

MASTER OF ARTS
Clinical Mental Health Counseling

Program Guide

College of Arts and Sciences



South University, Columbia
South University, Richmond
South University, Savannah
South University, Virginia Beach

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Disclaimer

The Clinical Mental Health Counseling Program Guide contains information specific to students enrolled in the Master of Arts in Clinical Mental Health Counseling program at South University. It is the responsibility of all students to be knowledgeable about the policies, procedures, regulations and expectations contained within. If at any time there is a conflict between the Program Guide and the Academic Catalog, the Academic Catalog will take precedence. All policies included in this Program Guide that are also in the Academic Catalog will include a link to the Catalog.

This Guidebook has been prepared by the CMHC program. Information in it may be modified, supplemented or discontinued with or without notice.

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INTRODUCTION

Welcome to South University and the Master of Arts in Clinical Mental Health Counseling program! We appreciate the important decision you have made to advance your education with the goal of becoming a professional counselor¹. Counselor training is truly a transformative journey of personal and professional development. Training to become a counselor will require your full investment in a rigorous graduate curriculum with supervised counseling practice with feedback. You may expect to be challenged and well-supported as you develop the knowledge, awareness, skills, and dispositions required of counselors.

The information presented in this Program Guide summarizes the current program procedures and regulations governing graduate work in the Clinical Mental Health Counseling program at South University, West Palm Beach. This Program Guide is broad in scope and is intended as a companion to the South University Academic Catalog and Student Program Guide which provide general University and College requirements.

We encourage you to read this Program Guide carefully and in its entirety. Also utilize and become familiar with the South University Academic Catalog and South University Student Handbook, all of which include important information as you may expect to refer to them throughout your program. Please keep in mind that this Program Guide is designed to serve as a resource, **it is not intended to replace the academic policies contained in the Academic Catalog**, nor the personal feedback and guidance provided by your faculty.

Please be aware that we consider this Program Guide a living and evolving document. Industry-standards for counselor education are set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and are regularly updated to reflect new research and practices in the field. Since the program is CACREP-accredited and we strive to implement best practices and prepare students for current trends in the field, the Program Guide is also reviewed and revised periodically. We welcome feedback in order to ensure this document continues to provide current and helpful information for students in the Clinical Mental Health Counseling program.

We are glad to welcome you as a member of the South University community and look forward to your development as a graduate student in Clinical Mental Health Counseling and eventual member of the counseling profession².

¹ Licensure is required to act as a professional counselor. Students are encouraged to review the national and state licensure requirements, as well as the eligibility criteria to sit for licensure exams. South University cannot guarantee each graduate will pass the required licensure examinations.

² South University does not promise or guarantee employment or that students will pass licensure exams.

INSTITUTIONAL ACCREDITATION

South University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor, master, and doctorate degrees. South University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of South University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

PROGRAM ACCREDITATION

The Master of Arts in Clinical Mental Health Counseling programs at South University's campuses in Columbia, SC, Richmond, VA, Savannah, GA, and Virginia Beach, VA, are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703)-535-5990.

SOUTH UNIVERSITY INSTITUTIONAL MISSION

South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse and growing student population.

To achieve this purpose, the institution offers focused and balanced curricula at the associate's, baccalaureate, master's and doctoral levels. A broad-based core curriculum is offered promoting critical thinking, effective verbal and written communication, and skills for life-long learning. Additionally, the University focuses on developing the requisites to pursue and appreciate knowledge. South University's approach to higher education and the resulting varied academic experiences provide students with the intellectual acumen and pragmatic approach necessary to create the foundation for personal and professional fulfillment. South University attempts to provide a comprehensive education that instills within its students a philosophy that values not only learning and professionalism but also contribution and commitment to the advancement of community.

Believing that qualified individuals should have the privilege of formal academic training, South University welcomes those who seek educational challenges. To this end, the University provides a learning environment, both on-campus and online, that helps students identify goals and the means to achieve them. With this philosophy in mind, students learn by interacting with a community of faculty, staff and administration dedicated to South University's academic purpose.

The Mission of South University is operationalized through a set of Foundational Directives that reflect the University's strategic direction:

- Exceptional educational and administrative services for all learners.
- Quality educational programs.
- Successful graduates and engaged alumni.
- University reputation for Quality.
- Strategic alignment and growth.

The Mission of South University leads with the statement, "... dedicated to providing educational opportunities for the intellectual, social and professional development of a diverse student population."

Exceptional educational and administrative services for all learners is important to meet this component of the Mission. The Mission goes further to "... welcome those who seek educational challenges... providing a learning environment, both on-campus and online, that helps students identify goals and the means to achieve them." This statement further frames the first foundational directive that provides direction for all educational and administrative support services from admissions to career services and everything in between to facilitate student success through high-quality exceptional services.

Quality educational programs operationalizes Mission components that focus on the needs of the diverse student population, “... the institution offers focused and balanced curricula at the associate’s, baccalaureate, master’s and doctorate levels...”, “...broad-based core curriculum is offered promoting critical thinking, effective verbal and written communication, and skills for life-long learning,” and “... provide students with the intellectual acumen and pragmatic approach necessary to create the foundation for personal and professional fulfillment.” These statements combine to underscore the importance of high-quality educational programs that are valued by their graduates.

Successful graduates and engaged alumni can be assured not only of a “...focused and balanced curricula ...” but also that as students they will experience a “... comprehensive education that instills within ... a philosophy that values not only learning and professionalism but also contribution and commitment to the advancement of [professional] community.” These statements combine to provide the framework for quality, professionally-oriented educational programs that prepare students well for successful careers in high-demand professional specializations and support continued engagement of alumni with South University.

University reputation for quality begins with instilling “...within its students a philosophy that values not only learning and professionalism but also contribution and commitment to the advancement of community.” Reputation for quality emanates from a student’s ability to “...identify goals and the means to achieve them...” as well as from the student’s ability to become a successful graduate. By extension, successful graduates and engaged alumni will lead to the University’s reputation for quality among its employers of graduates and a reputation for quality within the professional communities where South University graduates work.

Strategic alignment and growth enable the University to continue to meet the Mission. South University will need to expand its reach into more communities and areas beyond the current geographic and online delivery reach to meet the needs of a growing and “... diverse student population.” This growth and expansion will also respond to market demands by creating new and high-demand programs that address new professional pursuits and opportunities for South University students.

VISION

South University will aspire to be a great university by preserving its Core Values while adapting its strategies, initiatives and execution to a changing world.

CORE VALUES

Integrity
Excellence
Service
Innovation
Accountability

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Program Mission

The Master of Arts program in Clinical Mental Health Counseling at South University is intended to train professional counselors for evidence-based practice to meet the needs of a diverse population³. This program highlights advanced theories, principles, and evidence-based practice within the counseling field. Students cultivate necessary skills for effective assessment and treatment, but also attain competence in navigating ethical, legal, and professional nuances.

Program Goals

The primary goals of the program are as follows:

- Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.
- Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.
- Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.
- Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

The program is designed to provide an opportunity for its graduates to achieve initial eligibility criteria to become licensed in their state and certified as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC). The length of the Clinical Mental Health Counseling program varies in accord with the licensing requirements of the states in which the program is offered. As a result, the program may not meet the licensing requirements of all states. The student should contact the licensing board in the state in which they anticipate seeking licensure to determine the appropriate program.

CMHC Curriculum

The Clinical Mental Health Counseling program offers an 8- and 10-quarter program that fosters student learning in the eight core areas addressed in the current CACREP standards for clinical

³ Licensure is required to act as a professional counselor. Students must review the national and state licensure requirements, as well as the eligibility criteria, to sit for licensure exams. South University does not guarantee each graduate will pass required licensure examinations, nor guarantee employment.

mental health counseling practice. Other courses such as Psychopharmacology and Couples, Marital, and Family Dynamics are offered as enhancements to the course requirements.

Students are assessed regularly on their achievement of learning outcomes and demonstration of professional dispositions, both of which are essential to becoming a successful counselor. The eight Program Student Learning Outcomes/KPIs are listed below.

PSLO 1 - Professional Counseling Orientation and Ethical Practice: Apply aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.

PSLO 2 - Social and Cultural Diversity: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.

PSLO 3 - Human Growth and Development Through the Lifespan: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.

PSLO 4 - Lifestyle and Career Development: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.

PSLO 5 - Counseling and the Helping Relationship: Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.

PSLO 6 - Group Dynamics and Group Work: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.

PSLO 7 - Assessment and Appraisal: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.

PSLO 8 - Research and Program Evaluation: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

PSLO 9 – CMHC Specialization: Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

See [Appendix A](#) for complete programs of study.

Program Length

The length of the Clinical Mental Health Counseling program varies in accordance with the licensing requirements of the states in which the program is offered. As a result, the program may not meet the licensing requirements of all states. Students should contact the licensing board in the state in which he/she anticipates seeking licensure to determine the appropriate program⁴. By way of illustration, the track offered at the Columbia, Richmond, Savannah and Virginia Beach campuses is 91 credit hours and is designed to meet current state requirements for counseling programs in those respective states. The state of Florida offers licensure for Counselors in Mental Health Counseling, but also requires an extra class in Human Sexuality, therefore, the track offered at the West Palm Beach campus is 95 credit hours⁵.

