

M.S. IN COUNSELING PROGRAM HANDBOOK



University of
MOUNT OLIVE

School of Arts & Sciences

Division of Counseling

2026-2027 AY

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INTRODUCTION

Welcome to graduate school! We are pleased that you are pursuing your graduate education at the University of Mount Olive (UMO). We hope that you will remember your days in the counseling program and look back on them as the time when you began to develop your identity as a professional counselor.

The purpose of this handbook is to provide a reference that you can refer to for program descriptions, procedures, expectations, etc. that will be important to know throughout your graduate experience in the M.S. in Counseling program. This information is presented not as a contract between you and the program, but as a source of information that will help you navigate the experience of graduate study specific to your work as a student enrolled in the M.S. in Counseling program. The UMO [Graduate Catalog](#) provides you with official information regarding university policies as a graduate student at the University of Mount Olive. Please become familiar with this document as well as the UMO Graduate Catalog.

MISSION STATEMENT

The **mission** of the Master of Science in Counseling: Clinical Mental Health program is to support the University of Mount Olive's faith-based educational commitment to creating nurturing, student-centric experiences that promote sustainable opportunities for intellectual, spiritual, and personal growth by providing graduates with the knowledge, skills, and appropriate attitudes to competently engage in professional clinical mental health counseling as culturally responsive practitioners and advocates who lead impactful lives in an increasingly diverse and ever-changing society.

VISION STATEMENT

The **vision** of the faculty is a commitment to provide purposeful learning opportunities that facilitate the development of counselor identity and ethical practice utilizing a variety of research-based counseling interventions and assessments to address the individual needs of diverse clients in an empathetic and culturally sensitive manner. Faculty mentoring, programming that aligns with the professions' accrediting body, and supervised clinical experiences further support counselor identity development.

VALUES STATEMENT

The **values** espoused by the faculty are reflective of the University Covenant and The American Counseling Association. We value the following:

- Respect for diversity of thought, values and principles
- Whole person through the Biopsychosocial-spiritual perspective
- Effective collaboration between faculty and students
- Modeling examples of service to the profession, individuals in crisis, and society
- Scholarship in research that promotes competent scientist-practitioners
- High quality, inspiring, and engaging learning environments
- Ethical standards of honesty, trustworthiness, integrity, justice, responsibility, caring, respect

M.S. in Counseling Program Diversity Statement¹

Respect for diversity and for values different from one's own is a central value of the M.S. in Counseling Program at the University of Mount Olive (UMO). The valuing of diversity is also consistent with the counseling profession as mandated by the American Counselor Association's Code of Ethics (2014) and as discussed in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards (2024). Professional counselors and counselor educators actively work and advocate for social justice and the prevention of further oppression in society. They provide services, teach, and/or engage in research with, or pertaining to, members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Counselor education programs and internships that supervise/employ professional counselors and espouse counseling values (herein "training programs") exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counseling professionals believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance of others. Professors, internship/practicum supervisors (herein "trainers") and students/interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counselor education programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with diverse populations including those based on culture, ethnicity, age, gender, gender identity, race, religion, sexual orientation, disability, language, and socioeconomic status. Both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

The Trainers at UMO will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices during their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

The counselor education program at UMO believes providing experiences that call for trainees to self-

disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self- reflection and introspection on their attitudes, beliefs, opinions, feelings and personal history.

Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a professional counselor, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with the ACA Code of Ethics (2014) and the Cross-cultural Competencies and Objectives (ACA, nd).

Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of the UMO counselor education program are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values.

Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with professional counselors' core values, respect for diversity and for values similar and different from one's own.

¹This statement was adapted from the "Counseling Psychology Model Training Values Statement Addressing Diversity," which was endorsed by the Association of Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs (CCPTP), and the Society for Counseling Psychology (SCP) in August of 2006.

Counseling Program Learning Objectives & Key Performance Indicators

The Masters' Program in Counseling strives to support holistic development of quality counselors by meeting program and curriculum specific objectives that align with [CACREP Standards](#). Program Learning Objectives (PLO) are reflected in the program's Key Performance Indicators (KPI).

Counseling Program Learning Objectives: The specific knowledge and skills students will demonstrate throughout their program of study that align with the CACREP Standards.

PLO #	Program Learning Objectives
1	Demonstrate knowledge of the historical development, current and future trends of the counseling field including professional orientation, ethical, and legal aspects of the counseling profession.
2	Demonstrate knowledge, skills, and advocacy related to working with diverse populations including recognizing, understanding and responding to social and cultural differences and change in a pluralistic society.
3	Demonstrate knowledge and skills to design, implement, and evaluate developmentally appropriate counseling interventions and programs informed by an understanding of human growth and development.
4	Demonstrate knowledge, skills, and the application of a variety of counseling theories and strategies to effectively counsel individuals, groups, and families addressing multiple concerns in diverse settings including the use of technology.
5	Demonstrate knowledge and skills to identify, critique, and utilize ethical practices in assessment and testing, research, and program evaluation in counseling.
6	Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling including foundational, contextual, and professional practice skills specific to clinical mental health counseling.

Key Performance Indicators (KPI): KPIs are based on a sampling of CACREP Standards from each of the eight core areas and specialty areas that the program believes represents a mix of important knowledge and skill measures at multiple points throughout the program. KPIs are based off the Program's Learning Objectives (PLO) and student performance in meeting the CACREP Standards are measured in specific assignments throughout the program.

CACREP Standards	KPI #	Key Performance Indicator
Professional Counseling Orientation & Ethical Practice	1	Students will demonstrate knowledge and skills in professional orientation and ethical practice.
Social & Cultural Diversity	2	Students will demonstrate knowledge and skills in social and cultural diversity and advocacy.
Human Growth & Development	3	Students will demonstrate knowledge and skills in human growth and development and how it informs counseling practice.
Career Development	4	Students will demonstrate knowledge and skills in career theory and career development.
Counseling & Helping Relationships	5	Students will demonstrate knowledge and skills in counseling and helping relationships.
Group Counseling & Group Work	6	Students will demonstrate knowledge and skills in theory and practice in group counseling and group work.
Assessment & Testing	7	Students will demonstrate knowledge and skills in assessment and testing.
Research & Program Evaluation	8	Students will demonstrate knowledge and skills in research and program evaluation.
Clinical Mental Health Counseling Entry-Level Specialty Area	9	Students will demonstrate knowledge and skills in foundations, contextual dimensions, and practice in clinical mental health counseling.

Admissions Process

Admission to the M.S. in Counseling Program is competitive and selective. Applicants who are admitted typically have a GPA of 3.0 or above with an undergraduate degree in a related field. A variety of factors are taken into account in admissions including undergraduate GPA, letters of recommendation, a personal statement, resume, and number of available openings in the program of interest. All completed applications will be reviewed. Those applicants who meet the admissions requirements will be contacted for a virtual interview. Priority admission will be given to applicants whose files are completed and who meet admission requirements prior to **April 15th** for Fall admission, and **November 1st** for Spring admissions. Late applications will be considered based upon seat availability. Students who have been admitted to the graduate program but did not enroll for a fall or spring semester must reapply.

Transfer Course Policy

Transfer work for admitted and matriculated students in the M.S. in Counseling program will be considered on a case-by-case approach from CACREP accredited programs where a student has completed 3-semester credit or 5- quarter credit hours of course work earning a final course grade of a B or higher as defined on an official transcript from the institution. If approved, then the course will be noted on the UMO academic program plan as “competency met” indicating the coursework content and competencies are accepted or “no credit given”. A maximum of 6 credit hours may be accepted. Syllabi and course descriptions will be required to make an evaluation of potential transfer credit.

Financial Support Options

Financial Aid. Students who are eligible may apply for need-based financial aid by submitting an application to *Free Application for Federal Student Aid* (FAFSA). Students will need to visit www.studentaid.gov to apply. For more information on the financial aid application process visit the university's [Graduate Financial Aid](#) webpage.

Additional Ways to Offset the Costs of Attending Graduate School. There are a couple of tax credits and other options for offsetting the cost of graduate school. For example, *The Hope Scholarship Tax Credit*, *Lifetime Learning Tax Credit*, and *Student Loan Interest Deduction* are federally offered tax credit programs that may assist students. Visit the university's [Graduate Financial Aid](#) webpage for more information on these programs.

