found in [Appendix D](#).

Financial Support Information

Students who are eligible may apply for need-based financial aid by applying to Free Application for [Federal Student Aid \(FAFSA\)](#). For more information on the financial aid application process visit [Anderson University's Financial Aid for Graduate Students](#).

Grants & Scholarships. There are grants and scholarships available to students seeking graduate degrees in qualified mental health professions. Additional information may be found at [National Board of Certified Counselors \(NBCC\) Scholarship & Fellowship Opportunities](#) and the [American Counseling Association Federal Grants for Counselors](#).

The Melanie Foundation Scholarship

[VA Benefits under Vocational Readiness and Employment and Post 9/11 GI Bill](#). Students affiliated with the U.S. Armed Forces as active duty/reserve duty members, veterans, or dependents may be eligible for support through VA Benefits or the Post 9/11 GI Bill. Check with the Veterans Administration or your affiliated USAF branch office for more information, and to obtain a certificate of eligibility.

[University Resources](#)

[Anderson University Student Resources](#) provides access to essential tools such as AU Mail, Workday, Zoom, Canvas, the Academic Calendar, the IT Helpdesk ticket system, Anderson Central, Campus Maps, and Google Drive.

In addition, students can explore the links below to academic enrichment programs and student support services. There are also resources for community involvement and information related to health, safety, and overall well-being.

[Anderson Central](#)

[Thrift Library](#)

[Accessibility Services \(Center for Student Success\)](#) Anderson University's Accessibility Services, located in the Center for Student Success, provides individualized accommodations to help students with disabilities access academic programs in line with federal law.

[Trojan Care Network](#)

[Center for Career Development](#)

[Information Technology](#) Information Technology Help Desk 864.231.2457 is available by phone (8:30 a.m. – 4:30 p.m. Monday – Friday); web-based reporting is available 24/7

Distance Learning Support

Canvas Support

[Zoom](#) video conferencing software is available to all students, faculty, and staff.

Hardware and software for media production (e.g., video cameras, video production software, virtual reality)

[Academic Support Programs](#)

The following section outlines a range of resources available to support students during their time in the Counseling program. These resources are organized into key categories to help students navigate university systems, access academic and technical support, connect with the campus community, and attend to their personal well-being. In addition, this section includes information on services for students with disabilities and how to request academic accommodations. Whether you're looking for tools to manage coursework, seeking academic enrichment, or exploring opportunities for engagement and support, the resources listed below are designed to enhance your experience at Anderson University.

[Accommodations for Students with Disabilities](#) (CACREP Standard 1.M.9)

Students with documented disabilities may be eligible for accommodations and are encouraged to contact the [Center for Student Success](#). To allow sufficient processing time, accommodation applications should be submitted at least three weeks before the student's start date. Please note that submitting an application does not guarantee approval. The Center for Student Success will review each case to determine eligibility and, if applicable, identify appropriate accommodations.

[The Graduate Writing Hub \(GWH\)](#) Writing Style: Students must use the Publications Manual of the American Psychological Association (APA) 7th Edition (2020) for all written work in the training program. They should own a copy and familiarize themselves with the style guide.

The Graduate Writing Hub (GWH) is Anderson University's newest unit to support the academic success and retention of graduate and doctoral students. It aims to shape a culture of writing amongst Anderson University's graduate programs by drawing attention to writing as a social practice. To do so, the GWH (a) supports graduate and doctoral students through individual writing coaching and related programming, (b) provides pedagogical support to faculty as the primary instructors of writing in those programs, and (c) creates and disseminates knowledge about academic literacy acquisition and practices at graduate and doctoral levels.

[The Center for Innovation and Digital Learning \(CIDL\)](#)

[Center for Learning and Teaching Excellence \(CLTE\)](#)

[Office of the Registrar](#)

The Anderson University Office of the Registrar is committed to serving Christ, our students, and institutional family by implementing and monitoring academic policies and ensuring accurate student records. This is accomplished by working closely with other university offices including Academic Administration/Departments, Academic Advising, Financial Aid Department, Enrollment Services, Bursar, Institutional Research, and Student Information.

