



ANDERSON[®]
U N I V E R S I T Y

Master of Science in Clinical Mental Health Counseling

College of Arts and Sciences

2026-2027

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Purpose and Disclaimer

The *Clinical Mental Health in 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 **2026–2027 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

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>

University Mission and Values

Anderson University Mission

Anderson University is an academic community affiliated with the South Carolina Baptist Convention. It offers undergraduate, graduate and professional degree programs to make graduates market-place ready and life-long competitive in knowledge, skill, and ability. It is a biblically-based Christian university that welcomes people from diverse backgrounds to be members of an academic community characterized by uncommon civility and hospitality. Rooted in the liberal arts, wholesome values, and time-honored social and economic principles, we equip graduates to be world citizens who lead productive, impactful and virtuous lives.

Anderson University Values

Anderson University takes pride in being able to function as a community rather than a conglomerate. Accordingly, we have adopted a set of community values that support our aspiration to fulfill the University's mission and achieve its vision, both of which are considerable aims. Values serve as guiding principles that shape our daily actions. These are dimensions of our community we believe are very important and should be known and understood by everyone within our institution.

- A commitment to a Christian Community
- A commitment to Liberal Arts
- A commitment to the Individual
- A commitment to a Diverse Student Body
- A commitment to Continuous Quality Improvement
- A commitment to the Future
- A commitment to Servant Leadership

For a complete overview of Anderson University's Mission, Vision, and Values, please visit:

<https://andersonuniversity.edu/about-au/mission-vision-values-statement/>

Clinical Mental Health in Counseling Program Overview

Program Mission

The mission of the Master of Science in Clinical Mental Health Counseling program at Anderson University is to equip students with the knowledge, skills, and ethical foundation to provide client-centered, evidence-based counseling across the lifespan. The program emphasizes clinical competence, relationally grounded practice, and integration of Christian principles, preparing graduates to serve diverse populations with professionalism, compassion, and integrity.

Accreditation

Our program is not yet accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); however, it has been designed to align with CACREP standards, and we plan to apply for accreditation in the future.

Diversity, Equity, Inclusion Policies

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 across professional development, curriculum, assessment practices, and clinical training experiences. This commitment enriches intellectual engagement, strengthens critical thinking, and equips students to fulfill their social and civic responsibilities with thoughtfulness and compassion.

Professional Development: Information about diversity, equity, and inclusion–related professional development opportunities are shared with students and faculty.

Assessment: Course assignments are designed to intentionally incorporate and evaluate students’ development of cultural competence and engagement with diversity.

Professional Practice: Practicum and internship experiences prepare students to counsel clients from diverse backgrounds by intentionally integrating cultural context into case conceptualization from the outset, with an emphasis on grace and compassion.

Climate Assessment: We conduct an annual climate survey to assess the learning environment, including sense of belonging, equity and fairness, representation of diversity in materials, facilitation of diversity topics, and student comfort in approaching faculty.

Admissions, Delivery Format, Time for Completion

Program applicants will be selected based on their ability to succeed academically, personal qualifications necessary to function as counselors, and relevance of professional goals. Full admissions criteria and procedures can be found on Anderson University Graduate Programs website.

Our online program utilizes a blend of asynchronous and synchronous learning to balance flexibility with rigorous professional standards. While the asynchronous format allows you to work at your own pace within the framework of established instructor deadlines, the clinical nature of the curriculum and CACREP standards necessitate mandatory synchronous online meetings. These live sessions are vital components of the program, offering essential opportunities to engage with faculty and peers, deepen your comprehension of course material, and participate in collaborative discussions. Furthermore, these meetings serve as a primary venue for instructors to evaluate the specific knowledge and skills required for your professional development.

The curriculum 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. A full-time student can complete the program in six semesters. Program completion for part-time students depends upon course enrollment.

Program Objectives

The CMHC Program is dedicated to fostering the development of competent counselors by achieving program objectives that align with CACREP Standards. These Program Objectives reflect the overarching goals of the faculty and the curriculum. These objectives provide the framework for our systematic evaluation of program effectiveness.