Program Delivery

The delivery structure of the program provides the opportunity for students who wish to balance the rigors of work and home while pursuing their master's degree. Although delivery will vary by campus location, classes generally meet weeknights and occasionally on Saturdays, as needed. Each quarter, classes will be held weekly for a 10-week period with the 11th week designated for final exams.

Student instruction is delivered via didactic courses and supervised field experiences. . Students will find field placement in community counseling settings and will practice counseling under the auspices of an onsite supervisor. Students in field placements will also receive weekly individual and group supervision from a qualified Faculty supervisor.

CMHC Diversity, Inclusion, Equity, and Justice Statement

The Clinical Mental Health Counseling program at South University attests to the common belief that diversity, equity, inclusion, and justice are the essential foundation for cultivating a safe and productive learning environment. Instructors are expected to promote diversity, equity, inclusion, and justice throughout all areas of student engagement. This includes, but is not limited to:

- a. representation of diversity in lived experience across course design;
- b. implementation of multicultural competencies throughout learning goals and objectives;
- c. modeling a practice of cultural humility
- d. supporting student efforts toward empowerment and advocacy;
- e. facilitating open and respectful student discourse;
- f. building counselor efficacy from a strengths-based approach;
- g. preparing students to identify and navigate cultural differences and systemic barriers in the field;

⁴ South University does not guarantee graduation from the program or passing of licensure.

⁵ The CMHC West Palm Beach campus is not currently CACREP accredited.

- h. increase awareness of contemporary social justice issues;
- i. and develop skills for engaging in social justice and advocacy.

To ensure fidelity, students are highly encouraged to provide feedback regarding how they perceive these initiatives are being maintained within their course of study through end of course evaluations. As a result, it is the hope of the CMHC program that students may find the freedom to conceptualize their professional identities from a clinical lens that is both authentic to their own experiences, as well as, inclusive of the lives of others.

ADMISSION INTO THE PROGRAM

Admission Requirements

Applications for admission into the CMHC program are accepted in the Spring and Fall quarters (April and October). Admissions criteria are consistent with those required in other master's degree level programs at South University. CMHC takes into consideration the characteristics deemed essential to become a clinical mental health counselor, therefore particular materials are required for admission to evaluate the applicant's personal integrity, maturity, interpersonal skills, and ability to communicate effectively. The criteria used in determining admission to the graduate program include:

1. Completion of application for admission.
2. Submission of transcripts from all postsecondary institutions attended (all credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Official transcripts must be submitted within 5 weeks of beginning classes.
3. Completion of a bachelor's degree from an accredited institution.
4. A grade point average of at least 2.7 (on an admissions scale of 4.0) for the last 60 semester hours/90 quarter hours of coursework (including relevant graduate work), **or**, a bachelor's degree with an overall CGPA of 2.7, **or**, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.
5. Submission of a personal/professional statement addressing the applicant's interest in counseling, professional goals, along with a self-appraisal of academic and professional qualifications.
6. Current résumé (or career summary).
7. Current background check.

8. If applicable, a minimum score on a South University preapproved English language proficiency test is required for all applicants whose "first" language is not English as specified in the English Language Proficiency Policy.
9. Interview with a Core Faculty member.

Applicants are responsible for compiling and submitting all required items listed in the admissions criteria before an interview with a Core Faculty member can be scheduled.

Please refer to the Academic Catalog for the complete [Procedure for Admission to the Master of Arts in Clinical Mental Health Counseling Program](#).

Provisional Admission

Applicants with an undergraduate degree CGPA of less than a 2.70, but not lower than 2.30, for the last 60 semester hours/90 quarter hours of coursework (including relevant graduate work), or, a bachelor's degree with an overall CGPA of 2.70, but not lower than 2.3, or, an earned graduate degree from an accredited institution with a CGPA of less than 3.00, but not lower than a 2.70, will be considered for provisional admission. Applicants who fall into this category will need to provide evidence of academic and professional potential demonstrated by career and/or personal accomplishments indicated in a personal statement of academic and professional goals, a career resume or curriculum vita, and two letters of academic and/or professional recommendations. The Program Chair, in consultation with the Campus Director/Dean of Academic Affairs and Operations and the College Dean or designee, must approve exceptions. The College Dean serves as the final decision maker.

Students admitted on a provisional basis who do not attain a 3.00 GPA in the first quarter will be dismissed. Students cannot appeal the dismissal from the University as a result of a failure to meet the conditions of provisional admission.

Please refer to the Academic Catalog for the complete policy on [provisional admission](#) to the MA CMHC program.

Re-entry/Readmission Students

Students seeking re-entry after an absence of one year or longer must apply for readmission (see admission requirements). If they were enrolled at other colleges during their absence, transcripts of coursework taken must be sent to South University. Please refer to the [Re-entry/Readmission Policy](#) in South University Academic Catalog for specific information.

Personal Enrichment Enrollment

Non-Degree seeking students who are seeking state licensure must contact the state licensing board and determine which courses or areas of coursework are required to meet the board's needs. These students can enroll in the desired courses if space is available (with the exception of practicum and internship courses) at the discretion of the Department Chair/Program Director and are considered enrolled for personal enrichment. These students are held to the same

academic and professional standards as degree-seeking students and must comply with university conduct and academic integrity policies.

Students attempting to enroll under these circumstances are classified as special subject students and are not eligible for Title IV financial aid. A personal enrichment student is permitted to enroll in one class per quarter for no more than three quarters without following the standard admission procedures or meeting standard admission requirements. Status as a special subject student is not available to students receiving military education benefits.

Please refer to the Academic Catalog for complete information on the [Personal Enrichment Policy](#).

Background Check

Every applicant to the Clinical Mental Health Counseling program is ***required*** to complete a background check at the time of application and is responsible for the associated fee.

Background checks are a standard process in the profession given the serious responsibility we share to protect the public.

Applicants wishing to enter the CMHC program should be aware that any prior, concurrent, or future felony or misdemeanor conviction(s) or violation(s) may restrict an individual's ability to obtain professional licensure or certification. While background check results remain confidential, any felony, misdemeanor, conviction or violation may limit an applicant's ability to be placed in certain facilities for practicum and/or internship. This may delay completion of the program if the applicant must wait for a particular clinical site to become available.

Acceptance into a South University program or its completion does not imply or guarantee that a student will be able to obtain licensure or certification. Any violations that involve a felony or misdemeanor conviction or constitute a significant breach of moral or ethical conduct may result in immediate removal/rejection of an applicant's file for consideration for entry into the Clinical Mental Health Counseling program.

Please refer to the complete [Criminal History, Charges and Background Checks](#) policy in the South University Academic Catalog.

Acceptance into the Program

All individuals who go through the application process will receive word of acceptance or non-acceptance from a University official. If an applicant is not admitted into the program because GPA criteria were not met, this applicant can reapply to the program once the minimal GPA threshold is met. Applicants who are not accepted into the program because other admissions criteria were not met may not reapply to the program.

Please note this program does not accept all applicants who meet the admission requirements. All applicants will be processed, but the university looks for the most qualified applicants based upon the application information **and** the interview. All applicants must demonstrate personal and academic qualities that support successful completion of the program and exhibit the ability to become a competently licensed clinician. Acceptance, nor completion of a South University CMHC program, does not imply or guarantee a student will be able to obtain licensure or certification⁶.

Matriculation

The decision to matriculate in the CMHC graduate program at South University reflects a choice to become part of an intentional learning community, and ultimately a board regulated profession. Students will be supported in preparing for success as they begin to navigate the requirements of the graduate program. Students' adherence to academic and professional expectations will also be monitored and evaluated throughout their time in the program.

Student Responsibility

Students are responsible for properly completing their academic programs, being familiar with all requirements of the University catalog under which they intend to graduate, maintaining the required grade point average, and meeting all program and course requirements. They are encouraged to seek counsel from Faculty Advisors or other staff members, but the final responsibility for fulfilling academic requirements remains that of the student.

FINANCIAL POLICIES

Tuition and Fees

Changes in tuition and fees apply to all students unless otherwise specified. In-state and out-of-state tuition are the same. Tuition and fees are subject to change at the end of any term. Unless otherwise stated, the cost of books, technology charges, lab coats, and other miscellaneous expenses are not included in tuition or fees.

Refer to the [South University Student Consumer Information website](#) for more information on Tuition and Fees.

Other Fees

Other fees are collected for all South University graduate students. These fees may include a registration fee, graduation fee, technology fee, etc. Please refer to the South University Academic Catalog for more information.

⁶ Currently, West Palm Beach students may sit for licensure if they complete a CMHC program with regional accreditation and a practicum that meets CACREP standards, as the program at WPB. More information can be obtained at <https://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>.

Other expenses in relation to the CMHC graduate program may include but are not limited to professional dues, the purchase of insurance, class assignment resources, conference attendance costs, and background checks. Please note, students will be responsible for payment of these fees to the appropriate organization.

Financial Aid

Students may visit the Academic Catalog for all information concerning [Financial Aid](#). Also, [Student Consumer Information](#) is available for all campuses via the South University website.