Appendix A

Dispositional Assessment

**Professional Dispositions Competency Assessment—
Revised (PDCA-R) (Non-Admissions Form)**

Person Being Rated: _____ **Rater:** _____ **Date Range for Observation:** _____

Directions: Please score the individual in relation to the behaviors described in the boxes by determining the rating description that best aligns with the current behavior of the individual. Place your score (1, 3, or 5) in the space provided. A rating of 2 may be used if necessary to denote partial agreement with the description of 1 and partial agreement with the description of 3. A rating of 4 may be used if necessary to denote partial agreement with the description of 3 and partial agreement with the description of 5. (Note: The research conducted on the PDCA-R used only 1, 3, and 5 ratings.) Adjust your rating for culture if deemed appropriate.

	Below Expectation SCORE: 1	Meets Expectation SCORE: 3	Above Expectation SCORE: 5	SCORE
Conscientiousness	A generally consistent pattern of behaviors such as difficulty meeting responsibilities in a timely fashion; excessive class absences; tardiness; missing appointments or other obligations without prior notice; difficulty following directions; last minute work; lack of preparation; ineffective management of appointments/scheduling.	A generally consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling.	A highly consistent pattern of behaviors such as meeting responsibilities in a timely fashion; consistent class attendance; timeliness for class; meeting commitments and obligations; following directions; timely submission of work; advance preparation; effective management of appointment/scheduling. Demonstration of perseverance even with unpleasant or boring tasks; outstanding self-discipline and industriousness.	
Coping and Self-Care	Inability to show evidence of a consistent approach to personal wellness; lack of coping and self-care strategies. Displays for extended period of time one or more of the following behaviors: Disheveled physical appearance; poor hygiene; poor grooming; short tempered; fatigued or overcommitted to an extent that academic or professional behavior is negatively impacted. Lack of time management; behaviors indicative of excessive use of substances.	Consistently displays the following behaviors: ability to articulate a consistent approach to personal wellness; well groomed; seeks health care as needed. Lack of evidence of behaviors indicative of excessive use of substances. Energetic in academic and professional commitments; displays behaviors indicative of effective time management. Not overextended.	Consistently displays the following behaviors: well groomed; professional dress and appearance; seeks health care as needed; lack of evidence of behaviors indicative of excessive use of substances; energetic in academic and professional commitments; set boundaries to consistently protect time for self-care; behaviors indicative of excellent time management. Not overextended. Models excellent self-care and coping for others.	
Openness	Professional and academic behavior negatively impacted by lack of tolerance for ambiguity; lack of interest in professional or academic subjects; lack of willingness to engage in new learning experience, or dogmatic world-view. Lacks curiosity about new or novel situations. Alternatively, may not temper thrill-seeking behavior with good judgment.	Tolerance for ambiguity; imaginative; curious; open to new experiences; intellectually interested and engaged. Able to experience novel situations, assimilating or accommodating new information appropriately; uses good judgment to temper selection of intense experiences.	Behaviors are highly creative and ingenious. Tolerance for ambiguity. Displays courage and embraces opportunities to engage in new cultural and professional experiences. Original solutions to problems. Initiates opportunities to learn from new experiences, while carefully considering potentially harmful repercussions.	