Grants & Scholarships. There are grants and scholarships available to students seeking undergraduate and graduate degrees in qualified behavioral health, addiction, and mental health professions. These grant opportunities can help offset some of the costs of attending graduate school. Visit the sites below for possible opportunities.

National Board of Certified Counselors (NBCC) Scholarship & Fellowship Opportunities:

NBCC Foundation Military Scholarship (Master's):

https://nbccf.org/Assets/Scholarships/Military_Scholarship_Eligibility.pdf

NBCC Foundation Rural Scholarship (Master's):

https://nbccf.org/Assets/Scholarships/Rural_Scholarship_Eligibility.pdf

NBCC Minority Fellowship Program for Mental Health Counselors (Master's):

https://nbccf.org/Assets/Scholarships/MFP_MHC_Masters_Fellowship_Eligibility.pdf

The Melanie Foundation Scholarship - <https://www.themelaniefoundation.com/>

AAC Behavioral Health Academic Scholarship Program -

<https://americanaddictioncenters.org/behavioral-health-academic-scholarship>

Other possible Counseling Scholarships for Graduate Students may be found at:

<https://teach.com/online-ed/counseling-degrees/best-online-counseling-programs/scholarships/>

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

Academic Performance

Students enrolled in the graduate Counseling Program must adhere to the University's academic policies and procedures and those for academic performance specific to the M.S. in Counseling program.

University Academic Performance, Probation and Academic Continued Probation

Students must maintain a 3.0 GPA while pursuing graduate study. Students who fall below a 3.0 GPA are placed on probation. Students will be on Academic Continued Probation status if a GPA is below 3.00 but the student has shown progress after being on probation and is able to demonstrate an increase in GPA every semester thereafter, maintaining a mathematical possibility to attain a cumulative GPA of 3.00 or greater with remaining coursework. After falling below a 3.0 GPA, the student will come off probation when a cumulative 3.0 GPA is reached. No grade of F is allowed in a student's program of study. Should a student receive a grade of F, the student will be separated from the program and the university and will have to reapply to the program through the Adult and Graduate Programs Admissions Office before being readmitted to the program. Readmission is at the sole discretion of the Counseling Program Core Faculty. Should a student be readmitted after academic withdrawal, the student must repeat any course in which an F was received. [See the Graduate Catalog.](#)

Counseling Program Specific Academic Performance Guidelines

Students enrolled in the M.S. in Counseling: Clinical Mental Health Program must pass **all** coursework with a "B-" or better and maintain a GPA of 3.0 or better. Students who fail to receive a grade of "B-" or better will be placed on a professional development remediation plan and be permitted one opportunity to retake the course in a future term. Failure to earn a "B-" or better during the second course attempt will result in separation from the program **regardless of overall GPA**. Students may appeal to the VPAA with justification for why they should be given the opportunity to remain in the program. If the VPAA rules in favor of the appeal, then the student may remain in the program but will be placed on academic probation. Per University policy, Students who earn a total of three Cs without the ability to achieve a 3.00 GPA prior to graduation will be academically separated from their Graduate Program. Students who earn a course grade of "F" will be academically separated from their Graduate Program (see [Graduate Catalog](#)).

Counseling Program Specific Retention, Remediation, and Dismissal Process

In addition to the above policies related to academic performance, students are evaluated on a set of Counselor Professional Dispositions throughout their program. See [pages 27-29](#) of this document for a detailed explanation of UMO's Counseling Program Counselor-in-Training Professional Dispositions.

A [Student Progress Assessment](#) is a primary means for assessing individual students' dispositional progress throughout their program of study and is the primary means for which decisions regarding retention, remediation, or dismissal are made in conjunction with academic and professional practice performance, including counseling skills development.

Tevera is the data system the UMO Counseling program uses to house and track documentation of students' progress assessments and professional experiences in practicum and internship courses. Student progress assessment data is collected at the end of each semester from all counseling faculty and adjunct instructors who have interacted with students in their courses. The data is collected in Tevera and aggregated providing an overall total. Assessment results are reviewed with the students at the end of each fall and spring semester

leading up to their enrollment in the professional experience courses (Practicum/Internship) at which point the [Counselor Competencies Scale-Revised \(CCS-R\)](#) serves as the primary assessment tool.

In addition to student progress assessment and CCS-R data, academic and professional practice performance, and counseling skills development, the faculty monitor and assess students' personal dispositions to ensure fitness for the counseling profession. Personal dispositional concerns that may be identified as concerning include, but are not limited to 1) inability to communicate effectively, respectfully, and in a timely manner with faculty and peers in and outside of the classroom; 2) inability to respect and maintain personal and professional boundaries with faculty and peers both inside and outside of the classroom; 3) inability to take personal initiative, and responsibility for choices and actions; 4) unwillingness to work with diverse populations inside the classroom and in professional experience courses; 5) presentation of an untreated mental health or substance use disorder that is resulting in impairment. Should personal dispositions appear problematic and interfere with students' ability to perform academically as well as professionally, faculty may require the student to be on a professional development/remediation plan where personal counseling at the student's expense may be required to remain in the program.

During professional experience courses (Practicum & Internship) students must receive a combined score of **no less than 48/60** on the ***Part 1: Counseling Skills & Therapeutic Conditions portion of the CCS-R scale***, and a combined score of **no less than 44/55** on the ***Part 2: Counseling Dispositions & Behaviors portion of the CCS-R scale*** in order to pass clinical courses, regardless of course assignment grades. Any rating of **Below Expectations/Unacceptable (2)** on any portion of the CCS-R on either mid-term or final evaluation may result in the formation of a remediation plan; and a rating of **Harmful (1)** on any portion of the CCS-R on either a mid-term or final evaluation will result in the formation of a remediation plan to address strategies for improvement. This may also include an extension of a professional experience course whereby the student will be required to repeat a practicum or internship course. Should a student on a remediation plan during professional experience courses (practicum & internship) demonstrate the inability to make improvements outlined in the remediation plan, the student will be dismissed from the program.

Recommendations for retention, remediation, or dismissal from the program are made based on the data provided by the aforementioned assessment tools, as well as academic performance, professional practice performance, counseling skills development, and personal dispositional fitness as outlined above. In addition, feedback from practicum and internship site supervisors will factor into these decisions, when applicable.

Formation of Professional Development/Remediation Plans & their Limits:

Should student concerns require formal remediation, a Committee on Remediation & Dismissal will meet to formally address the student concern; formulate a professional development/remediation plan in collaboration with the student; and oversee the implementation and completion of the remediation plan. The Committee on Retention & Dismissal will be comprised of; the student's Faculty Mentor; the course Instructor involved; a Core Faculty member who is not serving as instructor for any course the student is currently enrolled in; and/or a site supervisor or the clinical coordinator where appropriate. Should the remediation plan not be successfully completed and dismissal from the program is recommended by the Committee, the Counseling Program Director will be included in dismissal decisions. The Committee will meet with the student to review progress twice throughout the remediation plan, midway through and at the end of the allotted timeframe to complete the plan and demonstrate progress in the area(s) of concern.

Remediation plans are time and frequency limited. If a student is put on a professional development/remediation plan, they will have one opportunity to successfully demonstrate the requirements of the plan. A remediation plan will extend no more than one full semester. Students will be afforded only one

opportunity on a remediation plan for any concerns that arise during the program of study prior to enrolling in professional experience (Practicum & Internship) courses; and only one opportunity on a remediation plan for any concerns that arise during professional experience (Practicum & Internship) courses. Should additional concerns arise after a student has already been afforded one remedial opportunity as outlined above, the student will be dismissed from the Program regardless of overall GPA, or academic performance.

Class Meetings

As an online program, the majority of Counseling Program courses are asynchronous, meaning you work at your own pace within the limits of assignment due dates established by course instructors, and students are not required to attend class meetings. Program course instructors do offer optional virtual class meetings for students to attend throughout the semester should they choose to. It is highly recommended that students attend these meetings as it is a time to connect with your instructor and peers, gain more insight on course content, and collaborate on Discussion Forum assignments. Often instructors will give students credit for Discussion Forum assignments covered in virtual class meetings, so students do not have to write out these assignments or any peer responses associated with the assignment. Please note, credit for participation in virtual class meetings is at the instructor's discretion.