Any student with questions surrounding financial aid should reach out to the Financial Aid Office.

Graduate Assistantships

Graduate assistantships are available each quarter for MA-CMHC students enrolled full-time who have completed a minimum of four quarters of academic coursework. The student must be in good standing and not placed on academic probation or any type of remediation plan established by the CMHC Progress and Promotions Committee (PPC) that involved academic deficiencies or unprofessional, unethical, or illegal behavior as established in the South University Academic Catalog, the South University Student Handbook, the CMHC Program Guide, or the American Counseling Association's Code of Ethics.

Graduate assistants will provide administrative and/or teaching assistance for 10 hours per week for a one-year duration. Work schedules will be mutually agreed upon between the student and the Faculty Supervisor or Clinical Coordinator. To continue receiving the assistantship, students must establish and maintain a South University CGPA of 3.75 or higher and sign a Memorandum of Understanding. The scholarship is equal to \$1000 tuition grant per quarter and can be combined with other University grants and scholarships. It is used only for tuition and fees and may not result in a stipend to the student.

PROGRAM POLICIES AND PROCEDURES

Academic Counseling

Each newly admitted student is assigned an Academic Counselor before their first term begins. The Academic Counselor will register students for their first two courses and provide the information necessary for access to the student portal, email, and the Brightspace Learning Platform where classes and/or course information is delivered. The Academic Counselor remains a consistent resource for students in managing registration for courses in successive terms and in navigating university policies and procedures related (e.g., academic standing or requests for withdrawals or leaves).

Faculty Advising

Each new student is assigned a Faculty Advisor within their first term. Faculty Advisors map each student's program of study and support their progression through the program. When

meeting with Faculty Advisors, students should be prepared to discuss their current academic progress and /or clinical and professional development goals for the upcoming term. This process is valued as it will assist faculty in becoming more aware of each student's anticipated plans and goals.

Orientation to the Program

Each student completes an orientation module during their first week in the program. Orientation is designed to introduce students to the academic and dispositional requirements of the program, including review of this CMHC Program Guide to ensure students are fully informed of program requirements, expectations of and resources for students, methods and points of evaluation, licensure information, and the role of faculty as gatekeepers for the profession.

Acknowledgements are collected via a required course assignment to ensure every student begins from a fully informed position and is equipped with the requirements, policies and procedures that will frame their experience as a counselor-in-training at South University.

Financial Assistance

Scholarships from any campus funds, associations, foundations, or societies that the University or the Program Director become aware of will be passed on to the student via email. Those students interested in securing other financial assistance should contact the Financial Aid Office. More information can be found in the Academic Catalog under Financial Information or the Student Consumer Information found on the South University website.

Attendance

Students are to follow the [attendance policy](#) set by the University which can be found in the South University Academic Catalog. Behaviors such as habitual tardiness or early departures from class will result in a meeting between the student and professor. Tardiness is a sign of disrespect for the instructor and your classmates and also disrupts the learning environment. If after the professor's meeting with the student, issues still arise regarding attendance, tardiness, or early departures, the issue may be referred to the Progress and Promotions Committee for review.

Students in didactic courses are expected to attend each class, arrive 5 minutes before class begins, and remain for the entire class session. Students in clinical courses must meet the attendance requirements set by the campus clinical coordinator.

Students should understand that a large amount of material is covered in-depth each week in class and that missing even one class will most likely place the student behind in coursework. Should an absence be necessary, the student is responsible for obtaining all notes, activities, assignments, and other material missed due to absences. In the event of an absence on the day of an examination, the student must contact the professor. Please refer to the South University Academic catalog for more information.

Student Attire

It is imperative that students dress appropriately and professionally while at the University and when representing the University (i.e., clinical practice). It is a strongly held value of the University that professional attire contributes to an overall tone of professionalism and is one method of communicating the University's commitment to enhancing the professional opportunity of students. Professional dress and appearance also remain as one important presentation of quality to our various constituencies in that it reflects first impression, image, and professionalism of the University and its students.

Each student shall be dressed appropriately whenever he/she is in a clinical (client care) environment. Unless otherwise noted (by the clinical facility or Clinical Coordinator) students must dress in an appropriate shirt or sweater, slacks, and or a dress/appropriate skirt. Unacceptable attire for either the clinical or University environment includes casual or faded khaki or cotton slacks, capri pants, leggings, spandex or stretch clothing, athletic clothing, jogging suits/sweat pants, t-shirts with offensive or distracting words, emblems or markings, work boots, flip flops, torn or cut-off clothing of any kind, clothing with holes or severely worn areas, backless, see-through, revealing clothing, or excessive jewelry of any kind.

Professional Organizations

Professional societies serve a critical function in the training and education of counselors, the dissemination of research in the field, and advocacy for the field of counseling and its consumers. They can help students gain additional understanding and experience in the field from a regional and national level. Exposure to professional organizations can aid students in making a solid and beneficial connection to the field for years to come. Professional societies also serve a major function in advocating for the counseling profession. By joining these organizations, you are making it possible for the field to advocate for issues that are critical to our field. Students who have joined professional societies typically report a high level of satisfaction with their decision to do so. Students are strongly encouraged to join.

Most professional societies have several outlets such as newsletters, listservs, and websites to assist their members with the process of maintaining currency with important developments in the field. Membership in professional societies also provides the benefit of free or discounted journal subscriptions, substantial discounts on convention registration fees, and reduced continuing education fees.

The Clinical Mental Health Counseling program at South University encourages students to participate in professional organizations related to their field. CMHC students will be introduced to two national professional organizations most relevant to the Clinical Mental Health Counseling profession, American Counseling Association (ACA; www.counseling.org), and the American Mental Health Counselors Association (AMHCA; www.amhca.org).

Students are expected to explore joining other professional affiliations representative of the mental health field. Examples can include but are not limited to include SAIGE (Society for Sexual, Affectional, Intersex, and Gender Expansive Identities), NBCA (National Black Counselors Association), and CSJ (Counselors for Social Justice).

Students may obtain additional information on professional organizations relative to their location from their Program Director.

Ethics

The Clinical Mental Health Counseling program subscribes fully to the professional ethics of the counseling field. All students are expected to read, understand, and practice the ethical principles of the profession, including the following:

- American Counseling Association (ACA):
<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>
- American Mental Health Counselors Association (AMHCA):
<https://www.amhca.org/viewdocument/2020-amhca-code-of-ethics>
- National Board of Certified Counselors (NBCC):
<https://www.nbcc.org/resources/nccs/newsletter/the-2023-nbcc-code-of-ethics-launch>

In addition to the above ethical standards, students are also responsible for learning the laws and regulations of the states in which they plan to practice.

Technological Requirements

Each student in the Clinical Mental Health Counseling program must have access to a reliable computer, internet connection and the required computer software and hardware. Cell phones and tablets are not acceptable computer or laptop replacements.

Requirements include:

- Computer with Windows 7 or higher or Mac OSX 10.7 or higher
- Microsoft Office 365 (available to all South University students)
- Adobe Acrobat Reader
- Browsers
 - For Windows users, Internet Explorer (latest 2 releases), Mozilla Firefox or Google Chrome
 - For Mac users, Apple Safari (2 latest releases), Mozilla Firefox or Google Chrome
- Virtual classes require access to a camera and microphone.

Electronic Recording Policy

Because class discussions and experiential activities often involve disclosure of a personal nature and because discussions often involve client cases, recording of classes (audio or video) is prohibited unless approved by South University Disability Services as a reasonable accommodation for students utilizing disability services. **Taking pictures of exams or quizzes is also prohibited.**

Technical Support

South University students have access to Technical Support by calling 1 (866) 848-5515 to receive personalized assistance from a live tech support representative, *Monday through Saturday, from 8am to 10pm ET.*

This support is available for the following:

- *My Campus* Student Portal username or password problems and navigation
- *Digital Bookshelf* and other digital resources setup and navigation (for online courses only)
- Office 365 access
- Online classrooms (Bright Space) or electronic file upload assistance
- Hardware requirements, software requirements, and computer configuration
- Operating system and browser issues

Students experiencing trouble with campus computers, printers, or the wireless network, submit a ticket through the SUITS (South University Information Technology Services) system at [Inside.SouthUniversity.edu](https://inside.southuniversity.edu).

Email Accounts

All Clinical Mental Health Counseling students are required to use their South University email address. Near the beginning of their first course, a student will create his/her South University e-mail address and password. Email is an important vehicle for communicating among students, Faculty, practicum/internship supervisors and professional colleagues. Students will receive important information via their South University email accounts and are expected to check it regularly and communicate from it.

Professional and Academic Expectations of Students

After students are admitted into the program, they are expected to uphold the expectations of the program and are expected to adhere to the policies and procedures contained herein.