The CMHC Program will prepare students to:

1. Develop and apply a professional counseling identity grounded in ethical and legal standards of the counseling profession.
2. Engage in culturally sustaining and socially responsive counseling.
3. Apply knowledge of lifespan development to promote resilience and wellness.
4. Support and advocate for the career development and planning needs of individuals across the lifespan.
5. Integrate counseling theories, evidence-based strategies, and relational skills to support clients and facilitate ethical and effective counseling interventions.
6. Apply group counseling theories and processes to design, facilitate, and evaluate structured group interventions that promote client growth and well-being.
7. Demonstrate professional competence in using assessment and diagnostic processes to inform client evaluation, treatment planning, and ethical decision-making.
8. Critically evaluate research and program evaluation methods and apply findings to improve counseling practice.
9. Apply clinical mental health counseling knowledge, treatment approaches, and service delivery processes to support effective care.
10. Evaluate and integrate the role of religion, spirituality, and personal faith in counseling practice.

Student Learning Outcomes

Aligning with the CACREP standards, student learning outcomes are based on the eight core curricular areas, the clinical mental health counseling specialty, and program mission. Faculty use various Key Performance Indicators or (KPIs) to measure student knowledge and skills at multiple points throughout the program. Faculty review and analyze student progress each semester and collectively at the end of the academic year.

Students will:

1. Demonstrate a professional counseling identity by integrating foundational knowledge of the counseling profession, ethical and legal standards, and professional roles into counseling practice.
2. Apply multicultural and social justice perspectives to respond to the ways cultural identities, sociocultural contexts, and systemic influences affect client experience, wellness, and access to care

3. Effectively utilize theories of individual and family development, integrating biological, psychological, and systemic factors, to promote resilience and wellness across the lifespan
4. Apply career development theories and assessment strategies to facilitate career planning and advocate for the needs of diverse individuals
5. Apply counseling theories and evidence-based interventions to assess client needs, develop individualized treatment plans, and implement effective counseling strategies.
6. Demonstrate effective individual counseling skills that promote client engagement, insight, and goal attainment in ethical and culturally responsive ways.
7. Demonstrate understanding of group counseling theories, group dynamics, and intervention design by developing structured group plans and justifying their approach using theory and process.
8. Demonstrate effective group facilitation skills, including leadership, communication, cohesion-building, and ethical decision-making, in live or simulated group sessions.
9. Interpret and apply assessment and diagnostic procedures using ethical, client-centered, and contextually informed practices.
10. Integrate research and program evaluation to inform counseling practice and improve client outcomes through client centered and ethically responsive methods.
11. Apply knowledge of mental health disorders and evidence-based counseling interventions to develop treatment plans and support client care.
12. Analyze clients' religious and spiritual beliefs and reflect on personal faith to inform case conceptualizations, treatment planning, and evidence-based interventions.

Curriculum Sequence

Semester	2025 Cohort	2026 Cohort
Fall	COU 501: CMHC Foundations COU 510: Ethical Issues COU 505: Counseling Theories COU 540: Helping Relationships	COU 501: CMHC Foundations COU 510: Ethical Issues COU 505: Counseling Theories COU 540: Helping Relationships
Spring	COU 530: Couple and Family COU 545: Psychodiagnostics COU 555: Group Counseling COU 575: Practicum	COU 560: Assessment and Testing COU 545: Psychodiagnostics COU 555: Group Counseling COU 575: Practicum

Summer	COU 515: Social/Cultural Diversity COU 525: Career Development COU 560: Assessment and Testing COU 570: Research/Evaluation	COU 515: Social/Cultural Diversity COU 525: Career Development COU 535: Human Growth & Dev. COU 570: Research/Evaluation
Fall	COU 520: Crisis, Grief, Trauma COU 580: Internship I (6 credits)	COU 530: Couple and Family COU 580: Internship I (6 credits)
Spring	COU 550: Addictions Counseling COU 585: Internship II (6 credits)	COU 520: Crisis, Grief, Trauma COU 585: Internship II (6 credits)
Summer	COU 535: Human Growth & Dev. COU 565: Counseling Professional Practice Capstone	COU 550: Addictions Counseling COU 565: Counseling Professional Practice Capstone

Official course descriptions are available in the Graduate Catalog.