There are several courses that require students to attend a mandatory **1 ½ hour weekly** synchronous class meeting. These courses are skill-based courses that require students to practice their counseling skills under the live supervision of a course instructor. The courses that require these mandatory weekly meetings are as follows:

COUN 610: Counseling Skills & Helping Relationships
COUN 570: Group Counseling Theory & Practice
COUN 650: Advanced Counseling Skills

In addition, all professional experience (Practicum & Internship) courses require mandatory **1 ½ hour weekly** synchronous meetings for Faculty Supervision as required by CACREP. These courses are as follows:

COUN 591: Practicum
COUN 691: Internship I
COUN 692: Internship II

Students must attend these mandatory weekly synchronous meetings in order to pass these courses. Any absences must be pre-approved by the instructor, and no more than two (2) class meetings can be missed. If more than two (2) class meetings are missed, or a grade of "B" or better is not obtained, students will be required to retake the course. Students must receive a final course grade of "B" or better in all skill-based courses and must receive a grade of "P" in all professional experience courses. If a student fails to obtain aforementioned grades in skill-based and professional experience courses, they will be put on a remediation plan and be given one additional opportunity to take the course (see [Counseling Program Remediation, Retention, and Dismissal Process](#) above). Professional experience meeting requirements are discussed further in the section below on Professional Experience.

Students must be fully present with video cameras turned on, free from distractions, and in a private, confidential setting during mandatory weekly meetings. Failure to comply with these requirements will result in being removed from the class meeting and an "absent" attendance for that week.

Mandatory synchronous class meetings do not meet on Federal or religious holidays in which the University is closed.

Writing Quality, Academic Honesty, and Plagiarism Policy

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the UMO [Writing Center](#) for an in-person or virtual appointment. You can schedule an appointment online at: <https://my.umo.edu/pages/learning-commons-writing-center>; email: WritingCenter@umo.edu; or call: (919) 658-7544.

You are expected to adhere to the academic honest policy as described in the UMO [Graduate Catalog](#).

Plagiarism:

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or work of another person as one's own with proper attribution. Plagiarism most commonly occurs when material is taken from a source without proper citation, but also includes having another individual write your assignment and presenting it as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at UMO or other universities.

Use of Artificial Intelligence (AI):

The use of AI as a resource for assignments in the Counseling Program is not permitted unless specified in the course syllabus. Should AI resources be allowed by the course instructor, the following instructions apply:

AI (artificial intelligence) resources such as ChatGPT can be useful in a number of ways. Because they can also be abused, it is important to be intentional about using them responsibly and ethically. (1) Do not rely solely on AI tools to complete assignments. It is important to understand the material and complete assignments on your own, using AI tools as a supplement rather than a replacement for your own work. (2) Do not use AI tools to plagiarize. Using AI to generate or modify content to evade plagiarism detection is unethical and violates academic integrity. (3) You are required to acknowledge the use of AI in any work you submit within this program. Text directly copied from AI sites must be treated as any other direct quote and properly cited. Other uses of AI sites must be clearly described at the end of your assignment. (4) Do not assume that AI responses are always correct. It has been noted that AI can generate fake results, including fake reference sources.

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic dishonesty may be subject to further disciplinary action in accordance with university policy.

Program of Study

The program of study for the Counseling Program is designed to provide comprehensive training for individuals who wish to counsel diverse populations in a variety of professional counseling settings. Curricular experiences encompass opportunities to explore the lifespan, social, and cultural foundations of behavior; practice psychotherapeutic and diagnostic skills; and complete extensive field experiences to apply knowledge and skills in professional settings.

Clinical Mental Health Counseling Program of Study (60 – 63 semester hours)

The following Program of Study is effective for cohorts enrolling in or after Fall 2026

The Clinical Mental Health Counseling concentration prepares students to work in a variety of community agency settings and/or eventual private practice. The curriculum requirements include coursework, a 100- hour practicum, and a 600-hour internship (over two semesters).

Cohorts enrolled prior to Fall 2026 will follow the Program of Study effective at the time of their initial enrollment in the program.

CORE COURSES:

- COUN 500 Professional Identity, Ethical, & Legal Issues (3)
- COUN 501 Introduction to Mental Health Counseling (3)
- COUN 510 Theories of Counseling (3)
- COUN 520 Counseling & Advocacy with Diverse Populations (3)
- COUN 530 Psychopathology, Diagnosis & Treatment Planning (3)
- COUN 550 Trauma & Crisis Counseling (3)
- COUN 560 Human Growth & Development (3)
- COUN 570 Group Counseling Theory & Practice (3) *
- COUN 580 Career Counseling Theories & Development (3)
- COUN 600 Theories of Family Systems (3)
- COUN 610 Counseling Techniques & Helping Relationships (3) *
- COUN 630 Psychological & Educational Assessment (3)
- COUN 640 Research & Program Evaluation in Counseling (3)
- COUN 650 Advanced Counseling Skills (3) *
- COUN 660 Foundations of Addictions & Substance Use (3)
- COUN 591 Practicum in Counseling (3) *
- COUN 691 Counseling Internship I (3) * **
- COUN 692 Counseling Internship II (3) * **

Total Credits: 54

ELECTIVE COURSES (Choose 2-3)***

- COUN 540 Gender & Sexuality in Counseling (3)
- COUN 620 Counseling Children, Adolescents & Families (3)

- COUN 621 Spirituality & Counseling (3)
- COUN 670 Addictions Diagnosis & Treatment (3)
- COUN 680 Addictions Case Management (3)
- COUN 690 Individual & Family Therapy in Addictions (3)

Total Elective Credits: 6 – 9***

TOTAL Semester Hours: 60 – 63***

**** These courses require students attend a mandatory weekly synchronous 1 ½ - 2-hour class meeting for skills practice and group supervision.***

***** Students interested in pursuing an additional license as a Licensed Clinical Addictions Specialist (LCAS) under UMO's Criteria-C status are required to complete a minimum of 300 hours of their internship providing addictions counseling services (180 hours direct client contact hours) with a minimum of 30 hours of supervision by a Certified Clinical Supervisor (CCS) or Clinical Supervisor Intern (CSI).***

****** Students interested in pursuing an additional license as a Licensed Clinical Addictions Specialist (LCAS) under UMO's Criteria C status are required to complete the three addictions related elective courses (COUN 670, 680, 690) making the total semester hours of the program 63 semester hours.***

SEQUENCE OF COURSES

*****Effective 2026-2027 AY*****

CLINICAL MENTAL HEALTH COUNSELING

Suggested Sequence of Courses

Following the sequence will enable you to complete the 60-semester hour program in 2 ½ years of study. Taking courses out of sequence or part-time may result in needing extra time to complete your degree and is not recommended. Listed below is the course sequence for the clinical mental health counseling concentration:

Year One – Fall or Spring*:

COUN 501 Introduction to Mental Health Counseling (7-weeks) (3sh)
COUN 500 Professional Identity, Ethical & Legal Issues in Counseling (7-weeks) (3sh)
COUN 510 Theories & Practice in Counseling (15-weeks) (3sh)

Year One – Spring or Summer:

COUN 520 Counseling & Advocacy with Diverse Populations (7-weeks) (3sh)
COUN 560 Human Growth & Development (7-weeks) (3sh)
COUN 610 Counseling Techniques & Helping Relationships** (15-weeks) (3sh)

Year One – Summer or Fall:

COUN 570 Group Counseling Theory & Practice** (12-weeks) (3sh)
COUN 580 Career Counseling Theory & Development (6-weeks) (3sh)
COUN 660 Foundations of Addictions & Substance Use in Counseling (6-weeks) (3sh)

Year Two – Fall or Spring:

COUN 650 Advanced Counseling Skills** (15-weeks) (3sh)
COUN 630 Psychological & Educational Assessment (7-weeks) (3sh)
COUN 640 Research & Program Evaluation (7-weeks) (3sh)

Year Two – Spring or Summer:

COUN 591 Practicum in Counseling*** (15-weeks) (3)
COUN 530 Psychopathology, Diagnosis & Treatment Planning (15-weeks) (3sh)
COUN 600 Theories of Family Systems (7-weeks) (3sh)
Take the CPCE

Year Two – Summer Fall or Spring:

COUN 691 Counseling Internship I*** **** (15-weeks) (3sh)
COUN 550 Trauma & Crisis Intervention Counseling (7-weeks) (3sh)
ELECTIVE (3sh) (if desired)

Year Three – Fall:

COUN 692 Counseling Internship II*** ****(15-weeks) (3sh)
ELECTIVE (3sh)
ELECTIVE (3sh)