School, programmatic, and Faculty expectations of students' academic, clinical, personal, and professional development are specifically stated throughout the graduate and student Program Guides and included in the course syllabi. Students are strongly encouraged to plan their progress through the program to allow sufficient time to meet responsibilities to self, others, and the program. Students are responsible for knowing and following all school, departmental, and programmatic policies and procedures. These expectations include:

Commitment to Learning	<ul style="list-style-type: none"> Identifying problems Formulating appropriate questions Demonstrating a positive attitude toward learning Offering my own thoughts and ideas Applying new information to strengthen my understanding
Interpersonal Skills	<ul style="list-style-type: none"> Maintaining professional demeanor in all situations Demonstrating interest in others as individuals Maintaining confidentiality in all clinical interactions Approaching others to discuss any difference in opinion Working effectively with difficult students and teachers Accommodating differences in learning styles
Communication Skills	<ul style="list-style-type: none"> Recognizing the impact of non-verbal communication (body language, eye contact) Maintaining my composure and professional demeanor with all Utilizing communication technology effectively Talking about difficult issues with sensitivity and objectivity
Effective use of time and resources	<ul style="list-style-type: none"> Focusing on task at hand Prioritizing tasks to be completed Completing tasks within rational or directed time frames Using unscheduled time efficiently Performing multiple tasks simultaneously and efficiently
Use of constructive feedback	<ul style="list-style-type: none"> Actively seeking feedback and help Critiquing my own performance realistically Reconciling differences with sensitivity Acknowledging the need for frank, objective feedback from instructors and mentors in the educational setting.
Problem Solving	<ul style="list-style-type: none"> Recognizing and stating problems clearly Identifying resources needed to solve problems Updating solutions to problems based on current research Accepting responsibility for implementing solutions
Professionalism	<ul style="list-style-type: none"> Abiding by Code of Ethics Abiding by course syllabus requirements Abiding by Program guidelines Demonstrating accountability for my own decisions and actions Keeping learning as priority
Responsibility	<ul style="list-style-type: none"> Demonstrating dependability and punctuality Projecting a professional image to other students and faculty Following through on commitments Referring to available experts when necessary Accepting accountability for my own actions
Critical Thinking	<ul style="list-style-type: none"> Raising relevant questions Considering all available information Articulating ideas Clearly explaining why a particular intervention, solution, or approach was chosen Exhibiting openness to contradictory ideas Justifying selected solutions to problems

Stress Management	Recognizing my own stressors or problems Recognizing signs of distress in others Maintaining professional demeanor in all situations Prioritizing multiple commitments Responding calmly to urgent or new situations Tolerating inconsistencies in the learning environment
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Personal Growth

Personal Growth Students are highly encouraged to experience counseling from the “client” perspective while enrolled as a student in the Master of Arts in Clinical Mental Health Counseling program. Some students may also feel that the experience of therapy, as a client, may enhance their own training. However, this is not a requirement of the Clinical Mental Health Counseling program at South University unless there is a recognized need for therapy for personal and professional functioning as stated in the Disability, Impairment, or Emotional Distress section.

Graduation Requirements

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 or higher for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination.
3. Successfully remediate or repeat all courses in which the student earned a grade lower than a “C.”
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress and Promotions Committee during periods of probation or suspension.

Please review the [Graduation Requirements](#) as outlined in the South University Academic Catalog.

Professional Certifications and Licensure

Students interested in becoming Licensed Mental Health Counselors or Licensed Professional Counselors in their respective states must apply with their state boards to pursue their licenses after graduation. Most agencies and credentialing bodies require a background check. A student who has been convicted of a felony and/or particular misdemeanors may face barriers with certain practicum/internship sites while in the Clinical Mental Health Counseling program and with licensing boards. Students are encouraged to contact the board directly and ask any questions regarding charges/issues on their background checks. Students may be asked by their state licensing boards about any past mental and/or addiction disorders and must be prepared to address these questions when applying for their licenses. Information on how to contact your state licensure board can be obtained from your Program Director. For more information, visit your state’s licensure website:

South University Columbia:

<https://llr.sc.gov/cou/>

South University Richmond and Virginia Beach:

https://www.dhp.virginia.gov/counseling/counseling_forms.htm#LPC

South University Savannah:

http://sos.ga.gov/index.php/licensing/plb/43/composite_board_proposed_rules

South University West Palm Beach:

<http://floridasmentalhealthprofessions.gov/licensing/licensed-mental-health-counselor/>

Endorsement Policy

The Clinical Mental Health Counseling program at South University is designed to prepare counselors to enter into and perform in appropriate work settings. As individual state requirements vary, students requesting an endorsement are directed to the Program Director for the appropriate documentation for determination of request. These requests will be addressed relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Decisions about the appropriateness of an endorsement for employment and/or professional credentialing will be based on the student's area of specialization, training and/or coursework. Under no circumstance will students be endorsed for employment outside their area(s) of demonstrated competence. Any endorsement is solely at the discretion of the Program.

STUDENT PROGRESS, PROBATION, AND DISMISSAL

Progress and Promotions Committee

The Progress and Promotions Committee (PPC) is responsible for administering the progressions policy, inclusive of academic, clinical, personal and professional domains related to the Clinical Mental Health Counseling program. Committee membership includes three (3) Faculty members from within or outside the Clinical Mental Health Counseling program (voting members). The Program Director oversees the implementation of the remediation action plan.

The PPC's judgment regarding a student's suitability and fitness for continuation in the program includes, yet is not limited to, academic performance, disposition, clinical performance, professional development and standards of conduct appropriate for the field of counseling as outlined by the American Counseling Association (ACA) Ethical Standards (<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>).

The outcome of the PPC will be a remediation action plan developed in consultation with the student for specific actionable items the student will address to continue in the program. The actions of the PPC can include support strategies, progression to a subsequent quarter,

graduation, probation, continued probation, removal from probation, suspension, dismissal, or other actions. The PPC may also recommend other actions including, but not limited to, adjustment of academic workload, remediation or repetition of coursework, and participation in academic and/or personal counseling sessions. Students will be notified in writing by the Chair of the PPC, Academic Dean, and/or any other university appointee for any decision other than progression to the next quarter.

Personal, Clinical, and Professional Conduct Standards

The South University Student Program Guide defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the program and University according to defined disciplinary procedures enforced by the Dean of Student Affairs. All disciplinary actions will be reported to the Progress and Promotions Committee and will be considered relative to the student's suitability for continued participation in the Clinical Mental Health Counseling program and entry into the clinical mental health counseling profession.

Each student shall be attired appropriately whenever he/she is in a clinical (client care) or South University environment. Failure to adhere to appropriate guidelines for attire can result in dismissal from clinical activity with a resulting penalty applied for absence. Please see the section labeled "Student Attire" in this Program Guide.

The confidential acquisition and maintenance of client information are of extreme importance. Students must always interact appropriately with clients (and their counterparts who are a party to the therapeutic environment) and maintain the confidentiality of all client records and information. Interacting appropriately with clients and conducting oneself professionally are required for continuation in the program. In the practice of counseling, the safety and well-being of clients is first and foremost.

Conduct can be reviewed and the privilege of working with clients can be withdrawn at any time. Inappropriate behavior and/or failure to maintain client data in an appropriate, confidential manner according to American Counseling Association (ACA) guidelines and the Health Insurance Portability and Accountability Act (HIPAA) guidelines are grounds for immediate review and for possible dismissal from the program.

In the event of an unsatisfactory evaluation or referral of conduct, the Program Director or Chair of the PPC will inform the student of the program's receipt of the evaluation. For students in practicum/internship, the Program Director, in consultation with the Campus Director/Dean of Academic Affairs and Operations and/or College Dean, will suspend the clinical activity of any student whose conduct is deemed illegal, under federal, state, or local laws or in violation of the rules and regulations of South University or in violation of the rules and regulations of the facility in which the conduct took place.

Students who are not performing to program standards including the University's Satisfactory Academic Progress, and/or Personal, Clinical, and Professional Conduct Standards are subject to a request to meet with the PPC. This meeting will grant the student an opportunity to provide supporting documentation, narratives, and any other information that will assist the committee in supporting the best course of action for the student, the University, and the integrity of the program.⁷ Should a student waive his/her right to meet with the PPC, the PPC will still convene. In most cases, students who meet with the PPC will be issued a Remediation Plan (see the section titled [Remediation](#)).

Decisions of the PPC can range from:

- a. Programmatic Probation
 - i. Receipt of a letter grade lower than a "C" in any course
 - ii. Inadequate clinical performance as assessed by Faculty supervisor, site supervisor, or both.
 - iii. Breach of ethical, moral, or professional conduct.
- b. Suspension
- c. Dismissal

Decisions made by the PPC do not appear on the student's transcript, but will be included in the student record.

Remediation

Remediation is deemed as an action plan and an opportunity for the student(s) to address issues of concern identified by the PPC while on probation. During this period, students are expected to actively engage in the assigned remediation plan and should understand that remediation may delay the timetable for graduation from the Clinical Mental Health Counseling program. Decisions by the PPC will be made on an individual basis after considering all pertinent information. The PPC will base its decision on the student's academic record, meetings with the student, the student's Faculty advisor, the Clinical Coordinator, Program Director, and/or Department Chair, wherein appropriate. Students will be informed of the PPC's decision in writing, (i.e., a letter and/or Remediation Plan) within 10 business days of the committee meeting.