Cooperativeness	Behaviors that evidence a lack of cooperation, such as defensiveness; engaging in power struggles with authority figures; inappropriately competitive behaviors; expression of arrogant opinions; overly aggressive; overtly challenging supervisors; and/or a lack of willingness to accept influence.	Behaviors that evidence cooperation, such as working well with authority figures; avoiding inappropriate competition or power struggles; accepting influence from supervisors and other experts; a general display of helpful behaviors; collaborative.	Behaviors evidencing superior teamwork skills; consistently friendly; likeable; cooperative. Described by others as very collaborative and “easy to get along with;” highly sought after for service on teams, groups, and committees. Seeks “win-win” solutions to conflicts.	
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Moral Reasoning	Evidence of dishonest behavior such as plagiarism, cheating; manipulating; lack of integrity; falsehoods; Engagement in illegal activities. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws. (Reflects Kohlberg’s blind egoism.)	No evidence of manipulating; falsehoods; reliable and truthful in dealings with others. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws. Reflects Kohlberg’s social system/social relationships perspective.)	No evidence of questionable behaviors such as falsehoods. Reliable and truthful in dealings with others; engenders public trust. Speaks up against questionable behaviors in others. Genuine and transparent. (Reflects Kohlberg’s universal principle.)	
Interpersonal Skills	Limited capacity to accurately read and appropriately respond to social cues; lack of engagement with the external world; lack of warmth or excessive warmth. Evidence of a pattern of one or more of the following: inappropriate statements, behavior, and/or dress for context of the situation; excessive shyness, rudeness and/or dominance; lack of energy in relationships; boundary problems; difficulty managing conflict; often socially awkward; chooses not to speak up in academic or professional settings.	Accurately reads and appropriately responds to social cues; energetically engages in relationships and with the external world; appropriately warm in relationships; demonstrates the capacity to interact effectively with others; dresses appropriately for the context of the situation; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations.	Behaviors convey warmth, assertiveness, expressiveness, positive affect, enthusiasm, and social giftedness. Communicates an enjoyment of being in the company of others; effectively manages difficult interpersonal situations and conflict. Relates well to others in a variety of social contexts. Makes excellent contributions in group settings.	
Cultural Sensitivity	Behaviors that suggest a need for growth in cultural awareness and/or sensitivity, such as a lack of awareness of diversity factors; lack of awareness of one’s own cultural heritage; lack of respect for cultural differences; closed minded; intolerance for differences; adherence to a ‘one size fits all’ model of counseling; behavior reflecting racist or discriminatory attitudes.	Behaviors that suggest tolerance for the culture and lifestyle differences of others; cultural sensitivity to the multiple possible factors that make up an individual’s identity and how those influence the counseling process; comfortable with differences; aware of one’s own heritage; respects differences.	Behaviors that suggest a high level of awareness and tolerance for culture and lifestyle differences; cultural sensitivity to the multiple possible factors that make up an individual’s identity and how those influence the counseling process; aware of one’s own heritage and engages in ongoing self- discovery; creates opportunities to learn about and appropriately engage in the cultures of others.	
Self-Awareness	Displays one or more of the following: demonstrates limited ability to accurately report goals, motives, strengths and weaknesses; shows minimal effort in responding to professional or academic weaknesses; difficulty identifying poor habits; limited capacity to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following: the ability to accurately report goals, motives, strengths, and weaknesses; can (if needed) produce documentation of their efforts to respond to professional or academic weaknesses; capacity to accurately identify poor habits; demonstrated ability to predict the impact of their own behavior on others and/or on groups or organizations.	Consistently displays the following behaviors: Seeks feedback from reliable sources on their behavior; gracefully addresses needed improvements without external prompting; identifies their impact on others and organizations and self-corrects when mistakes are made without external prompting.	