Program Orientation

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

Advising

All students will be assigned an institutional Academic Success Advisor. The ASA supports course registration and access to university resources. The ASA serves as a support system for all student needs throughout the program. Complementing this support, program faculty serve as academic and professional mentors. They orient students to the program, communicate relevant policies, and share vital information regarding practicum, internship, and career opportunities. Faculty also meet with students annually to support their academic progression, career development, and professional growth. Following orientation, students are notified of their assigned ASA and Faculty Advisor. Students may communicate with their advisors via email or virtual meetings. Should a student wish to request a change in advisor, they should contact the Program Director.

Students complete annual feedback and advising surveys which allow for student input regarding the accessibility of advising and quality of advising.

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 receive, as well as the accessibility and availability of their academic advisors.

Academic Policies and Procedures

Graduation Requirements

A 3.0 cumulative GPA (minimum)

A “C” or better in every course

Show completion of all 60 credit hours

Pass the CPCE requirement (starting with the entering class of 2026)

CPCE

Students are required to complete the Counselor Preparation Comprehensive Examination (CPCE) at the beginning of their second year in the program. Anderson University defines a passing score as performance within one standard deviation of the national mean based on the most recent available norms for the specific version of the exam administered. The CPCE Handbook contains detailed instructions and is available on the Center for Credentialing and Education Website.

Outcome Determination and Next Steps

1. Students Who Pass the Overall CPCE but Do Not Meet the Benchmark in a Subsection

Students who achieve a passing overall score but fall below the benchmark in one or more content areas will not retake the full CPCE. Instead, they will complete an oral examination in the identified content area(s). If the student passes the oral examination, the CPCE requirement is considered complete. If the student does not pass the oral examination, targeted remediation will continue until competency in that content area is demonstrated through subsequent oral and/or written assessments. Depending on the extent and duration of remediation required, this process may result in a delay in clinical progression and/or graduation.

2. Students Who Do Not Pass the Overall CPCE

Students who do not achieve a passing overall score will meet with program faculty to develop an individualized remediation plan and must retake the CPCE. Students may retake the CPCE once per semester. If the student does not pass the exam on the subsequent attempt, additional remediation may include retaking or auditing relevant coursework and/or participating in additional clinical experiences and supervision as determined by faculty. In these instances, the student is responsible for all tuition and fees associated with retaking or auditing courses. Failure to successfully complete remediation requirements may result in delayed program progression and/or graduation.

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 counselors-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. Submission of this letter is a required component of the COU 565 Counseling Professional Practice Capstone and must be completed to successfully pass the course.

The Student Resources section of the handbook contains links to help students find potential mental health providers. Please note that 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. Students should not seek personal counseling from CMHC faculty, practicum, or internship supervisors while enrolled in the program.

Drug Screening

Drug testing must be completed prior to registering for COU 575, as this is one of the pre-application tasks for practicum placement. Students must successfully pass the drug screening in order to start the required fieldwork. Additional information can be found in the Fieldwork Handbook.

Appeal Process for Failed Drug Screening

A student who has been prohibited in beginning required field work due to a confirmed positive drug screen may submit an appeal of the decision.

- The student must submit a **written appeal within five (5) business days** of receiving notification of dismissal.
- The appeal must clearly state the basis for the appeal and include any supporting documentation (e.g., medical records, evidence of procedural error, or new relevant information not previously considered).
- Appeals will be reviewed by a designated Master of Science in Clinical Mental Health Counseling appeals committee or appropriate university official not directly involved in the original decision.
- The review will consider whether:
 - Established drug screening procedures were followed

- The decision was supported by the available evidence
 - Any new information materially impacts the outcome
- The committee may uphold the decision or overturn the decision based on its findings.
- The decision of the appeals committee is **final**.

Students are not permitted to participate in clinical or academic activities within the CMHC program during the appeal process.

Technology 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 before courses begin. Experiential Learning Cloud will serve as the central platform for receiving feedback on Key Performance Indicator (KPI) assignments, tracking practicum and internship hours, uploading necessary documentation, and managing clinical progress.

Canvas: Canvas is used as the program's learning management system.

Microsoft Teams: All course instruction is conducted through Teams.

