Master of Arts in Counseling

Student Handbook



Department of Counseling
Cato College of Education
University of North Carolina at Charlotte

(704) 687-8960
9201 University City Blvd.
Charlotte, North Carolina 28223-0001

Revised: March 2026

Table of Contents

Welcome 3
Program Information 4
Department of Counseling Faculty 5
Adjunct Faculty 8
Mission Statement 9

Admissions
Application for Admission 10
Admissions Criteria 10
Diversity, Equity, Inclusion, and Accessibility Commitment 10
Post-Baccalaureate Program 11
Recruitment Policy 12

Professional Dispositions and Expectations of Students 12
Policy for Student Retention, Remediation, and Dismissal from the Program 18
Counseling Listserv and Email 22
Student Resources 22
Information about Personal Counseling Services 22
Disability Services and Reasonable Accommodation Processes 22

Counseling Program Overview
Description of the Program 25
Counseling Program Objectives 26
Clinical Mental Health Counseling Program Objectives 27
Addiction Counseling Program Objectives 27
School Counseling Program Objectives 28
Counseling Degree Concentrations 29
How to “add on” the Concentration 31
Certificate Programs 32
Post-Masters Certificate for School Counseling Licensure 32
Graduate Certificate in Play Therapy 33
Graduate Certificate in Addiction Counseling 33
Graduate Certificate in Gerontology 34

Counseling Program Procedures & Policies
Progressing through the Graduate Program 35
Technology Resources and Competence Needed to Complete the Program 34
Information about Courses 34
Attendance Policies 36
Registration for Courses (General Directions) 34

Registration for Counseling Courses 35
Advising 35
Changing Assigned Advisor 35
Course Requirements 36
Course Sequencing 36
Individual Student Assessment Procedures and Key Performance Indicators 36
Grade of Incomplete (I) 36
List of Masters Counseling Courses 37
Clinical Courses & Field Placement 42
Procedures for Registering for Clinical Courses 42
CSLG 7430 Practicum & CSLG 7435 Internship 43
Procedures for Progression to Clinical Placement 43
Overview of Student Responsibility for Clinical Placements 44
Taskstream 45
Directed Independent Study 46
Review of Student Progress 46
Policy/Procedure for Withdrawal/Return 46
Requesting Letters of Recommendation 47
Professional Counseling Organizations, Opportunities for Professional Involvement, and Activities 49
Important Websites 49

Program Testing, Certification, & Licensure
Description of the CPCE 49
Criterion for Passing 50
Cancellation and Rescheduling Policy 50
Directions for Registration 51
National Counselor Examination for Licensure and Certification 54
The Praxis Exam (for School Counseling Licensure) 54
Licensure & Certification 55
Academic Appeal Policy and Potential Outcomes 55

Graduate School Policies
Center for Graduate Life 56
Academic Integrity 56
Code of Student Responsibility 56
Appeal Procedure (UNC Charlotte policy) 56
Professional Counseling Certification and Licensure Requirements 56
DegreeWorks 57
Graduation Application for Degree and/or Certificate 57
Time Limit for Graduation 57

Family Educational Rights & Privacy Act (FERPA) 57
Nondiscrimination Policy 57
Equal Educational Opportunity 58

Appendix
Candidate Statement of Commitment to Professional Dispositions 60
Department of Counseling Degree Requirements 68
Master's Degree - Program of Study Worksheet 70
Request: Change of Masters in Counseling Faculty Advisor 73
Request for Directed Independent Study 74
Department of Counseling Professional Dispositions Plan

WELCOME

Welcome to the Department of Counseling graduate program at University of North Carolina at Charlotte! We are pleased that you have selected our program to pursue your graduate education in counseling, and we are committed to helping you make this a positive educational and personal growth experience. We hope to engage you in a professional preparation program that will be challenging and rewarding - challenging in the new knowledge and skills you will develop and rewarding as you become a culturally competent individual, both personally and professionally.