Emotional Stability	Evidence of behaviors not appropriate for clinical settings, such as (but not limited to) outbursts, excessive crying, inappropriate humor, lawless behavior, sexually inappropriate behavior, disinterested responses, over-talkative, lethargic, agitated verbal or behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as (but not limited to) consistently making positive contributions in academic and clinical settings, attentive body language, emotionally appropriate responses to peers, faculty, and supervisors; calm verbal and behavioral responses to frustrating situations.	Evidence of behaviors appropriate for clinical settings, such as consistently making positive contributions; modeling emotionally appropriate responses; demonstrating altruistic or pro-social behaviors; intentionally seeking opportunities for improvement; demonstrating forgiveness; setting and achieving goals; calm verbal and behavioral responses to frustrating situations.	
Ethical Behavior	Evidence of one or more of the following behaviors: ethical breaches or unprofessional conduct. Engagement in behaviors reflecting a lack of capacity to judge the rightness or wrongness of actions. Failure to respect or uphold rules, policies and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior conveys the ability to judge the rightness or wrongness of actions. Except in rare circumstances, upholds rules, policies, and/or laws.	Integration of legal, ethical, and professional behavior into day-to-day actions. Behavior consistently conveys the ability to judge the rightness or wrongness of actions and reflects an understanding of the principles underlying laws, ethical codes, policies, and professional behavior standards. Demonstrates congruence between belief system and ethical behaviors.	
TOTAL SCORE:				

Appendix A

Professional Dispositions

Although these dispositions are not all inclusive, they do represent values and qualities that are warranted by counseling students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

1. Professional Identity & Ethics – Adheres to regulatory state boards and nationally recognized ethical guidelines (e.g., ACA, AMHCA, NBCC, etc.). Practices only within their scope and competencies utilizing best practices and empirically supported treatments. Stay current with the counseling profession through seeking continuing education, and by supporting counseling associations.
2. Professional Behavior – Behaves in a professional manner towards instructors, staff, supervisors, peers, and clients (including appropriate dress & attitudes). Demonstrates the ability to collaborate in a respectful manner.
3. Professional and Personal Boundaries – Maintains appropriate boundaries with instructors, staff, supervisors, peers, and clients.
4. Self-Awareness - Demonstrates awareness of personal moral, ethical, and value systems and is acutely aware of personal limitations in all counseling interactions providing counseling services with objectivity, justice, fidelity, veracity, and benevolence.
5. Multicultural Competencies – Demonstrates awareness, appreciation, and respect for cultural differences (e.g., race, ethnicity, spirituality, sexual and gender orientation, disability, SES, etc.)
6. Emotional Stability & Self-Control – Demonstrates emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with instructors, staff, supervisors, peers, and clients.
7. Motivation to Learn & Grow/Initiative – Demonstrates engagement in learning and development of their counseling competencies.
8. Openness to Giving & Receiving Feedback - Accepts feedback from- and provides feedback to peers in an amiable and respectful manner. Responds non-defensively and alters behavior in accordance with feedback from instructors and supervisors.
9. Flexibility & Adaptability – Demonstrates ability to flex to changing circumstances, unexpected events, and new situations.
10. Congruence & Genuineness – Demonstrates ability to be present and “true to oneself.”
11. Knowledge & Adherence to Policies – Demonstrates an understanding of and appreciation for all counseling program and site policies and procedures. Seeks out clarification from faculty and supervisors when uncertainty arises.
12. Record Keeping, Task Completion – Completes all weekly record keeping and tasks correctly and promptly (e.g., case notes, treatment plan, and reports).

[Adapted from the Counselor Competencies Scale – Revised (CCS-R) by Lambie, Mullen, Swank, & Blount, 2016] Other sources include: American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.; 26 Walz, G. R., & Bleuer, J. C. (2010). Counselor dispositions: An added dimension for admission decisions. Vistas Online publication, 1, 11-11.]

Appendix B

Background check

A background check is required as part of the admission process.

Provider: Background checks can be completed through [ESI, Employment Screening Inc.](#)

Instructions:

1. Visit the website: <https://employmentscreeninginc.com/>
2. Call the number listed on the site: Phone: (704) 504-0928; Toll Free: (877) 544-8503
3. Provide your Social Security number, name, and date of birth with the representative.
4. The cost is \$30, and payment must be made via credit card over the phone.
5. Once the background check is complete, the company will notify the Program Director by email to access the results.