Evaluation of CMHC Students

South University CMHC Faculty continuously and systematically assess student progress throughout the program. Individual student assessment is conducted through multiple measures that assess knowledge, skills and professional disposition. Considering the need for monitoring student progress, the program has put into place two formal outcome measures, in addition to formative feedback during the completion of courses, student advisement, mentoring, and the programmatic exit exam(s).

⁷ An invitation to meet with the PPC is not a court trial. Because it is part of a student's due process, only the student is permitted to attend the meeting. Lawyers, family members, classmates, etc. are not permitted to attend.

Evaluative Grade Report (EGR)

The instructor of record completes an Evaluative Grade Sheet (EGR) at the end of each course. The EGR evaluates students in the areas of basic academic skills, application of knowledge, and interpersonal and professional presentation.

In addition, the EGR affords instructors the opportunity to recommend students for a Progress and Promotions Committee (PPC) referral and for referral to the campus Academic Success Center (ACS) for improving academic writing skills. At the end of each course, Faculty Advisors review each student's EGR and provide appropriate recommendations, as indicated by instructor ratings on the EGR. A copy of the student's EGR for each course is placed in the student's academic file.

Graduate Student Evaluation Report

The Graduate Student Evaluation Report (GSER) process is designed to provide feedback to students during their time in graduate school to assist with development and to help them meet their career goals. For gauging student progress throughout the program, the GSER process is completed two times during the academic program; the quarter prior to beginning clinical training (CNS7010, Pre-Practicum IA) and again during the student's pending graduation quarter (often during CNS7611, Internship IIB).

CNS7010: Counseling Pre-Practicum IA Graduate Student Evaluation Report

The academic quarter prior to starting clinical and professional practice at established training sites (Practicum), the Graduate Student Evaluation Committee thoroughly reviews each applicable student's academic record during the CNS7010 Pre-Practicum IA course. The student and Faculty Advisor provide information on the activities of the student in the aforementioned areas, which are then reviewed and discussed by the Graduate Student Evaluation Committee. The student receives a rating and narrative feedback about his/her/their progress for each area of review. The evaluation is designed to serve as a method of acknowledging accomplishments and providing constructive feedback. The results of the evaluation are placed in the student's academic file and the student will be informed of the results of the evaluation.

CNS7611: Internship II B: Pending Graduate Student Evaluation Report

During the student's last quarter, a second GSER is completed to evaluate the student's progress as a pending graduate moving into the final quarter. The final GSER process is a collaborative review involving the student, the student's Internship IIB instructor, and the Program Director. The student is informed of the results and has the opportunity to provide feedback about his/her/their experience in the program. The results of the evaluation are placed in the student's academic file.

Graduate Student Evaluation Report Primary Domains

CMHC students are evaluated in the following areas during the GSER. Failure to make satisfactory progress in these identified areas may lead to probation, suspension, remediation, or dismissal from the program.

1. **Academic** – All graduate students are expected to maintain a cumulative GPA of 3.0 or higher. Evaluation in the academic area will also include the appropriate competencies identified in the GSER process.
2. **Clinical Development** – This area is comprised of several components reflective of the student’s progress with regard to clinical development. Areas of focus include responsibility regarding client issues, clinical skill development, ethical behavior, interpersonal interactions with clients, self- exploration, intra-personal awareness, case management, response to supervision, as well as clinical assessment, treatment planning, and clinical documentation. Evaluation in the clinical development area will also include the appropriate competencies as identified on the GSER.
3. **Personal Development**– Personal development is comprised of the students’ ability to demonstrate self-awareness, maturity, stability, and balance life stressors while in the program. Students also demonstrate the ability to practice effective life skills and to maintain their own emotional health. Other assessments of this area include the demonstration of the student’s ability to handle crisis with clinical confidence and to implement effective strategies for avoiding burnout and compassion fatigue.
4. **Professional Development** – This area is comprised of several components reflective of the student’s activity outside the classroom. Identified activities for this area include attendance at program-sponsored seminars, participation at local, regional, or national meetings when possible, and availing oneself of appropriate resources that the program and the profession provide for continued development. An additional area under this category includes the demonstration of professional behavior consistent with the established standards of ethical conduct, laboratory, practicum, and internship settings. Evaluation in the professional development area will also include the appropriate competencies as identified on the GSER.

Satisfactory Academic Progress

Academic progress is reviewed at the completion of every quarter. CMHC students are required to maintain and matriculate with a cumulative 3.0 GPA. Any course in which a final grade is below a C will not be accepted and must be retaken for a higher grade. A student may choose to re-enroll no more than two times in a course for which a final grade of C was earned. A student’s GPA will reflect the higher grade of the retaken courses, however, failed courses and courses with grades of C or lower remain on the student’s transcript.

Please refer to the South University Academic Catalog for information on [Satisfactory Academic Progress](#).

Academic Probation

Students are expected to adhere to the University's SAP policy. In addition, students are expected to adhere to programmatic policies regarding academic progress. For example, a student may earn a grade lower than a C and still have a cumulative GPA (CGPA) above 3.0. In these instances, students will be placed on Academic Programmatic Probation. Further conditions are explained below:

1. Any course receiving a grade lower than a "C" must be repeated within the specified time period as determined by the PPC. Students are responsible for all fees associated with repeating a course.
2. Students who fail to successfully complete the academic remediation plan provided by the PPC will be required to meet with the PPC to discuss their progress and standing in the program. In such an instance, the PPC may recommend any of the following actions:
 - Continued probation
 - Continued probation with additional stipulations
 - Academic counseling
 - Personal counseling
 - Suspension from the Clinical Mental Health Counseling program
 - Dismissal from the Clinical Mental Health Counseling program
3. The grade earned from repeating a didactic course will be recorded on a student's transcript along with the original grade earned in the course. However, the grade earned upon completion of the course (when repeated) will numerically replace the original grade with regard to a student's overall GPA.

Specifics of Probation

Students on probation will receive a letter outlining the reason(s) for probation from the Chair of the PPC. The letter will address the information listed below in the context of a Remediation Plan⁸.

1. The consequences of being placed on probation and the expectations of the student during the probationary period.
2. Options for improving his/her academic, clinical, personal, and/or professional performance which may include remedial courses, repeating courses, meetings with the professor(s), writing lab attendance, additional assignments, additional clinical hours or experiences, personal counseling, and meetings with the Program Director.

⁸ All letters and correspondence to the student will be copied to the Academic Dean, Registrar, Program Director, and the Progress and Promotions Committee.

3. An identified process (as outlined by the PPC) to discuss specific benchmarks during the period of probation and the student's overall (i.e., academic, clinical, personal, professional) standing in the program.
4. Students agreeing to the terms identified by the Progress and Promotions Committee for probation will be allowed to continue in the program.

A student may only enroll for the course(s) authorized by the PPC while on probation. Students on probation continue to be eligible to receive financial aid unless otherwise informed of ineligibility by the Financial Aid Office.

Please refer to the Academic Catalog for more information on [Programmatic Probation](#).

Removal from Academic Probation

A student will be removed from academic probation and returned to Good Academic Standing upon meeting the requirements for satisfactory progress in the program and with recommendation by the PPC (subject to verification by the Academic Dean). The requirement is defined as a cumulative GPA of 3.0 by the end of the first quarter of academic/financial aid warning.

Please refer to the [Reinstatement Policy](#) in the Academic Catalog for more information.

Dismissal

A student may be dismissed from the Master of Arts in Clinical Mental Health Counseling program for failing to achieve satisfactory academic, clinical, or professional performance as identified by the preceding sections, failure to meet the conditions of an identified remediation plan, failure to meet the conditions of probation during the term of re-enrollment following suspension or upon recommendation by the PPC. As stipulated in SAP policy of the South University Academic Catalog, a student who fails to meet the requirements for satisfactory academic progress by the end of the completion of the SAP review period will be dismissed from the program. In the event the PPC recommends dismissal, the Campus Director/Dean of Academic Affairs and Operations, Chair of the PPC, and/or the Program Director will meet with the student and inform him/her of the Progress and Promotions Committee's decision. The Chair of the PPC will then send formal notification to the student, Campus Director/Dean of Academic Affairs and Operations or Dean of College of Arts and Sciences, and the Vice Chancellor of Academic Affairs/Provost.

Grounds for Immediate Dismissal

A student may be dismissed from the Master of Arts in Clinical Mental Health Counseling program without being placed on probation if he/she displays an egregious violation of ethical or professional conduct, or a misrepresentation of academic, professional, or personal credentials

presented for consideration as part of the application process for the program. This can include providing false information on the application and providing false information about background.

Dismissal Appeal Process

Dismissal decisions arrived by the PPC are considered final. However, students may appeal decisions of the PPC (other than those based on the SAP policy) by doing so in writing to the Campus Director/Dean of Academic Affairs and Operations. Written appeals must be made **within seven (7) days** of being notified of the decision of the PPC. Appeals submitted after this time will not be considered. Written appeals will only be considered for claims of the following:

1. Failure of the program or University to follow due process
2. New evidence pertinent to the student's case
3. Punishment not appropriate for the situation

The Campus Director/Dean of Academic Affairs and Operations will review the student's appeal and determine whether the circumstances and academic status warrant reconsideration of the decision of the Progress and Promotions Committee. The Campus Director/Dean of Academic Affairs and Operations will send formal notification to the student and appropriate academic offices of his decision.