Electives (choose 2 or 3):

COUN 540: Gender & Sexuality in Counseling (7-weeks) (3sh)

COUN 620: Counseling Children, Adolescents & Families (7-weeks) (3sh)

COUN 621: Spirituality and Counseling (7-weeks) (3sh)

COUN 670 Addictions Diagnosis & Treatment****(7-weeks) (3sh)

COUN 680 Addictions Case Management**** (7-weeks) (3sh)

COUN 690 Individual & Family Therapy in Addictions**** (7-weeks) (3sh)

*** Based on Fall or Spring Enrollment**

**** These courses require students attend a mandatory weekly synchronous 1 ½ - 2-hour class meeting for skills practice.**

***** These professional experience courses require students to attend a mandatory weekly 1 ½ hour class meeting for group supervision.**

****** Students interested in pursuing an additional license as a Licensed Clinical Addictions Specialist (LCAS) under UMO's Criteria-C status will need to take the **three addictions courses** as electives and complete a minimum of **300 hours** of their internship providing addictions counseling services (180 hours direct client contact hours) with a minimum of 30 hours of supervision by a Certified Clinical Supervisor (CCS) or Clinical Supervisor Intern (CSI).**

If deviating from the degree sheet, the student must meet with their faculty mentor, who will sign off on course sequence changes and send them to the program director; then to the student's academic advisor to register the student in the course(s).

Students must take and pass the Counselor Preparation Comprehensive Exam (CPCE) to graduate. Students must complete all core counseling courses prior to taking the exam. It is recommended that students take the CPCE during the semester they are enrolled in Practicum and no later than one semester prior to graduation.

Counselor Preparation Comprehensive Exam (CPCE)

Starting with the cohorts enrolled during the Fall 2026 semester and beyond, students will be required to take and pass the *Counselor Preparation Comprehensive Exam (CPCE)* in order to graduate. The purpose of the exam is to assess student's knowledge of the eight core counseling areas taught in counselor education programs, and to ensure students have obtained the requisite knowledge of the profession prior to graduation. Additionally, the CPCE will assist students in preparing for the *National Counseling Exam (NCE)* required by most states for licensure.

The exam consists of 160 multiple choice questions, with 20 items per each CACREP core counseling area. These eight core counseling areas are as follows:

1. Professional Counseling Orientation & Ethical Practice
2. Social & Cultural Diversity
3. Human growth & Development
4. Career Development
5. Counseling & Helping Relationships
6. Group Counseling & Group Work
7. Assessment & Testing
8. Research & Program Evaluation

Students should plan to take the CPCE after they have completed all core counseling courses, and at least one semester prior to graduation. Students will register for and take the CPCE through Pearson Vue at a time and location convenient to them. The Counseling Program's Exam Administrator will assist students with the registration process when the time comes. The cost for the exam is approximately \$150.00. For more information on the CPCE click on [CPCE Candidate Handbook](#).

Registration

You must schedule an appointment with your One Stop advisor before registering for courses each semester. Your One-Stop advisor will send you the schedule of classes needed prior to your meeting. Should you need to divert from the suggested course sequence, you must meet with your faculty mentor to have this change approved before meeting with your One Stop advisor.

Students may register, pay fees, obtain grades, order student transcripts and obtain information on admissions, financial aid, housing, and veteran's services by visiting the UMO Website at: <http://umo.edu>.

For information regarding the minimum and maximum number of credit hours required, please refer to the current [Graduate Catalog](#).

Program Digital Delivery System

The University uses the **Moodle Learning Management System (LMS)** digital delivery system to support your learning and your role as an online learner. This LMS system, and other supporting technology tools are accessible through your **MyUMO Portal**.

At the time of enrollment as a student of UMO you will receive a UMO email and instructions on how to set up two-factor authentication to access your *MyUMO Portal*, the Moodle LMS, and other technical programs, systems, software, and apps that will support your online learning. Additional information can be found on the *UMO Support – New Student Resources* page located on your *MyUMO* page. Below is a brief description of Moodle, and a few commonly used technological tools you will use while in the Program.

Moodle LMS – This is the primary system used for teaching, learning, and interacting in a virtual course classroom. You will access and participate in all your course learning through Moodle. Course syllabi; course objectives; program learning outcomes; student learning outcomes; and course alignment to CACREP standards. Weekly course instructions, activities, assignments (details and expectations), discussions, and resources are housed within a Moodle course Weekly tile. Your instructor will post instructor introductions; Zoom class meeting links; weekly attendance; course announcements and grades in the Moodle course shell.

Panopto – This is the video recording, storage, and sharing system you will use to record, store and share video recorded assignments that may be required in your didactic courses. Panopto is accessed through your Moodle course shells or through your *MyUMO portal*.

Zoom Video Conferencing – Counseling faculty will use the ZOOM video conferencing system provided by the University to meet with you for synchronous class meetings, individual conference meetings, group mentor meetings, orientation meetings, trainings, and recorded messages. You can also use the free version of ZOOM for video assignment recordings if you choose. However, you will have to save these recordings and upload them to Panopto to add them to a course assignment in Moodle. *Please note: the free ZOOM video conferencing version is not HIPAA or FERPA secure therefore, you cannot use this for video recording HIPAA or FERPA sensitive content (e.g. virtual counseling sessions – practice or with real clients).*

Self-Service – You will use Self-Service for registering for classes; and viewing your course schedule, grades, unofficial transcripts, and tuition balances/statements.

The UMO Help Desk (<https://umosupport.zendesk.com/hc/en-us>) provides students with all the resources they need to access, use, and troubleshoot all of the technical and digital delivery systems needed to successfully manage your role as an online learner at UMO.

The UMO Help Desk New Student page at: <https://umosupport.zendesk.com/hc/en-us/sections/5227502331412-New-Students> is a great place to start to familiarize yourself with all of these systems; computer requirements for using these systems; instructions for installing software apps; and accessing I.T. support.

In addition, the M.S. in Counseling Program uses the **Tevera** data system for assessing student progress, collecting student performance data on key assessment assignments; housing and tracking documentation of students' professional experiences in practicum and internship courses; and evaluating the overall effectiveness of the M.S. in Counseling Program in preparing effective, professional counselors in accordance with the Council for the Accreditation of Counseling and Related Programs (CACREP) Standards. As part of your enrollment, you will be required to purchase a Tevera account. An explanation of this additional fee requirement is explained below under **Program Fees**.

Note: The rubrics used to assess your performance on the key assessment assignments in Tevera will not

correlate with your final grade for that assignment or the associated course.

All other learning and student management systems are provided as part of your tuition and do not require additional student fees.

Program Fees

In addition to tuition, there are additional program specific fees and other expenses associated with your enrollment in the Counseling Program. These fees are not covered by financial aid and students will need to make arrangements to cover these fees on their own accord.

TEVERA

As explained in the **Program Digital Delivery Systems** section above, there are additional program fees associated with purchasing a Tevera account. Registration for Tevera requires a one-time, lifetime fee of \$220 which will be required when enrolling in COUN 500. This will allow lifetime access to an online platform to manage clinical and licensure information. This fee will be billed through UMO and charged directly to your account.

Student Liability Insurance

It is the student's responsibility to maintain a current student liability insurance policy. It is mandatory that students carry liability insurance during any semester in which they are enrolled in a professional experience course (practicum & internship). All students should consider carrying liability insurance during all semesters they are enrolled in the program. Liability insurance is available free of charge with a student membership in one of the following professional organizations.

Information about student membership and liability insurance coverage may be obtained from the following websites:

- ACA www.counseling.org
- AMHCA www.amhca.org

Students are required to submit proof of liability insurance to their Tevera account when submitting practicum/internship application materials, and to their practicum/internship site supervisor prior to starting practicum/internship (see the Student Practicum & Internship Handbook for more details).

Criminal Background Check

In most cases, students will need to clear a criminal background check before entering into their professional experience courses (practicum and internship). This requirement is agency specific, however, students should assume this will be necessary as most agencies will require it. The average cost is \$50 or less and will be paid directly to CastleBranch at the time of applying for a background check. Students will need to complete the background check prior to starting their practicum/internship experiences and submit the results to the clinical coordinator along with their practicum/internship application materials (see the Student Practicum & Internship Handbook for more details).