This Counseling Student Handbook has been prepared to assist you to be well-informed about program policies and procedures and assist you in your individual program planning. *You are responsible for knowing the procedures and policies contained in this handbook, as they affect your successful progress through the program.* You should also stay connected to program news and information by regularly checking your email and reading emails sent to the counseling program listserv. *Most importantly, we urge you to discuss any questions you may have with your faculty program advisor.*

The information in this handbook is specific to the Master's in Counseling program. This information addresses all three primary degree concentrations (i.e., school counseling, addiction counseling, clinical mental health counseling) and the secondary play therapy concentration. It includes course and clinical field placement information, course sequencing, planning your program of study, comprehensive exam information, applying for graduation, and much more. There is also an Appendix where you can find important forms to be familiar with and use as needed.

We look forward to working with you as you progress through the program toward your career in the counseling profession.
-The UNC Charlotte Department of Counseling Faculty

Masters in Counseling Program Information

The Counseling Program in the Department of Counseling is a face-to-face, in-person counselor education program located in the Cato College of Education. The purpose of the program is to provide graduate training at the Masters level for counselors in schools, clinical mental health agencies, and facilities that specialize in working with individuals with addiction. Charlotte's counseling program prepares counseling professionals for a variety of work settings, such as: school, university, community agency, private practice, business, and industry.

The program exists within the larger context of the counseling profession. The American Counseling Association (2017) defined counseling as a collaborative effort between the counselor and client. Professional counselors help clients identify goals and potential solutions to problems which cause emotional turmoil; seek to improve communication and coping skills; strengthen self-esteem; and promote behavior change and optimal mental health.

Counseling is a relatively short-term, interpersonal, theory-based professional activity guided by ethical and legal standards that focuses on helping persons to resolve developmental and situational problems. The counseling activity itself is a process that evolves through distinct stages. Personal, social, vocational, and educational matters are all areas of concern, and therefore, the profession comprises a number of sub-specialties. A practitioner must complete a required course of study at the master's level to be licensed or certified as a professional counselor. Counselors should possess personal qualities of maturity, empathy, and warmth (Gladding, 1992, pp. 8-9).

All practice of counseling is guided by ethical standards established by the American Counseling Association (www.counseling.org/resources/aca-code-of-ethics.pdf). Counselors must abide by these standards and all other ethical codes related to their particular area of practice.

Department of Counseling Faculty

A full-time faculty member's job consists of three parts: teaching, research, and service to the department, University, and community. A counselor educator typically enters the field as an Assistant Professor. After an established length and quality of work, the Assistant Professor is promoted to Associate. After a further length and quality of work, the Associate Professor is promoted to full Professor. Clinical Assistant Professors' primary focuses are on teaching and service. Tenure-track faculty members' primary foci are on teaching, research, and service.

Name, Degree, Position	**Doctoral Degree Year & Source**	**Teaching Areas**	**Research Interest Areas**
Lyndon P. Abrams, PhD Associate Professor lpabrams@charlotte.edu	2001- Texas A&M Commerce, Commerce, TX	Theory, Multicultural Counseling Practicum/Internship & Counseling Adolescents	Racial Identity Development, Diversity in Math & Science Careers, & Social Desirability
John R. Culbreth, PhD, LPCS Professor jculbreth@charlotte.edu	1996- University of North Carolina at Greensboro Greensboro, NC	Supervision, Substance Abuse, Ethics, & Practicum/Internship	Counseling Supervision, Substance Abuse Counseling, International Counselor Education, Counselor Training
Dania Fakhro, PhD, NCC Assistant Professor dfakhro@charlotte.edu	2023- The University of Central Florida, Orlando, FL	Ethical and Professional Issues in Counseling, Assessment, Grief and Loss Counseling	Mental Health of Refugees, Complex Trauma (i.e., Collective Trauma, Intergenerational Trauma), Ambiguous Loss
Sejal Parikh Foxx, PhD Professor **Department Chair** sbparikh@charlotte.edu	2008- University of North Carolina at Charlotte Charlotte, NC	School Counseling, Assessment, Multicultural, Internship	School Counseling: College Access, Social Justice Advocacy, Multicultural Training and Development
Denise Hawkins, PhD Clinical Assistant Professor **Director of School Counseling Field Placements** denise.hawkins@charlotte.edu	2025- University of Georgia	School Counseling, Ethical and Professional Issues in Counseling, Counseling Techniques	Self-esteem of Black girls, school counseling, social justice