The final level of appeal is to the Dean of the College. The Dean of the College of Arts and Sciences will send formal notification to the student and appropriate academic offices.

Please refer to [Section IV. Procedures for Appealing Academic/Financial Aid Dismissal](#) in the South University Academic Catalog for complete policy details.

CLINICAL EXPERIENCE

Students begin to demonstrate if they are well-suited to the counseling field when they begin Practicum and continue through Internship.

Supervised clinical experiences included in South University's Clinical Mental Health Counseling program demonstrates our commitment to applied experiential learning opportunities. Clinical experiences consist of one practicum and three internships totaling 700 hours of clinical, supervised, field experiences. Clinical field experiences are supervised by program faculty and community professionals on-site. Students are evaluated based on their clinical performance, paperwork, and adherence to guidelines of South University, the on-site agency, and CACREP guidelines for Professional Practice. Students are responsible for researching their state's regulations and steps towards achieving counseling licensure. For example, if a state has a specific supervision credential necessary for supervisors of practicum

and internship students, the student should consult with possible sites to ensure that requirement can be met at the clinical placement.

A more detailed description of our practicum and internships follows, with quarters listed for our 8-quarter and 10-quarter programs:

Quarter 3/5 Pre-Practicum IA, to spend a minimum of 15 hours of group supervision that will provide clinical coaching for diagnosing, documentation, treatment planning, clinical skills in diverse populations and settings, professional and ethical information, collaboration and consultation skills, self-care strategies and thorough review of all the supervision models during the academic term. The students will interview for their first on-site placements for CNS 7011.

Quarter 5/7 Practicum IB, to spend a minimum of 10 hours per week at the Site and to have a minimum of 40 direct contact (counseling) hours with clients, receive at least 10 hours of individual supervision (on-site) and receive 15 hours of group supervision during the academic term provided through South University.

Quarter 6/8 - Internship I, to perform most activities that a regularly employed staff member at the Site would perform and spend a minimum of 20 hours per week at the Site, to have a minimum of 90 direct contact hours with clients (8-9 hours per week), receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision (on-site), and receive 15 hours of group supervision during the academic term provided through South University.

Quarter 7/9 - Internship IIA, to perform all activities a regularly employed staff member at the Site would perform and spend a minimum of 20 hours per week at the Site, to have a minimum of 90 direct contact (counseling) hours with clients (8-9 hours per week), receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision (on-site), and receive 15 hours of group supervision during the academic term provided through South University.

Quarter 8/10 - Internship IIB, to perform all activities a regularly employed staff member at the Site would perform and spend a minimum of 20 hours per week at the Site, to have a minimum of 90 direct contact (counseling) hours with clients (8-9 hours per week), receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision (on-site), and receive 15 hours of group supervision during the academic term provided through South University.

Throughout clinical classes, students are required to maintain a cumulative 3.0 GPA.

Preparation/Applying for Field Experience

At a minimum of one quarter prior to the first practicum, when students are registered in CNS7010 Pre-Practicum, they are required to work with the Clinical Coordinator to begin setting up the practicum site based off desired career goals. Readiness for field experiences is assessed by the counseling program faculty and students' previous performance.

Actual placement at a site is contingent upon a signed agreement between the site supervisor, student, and school representative (Program Director or Clinical Coordinator). This contract must be signed prior to the first day of placement.

It is the responsibility of the university to furnish the appropriate forms to the students and on-site supervisor and it is the responsibility of the student to ensure that the completed forms have been submitted to the faculty supervisor before they begin on-site work.

Internship-Site Requirements

For a site to be considered an acceptable placement for internship, the following criteria must be met:

- The site for Mental Health Counseling must represent an agency or other community facility that has an identifiable administrative and organizational structure using a combination of licensed professionals and registered interns.
- The site must provide its own supervisor to work with the student. The site supervisor must have at least a master's degree and a license in mental health counseling or a closely related field and a minimum of two years' experience. A licensed clinician must be on premises at all times that the student is working on-site.
- It would be preferred for the student to be assigned at least three clients during their quarter experience. These clients would be in addition to other, more short-term client involvements. It would be advisable for students to avail themselves of any intake and/or group counseling opportunities afforded them.
- The site must allow for the audio or videotaping of individual counseling sessions. Such tapes will be used for supervision purposes only and will be made under proper guarantees of privacy, confidentiality, and anonymity for the clients.
- During practicum/internship, students are required to engage in at least one group counseling leader experience. If the site cannot meet this requirement, the student can still be placed at the site, but they must notify the university so an alternative experience can be identified for the student.

Student Obligations

In exchange for the services provided by the field experience site, the counseling student must be willing and able to provide the internship site with the following:

1. A time commitment to the site that coordinates with both the course requirements and the site's needs.

2. A willingness to participate in all professional activities the site requires of its other clinical staff.
3. Appropriately terminating the relationship with their clients at the conclusion of the internship and make a referral to other available professionals.

Field Experience Requirements

Students must be registered for practicum or internship during any quarter in which they collect hours towards completion of the requirements. They must also be registered to retain liability coverage as a student counselor. The monitoring of field experiences is taken seriously by both faculty and on-site supervisors as a range of professional activities like on-site staffing, trainings, and direct client interaction will be encountered by the student counselors.

During practicum and internship, the following will take place:

1. The student will be assigned a faculty supervisor and an on-site supervisor. Both supervisors will commit to being available to the student and one another through the on-site experience. All paperwork should be duplicated and provided to both the faculty supervisor and on-site supervisor by the student. The faculty supervisor may initiate contact for both progress evaluations and on-site visitations each quarter.
2. A Daily Activity Log is kept by the student and signed weekly by the on-site supervisor, then submitted to the faculty supervisor.
3. A weekly Site-Supervision Log will be required. The site supervisor must sign the log, indicating weekly one-hour site supervision sessions. During internships, audio or video tapes will be presented to site supervisors.
4. The student is responsible for arranging **a mid-term on-site evaluation session** (fifth week of quarter) and a **final evaluation session** (can be teleconference) with the faculty internship supervisor and the on-site supervisor to discuss the student's performance using the Practicum/Internship Performance Evaluation Form (PIPEF) at the agency or clinic and exchanging feedback regarding the student's internship experiences.

Site Supervision

Each student should receive no less than 1 hour of individual supervision provided by the on-site supervisor. Students will receive either 1.5 hours of group supervision provided by the faculty supervisor each week, or 3 hours every other week. Students are evaluated based on review of the clinical performances, ethical, professional, and personal behaviors, and other observations of the on-site and faculty supervisors. Students will be requested to evaluate their supervision experience.

Field Placement Evaluation

Students are evaluated throughout their clinical experiences. Site supervisors are asked to rate the practicum student/intern skills and performance at the midpoint and at the end of each quarter by submitting a Practicum/Internship Performance Evaluation Form (PIPEF) in a signature sealed envelope (meaning the signature is across the sealed portion of the envelope). These reports are taken into account in the grading and clinical progress of the intern/practicum student. The

Clinical Coordinator will also assess the student's suitability and appropriateness as a counseling professional in practicum courses. Students who demonstrate an inability to perform the counseling skills and techniques that are taught will be referred to the Progress and Promotions Committee for review. Students also evaluate their Faculty supervisor and site supervisor on a quarterly basis.

Interns and practicum students are expected to be responsible, professional and ethical and to meet acceptable standards of practice at all times while in the field. If a student is unable to clinically perform, and/or if a student is unethical, unprofessional, harmful to clients, uses any illegal substances or uses legal substances inappropriately, or is participating in any illegal activities, immediate dismissal from the Clinical Mental Health Counseling program will be a consequence per the Progress and Promotion Policy.

Unsuccessful Completion or Release of Field Experience

Any student in field placement that receives two or more **“needs improvement”** on any items of their PIPEF will receive a failing grade, will need to repeat the course, and will be referred to the Progress and Promotions Committee (PPC) for further action.

If a student is released from a clinical training site by the site supervisor or site staff as a result of inadequate clinical performance, unprofessional disposition, unethical delivery of services, illegal or unlawful acts, or any behaviors deemed disruptive at the clinical training site, the student will receive an “F” for the course and will be automatically referred to the PPC to determine the student’s progression in the Clinical Mental Health Counseling program. This outcome may include support, remediation, probation, or dismissal from the program.

1. Students with a final clinical course grade lower than a “C” will be required to repeat the course. Clinical course grade is based on student performance at clinical site, Faculty and site supervisor evaluations, the submission of clinical paperwork, and professional standards. The PPC, in consultation with the Clinical Coordinator, Program Director, or instructor of record in which the failing grade was received, may assign the clinical site and/or specify the clinical experiences of the subsequent placement.
2. Any clinical course receiving a course grade lower than a “C” must be repeated within the specified time period for remediation as determined by the PPC. Students are responsible for all fees associated with repeating a course.
3. Students who fail to successfully complete the clinical remediation plan provided by the PPC will be required to meet with the PPC to discuss their progress and standing in the program. In such instances, the PPC may recommend any of the following actions:
 - Continued probation
 - Continued probation with additional stipulations

- Academic counseling
- Personal counseling
- Suspension from the Clinical Mental Health Counseling program
- Dismissal from the Clinical Mental Health Counseling program

Intern Evaluation of Supervisor

During the Exit Interview students have the opportunity to evaluate the supervision at the Clinical Site. Part of the Exit Interview Summary Form is dedicated to students ranking the supervision they received as poor, adequate, or good in areas like attention, respect, development, feedback, communication, etc. This information is shared with the Site.