HIPAA Secure Technology Fee

A one-time fee of \$40.00 is required when enrolling in the COUN 591: Practicum course. This fee covers the cost of using the HIPAA secure video recording platform provided through Tevera for storing recorded counseling sessions with clients during the professional experience courses. This fee will be billed through UMO and

charged directly to your account.

Counselor Preparation Comprehensive Exam (CPCE) Fee

Starting with the Fall 2025 cohort, students will be required to take and pass the Counselor Preparation Comprehensive Exam (CPCE) in order to graduate. The exam will be taken at students' expense after the completion of all core counseling courses sometime during the latter part of the second year in the program. The fee will be paid directly to Pearson Vue when registering for the exam, and costs approximately \$150.00.

Moye Library

As graduate students many of your assignments will require you to research, reference, and cite peer-reviewed scholarly sources to support your work. The **UMO Moye Library** provides learning resources appropriate for and accessible to online learners through a variety of databases. If the library does not have a full-text article or book available, you can place a request through the inter-library loan service (ILLIAD) and your request will be sent to you through email or USPS mail to your physical address. You may reach the Moye Library main page through your *MyUMO Portal* or through: <https://umo.edu/library/>.

It is highly recommended that you avoid using internet search databases such as *Google Scholar* and *Cengage Gale* to retrieve scholarly works. It is not well established as to the extent current research is available through these sources, and often you must pay for access to peer-reviewed scholarly work on these databases. Additionally, as open-access sites, your data is being tracked and stored when using these internet-based searches.

As graduate students you should not have to pay for access to peer-reviewed scholarly sources. The *Moye Library* is the most secure means for graduate study research with ample resources available to you.

Advising & Mentoring

As a graduate student in the M.S. in Counseling Program, you have two important people who will support your academic and professional progress throughout your program of study. These people are your AGP *OneStop Adviser* and your *Faculty Mentor*.

Academic Coach:

After matriculation (enrollment and attendance of three-weeks of classes), you will be assigned to an Academic Coach who will assist you with all things related to your academic standing at UMO. Your coach will assist with registration, enrollment, financial aid, graduation and all things related to academic progress. If you have personal concerns that will affect your academic standing it is important that you communicate these to your Academic Coach and your Faculty Mentor.

Faculty Mentors:

Upon entering the Counseling Program, you are assigned a core Counseling Program faculty member who will support you throughout your program of study. Your faculty mentor will assist you with all things specifically related to the Counseling Program. These include; program specific requirements, issues, and concerns such as student progress assessments; student professional dispositions & remediation (if needed); assistance with managing course requirements; preparing for professional experience courses; licensure information; and NCE exam information. It is important to contact your faculty mentor immediately if you are experiencing personal

distress or concerns that are impacting your learning and progress. They are here to be your personal support person, mentor and cheerleader. Your faculty mentor will hold a group mentor meeting each Fall and Spring semester to keep you apprised of what is going on in the Counseling Program, answer program related questions, offer general support, and provide a forum for student to share their experiences in the program with each other. Faculty mentor meetings are always held in the evening via Zoom virtual conferencing on a weekday and time that no other virtual synchronous class meetings are being held. It is in your best interest to make every effort to attend these meetings to stay abreast of what is going on in the program and to connect and collaborate with your mentor and peers.

Counseling Program Group Pages & Newsletters

Besides communication you will receive from your instructors through course Moodle Shells and your faculty mentors, we will communicate program related information through our *MyUMO Department of Counseling* private group page and our *Counseling Program Practicum & Internship* group page. (see: <https://my.umo.edu/groups/85/feed>). Such things as; upcoming events and conferences you might be interested in; job opportunities; counseling program related activities; practicum & internship information; and professional counseling related observances will be posted on this group page. Sometimes, counseling faculty may simply post a word of encouragement, provoking thought or question, or a motivational quote. You will get a notice when something new has been posted on these group pages.

In addition to the *Counseling Program Group* page, the Division Chair publishes a *Counseling Program Newsletter* twice a year (fall and spring semesters). This newsletter keeps you informed of what is going on in the program such as; changes in program faculty and/or mentoring assignments; program accreditation status; program changes; student accomplishments; program specific news; and university-wide news. This newsletter is sent to you through your UMO email address around the first month or so of the semester.

Professional Experience

An important part of your training takes place in the program's professional experiences courses. These courses are practicum and internship experiences where you will begin to put into practice the professional skills you have learned in the classroom. Practicum is the introductory professional experience course, and internship is the capstone experience of the master's program. Students learn under the direct supervision of a seasoned professional while in these courses and are required to participate in weekly group supervision meetings of 1 ½ hours each week with a faculty instructor/supervisor and 1-hour of individual or triadic supervision each week with the site supervisor. These are CACREP accreditation requirements and are not negotiable. During these supervisory sessions students are to be fully present, focused, engaged, and free from distractions.

Getting started. The choice of an internship site is a major decision. Where you will do your internship is a decision made by at least three entities: you, the clinical coordinator, and an official representing the internship site. This requires some exploration on your part. While faculty can advise you on sites, you are responsible for contacting the site (with the clinical coordinator's approval) and scheduling an initial interview for yourself with a designated person at the site. A sample email is provided in the *Practicum & Internship Handbook (located in Student Resources on the Program's website)*. If the site meets our guidelines and there appears to be a good fit between you, the site and your career goals, then you may proceed with submitting site placement application materials in Tevera. If a site placement has not previously supported UMO Counseling Program students, a Memorandum of

Understanding (MOU) between the site and the university will need to be instituted. This may take some time. It is important that you check with the site and the clinical coordinator to ensure an MOU is in place as part of the application process.

Application for Practicum or Internship must occur at least one semester before the term students intend to enroll. Deadlines are as follows:

Fall Enrollment – June 20th

Spring Enrollment - November 20th

Summer – March 20th

A practicum/internship orientation meeting is held every semester attendance at this orientation meeting is mandatory, and no student will be able to complete the practicum application process without prior attendance. Prior to site selection, students enrolling in Practicum or Internship should meet with their faculty mentor and/or the clinical coordinator to discuss site selection and goodness of fit. The Application for Practicum or Internship forms can be found in the [Practicum & Internship Handbook](#) located on the Counseling Program's webpage under the *Student Resources* tab.

Professional Experience Required Hours

Students enrolled in the clinical mental health counseling program must complete a 100-hour practicum and an internship of a minimum of 600 hours within a mental health setting*. The internship is completed in two semesters of approximately 300-hours each. The internship provides the opportunity for the student to perform under supervision a variety of counseling activities that accurately reflect the nature of a professional counseling position within the agency setting. Students must receive a grade of "B" or better in all clinical courses to move from practicum to internship and graduate.

** Students interested in pursuing an additional license as a Licensed Clinical Addictions Specialist (LCAS) under UMO's Criteria-C status are required to complete a minimum of 300 hours of their internship providing addictions counseling services (180 hours direct client contact hours) with a minimum of 30 hours of supervision by a Certified Clinical Supervisor (CCS) or Clinical Supervisor Intern (CSI).*

Faculty Instructor/Supervisor & Site Supervisor Engagement

During professional experience courses (practicum & internship) students will be working under the supervision of both a site supervisor and a faculty supervisor who is the assigned instructor for the practicum or internship course. The faculty supervisor will reach out to the site supervisor several times throughout the semester when a student is enrolled in practicum/internship for verbal feedback on the student's progress. These may be formal or informal contacts with or without the student present. Site supervisors may reach out to the faculty supervisor at any time for any reason concerning the student's progress.

Removal from a Site Placement

At any point in the professional experience a student may be removed from an assigned site placement by the faculty supervisor, clinical coordinator or Division Chair. Removal from a site may also occur upon the request of the site supervisor, and/or the student depending on the nature of the concern(s). Removal from a site may occur for reasons deemed necessary for public safety, the well-being of the student, the well-being of the placement site, or site placement-supervisor/student mismatch. Should removal for any reason not requested by the student occur, the student will be notified immediately by any of the above-mentioned professionals. If the removal is due to clinical competency or professional dispositional concerns, remedial measures will be put in place to address them before the student returns to professional experience courses. Should removal be a result of a "poor fit" or "mismatch" between the student and the practicum site/supervisor, the student will be

required to find a new, appropriate site before continuing in the professional experience courses. Depending on the timing of the removal from a site placement, a grade of “incomplete” or “withdrawal” may be assigned for the practicum/internship course in which the student is enrolled.