Name, Degree, Position	Doctoral Degree Year & Source	Teaching Areas	Research Interest Areas
Henry L. Harris, PhD, LPC Professor hharris2@charlotte.edu	1996- University of Virginia Charlottesville, VA	School Counseling, Counseling Techniques, Ethics, Career, & Practicum/Internship	School Counseling, Multiracial Issues, Autism, Student Athletic Development, Career Development, Military Veterans
Tabitha R. Haynes, PhD, LCMHCS Clinical Assistant Professor **Director of Testing** **Director of Clinical Mental Health Counseling Concentration** thayne16@charlotte.edu	2019- NC State University, Raleigh, NC	Techniques, Multicultural Counseling, Crisis Counseling, Practicum/Internship, Diagnosis & Treatment, Family & Couples Counseling	Multicultural and Social Justice Counseling Practices, Supervision and Training, Trauma/Trauma-Informed Care/Healing Centered Engagement, Intersections of Race and Gender in Help-Seeking
Clare Merlin-Knoblich, PhD Assistant Professor **CACREP Liaison** **Director of Master's in Counseling** **Director of Post-Master's Certificate in School Counseling** claremerlin@charlotte.edu	2015- College of William and Mary, Williamsburg, VA	Advocacy and Leadership in Professional School Counseling, Consultation in School Counseling, Internship, Counseling across the Lifespan, Practicum	Social Justice School Counseling Practices, Prejudice Reduction in Schools, Flipped Learning in Counselor Education, Innovations in Teaching and Supervision
Taryne M. Mingo, PhD Associate Professor **Director of the School Counseling Concentration** tmingo@charlotte.edu	2015- University of Georgia, Athens, GA	Professional School Counselor, Advocacy and Leadership in Professional School Counseling, Counseling across the Lifespan, Practicum, Internship	Racial Identity Development at the Elementary Level, Intersectional Approaches across P-16 Settings, Womanist Theory in Counseling

Name, Degree, Position	Doctoral Degree Year & Source	Teaching Areas	Research Interest Areas
Rumbidzai Mushunje, PhD, LPCC, NCC Assistant Professor rmushunj@charlotte.edu	2025- The Ohio State University Columbus, Ohio	Group Counseling, Internship in Counseling, Theories of Counseling, Counseling Older Adults, Clinical Supervision in Counseling	Mental health of African immigrants, Gerontology & counseling older adults, Social determinants of health & mental health
John C. Nance, PhD, LPC, LPCS, ACS Clinical Assistant Professor **Director of Clinical Field Placements** jcnance@charlotte.edu	2008- The University of North Carolina at Charlotte, Charlotte, NC	Counseling Across the Lifespan, DSM, Practicum, Internship, Counseling Techniques, Ethics	Dissociative Disorder, LGBTQ++, Clinical Supervision
Kristie Opiola, PhD, LPC, RPT, CCLS **Director of the Doctoral Program** **Director of the Play Therapy Concentration, Graduate Certificate in Play Therapy, and Multicultural Play Therapy Center** Associate Professor kopiola@charlotte.edu	2016- University of North Texas Denton, TX	Play Therapy, Child-Centered Relationship Training, Counseling across the Lifespan, Expressive Arts in Play Therapy	Play Therapy with Children & Child-Centered Relationship Training, Attachment, Adoption, Chronic Illness & Trauma, Expressive Arts
Phyllis B. Post, PhD, LPCS, RPT Professor ppost@charlotte.edu	1980- University of Wisconsin Madison, WI	Play Therapy, Contemporary Theories of Play Therapy, Special Topics in Play Therapy, Child-Centered Relationship Training, Counseling	Play Therapy & Child-Centered Relationship Training, School Counseling, At-Risk Children, Social Justice & Diversity Issues