Disability and Accommodations

Students requesting accommodations must self-identify by contacting the Center for Student Success at studentsuccess@andersonuniversity.edu or 864-328-1420

The Center for Student Success determines the student's eligibility for accommodations and for eligible students, determines appropriate accommodations. For more information, see the Academic Catalog Policy on Accommodations for Students with Disabilities:

<https://catalog.andersonuniversity.edu/content.php?catoid=35&navoid=2054#accommodations-for-students-with-disabilities>

AU Academic Integrity and Student Conduct Policies

For a complete overview of Anderson University's student conduct policies visit:

<https://catalog.andersonuniversity.edu/content.php?catoid=36&navoid=2076#student-conduct-process>

For a complete overview of Anderson University's academic integrity and honor code policies visit:

<https://catalog.andersonuniversity.edu/content.php?catoid=34&navoid=1989>

Attendance

Regular attendance in synchronous virtual sessions is essential. If students must miss a scheduled class meeting, they are expected to notify the instructor of the reason for the absence in advance whenever possible. In the event of an emergency absence (e.g., personal illness, major accident, or death of a family member), students should notify the instructor as soon as possible. Students may miss no more than two synchronous class sessions in any non-field course during the semester. Absences beyond this limit may result in remediation and may affect successful completion of the course or progression in the program. Attendance expectations for field courses are addressed in the Field Handbook.

Experiential Learning

Fieldwork Requirements

Counseling Practicum, COU 575, 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. In addition, students receive 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.

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 provided that the requirements are met.

Eligibility

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

Have satisfactorily completed all assigned knowledge, skills, or dispositional remediation plans (if applicable).

Are in good standing with Anderson University

Professional Dispositions and Evaluation

Professional Dispositions

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

The program maintains an ongoing evaluation of student professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R) (Non-Admissions Form). This research-based assessment evaluates key professional behaviors, including professionalism, ethical and legal conduct, interpersonal effectiveness, cultural responsiveness, self-awareness, and professional responsibility.

The PDCA-R is completed by faculty at a minimum of four designated benchmark points throughout the program to assess students' professional dispositions and development. The specific courses associated with each benchmark are listed in course syllabi and may be revised as part of ongoing curriculum review.

The PDCA-R is completed and maintained in Experiential Learning Cloud (ELC). Students are notified when the assessment is available and are required to review and electronically sign the completed evaluation. Once signed, the final document is accessible in the ELC Documents section. A blank copy of the PDCA-R, including the full evaluation criteria, is provided in Appendix A and is also available in ELC to ensure students are fully informed of program expectations.

To successfully progress through the program, students must earn a rating of “Meets Expectations” or higher in all evaluated areas of the PDCA-R. Students receive qualitative feedback to support ongoing professional growth, and a remediation plan will be implemented if expectations are not met. A summative evaluation of students' dispositions and professional competencies is conducted during the final semester to assess overall competency and readiness for professional practice.

Student Evaluation

Admission to the CMHC Program does not guarantee continued enrollment. Faculty have the responsibility for evaluating the appropriateness of students to become counselors. Students must demonstrate consistent academic, clinical, and professional growth. Evaluation of these competencies necessarily includes the professional judgment of faculty, site supervisors, and others serving in evaluative roles. In addition to maintaining university-wide standards regarding conduct and academics, the CMHC program is also concerned with professional standards as outlined in the ACA Code of Ethics. Throughout the program, students are evaluated in terms of academic knowledge, clinical competencies, and professional characteristics. Continuation in the program is based on positive evaluation in these areas.

1. Academic Performance and Professional Conduct in Coursework: Students must maintain a cumulative GPA of 3.0 with a “C” or better in every course. Additionally, students must meet course requirements regarding attendance, assignment completion, participation, professionalism, and academic integrity. Beginning in 2026, students must pass the CPCE as part of their academic performance.
2. Clinical Competencies: Students must demonstrate proficiency in skills and competencies as measured by the CCS-R, field site surveys, faculty instructor input, and site supervisor input (see Fieldwork Handbook). Students must demonstrate an openness to supervisory feedback. Additionally, students must complete required hours, documentation, and maintain regular site attendance.
3. Ethical and Legal Conduct: Students must adhere to the ACA Code of ethics, applicable state regulations, university and program policies.
4. Professional Dispositions: Students must demonstrate professional dispositions consistent with program expectations. This includes, but is not limited to, self-awareness and insight into one’s own behavior and its impact on others; respectful and appropriate interpersonal communication and boundaries; respect for diverse worldviews and identities; accountability for one’s actions; and behavior that supports a positive learning, clinical, and group environment. Students must meet expectations on disposition evaluations (PDCA-R). Additional input from faculty and site supervisors is considered regarding student characteristics.