Counselor Competencies Scale – Revised (CCS-R)

The Counselor Competencies Scale – Revised (CCS-R) is a research-based rating scale that many graduate counseling programs use to evaluate counseling students’ progress in their programs and practicum/internship placements. The University of Mount Olive Counseling program uses this scale to assess students’ progress in their professional experience courses (practicum/internship). Site Supervisors access and fill out the CCS-R in students’ Tevera account twice (mid-term evaluation and final evaluation) during each semester they are enrolled in practicum and internship courses. Students must receive a combine score of **no less than 48/60** on the **Part 1: Counseling Skills & Therapeutic Conditions** portion of the scale, and a combined score of **no less than 44/55** on the **Part 2: Counseling Dispositions & Behaviors portion of the scale** in order to pass clinical courses, regardless of course assignment grades. Any rating of **Below Expectations/Unacceptable (2)** on any portion of the CCS-R on either mid-term or final evaluation may result in the formation of a remediation plan; and a rating of **Harmful (1)** on any portion of the CCS-R on either a mid-term or final evaluation will result in the formation of a remediation plan to address strategies for improvement.

Credentialing and Licensure Endorsement Policy

Once students have completed their program of study, passed the CPCE, and they are eligible to graduate from UMO’s M.S. in Counseling Program they will have completed the academic requirements for licensure in their program concentration.

The UMO Counseling Program faculty will provide a credentialing or licensure endorsement when the following requirements have been met:

- 1.) Completed all coursework listed on the Program of Study with a GPA of 3.0 or better.
- 2.) Maintained satisfactory Student Progress Assessments and proficiency in the Core Counseling Competencies for your concentration throughout the program of study.
- 3.) Completed all field experiences (practicum and internship) with satisfactory evaluations from site supervisors.
- 4.) Have applied for graduation or have officially graduated from UMO’s M.S. in Counseling Program.

Specific North Carolina state credentialing and licensure information is provided below. If you are seeking licensure in another state, you will need to consult with that state’s licensing board for credentialing and licensure information. Additional information on State Authorization and Consumer Disclosures can be found on our public website: <https://umo.edu/state-authorizations-and-consumer-disclosures/>

Clinical Mental Health Counseling Credentialing and Licensure

The State of North Carolina has specific licensure standards for licensure as a Licensed Clinical Mental Health Counselor. These requirements are specifically detailed on the North Carolina Board of Licensed Clinical Mental Health Counselors License Requirements website (see <https://www.ncblcmhc.org/licensure>).

Briefly, for NC LCMHCA licensure you will need to complete a minimum of two years of work under supervision of a qualified licensed counseling professional (see NC licensing requirements) for a minimum of 3,000 hours of clinical work (beyond graduate program practicum/internship hours) with at least 100 hours of supervision. In addition to meeting the above requirements you must pass at least one of the following licensing exams:

National Exams:

- 1) National Counselor Examination (NCE). This exam is administered by the [National Board for Certified Counselors \(NBCC\)](#). Students may take this exam prior to graduation once they have completed most coursework and are enrolled in professional practice courses. There is a slight reduction in the cost of taking the exam as a student. Therefore, it is recommended that you take the NCE prior to graduation.
- 2) National Clinical Mental Health Counseling Examination (NCMHCE). This exam is also administered by the NBCC.

State Exams:

In addition to the NCE or NCMHCE applicants must complete the North Carolina Jurisprudence Examination for Professional Counselors. This is a law and ethics exam required by the State for full licensure.

In addition to the above, there is extensive paperwork you will need to provide with your licensing application materials. Below is a list of important websites related to credentialing and licensure in the State of North Carolina. If you are seeking licensure in another state, please refer to that state's government website.

For information on the North Carolina State licensing process go to the North Carolina Board of Licensed Clinical Mental Health at: <https://ncblcmhc.org/licensure>

For information on registering for the North Carolina Jurisprudence Examination for licensure go to: <https://ncblcmhc.org/licensure/applying/jurisprudence> For information on registering for the NCE or the NCMHCE go to: <https://www.nbcc.org/licensure/examregistration>

Students who are seeking licensure in a state other than North Carolina will need to consult with the licensing board in the state in which they are seeking licensure for exam requirements. Additional information on State Authorization and Consumer Disclosures can be found on our public website: <https://umo.edu/state-authorizations-and-consumer-disclosures/>

Clinical Addictions Specialist Licensure

Students who choose to seek licensure as a Licensed Clinical Addictions Specialist (LCAS) under UMO's Criteria C status will need to do 300-hours of their internship experience providing addictions counseling services (180 hours direct client contact hours) with a minimum of 30 hours of supervision by a Certified Clinical Supervisor (CCS) or Clinical Supervisor-Intern (CSI). This will qualify students for an LCAS-A license in the state of North Carolina. See <https://www.ncsappb.org/credentialing/licensed-clinical-addiction-specialist>. For certification/licensure as an Addictions Counselor in another state, please see that state's licensing requirements.

Briefly, LCAS licensure in North Carolina requires a master's degree or other advanced degree in a human services field with a clinical internship as part of the degree curriculum. You will need to register with the North Carolina Addictions Specialist Professional Practice Board at: <https://www.ncsappb.org/credentialing/licensed-clinical-addiction-specialist/>. For an LCAS-Associate license you will need to complete 300-hours of supervised practicum experience under the supervision of a Certified Counseling Supervisor (CCS) at a ratio of 1:10 hours worked. For full licensure as an LCAS you will need to complete an additional 2,000 – 4,000 hours* of post-Master's, supervised practice at a ratio of 1:40 hours and pass the IC&RC AADC Exam. See the International Credentialing & Reciprocity Consortium (IC&RC) <https://internationalcredentialing.org/icrc-examinations/> to locate your state's Member Board's Contact information to register for the Advanced Alcohol & Drug Counselor (AADC) exam.

** Student's graduating from a university holding Criteria-C Status with the NCASPPB need complete only 2000 hours of post-Master's supervised practice.*

Professional Affiliations

You may join several professional organizations as a student affiliate. The benefits of being a student member are numerous, including reduced fees for membership, conferences, related publications, and receiving updated information regarding your area of interest and networking opportunities. We suggest that you consider joining the following organizations that are most relevant to your interests and graduate program:

State and National Associations: American Counseling Association (ACA)
<http://www.counseling.org>

American Mental Health Counselors Association (AMHCA)
<http://www.amhca.org/>

North Carolina Mental Health Counselors Association (NCMHCA):
<https://www.n2ca.org/ncmhca-north-carolina-mental-health-counselors-association>

Licensed Professional Counselors Association of North Carolina (LPCANC):
<https://www.lpcanc.org/>

National Association for Alcohol and Drug Addictions Counseling (NAADAC):
<https://www.naadac.org/>

Addiction Professionals of North Carolina (APNC):
<https://apnc.org/who-we-are/>

Student Conduct: Developing a Professional Orientation

Entering the graduate program in counseling is a first step along the way to becoming a professional counselor. The counseling profession has established high ethical standards that all professional counselors must adhere to. During your study, you will become very familiar with the [American Counseling Associations Code of Ethics](#). As a graduate student in counseling, you are expected to embrace and adhere to this code. Violations of the Code are taken very seriously and could result in actions taken to remove offenders from the program. The counseling faculty are available to you to discuss any aspect of the Code.

An important part of the graduate school experience is the development of a professional identity. It is hoped that all counseling graduate students will become student members of the American Counseling Association (www.counseling.org) during their first semester of study. This will be a very important resource for you.

In addition to the information above, students must adhere to the University of Mount Olive's Code of Conduct Student Code. These codes are outlined in the UMO Student Handbook.

Professional Behavior & Confidentiality

In addition to the information above it is essential that counseling students adhere to the following, in regard to confidentiality and professional behavior at all times during their program of study.

Professional Behavior: Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, you must conduct yourself with the same level of professionalism expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; respect for peers, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication with faculty and peers; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness; and so forth.

Confidentiality: The counseling profession requires that all counselors maintain absolute confidentiality regarding all personal information shared by their clients. The same standards apply to all learners enrolled in a counseling program. The information discussed in a class is not to be discussed outside of class and then only as it pertains to helping a classmate. The strictest confidentiality must be maintained in all skills and clinical courses. Discussions of any kind regarding clients are strictly prohibited with the exception of seeking and receiving feedback from a faculty or site supervisor during skills and clinical courses. Any breach of confidentiality or respect will be considered as a serious ethical and professional violation. It will not be tolerated and could result in removal from the program. Confidentiality as evidenced in the current ACA codes will be followed.