Name, Degree, Position	Doctoral Degree Year & Source	Teaching Areas	Research Interest Areas
		Techniques & Prospectus Design, Doctoral Seminar	
Natalie M. Ricciutti, PhD, LPCC (OH), NCC Assistant Professor **Director of the Addiction Counseling Concentration** nricciut@charlotte.edu	2022- Kent State University, Kent, OH	Treatment and Interventions in Addictions Counseling, Ethics, Trauma Across the Lifespan, Practicum, and Internship	Counselors' Stigma Toward and Experiences with Treating Substance Use Disorders and Behavioral Addictions, Counseling Student Preparedness to Diagnose and Treat Addictions, and the Impact of Community Readiness on Counselors' Treatment of Addictions
Kaleb Thompson, PhD Assistant Professor kthom256@charlotte.edu	2025- University of North Texas	Intro to Clinical Mental Health Counseling, Practicum in Counseling	Competencies for counseling youth, early childhood mental health, community-based counseling

Adjunct Faculty

The Department of Counseling calls upon adjunct faculty in specific instances to enhance curricular offerings and course coverage. Adjunct faculty enrich the curriculum by teaching courses in their particular areas of expertise. They are also used when staffing shortfalls exist or when unanticipated additional courses or course sections are needed. Teaching ability is a key criteria for adjunct selection, along with relevant degree (PhD in Counselor Education and Supervision). As with appointed faculty, course evaluations are used to assess adjunct faculty members'' teaching.

University of North Carolina at Charlotte
Department of Counseling

Our Mission
The mission of the Department of Counseling at the University of North Carolina at Charlotte is to improve mental health and inspire social change through counseling.

We will accomplish this by being:
- Compassionate
- Innovative
- Reflective
- Collaborative
- Inclusive and
- Dedicated

Our Vision
The vision for our program is a counseling community that values and advances the dignity, potential, and mental health of all people.

Our Program Goals:
The Department of Counseling faculty has established the following goals in support of our mission and vision:

- To develop and maintain a curriculum based on current knowledge concerning the counseling and human development needs of the global community,
- To challenge and support student and faculty growth in human understanding, dignity, and positive interactions on all levels,
- To promote social justice, especially for groups that have been historically disenfranchised,
- To develop collaborative partnerships that foster our mission,
- To provide excellent instruction, research, and community service, and
- To achieve excellence by maintaining CACREP accreditation for both the Master's and Doctoral levels.

Diversity, Equity, Inclusion, and Accessibility Commitment

In alignment with the 2024 CACREP Standards, UNC Charlotte counseling faculty are committed to infusing diversity, equity, and inclusion throughout its curriculum, with diversity referring to all aspects of intersectional cultural identities (CACREP, 2024, p. 12). The faculty also engage in efforts that enhance and support the diversity of the program (CACREP, 2024, 1.S.).

Admissions Process

Application for Admission

The counseling program's admissions process occurs one time each year. The deadline for submitting applications to the Counseling Program is October 15. Incoming students have the option of starting their program of study during the Summer or Fall semesters. Students cannot apply for the program or begin coursework in the Spring semester.