Professional Standards

Student Conduct

As future counselors, students are expected to present themselves in a professional manner. Appropriate attire and behavior demonstrate respect for clients, peers, faculty, and the counseling profession. Students should be aware of site-specific guidelines during practicum and internship placements. In online classes, students are expected to maintain professional appearance and conduct, including appropriate dress, background, and communication.

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

Ethics

Students understand that they are required to abide by the ethical standards set forth by the American Counseling Association Code of Ethics.

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

Student Confidentiality

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 foundational aspect of the program throughout course instruction. Student confidentiality is supported through review and signing of the Student Informed Consent Form, included in Appendix D, which addresses student self-awareness, disclosure, and faculty roles.

Client Confidentiality

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

Students are required to follow HIPAA guidelines throughout the duration of the CMHC program and are also responsible for adhering to the following:

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.

Program Assessment and Feedback

Purpose

Students are provided with multiple, systematic opportunities to evaluate both core and affiliate faculty across coursework, field experiences, program functioning, and the overall learning environment. Survey data from all sources are aggregated and reviewed annually as part of faculty end-of-year meetings. Findings are used for program improvement, faculty development, and decision-making related to teaching, supervision, advising, and student support practices. Summary results are also included in the program's annual report to ensure transparency and continuous quality improvement.

Course Evaluations

At the conclusion of every course, students complete IDEA course evaluations. These evaluations include both quantitative ratings and qualitative feedback regarding instructional effectiveness, course organization, clarity of expectations, and faculty engagement. Results are shared directly with the individual faculty member and are incorporated into faculty review processes.

Fieldwork Feedback

In practicum and internship courses, students are provided an additional opportunity to evaluate the faculty instructor through a Qualtrics survey administered at the end of each semester. This evaluation focuses specifically on faculty support, responsiveness, supervision quality, and the effectiveness of instruction related to clinical training experiences. Students are also able to evaluate the field placement process, the field site, and the site supervisor. This additional feedback provides the program with information regarding both faculty instruction and the quality and appropriateness of clinical training experiences.

Annual Survey

At the end of each spring semester, students complete a comprehensive program and advising survey. This survey includes items related to faculty performance in aggregate, such as timeliness and constructiveness of feedback, clarity of expectations, accessibility, and overall advising effectiveness. This process allows students to provide feedback beyond individual courses and across their broader program experience.

Climate Survey

Students also complete an anonymous program climate survey designed to assess the program's effectiveness in fostering an inclusive and equitable learning community. The survey evaluates the extent to which faculty respect individual differences and uphold the dignity of all students. Students respond using a rating scale and are provided opportunities to offer open-ended feedback. This survey provides an additional mechanism for students to evaluate faculty interactions and the overall learning environment.

Student Review and Remediation

Student Review

At the end of each semester, faculty conduct a Student Review during which each student's performance in the areas of academic knowledge, clinical competency, and professional characteristics is evaluated. Students will receive feedback via email, which will typically include suggestions for growth, as this is a normal part of counselor development.

Student Concern Form

If faculty determine that a student is not performing adequately in academic knowledge, clinical competency, ethical/legal standards, or professional dispositions, several steps may be taken to address the concern. These may include meeting individually with the student, 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. The SCF and remediation process may be completed at any time and is not limited to the Student Review.

Potential Criteria for Remediation

1. Academic Performance and Professional Conduct in Coursework

- Failure to maintain the minimum required GPA.
- Repeated difficulty demonstrating required academic knowledge or skill competency.
- Failure to meet course expectations, including attendance, timeliness, participation, and professional behavior.
- Concerns raised by faculty regarding academic integrity, professional communication, or conduct in classroom or online learning environments.
- Failure to pass the CPCE (entering class of 2026).