Non-maleficence/Do no harm: One of the most basic ethical principles of the counseling profession is the ethical principle of *non-maleficence*. Non-maleficence refers to "avoiding actions that cause harm." By following the guidelines for professional behavior and confidentiality counseling students should be able to avoid a breach of the ethical principle of non-maleficence. A breach of this, as in any ethical code, will be taken seriously, result in remediation, and could potentially lead to removal from

the counseling program.

In support of the above Student Conduct and Professional Behavior, the UMO Counseling Program has developed specific Counseling Program Professional Dispositions.

Counseling Program Professional Dispositions

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

Dispositional issues and concerns may reveal themselves throughout any point of the graduate program. As such, faculty discuss student progress on a regular basis - both formally and informally, and the student's faculty mentor serves as the point of contact for instances where dispositional issues need to be addressed. In cases where faculty determine there is a student concern of a dispositional nature, a plan of action is determined to address remediation, and is then followed by a re-evaluation process.

ONGOING FACULTY ASSESSMENT:

Counseling division faculty meetings include a standard agenda item that addresses student concerns and/or issues. This allows all faculty members to be aware of any potentially problematic issues around grades, behaviors, and dispositions for students in the program. If a student concern is repetitive or serious, faculty address the issue collaboratively and provide recommendations accordingly up to and including meeting with the student, issuing written feedback/warning, professional development remediation plan development, potential referrals to counseling, and/or removal from the program.

DISPOSITIONAL AWARENESS / COURSE DISCUSSIONS AND ASSIGNMENTS:

Students are made aware of the concept of dispositions during the interview process, orientation meetings, and during a review of the student handbook with faculty advisors. Students sign and submit an acknowledgment that they have read and understand these dispositions ([See Appendix A](#)). Professional dispositions are also addressed in readings, assignments, and class discussions during first semester courses (COUN 500 Professional Identity, Ethical, and Legal Issues in Counseling; COUN 501 Introduction to Mental Health Counseling; COUN 510 Theories of Counseling - as well as an informal evaluation during COUN 610 -Counseling Techniques & Helping Relationships). If faculty identify student dispositional issues or students self-identify as having potential dispositional issues, faculty follow-up with students directly via feedback, meetings, and collaborative faculty discussions. A professional development remediation plan is co-created with faculty and student to address any potential remediation that must take place prior to continuing in the program. Professional development remediation plans will be acknowledged through signatures by the student, faculty member, and faculty mentor. A copy will be provided to all parties as well as class instructors in which the student is enrolled during the

remediation period.

COUNSELOR-IN-TRAINING PROFESSIONAL DISPOSITIONS

Dispositions are the values, commitments, and professional ethics that influence behaviors toward others, and, if sincerely held, dispositions lead to actions and patterns of professional conduct. The University of Mount Olive's Counseling Program dispositions adhere to the University's mission statement and are derived from the American Counseling Association (ACA) Code of Ethics. Although these dispositions are not all inclusive, they do represent values and qualities warranted by counseling students. Students who fail to adhere to or demonstrate such dispositions may be subject to disciplinary actions.

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

[Adapted from the Counselor Competencies Scale – Revised (CCS-R) by Lambie, Mullen, Swank, & Blount, 2016]

Other sources include:

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.;

Walz, G. R., & Bleuer, J. C. (2010). Counselor dispositions: An added dimension for admission decisions. *Vistas Online publication, 1*, 11-11.]

Statement of Understanding

It is important to assure a good match between students and the program. The faculty has a responsibility to monitor student progress, including non-academic behavior, as students progress through the program. During the initial meeting with the student's faculty mentor, after acceptance into the program, the student must sign a "Statement of Understanding" which pertains to the responsibility of the faculty to determine the appropriateness of the student for the program and the profession ([See Appendix B](#)) This signed statement will be placed in each student file.

Student Progress Assessment

Many areas of the program are more subjective and difficult to reduce to a grade such as: personal/social/consciousness skills; interactions with fellow students and faculty; ability to collaborate; interest and efforts to grow into a professional; judgment; ability to approach difficult problems and think quickly on your feet; and self-awareness especially regarding the impact of behavior on others. Therefore, we provide this assessment as written feedback of your performance on more intangible, subjective areas of your performance and some of those areas captured in your course grades.

The Student Progress Assessment form ([Appendix C](#)) is completed by program faculty for every student at the end of the first three semesters of the program of study, and prior to practicum and internship. These forms are reviewed and discussed in faculty meetings as a means of ensuring all students are progressing in the intangible areas described above; and those students with problems are identified and dealt with in the fairest and most helpful manner. Student Progress Assessments will be compiled in consultation with all counseling faculty and shared with the student in a formal meeting at the end of each semester. In cases where student problems arise, various steps may be implemented including, but not limited to, the development of a detailed remediation plan to address areas of concern, and/or a requirement that the student seek personal counseling.

Academic Appeals Process

[The UMO Graduate Catalog](#) details appeals procedures for academic matters, as well as policies regarding academic probation and suspension, student rights and responsibilities, and student and faculty conduct. A copy of the UMO Graduate Catalog is available online. This publication also details student services and facilities. The Division of Counseling follows policies and procedures described in the Catalog. Students are strongly encouraged to obtain a copy and read it. It is important to be fully aware of all student rights and responsibilities.

Any student who disagrees with a decision related to an academic matter, including grade appeals, should first contact the faculty member responsible for the decision and ask for further consideration of the issue. If not satisfied with the faculty member's action, the student should ask the Division Chair of the academic department involved to review the matter and to intervene on behalf of the student. If further redress is needed, the student may appeal in writing to the Dean of the School of Arts and Science. In cases of academic misconduct, the student may appeal the decision of the Academic Dean to the Vice President of Academic Affairs. A written appeal must be made within 10 business days of the student's

receipt of the sanction. Failure to appeal within 10 business days of a sanction waives the student's rights for further action (see the Graduate Catalog). Any written appeal should describe the nature of the petition, reasons for the request, and prior steps taken to resolve the matter. Further instructions on filing a student complaint can be found on the UMO Student Complaint Process webpage at:

<https://umo.edu/umo-student-complaint-process/>.

There is a Student Code of Conduct provided to all UMO students that pertains to both undergraduate and graduate students and can be found on the UMO's Catalogs webpage at:

<https://my.umo.edu/external/pages/registrar-catalogs>. Please familiarize yourself with this document.

Graduation

When a student is ready for graduation, an academic advisor checks their transcript with the official degree plan to verify student eligibility to apply for graduation. Students will be emailed a link to the graduate application and details about the graduation ceremony. Students may consult the Registrar [Graduation Page](#) to find timely information regarding deadlines to apply for graduation.

APPENDIX A

Acknowledgment of Counselor-in-Training Professional Dispositions

I, _____, have read the University of Mount Olive's
(Student's Full name)

(UMO) Counseling Program *Counselor-in-Training-Professional Dispositions*. I understand that as a graduate student in the Counseling program at UMO, I am required to demonstrate proficiency in all dispositional areas throughout my program of study with the intent that these professional dispositions prepare me for and extend into my future work as a professional counselor who adheres to the ACA Code of Ethics.

_____ I acknowledge the importance of these professional dispositions and will make every effort to adhere to them in their entirety.

_____ I acknowledge that should I fail to adhere to or demonstrate proficiency in these dispositions I may be subject to disciplinary action. Disciplinary actions may include but are not limited to the completion of additional assignments, engaging in personal counseling, meeting with the Dispositional Review Committee and/or a formal remediation plan as deemed necessary to address the dispositional concern(s).

_____ I acknowledge that should disciplinary action and a remediation plan be necessary, this plan will be co-created between my faculty advisor and myself. I will receive a signed copy of this plan and will make every effort to rectify the dispositional concerns within the agreed upon timeframe identified in the remediation plan.

_____ I acknowledge that should I not adequately improve in the identified area(s) of dispositional concern within the timeframe stated on the remediation plan, additional disciplinary actions may be sanctioned that may include, but are not limited to; academic probation, inactive student status for a semester, or termination from the Counseling Program and the University.