ALL SIGNED FORMS SHOULD BE COPIED AND SAVED BY THE STUDENT FOR THEIR PERSONAL RECORDS. It is the student's responsibility and demonstration of professional accountability to maintain copies of their clinical efforts.

Clinical and Professional Probation

A student on clinical or professional probation is expected to adhere to and complete the terms identified by the remediation plan provided by the PPC in full. Following the completion of the identified terms, the PPC will meet to evaluate the student's progress during the identified probation period. Following this evaluation, the student will be informed of the decision by formal letter which may include continued probation, reinstatement to good standing, or dismissal. A copy of all formal correspondence will be placed in the student's file.

Clinical and Professional Suspension and Re-entry

Students who fail to meet the identified conditions of probation during the 1st or 2nd quarter will be suspended for a period of at least 6 months (i.e., the equivalent of 2 quarters). A suspension remediation plan, as developed by the PPC, identifying the recommended steps a student should undergo in order to address the clinical/and or professional issues will also be provided to the student via the Chair of the PPC, the Program Director, or any other university appointee. In order to return from clinical and/or professional suspension, a student must meet the identified conditions of the suspension remediation plan. If a student has not been enrolled in the Clinical Mental Health Counseling program at South University for a year or longer, he/ she must reapply to the program by undergoing the admissions process in its entirety.

Students who are re-accepted to the program following clinical and/or professional suspension will be automatically placed on probation (for at least 1 quarter) during which time they will be required to meet with the Program Director or designee as outlined in the conditions for reacceptance. During this time, students may be required to undergo a remediation plan (e.g., repeating course in which a "C" or lower was received) in order to address certain conditions before being returned to Good Programmatic Standing. Formal correspondence during this period of time will become a part of the student's file.

Insurance Coverage

Liability coverage is provided by South University for each graduate student regarding the performance of clinical duties necessary to complete the practicum/internship course requirements and associated responsibilities/duties of the site. Students are asked to obtain **additional** liability insurance on their own. Students can purchase separate insurance policies through professional organizations such as the American Counseling Association (ACA) and the American Mental Health Counselors Association (AMHCA), after becoming a member through their website.

If telehealth service is a consideration for practicum/internship in your state and/or site, students must acquire pre-approval from the Clinical Coordinator on campus.

Any questions regarding insurance coverage will be addressed in CNS7010, Pre-Practicum, or can be directed to the Program Director.

STUDENT SUPPORT

The Office of Student Affairs is responsible for offering programs and services that augment academic programs by stimulating the personal and professional development of students at South University. The Office of Student Affairs also acts as a point of contact for military and veteran students as well as eligible family members.

Please refer to the [Student Support](#) section of the South University Academic Catalog and the [South University Student Handbook](#) for the policies and services available to all South University students:

Student Support	Policies
Digital Bookshelf	Code of Conduct
Career Services	Non-Discrimination Policy
Disability Services	No Harassment Policy
Health Services	Grievance Procedure
Library Services	

Disability Services

South University Disability Services ensures students with disabilities equal access to the college's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not

retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the Dean of Student Affairs associated with your campus location.

Any complaints will be handled in accordance with the school's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment found in the Student Affairs section of the Academic Catalog.

Please refer to [Disability Services](#) in the South University Academic Catalog.

Non-Discrimination Policy

South University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing forward allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy. Please see the Appendix at the end of the catalog for contact information for each South University location.

Please refer to the [Non-Discrimination Policy](#) in the South University Academic Catalog for more information and for the General Complaint Procedures.

Health and Wellness

South University offers students counseling via the Student Assistance Program, Be Well. This free service provides confidential professional counseling via telephone 24 hours per day, 7 days a week, 365 days a year at 1-833-434-1217. Telehealth or in-office face-to-face counseling sessions with a local provider are also available regardless of your location and no insurance is necessary. The Wellness Hub, which includes articles and videos on mental health and wellness topics, including: mental and emotional health, fitness and nutrition, academic performance, stress management, healthy relationships and more, can be accessed by visiting bewellatsouth.com or by downloading the CampusWell app.

Please refer to [Health and Wellness](#) in the South University Academic Catalog for complete information.

Academic Appeals and Outcomes

Any student wishing to challenge a course grade must first discuss the grade with the Faculty member of the course in question within 14 consecutive calendar days of the end of final's week. Challenges after that time will not be permitted, and the grade recorded on the official grade sheet will prevail.

If the grade challenge is denied in whole or in part by the Faculty member and the student is not satisfied with the explanation for the denial, it may be appealed to the Department Chair or campus Program Director and thereafter, in succession, to the Campus Director/Dean of Academic Affairs and Operations and then to the Dean of the College offering the course. The decision of the Dean of the College is considered final. Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level.

Please refer to [Grade Reporting and Challenges](#) in the South University Academic Catalog for complete information.

Authorized Use of Program Resources

University and/or program facilities (e.g., copiers, computers, long-distance calling, supplies, and other resources) are to be used only for official program business and then only when specifically authorized by the Program Director or Department Chair.

THE COMPREHENSIVE EXAMINATION

The comprehensive examination serves as one of the seminal experiences for students in the Master of Arts in Clinical Mental Health Counseling program prior to graduation. As the intent of the process is to formally test a student's knowledge, comprehension, and analytical capabilities amassed during matriculation in the program, the comprehensive examination experience is designed to meet or exceed programmatic, departmental, University, state licensing, and national accreditation expectations/standards.

CNS8202, Comprehensive Examination

Near the end of the CMHC program completion (quarter 6 in the 8-quarter program and quarter 8 in the 10-quarter program), students are enrolled in the 0-credit course, CNS8202, Comprehensive Examination. This experience is designed to serve as the formal examination of the knowledge and skills obtained/achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation and Ethics, Fundamentals of Counseling, Assessment and Career Counseling, and Group Counseling.

The comprehensive examination is a 4-hour multiple choice exam for students in the program. Successful completion of all portions is required for graduation. The comprehensive examination process will take place on predetermined dates during an identified quarter. The dates will be announced at the beginning of each term the exam is offered.

Cost

There is no cost to students who take the comprehensive examination.

Comprehensive Examination Progression Policy

Students who fail to achieve a passing grade for the comprehensive examination on their first attempt will be referred to the Progress and Promotions Committee (PPC). A student who does not achieve a passing grade in the CNS8202 may subsequently enroll in the course up to two more times. A student who fails to achieve a passing grade in the CNS8202 will be dismissed from the program without receipt of the Master of Arts degree in Clinical Mental Health Counseling after **three attempts** to pass.

INFORMED CONSENT AGREEMENT

I confirm that I have been oriented to the CMHC Program requirements and expectations of graduate students enrolled in the CMHC Program at South University. These include:

- Full participation and engagement in course work and experiential activities, some of which will be recorded, either in person or via a designated virtual space, designed to provide students the opportunity to develop the awareness, dispositions, knowledge, and skills required of counselors.
- Receiving and integrating feedback from faculty, supervisors, and peers on my personal, academic, and professional development.
- Examining the impact of my personal beliefs, background, behaviors, and mental health on my ability to engage ethically and effectively with peers, faculty, supervisors, and clients.

I also understand:

- Faculty and supervisors have an ethical responsibility as gatekeepers for the profession in order to protect public health and safety. This will entail communication and consultation among faculty, administration, and site supervisors.
- Students in training engage in supervised practice under the auspices of the professional counseling licenses of their site and faculty supervisors.
- Faculty and supervisors have a responsibility to assist students who are not meeting the personal, academic, and/or dispositional requirements of the program and field. Concerns will be documented and remediation plans will be initiated as needed.
- Effective gatekeeping may require dismissal of students who are unable to demonstrate sufficient development as counselors-in-training, which may include failing to meet program requirements and expectations, unethical, illegal, and or unprofessional behavior at any time during their enrollment in the program. Such cases will be referred to the Progress and Promotion Committee and recommendations will be made to the Program Director.

I, _____ (student name), have read, understood, and agree to the requirements set out in the CMHC Program Guide. I have also reviewed and understand I am bound by the policies detailed in the South University Academic Catalog and the CMHC Program Guide, as well as the [American Counseling Association Code of Ethics](#). I acknowledge that the faculty of the Counseling Program are accountable for ongoing assessment of my academic and professional behavior and development.

I agree to engage as a student in the CMHC Program and to abide by the policies and expectations set by South University and the CMHC program.

Signature _____

Date _____

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it into the office where it will be placed in your student folder.