2. Clinical Competency

- A rating of “Below Expectations” (2) or “Harmful” (1) on any section of the Clinical Competency Scale–Revised (CCS-R).
- Resistance to supervision or failure to incorporate supervisory feedback.
- Failure to obtain the required number of clinical, practicum, or internship hours and/or failure to accurately document those hours.
- Failure to maintain regular attendance at the clinical site.
- Documented concerns regarding clinical performance expressed by faculty or site supervisors.

3. Ethical and Legal Conduct

- Failure to uphold ethical, and/or legal standards as outlined in the American Counseling Association Code of Ethics, applicable state regulations, and university and program policies.

4. Dispositional Issues

Dispositional issues may include, but are not limited to, the following:

- 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 professional dispositions
- A rating below “Meets Expectations” on any domain of the PDCA-R.

Remediation Process

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. The following outlines the 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 notify the student via email regarding the submission of a Student Concern Form (SCF). This email will 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.
4. A remediation conference is scheduled with the Program Director, Faculty Instructor, and the student to discuss the concern and hear the student's perspective. The Site Supervisor may be invited if the concern is regarding fieldwork. Based on the discussion, it will be determined if a Formal Remediation Plan is needed and if so, one will be developed and signed collaboratively.
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.

Outcomes

- Potential outcomes of remediation include, but are not limited to:
- Requiring the student to repeat courses associated with identified clinical competency deficiencies.
- Recommending that the student seek personal counseling to address concerns that may be affecting academic, clinical, or professional performance.
- Requiring the student to attend the program on a part-time basis or take a leave of absence until identified concerns are sufficiently resolved.

Program Dismissal: In cases involving serious academic, clinical, ethical, or legal violations, students may be subject to dismissal from the program. Such decisions are made on a case-by-case basis and may involve immediate dismissal.

Student Support

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.

Appeals

Appeals Policies

A complete overview of Anderson University's academic appeal policy is found in the Graduate Catalog.

Students appealing a reported Academic Integrity infraction must follow the appeal process outlined in the Academic Integrity policy. For all other academic decisions, the following Right of Appeal policy applies.

Students have the right to appeal an assignment grade, course grade, or academic decision perceived to be unfair, capricious, or arbitrary. For an appeal to have merit, there must be evidence of unfair treatment and/or inappropriate administration of university policies.

Mere dissatisfaction with a decision or grade is not grounds for an appeal.

All academic appeals must:

- be issued in writing.
- be written by the student.

- be first addressed to the instructor or person who issued the grade or decision being appealed.
- be initiated within fourteen (14) calendar days of the initial grade or decision.
- provide evidence of unfair treatment or inappropriate administration of policy.
- include all relevant information and a supporting rationale for reconsideration of the grade or decision.
- clearly identify the desired outcome of the appeal.

Under typical circumstances, the respondent will reply with a written decision within one week. If desired, the student may further appeal, in writing, to the respondent's supervisor within one week of the respondent issuing the appeal decision. The supervisor will then reply with a written decision within one week. If the supervisor needs more time to gather information, this should be communicated in writing within one week. One week equals seven (7) calendar days.

Appeals should first go to the instructor of the course, then to the dean or director of the course, program, or policy related to the appeal, and finally to the Office of the Provost, which will render a final decision.

Appeals are not to be sent to other university officials who are removed from the context of the initial decision and appeal. Such appeals would be forwarded to the individuals outlined above.

Potential Outcomes

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.

Counseling Journey

Professional Affiliations

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.

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 the student resource section. 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.

State 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.

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.

South Carolina requires an applicant for initial licensure as a professional counselor associate to:

- (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.

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) 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.

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.

The NBCC website provides resources for NCE and NCMHCE preparation.

Endorsements and Recommendations

Once students have completed their program of study and 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.

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.

Student Resources

University Resources

[2026-2027 Graduate Academic Catalog](#)

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

[Center for Student Success](#): Students with disabilities who may require accommodations are encouraged to contact the AU Center for Student Success for assistance. Students requesting accommodations must self-identify by contacting the Center for Student Success at studentsuccess@andersonuniversity.edu or 864-328-1420 and provide documentation of a qualifying disability as defined by Section 504 of the Rehabilitation Act and the ADA.

[The Graduate Writing Hub \(GWH\)](#): The Graduate Writing Hub supports writers in graduate and professional programs at Anderson University by offering one-on-one writing consultations and in-class workshops throughout the year.