Student Signature: _____

Date: _____

APPENDIX B

STUDENT STATEMENT OF UNDERSTANDING

I understand that the successful completion of the M.S. in Counseling Program is dependent upon development of personal and professional characteristics/dispositions and skills required for effective interventions in counseling settings. These personal and professional characteristics/dispositions include attitudes and behaviors, as well as academic performance. I acknowledge that the program faculty members have an ethical responsibility to monitor my progress and to inform me when my skills, knowledge, attitudes, or behaviors are below standards expected for graduate students in the Clinical Mental Health Program.

If faculty members deem my performance in any of the Student Conduct and Professional Dispositions areas deficient, I will be placed on a professional development/remediation plan which may include being directed to one or more of the following: personal counseling, writing or speech courses, withdraw from specific courses, desist temporarily from continuing course work, perform voluntary or paid work in a school or agency, repeat courses, or withdraw from the program permanently.

As a student, I have the right to appeal any of the decisions made by the faculty. I agree to follow faculty directives and to notify them if I intend to appeal.

Student Signature

Date

Faculty Mentor Signature

Date

APPENDIX C

STUDENT PROGRESS ASSESSMENT

We are genuinely interested in your welfare and professional development. Because we are invested in you, the profession, and your future charges, we deliver this feedback to you. As has been stressed through the recruitment, selection, and coursework; the Counseling Program prepares people who demonstrate outstanding personal and professional qualities. Professional counselors are in a high-profile role. Above average performance is the standard for the field. Grades are only one indicator of a candidate's suitability for the counseling profession. Many areas of the program are more subjective and difficult to reduce to a grade such as: personal/social/consciousness skills; interactions with fellow students and faculty; ability to collaborate; interest and efforts to grow into a professional; judgment; ability to approach difficult problems and think quickly on your feet; and self-awareness especially regarding the impact of behavior on others. Therefore, we provide this evaluation as written feedback of your performance on more intangible, subjective areas of your performance as well as some of those areas captured in your course grades.

When Human service and Mental Health Agencies contact us for a recommendation for a counseling professional, they do not ask us to send us the person with the strongest grade point average. Rather, employers are looking for a person who possesses qualities that cannot be reduced to a grade in a course. Please accept this information in the spirit in which it is intended; an effort to help you self-reflect, grow your professionalism, and examine your match for the profession.

This instrument serves several important purposes:

- 1) You must successfully complete all of the criteria of this instrument by the end of the spring term to remain in the program. A rating of "average" or better is needed for each and every area;
- 2) The areas identified as "below average" will help you grow into a professional;
- 3) It is the ethical obligation of the faculty not to graduate someone who is not a match for the profession; and,
- 4) This instrument serves as informed consent as to where you stand should someone ask us for a recommendation as to your employability as a professional counselor.

Collection of Student Progress Assessment Data

Student progress assessment data will be collected at the end of each semester from all counseling faculty and adjunct instructors who have interacted with students in their courses. The data will be collected in Tevera and aggregated providing an overall total. Assessment results will be reviewed with the students at the end of each fall and spring semester leading up to their enrollment in the professional experience courses (Practicum/Internship) at which point the Counselor Competencies Scale-Revised (CCS-R) will serve as the primary assessment tool.

UNIVERSITY OF MOUNT OLIVE
M.S. in Counseling Program
Student Progress Assessment

Student Name: _____ **PCID#:** _____

Semester (e.g., Fall 2022): _____

Criteria: The following criteria are used to assess students' academic and professional development during student's program of study in the M.S. in Counseling Program. Progress assessments will be reviewed with students at the end of each fall and spring semester leading up to their enrollment in the professional experience courses (Practicum and Internship) at which point the Counselor Competencies Scale – Revised (CCS-R) will serve as the primary assessment tool.

Rating Scale: Please rate the student on each criterion using the rating scale below. Please leave a comment should a student rate Below Average (2) or Needs Significant Improvement (1). If rating a student as *Needs Significant Improvement* (1) on one or more criteria OR *Below Average* (2) on three or more criteria, please fill out the Student Concern Report (SCR) and submit it along with the student's progress assessment.

4 = Above Average: Always meets or exceeds requirements in a satisfactory manner and performs at a level considerably above that normally expected.

3 = Average: Usually meets minimum requirements in a satisfactory manner; performing as normally expected.

2 = Below Average: Occasionally fails to meet minimum requirements in a satisfactory manner, performing at a level somewhat below that expected.

1 = Needs Significant Improvement: Usually fails to meet minimum requirements in a satisfactory manner; performs at a level considerably below that expected.

N/O = Criteria was not observed

Academic Performance Criteria	4	3	2	1	N/O
Weekly attendance and class participation in discussion assignments and weekly synchronous meetings					
Punctuality when engaging in weekly synchronous meetings and timeliness in submitting assignments					
Verbal and written communication skills					
Critical thinking, creativity, ability to analyze and synthesize information					
Quality of work demonstrates depth of understand and comprehension of course content					
Interpersonal Skills Criteria	4	3	2	1	N/O
Ability to interact appropriately with others (e.g., faculty and peers)					
Ability to work collaboratively and independently					
Leadership abilities					
Self-awareness (strengths, personal issues, limitations, etc.)					
Ability to self-monitor one's own behavior					
Displays sensitivity toward others (empathy, genuineness, etc.)					
Multicultural awareness and acceptance of differences					

Commitment) including investment in the counseling profession & development of counselor identity, advocacy, collaboration and interpersonal competence)					
Integrity, (including personal responsibility, honesty, courage, and congruence)					
Clinical Performance Criteria (for all skill-based courses. Didactic courses will rate as "Not Observed")	4	3	2	1	N/O
Ability to maintain appropriate professional boundaries					
Manages personal stress in such a way that it does not interfere with professional functioning					
Demonstration of receptivity to clinical supervision					
Compliance with professional ethical standards					
Developmentally appropriate demonstration of clinical intervention skills					
Demonstrates engagement in learning & development of counseling competencies appropriate to developmental level					

QUALITATIVE FEEDBACK:

Please provide comments to support your ratings of the student. Required for any criteria where the student rates Below Average (2) or Needs Significant Improvement (1).

Student Concern Report Submitted (Check One): _____ Yes _____ No

APPENDIX D

Acknowledgement of Diversity Statement

(Must be signed and returned to a faculty mentor within two weeks of reviewing Handbook with Faculty Mentor)

This statement acknowledges that I _____
have received a copy of the *M.S. in Counseling Program Diversity Statement* (M.S. in Counseling Handbook page 5).

I have read and understand the University of Mount Olive M.S. in Counseling Program's position regarding diverse populations.

I understand professional counselors actively work and advocate for social justice and the prevention of further oppression in society.

I understand no individual is completely free from all forms of bias and prejudice and I am committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect.

I understand I am expected to be committed to the social values of respect for diversity, inclusion, and equity.

I understand that as a part of my training I will be asked to demonstrate a genuine desire to examine my attitudes, assumptions, behaviors, and values and to learn to work effectively with diverse populations including those based on culture, ethnicity, age, gender, gender identity, race, religion, sexual orientation, disability, language, and socioeconomic status.

I understand I will be expected to demonstrate a willingness to acquire and utilize professionally relevant knowledge and skills regardless of my beliefs, attitudes, and values.

I understand that should I be unable to uphold these values, that I should immediately seek counsel with a faculty member, and that I am open to accepting remediation that may or may not include further diversity training and/or personal counseling.

Student Signature: _____

Date: _____

APPENDIX E

Acknowledgement of M.S. in Counseling Program Handbook Guidelines

(Must be signed and returned to a faculty mentor within two weeks of reviewing the Handbook with Faculty Mentor)

This statement is to affirm that students enrolled in the M.S. in Counseling Program have received and reviewed the *M.S. in Counseling Program Handbook*, and that they were provided with an opportunity to ask, and have answered by a faculty mentor, any questions they may have regarding the contents and guidelines set forth in the *Handbook*.

I, _____, received a copy of the *M.S. in Counseling Program Handbook*.
Print Student's Full Name

I have read, understand, and have had an opportunity to discuss the contents and guidelines set forth in the *Handbook* with a faculty mentor. My signature below affirms that I agree to follow the guidelines established in the *Handbook* to the best of my ability. Should I encounter difficulty or have a concern related to these guidelines at any point in my academic program of study, I will immediately seek out a faculty mentor to assist in a timely resolution.

Signed: _____

A#: _____

Date: _____