Appendix C

Drug Screening

The use of substances which interfere with the judgement and/or motor coordination of CMHC students (illicit drugs and/or alcohol) pose an unacceptable risk for clients, AU, the faculty, and clinical agencies. In compliance with CMHC Program requirements, all students must undergo drug testing prior to registering for COU 575 Practicum. Additionally, upon reasonable suspicion of drug and/or alcohol use in the clinical or classroom settings CMHC Program has the right to require a student to submit to testing for substance abuse. Refusal by a student to submit to testing will result in the student's dismissal from the CMHC Program. Results of the drug screening must be submitted to the Program Director, so the student is not delayed in registering for COU 575.

Procedure for Drug Testing

Tests will be conducted by a qualified laboratory using established methods and procedures selected by the CMCH Program through a selected outside vendor. The testing will be completed prior to registering for COU 575. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolite, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methadone, alcohol, CBD oil, and other chemicals as required by clinical agencies.

A drug test will be presumed positive if any of the drugs tested are found. Presumed positives will be confirmed by a second test from the original urine sample. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse. The CMHC Program will ensure confidentiality of results by making the information available only to the student and appropriate administrators.

Any student unable to complete the drug testing procedure established by the CMHC Program, within the required time frame, must understand the requirement to be drug tested is mandatory, not optional.

Refusal to Test

Refusal by a student to submit to testing will result in the student's immediate dismissal from the CMHC Program.

Positive Results

Positive drug screens will be reviewed by the CMHC Program. If the student tests positive for one or more of the above drugs and asserts that the positive test is a result of taking a drug prescribed to them by a healthcare provider, the CMCH Program will review, with the student, the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student will be required to contact the prescriber and/or pharmacy and authorize the release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

A violation of the drug screening policy occurs if:

a student cannot provide a valid and current prescription that explains a positive drug screen
a positive result for illegal substances or alcohol
the student refuses to provide a drug screen sample for testing upon request
CBD oil may show up on a drug screen as THC. If THC is found on the drug screen this is considered a positive drug screen and the student will be expelled from the program, therefore, the student is advised not to use any CBD type product.

These instances may result in the inability to progress into the counseling curricula or dismissal from the CMHC Program. A recommendation will be provided to the student for community resources in the event of a positive drug screen for illegal substances or alcohol.

Reasonable Suspicion of Drug/Alcohol Use

In addition to the pre-clinical screening process for substance abuse, for the protection of clients, faculty, staff, and students, the CMHC Program has the right to require a student to submit to testing for substance abuse, at the student's expense, when a faculty member has reasonable cause to believe that a student is under the influence of alcohol and other drugs. Reasonable cause may include, but is not limited to:

1. Observable phenomena, such as direct observation of drug use or the physical symptoms or manifestations of being under the influence of a drug or alcohol, such as, but not limited to, slurred speech, impaired physical coordination, inappropriate comments or behaviors, pupillary changes, noticeable change in grooming habits or odor of alcohol or other drugs.
2. Abnormal conduct or erratic behavior, absenteeism, tardiness or deterioration in performance.
3. A report of drug use provided by credible sources.

Procedures for Drug Testing

Screenings are completed through [Employment Screening Inc.](#) at a Labcorp facility. Please refer to the Drug Testing Collection Authorization Form in the Fieldwork Handbook Appendix J for detailed instructions. Students must download and take the completed form along with their photo identification to a Labcorp site.

Fees: The fee is \$32.00 (subject to change), payable by phone.

Timeline: The screening must be completed before you register for COU 575 Practicum as this is a preapplication task for site placement.

Protocol for Failed Screenings

First Failure: Students must retake and pass the screening within eight weeks, at their own expense.

Second Failure: Failure to pass the retake may result in dismissal from the program.

Contact: For questions about the screening or payment, contact

<https://employmentscreeninginc.com/><https://employmentscreeninginc.com/>

[Appendix D](#)

[Student Liability Insurance](#)

Some Suggested Sources for Liability Insurance

Costs will vary and are subject to change.