Fees

Technology fees: Students should review fees, which are subject to change, in the Graduate Catalog. Please note that 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 and background checks are required for all students accepted into the CMHC program. These are necessary to participate in practicum and internship placements.

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 the Fieldwork Handbook.

The Counselor Preparation Comprehensive Exam (CPCE) carries a fee of \$150. Please note that this amount is subject to change based on the exam administrator's policies.

Financial Support

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.

[NHSC Rural Community Loan Repayment Program](#): The National Health Service Corps (NHSC) Rural Community LRP is for providers working to combat the opioid epidemic in the nation's rural communities. The NHSC Rural Community LRP will make loan repayment awards in coordination with the Rural Communities Opioid Response Program (RCORP) from the Federal Office of Rural Health Policy (FORHP). This will provide evidence-based substance use disorder (SUD) treatment, assist in recovery, and prevent overdose deaths across the nation.

In exchange for loan repayment, you must serve three years at an NHSC-approved SUD treatment facility in a Health Professional Shortage Area (HPSA).

Professional Organizations

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 and Examination

[South Carolina Labor Licensing Regulation](#)

[American Counseling Association Requirements by State](#)

[National Board for Certified Counselors \(NBCC\) State Board Directory.](#)

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

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

[NBCC Examination Preparation](#)

[Center for Credentialing and Education](#)

Ethics

[ACA Code of Ethics PDF](#)

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

Personal Counseling

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](#)

Additional Resources

APA 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.

Appendix A: PDCA-R

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:				

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. Responses 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. 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 (subject to change) 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: Student Concern Form

Please email the completed form to the Program Director, who will then provide a copy to the student.

Dr. Jason Neill

jneill@andersonuniversity.edu

Student Name: _____

Faculty Instructor: _____

Site Supervisor (if applicable): _____

Applicable Course: _____

Faculty/Site Supervisor checks the area of concern with specific reference to standards and/or criteria as applicable:

☐ American Counseling Association Code of Ethics Standards: _____

☐ South Carolina LLR Code of Ethics Standards: _____

☐ Graduate Handbook: _____

☐ Clinical Mental Health Counseling Program or Fieldwork Handbook _____

☐ Course Syllabus: _____

☐ Counselor Competencies Scale Revised (CCS-R) _____

☐ Professional Dispositions Competency Assessment Revised (PDCA-R): _____

☐ Class evaluation measure: _____

☐ Other (please describe): _____

Description of the concern in each domain checked above:

Relevant evidence and documentation:

Steps you have taken to resolve each of the concerns noted above:

Additional Notes:

Date(s) the concern was brought to the student's attention and by whom:

Appendix D: Acknowledgement Forms



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Student Acknowledgement of Professional Dispositions

I understand that the successful completion of the CMHC 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.

Student Name:

Student Signature:

Date:



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Student Acknowledgement of Program Handbook

I acknowledge that I have 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.

Student Name:

Student Signature:

Date:



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Anderson University Clinical Mental Health Counseling Student Informed Consent

The purpose of this informed consent is to ensure that students enrolled in the Clinical Mental Health Counseling program understand the nature of counselor training, including experiential learning activities, supervision, use of technology, evaluation of professional competence, and limits of privacy and confidentiality. This consent applies to all counseling courses that include skills practice, role plays, recorded sessions, supervision, and related experiential activities.

Nature of Counselor Training and Experiential Learning

Students acknowledge that professional counseling education involves experiential and skills-based learning activities that may include, but are not limited to:

- Role plays and simulated counseling sessions
- Live or recorded counseling sessions
- Skills demonstrations and practice interviews
- Group supervision and faculty-led feedback
- Class discussions related to counseling process and professional development

These activities are designed for educational and professional training purposes only and are not intended to constitute personal counseling or therapy for students.

Self-Awareness and Self-Disclosure

The counseling profession emphasizes self-awareness as a core component of counselor development. Students may be asked to reflect on emotional reactions or learning experiences. Students are not required to disclose personal history or sensitive personal information to pass a course. Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made. Self-disclosures are not used as a basis for grading.

Recording, Storage, and Use of Counseling Materials

Students consent to audio or video recording of role plays or counseling sessions for instructional and supervisory purposes. Recordings are stored on secure, university-approved platforms and may only be used for educational review.