Applications for Admission are available online at https://gradadmissions.charlotte.edu

Applicants must submit a completed application to the Graduate School. Our admissions requirements are as follows:

1. Possession of a bachelor's degree from a regionally accredited university
2. Overall GPA of 3.0
3. Statement of Purpose questions – the completion of four short answer questions describing interest and background
4. Three (3) professional references
5. A résumé
6. Official transcripts
7. A completed application and application fee

All applications must be completed online through UNC Charlotte's Graduate School Admissions Office. Applications are not forwarded to the Department of Counseling for review until they are completed, therefore it is essential that applicants submit all application requirements (i.e., references, transcripts) by the December 1 deadline. *Applicants who do not have ALL application components submitted by the deadline are not guaranteed an admissions review*. Once students begin the application process, they are able to check their status through the application portal.

Admissions Criteria

In addition to the general requirements for admission to the Graduate School, the criteria for admission to the M.A. in Counseling program include an applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts; aptitude for graduate level study; career goals and objectives; openness to self-examination; and potential for personal and professional self-development. Students are not required to have an undergraduate major in any particular field to enter the counseling program.

Admission decisions are based on applicants' individual profiles and are made by a committee of program faculty. Admission decisions are made based on a rating of an applicant's GPA, Statement of Purpose, any life experience/volunteer experience, other possible degrees or course work and their references. Three Counseling Department faculty members independently review and rate these components of each applicant's file. Scores of all applicants are computed and rank ordered.

Applicants with the highest application rankings are invited to campus for a group interview experience; the number invited is determined by the number of anticipated openings in the program. After Counseling faculty determine admissions offers, the Graduate School sends out official notification letters to recommended applicants. These letters also include assigned program faculty advisors, as well as information about the designated Orientation and Advising Day, typically held in March for all newly admitted and enrolled students.

New students are asked to indicate their intent to enroll to the Graduate School within two weeks after receiving official letters. Individuals offered an opportunity to enroll in the program must indicate their intention through the online application portal to officially be considered as an incoming student in the program by indicating "accept" or "decline". If new students need additional time to consider their admissions offer, they are allowed until April 15 to do so, and they are encouraged to communicate their need to the Master's in Counseling Graduate Program Director.

NOTE: A "wait-list" is maintained of applicants not initially invited to the Group Interview Day, as well as students who interview and are not initially granted admissions offers. These applicants may still be invited to enroll depending on the number of initial acceptances and the program's enrollment numbers for the incoming class.

Post-Baccalaureate Program

Applicants seeking to take courses beyond the baccalaureate degree prior to admission to the counseling graduate degree program as post-baccalaureate/non-degree students can do so by taking courses approved by the department. The following courses are currently approved for post-baccalaureate/non-degree seeking students:

- CSLG 6101 Ethical & Professional Issues in Counseling
- CSLG 6104 Counseling Across the Lifespan
- CSLG 6150 Career Development and Counseling
- RSCH 6101 Educational Research Methods
- CSLG 7601 Counseling and Spirituality
- CSLG 6205 Counseling Older Adults
- CSLG 6164 The McLeod Institute on Addiction

To register for a course as a post-baccalaureate student, **students must email the course instructor for permission to take their course**. Course schedules are available via Banner at my.charlotte.edu. Post-baccalaureate students have access to Banner if they apply and are accepted as a post-baccalaureate

student. Online applications to apply to take courses as a post-baccalaureate student are available at the graduate school's website at https://gradadmissions.charlotte.edu/admissions/post-baccalaureate

Per department policy passed in October 2022, students may choose to take up to 18 credits as a post-baccalaureate student prior to entering the program. If students later apply, are admitted, and enroll in the counseling program, they can petition for up to 18 credits to be transferred to their program of study. However, ***taking such courses does not guarantee admission into the counseling program***. If students take more than 18 credits as a post-baccalaureate student, they cannot petition for more than 18 credits to be transferred into their counseling program of study.