Faculty Advisor's Signature _____

Date _____

FORMS

Accurate documentation of counseling and counselor training is a requirement of the field and a best practice. Training documentation is essential to demonstrating compliance with accreditation standards and monitoring student completion of program requirements. Students are responsible for retaining documentation of their clinical training for use in pursuing licensure following graduation⁹. Please become familiar with the forms that guide documentation of key activities in the CMHC Program.

- The **Student Profile Sheet for Internship/Practicum** is to be completed by the student and given to the campus Clinical Coordinator during CNS7011, Pre-Practicum. This form outlines supplies the Clinical Coordinator with student contact information, number of hours and availability for placement, preferred location, etc.



Student Profile
Sheet_Internship Pract

- The **Practicum/Internship Agreement** is completed by the Site with which the clinical training will take place, South University, and the student. It is a binding document that outlines obligations of all parties during the clinical education.
- The **Practicum/Internship Performance Evaluation Form**, or PIPEF, is completed by the Site Supervisor each quarter the student is in clinical training (Practicum, Internship I, Internship II and Internship III). It is an opportunity for the student to receive qualitative feedback on their progress across multiple areas. Areas evaluated include responsibility, professional interest and development, time management, organizational skills, ethical behavior, communication, etc.



Practicum_Internship
PIPEF.pdf

- The **Exit Interview Summary Form** gives the student and Site Supervisor an opportunity to outline strengths and weaknesses during clinical training. The Site Supervisor evaluates the student and the student has an opportunity to describe their experience at the site.



Exit Interview
Summary Form.pdf

⁹ South University does not promise or guarantee employment or that students will pass licensure exams.

- The **Student Clinical Evaluation** is completed by the Site Supervisor by assessing criteria on attending classes, giving feedback, using proper techniques and counseling skills, etc.



Student Clinical
Eval.pdf

- The **Client Authorization and Release Form** is signed by the individual who will be counseled by the practicum/internship student. This authorizes the use of audio and video tape and reassures the client all tapes will be destroyed and they can revoke consent at any time.



Client
Authorization_Release

- The **Daily Activity Log** is where students describe their activities and the amount of time devoted to each one and submit for supervisory sign-off. Students prepare a new log each week for supervisor review.



Daily Activity Log.pdf

- The **Site Visit Evaluation** is conducted by the Clinical Coordinator, or South Faculty Supervisor, in relation to the student's performance during clinical training at the Site. The Faculty Supervisor discusses the student's progress and skills.



Site Visit
Evaluation.pdf

- The **Supervisor Evaluation of Program** allows the Site Supervisor to evaluate the South University's Master of Arts in Clinical Mental Health Counseling program. Site Supervisors choose a response on a 1-5 scale of poor to excellent on different areas in relation to student preparation.



Supervisor Eval of
CMHC program.pdf

- The **Temporary Waiver of Campus Supervision** is completed no later than two weeks prior to the time the waiver of campus supervision would be active. This outlines permission for the student to be supervised by the Site Supervisor and the Site while supervision by South University's Faculty Supervisor will not be available. The Student, Faculty Supervisor (Clinical Coordinator), and Site Supervisor sign off on the permission.



Temp Waiver of
Campus Supervision.p

- The **Weekly Field Supervision Log** is completed by the Site Supervisor to keep track of topics covered for the week. Site Supervisors sign off each week.



Weekly Field
Supervisor Log.pdf

- The **Evaluative Grade Report**, or EGR, is completed every quarter while a student is enrolled in the CMHC program. The instructor and/or Faculty Advisor note the academic skills, application of knowledge and key performance indicators for the class. This evaluation could lead to a student being recommended for review by the Progress and Promotions Committee if any areas are not meeting expectations or need improvement.



Evaluative Grade
Report.pdf

- The **Graduate Student Evaluation Report**, or GSER, is completed prior to Pre-Practicum, CNS7010 and Internship IIB, CNS7611. It is used for acknowledgement of accomplishments and providing constructive feedback prior to and during clinical training. South University Faculty measure the student's growth throughout the program in academic development, professional/personal development and clinical development. Satisfactory progress in each of these areas is a requirement. Failure to do so may lead to probation, suspension, remediation, or dismissal from the program.



GSER.pdf

APPENDIX A: CMHC Curriculum

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 10-quarter program (Curriculum for Columbia, Richmond, Savannah, and Virginia Beach, campuses only)

Quarter 1:

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*

Quarter 2:

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*

Quarter 3:

- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*

Quarter 4:

- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*

Quarter 5:

- CNS6509 Group Dynamics *4.5 credit hours*
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- CNS 7010 Pre-Practicum IA *1 credit hour*

Quarter 6:

- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*

Quarter 7:

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6850 Psychopharmacology *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1.0 credit hour*

Quarter 8:

- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7907 Clinical and Professional Development Seminar *0 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Counseling Preparation Comprehensive Examination *0 credit hour*

Quarter 9:

- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7970 Crisis and Trauma *4 credit hours*

Quarter 10:

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Administration, Advocacy, Supervision, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 8-quarter program
(Curriculum for Columbia, Richmond, Savannah, and Virginia Beach campuses only)

Quarter 1:

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*

Quarter 2:

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*

Quarter 3:

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS7010 Pre-Practicum IA *1 credit hour*

Quarter 4:

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*

Quarter 5:

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1.0 credit hour*

Quarter 6:

- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Counseling Preparation Comprehensive Examination *0 credit hour*

Quarter 7:

- CNS6850 Psychopharmacology *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7970 Crisis and Trauma *4 credit hours*

Quarter 8:

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Adm, Advocacy, Supervision, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 10-quarter program
(Curriculum for South University, West Palm Beach Campus only)

Quarter 1:

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*

Quarter 2:

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4.5 credit hours*

Quarter 3:

- CNS6050 Lifespan Development *4.5 credit hours*
- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*

Quarter 4:

- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*

Quarter 5:

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS7010 Pre-Practicum IA *1 credit hour*

Quarter 6:

- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*
- CNS7970 Crisis and Trauma *4 credit hours*

Quarter 7:

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6850 Psychopharmacology *4 credit hours*
- CNS7011 Practicum IB (100 clinical hours) *1 credit hour*

Quarter 8:

- CNS6800 Human Sexuality *4 credit hours*
- CNS7510 Internship IA (200 clinical hours) *4 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Comprehensive Examination *0 credit hours*

Quarter 9:

- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7610 Internship IIA (200 clinical hours) *4 credit hours*

Quarter 10:

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Administration, Advocacy, Supervision and Policy *4 credit hours*
- CNS7611 Internship IIB (200 clinical hours) *4 credit hours*

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 8-quarter program
(Curriculum for South University, West Palm Beach Campus only)

Quarter 1:

- CNS6002 Counseling Theory *4.5 credit hours*
- CNS6050 Lifespan Development *4.5 credit hour*
- CNS6425 Clinical Mental Health Counseling *4 credit hours*

Quarter 2:

- CNS6018 Psychopathology *4.5 credit hours*
- CNS6161 Counseling Techniques *4.5 credit hours*
- CNS6565 Multicultural Foundations *4.5 credit hours*

Quarter 3:

- CNS6051 Diagnostics of Psychopathology and Treatment *4.5 credit hours*
- CNS6313 Professional Orientation and Ethics *4.5 credit hours*
- CNS7010 Pre-Practicum IA *1 credit hour*

Quarter 4:

- CNS6509 Group Dynamics *4.5 credit hours*
- CNS6529 Research and Statistical Evaluation *4.5 credit hours*
- CNS6535 Clinical Mental Health Appraisal I *4.5 credit hours*

Quarter 5:

- CNS6602 Lifestyle and Career Development *4.5 credit hours*
- CNS6901 Diagnosis and Treatment of Addictive Disorders *4 credit hours*
- CNS7011 Practicum IB (100 hours) *1.0 credit hour*

Quarter 6:

- CNS6800 Human Sexuality *4 credit hours*
- CNS7510 Internship IA (200 hours) *4 credit hours*
- CNS7950 Child/Adolescent Psychopathology and Treatment *4 credit hours*
- CNS8202 Counseling Preparation Comprehensive Examination *0 credit hour*

Quarter 7:

- CNS6850 Psychopharmacology *4 credit hours*
- CNS7610 Internship IIA (200 hours) *4 credit hours*
- CNS7970 Crisis and Trauma *4 credit hours*

Quarter 8:

- CNS6709 Couples, Marital, and Family Dynamics *4 credit hours*
- CNS6775 Counseling Administration, Advocacy, Supervision, and Policy *4 credit hours*
- CNS7611 Internship IIB (200 hours) *4 credit hours*

Revision History

Date	Description of Changes	Updated by
10/2023	v.1 New Program Guide with CRT approval	J. Masoner
1/17/2024	v.2 Updated links referencing Academic Catalog to reflect new catalog published at end of 2023	J. Masoner
4/22/2024	v.3 <ul style="list-style-type: none">• Updated program goals for new assessment• Addition of 9th PSLO and verbiage changes to PSLO 1 and 5• Clinical Experience: Update to quarters recommended for Pre-Practicum IA• Appendix A: CMHC Curriculum. Alter quarters for CNS6535 and CNS7010, removal of NC notes	J. Masoner