[American Counseling Association Student Liability](#)

The American Counseling Association Insurance Trust, Inc. has partnered with Healthcare Provider Service Organization (HPSO) to provide a comprehensive professional liability insurance program. ACA Student Membership now includes liability insurance to ACA student members enrolled and engaged in a master's degree in counseling.

[American Professional Agency Inc.](#)

Association membership is not required in our Marriage and Family Therapist's Program, providing you with great savings. Our policyholders receive comprehensive protection including a defense reimbursement limit of \$5,000 for licensing board complaints free of charge and NO annual aggregate limit and an option to increase the limit up to \$150,000.

We are one of the largest Program Administrators of professional liability insurance in the United States and have been protecting Marriage and Family Therapists for over 30 years. Policies are tailored to the way you practice; professionals who are full-time or part-time, self-employed or exclusively employed and we insure individuals, groups, and students.

[CPH & Associates](#)

Call 1-800-421-6694 or 1-631-691-6400

Find peace of mind with malpractice insurance provided by CPH & Associates ([click here for to see their brochure](#)). CPH has been endorsed by the American Mental Health Counselors Association as their recommended malpractice insurance provider for over 20 years. CPH can insure your professional journey beginning with your student practicum and onto practicing with your professional license, protecting your career against board complaints and malpractice lawsuits. With options to add General Liability, Cyber Liability, and coverage for your business entity, a CPH policy is tailored to meet your liability needs as a mental health professional.

[National Board for Certified Counselors and Affiliates \(NBCC\)](#)

NBCC has partnered with CM&F Group to offer occurrence-based professional liability insurance. NBCC Insurance information

Appendix E

Professional Organizations and Resources

National

American Counseling Association

Association for Counselor Education and Supervision (ACES)

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

American Mental Health Counselors Association

Association for Assessment and Research in Counseling

Regional

Southern Association for Counselor Education and Supervision

State

The South Carolina Counseling Association

The South Carolina Clinical Mental Health Counseling Association

Journals

American Counseling Association

Accreditation

Council for Accreditation of Counseling and Related Educational Programs

Licensure

South Carolina Labor Licensing Regulation

American Counseling Association Requirements by State

[Appendix F](#)

[Personal Counseling Requirement Potential Sites](#)

Please remember that students should not seek personal counseling from CMHC faculty, practicum or internship supervisors while enrolled in the program.

[American Counseling Association Provider Directory](#)

[NBCC National Certified Counselor Directory](#)

Anderson University CMHC

Student Acknowledgement of Professional Dispositions

I understand that the successful completion of the CHMC program is dependent upon the development of personal and professional characteristics/dispositions and skills required for effective interventions in counseling settings. These personal and professional dispositions include attitudes and behaviors, as well as academic performance.

I acknowledge that the program faculty members have an ethical responsibility to monitor my progress and to inform me when my skills, knowledge, attitudes, or behaviors are below standards expected for graduate students in the CMHC Program.

As a student, I have the right to appeal against any of the decisions made by the faculty. I acknowledge the appeal process is delineated in the Graduate Catalog and CMHC Program Handbook.

Print Name

Signature

Date

Anderson University CMHC Program Handbook Acknowledgement Form

Acknowledgment of Receipt and Understanding of Program Handbook

I, _____, received a copy of the Anderson University Master of Science in Clinical Mental Health Counseling Program Handbook. I have read and understand the contents and guidelines set forth in the handbook.

My signature below affirms that I agree to follow the guidelines established in the Handbook to the best of my ability. Should I encounter difficulty or have a concern related to these guidelines at any point in my academic program of study, I will immediately seek out a faculty mentor to assist in a timely resolution.

In addition, I understand that Anderson University reserves the right to modify its policies at any time and will provide notice of revisions when possible. I understand further that the most up-to-date policy may appear in the online policy manuals.

Print Name

Signature

Date