Recruitment Policy

The counseling faculty is committed to the recruitment of students who have the potential for success as a professional counselor and who bring a diverse representation of society via gender, race, ethnicity, sexual orientation, gender identity, religious views, and political views. The mission of the counseling program includes actively seeking a diverse student body to represent our program and our profession in a culturally diverse society. To that end, the program's recruitment efforts include systematic efforts to recruit, enroll, and retain students that enhance the diversity of the program (CACREP, 2024). Such efforts include, but are not limited to the following:

1. Highlighting the social justice mission of the program in Program Information Sessions.
2. Removing entrance exam scores (i.e., GRE or MAT scores) from admissions requirements and using an adjusted applicant rating formula to value application areas that are less likely to be impacted by racism or other areas of oppression.
3. Supporting the ongoing student-led group, Counselors of Color.
4. Hosting a panel discussion with current counseling students of color during the program interview for applicants to attend.
5. Periodically implementing a program climate survey and analyzing subsequent data to develop areas of improvement.

Statement of Professional Dispositions and Expectations of Students

Professional dispositions are evaluated throughout the counseling program for all students. The goal of the Professional Dispositions policy is to help students develop the behaviors necessary for success after graduation. There are specified courses in which students self-assess dispositions as well as are assessed by faculty. In addition, a faculty member may assess, coach, and seek to remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the Assessment of Counseling Dispositions and the Conference with Student-Candidate form when a problem has not been resolved through informal meetings.

Students need to be familiar with the expectations outlined in the **Candidate Statement of Commitment to Professional Dispositions** (see Appendix). Students are asked to sign this statement in their program application to acknowledge they are aware of these expectations. If a student receives a rating of "Needs Improvement" in either a designated course or in any area from an assessment by a faculty member outside of the designated courses, the faculty member may request a conference with the candidate to directly discuss the issue, initiate a Professional Disposition Plan of Action, or both. In

many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action will be developed and used. A detailed description of these procedures, including the Candidate's Right of Appeal, can be in the Professional Dispositions Plan for Counseling Programs.

The College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions* to become effective educators. Therefore, this chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. Faculty and/or school personnel will evaluate students' demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education's Conceptual Framework more specifically articulate characteristics expected for all education professionals. Dispositions are assessed indirectly, based on candidates' observable behavior in educational settings (NCATE, 2008).

Counseling Student Dispositions:

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for *all* counseling site policies & procedures.
Record Keeping & Task Completion	Completes *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) &

	self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.
Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.
Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"

Students are expected to disclose any unethical or unlawful activity from the time application was submitted into the program until the end of the program.

Dispositions Process Entry, Midpoint, and Completion Assessment Overview

Description of Typical Activities	By Whom	MA Counseling
Entry		
Entry-Level Course ● Inform and teach professional dispositions during orientation, advising, and/or seminar ● Overview of assessment procedures and documents ● Candidate self-assessment	Program Coordinator Candidate	CSLG 6101
Midpoint		
Mid-point Course ● Review of professional dispositions, procedures, and documents ● Candidate self-assessment ● Faculty assessment of candidate dispositions ● Application of dispositions in a professional setting ● Faculty initiated plan of action, with candidate initiated actions (as needed)	Program faculty Candidate Instructor	CSLG 7430
Anytime		

Any time: If concerns are identified during courses or clinicals, or as required by department ● Information discussed with the candidate ● Professional Disposition Plan of Action is initiated by faculty member, in consultation with public school/agency representative when applicable	Instructor	Optional
Exit		
Exit: ● Candidate affirms commitment to dispositions	Candidates	CSLG 7435 (1)

Procedures for When and How Candidate Dispositions Are Assessed

Candidates are assessed on dispositions in **one of two ways**:

1. Dispositions for MA candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) CSLG 6101 when candidates assess themselves take early in the program ("entry point"), b) CSLG 7430 when a candidates have typically completed approximately half of the program courses ("midpoint"), and c) during CSLG 7435 (2) ("exit point") when candidates affirm their commitment to the dispositions.
2. Dispositions for PhD candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) CSLG 8105 when candidates assess themselves take early in the program ("entry point"), b) first internship (CSLG 8440/8445) when a candidates have typically completed approximately half of the program courses ("midpoint") , and c) during second internship (CSLG 8440/8445) ("exit point") when candidates affirm their commitment to the dispositions.
3. Points of assessment

    A. Entry Point: Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point course. Candidates will be provided information for accessing the Professional Dispositions Plan for the Department of Counseling at UNC Charlotte (available on the College of Education website).

    During the entry point course, candidates will complete the first of two dispositions self-assessments using the *Assessment of Professional Dispositions* and indicate their commitment to displaying professional dispositions during CSLG 6101/8105. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). Instructors will assess candidates ONLY on their timely completion of these assignments at the entry point.

    B. Midpoint: CSLG 7430 for MA and the first doctoral internship (either CSLG 8440/8445) for PhD are the midpoint dispositional decision point. Professional dispositions and procedures will be reviewed in the courses. Candidates will complete the second of two dispositions self-assessments at the beginning of these courses using the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). In addition, the course instructor will assess professional dispositions for each candidate using the Assessment of Professional Dispositions document rubric and record these ratings in Taskstream at the end of these courses.

C. Exit**:** Candidates will self-assess their final dispositions assessments in CSLG 7435 (2) for MA and CSLG 8440/8445 for PhD.

D. Anytime: Faculty may assess, coach, and remediate candidate professional dispositions *at any point in the program*. If necessary, faculty members may complete the Assessment of Counseling Dispositions and the Conference with Student-Candidate form when a problem has not been resolved through informal meetings.

4. If a faculty member plans to use the formal disposition process using the Assessment of Professional Dispositions with either the Conference with Student-Candidate or Plan of Action procedure, they should consult with one of the department disposition co-chairs, Dr. Mingo or Dr. Ricciutti.

Procedures for When a Rating of "Needs Improvement" is Noted

In keeping with the values articulated in the College of Education Conceptual Framework, dispositional expectations for education candidates at UNC Charlotte are a central tenet of our programs. The vast majority of our candidates emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking candidate dispositions within the College of Education.

Candidates may receive a rating of "Needs Improvement" in one of two ways:

1. From a program-midpoint course assessment as recorded in Taskstream
   When a candidate receives a rating of "Needs Improvement" in any area on a program-midpoint dispositional course assessment (as indicated on the Taskstream-generated report), the candidate will receive an email from the College Dispositions Coordinator stating that this has occurred, and that at least one rating of "needs improvement" has been recorded for the candidate. Dispositional program-midpoint results may be reviewed by course instructor, the College Dispositions Coordinator, department chairs, program coordinators, or faculty from the Dean's office.

   If the nature of the "needs improvement" area for the candidate is such that further intervention is warranted, any of these faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the department dispositions faculty coordinator and the College Dispositions Coordinator should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating candidates on Professional Education Dispositions.

2. From a faculty member or school/agency on-site supervisor **outside** of a midpoint-course

Taskstream assessment:
When a candidate receives a rating of "Needs Improvement" in any area from an assessment by a faculty member outside of a designated Taskstream dispositions course, the faculty member will conference with the candidate to discuss the concern and provide guidance for improvement. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in conferencing with the candidate. If a faculty member concludes that the concern requires formal documentation, **the Conference with Student-Candidate and *Assessment of Professional Dispositions* forms should be completed**. If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Candidates will receive a copy of all completed disposition assessment forms. A copy of all documentation should be shared with the department dispositions faculty coordinator and the College Dispositions Coordinator.

Formulating a Professional Dispositions Plan of Action

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. **This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single conference with the candidate.** The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the candidate until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member will provide the department dispositions faculty coordinator and the College Dispositions Coordinator with a copy of all documentation regarding the dispositional concern. **Forms for the Professional Dispositions Plan of Action are available on the COED website**. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate.

Procedures If Multiple Dispositions Assessments Indicate Ongoing Problems and Policy for Student Retention, Remediation, and Dismissal from the Program

First Review – Department Level
Periodically, the College Dispositions Coordinator will review the dispositional tracking database to monitor candidate dispositional incidents. In addition, department chairs, departmental dispositions

faculty coordinators, or faculty from the Dean's Office may also review dispositional incidents at any time**.** If **two** or more negative assessment incidents are recorded for a candidate, the College Dispositions Coordinator will work with the department faculty coordinator and the department chair to convene the department dispositions committee to review the situation. The department dispositions committee may, at the discretion of the department chair, be appointed or elected. The department committee membership may alter as is appropriate to the dispositional situation. It is expected that the faculty member/s involved in reporting and documenting the original dispositional concerns would not be part of the department dispositions review. The total number of members on the committee should be an uneven number. The College Dispositions Coordinator will serve as an *ex officio* member of the review and provide information to the department committee as needed.

The purpose of the department review committee is to ascertain the seriousness of the dispositional infractions and make decisions regarding the candidate's advancement in the program. Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on his/her own behalf (the candidate may choose not to do so). The departmental dispositions committee has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Recommend to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the department review committee, oversight of the candidate's dispositional progress will remain at the department level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee. The department chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the department review committee, the recommendation for denial of advancement (dismissal) is referred to the Senior Associate Dean (see below). The department chair and the College Dispositions Coordinator will jointly send written notification of the departmental decision to the candidate, and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be provided to the Dean's Office. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

Second Review – College Level - Candidate's Right of Appeal

A candidate denied progression in the program or recommended for removal from the program **may** file an appeal with College Dispositions Appeals Board via the College of Education Dean's Office[1].

[1] Candidates who do not pursue the appeal process should understand that in these cases, the departmental review decision becomes the final decision.

The College Dispositions Appeals Board will consist of the dispositions faculty coordinators from each academic department (or their designee as determined by the department chair), the director of the Office of Teacher Education, Advising, Licensure, and Recruiting (TEALR) (or designee), and the director of the Office of Field Experiences (or designee). The College Dispositions Coordinator will serve as an *ex officio* member of the board.

The candidate's written request to appeal the department dispositions decision must be received in the Office of the Dean of the College of Education within 10 business days from the date of the written notification to the candidate of the departmental decision. **Forms for the appeal are available on the College of Education website**. The right of appeal lies solely with the candidate.

Upon receipt of any written appeal, the Senior Associate Dean shall convene the College Dispositions Appeals Board within 15 business days. The candidate will be informed in writing as to when and where the Appeals Board will convene. The Appeals Board will review all documentation related to the dispositional history of the candidate. The candidate will be provided an opportunity to speak on his/her own behalf. The Appeals Board may opt to interview any stakeholders, including but not limited to faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The college dispositions appeals board has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the College Dispositional Appeals Board, oversight of the candidate's dispositional progress will be referred back to the departmental level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee, and a subsequent re-convening of the College Dispositional Appeal Board. The Senior Associate Dean will send written notification of the College Dispositional Appeal Board decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the College Dispositional Appeal Board, the recommendation for denial of advancement is referred to the designated Senior Associate Dean. The Senior Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in the program within 10 business days. If the recommendation for termination in the program is upheld, the Senior Associate Dean will send written notification of the decision to the candidate. A copy of this letter will be added to the candidate's dispositional file. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

Monitoring of Candidates' Disposition Assessments

Monitoring of candidate dispositions is a crucial step in maintaining the both the integrity of the dispositional process and the best interests of our candidates. Department chairs will designate faculty members to assist in this process.

Department dispositions faculty coordinator: Each academic department will appoint a faculty coordinator for dispositions. The current department coordinators are Dr. Mingo and Dr. Ricciutti. They will a) coordinate and monitor dispositions procedures within the department, b) serve as a resource person to faculty and students, c) maintain and forward documentation to the College Dispositions Coordinator, and d) serve on the College Dispositions Appeals Board when appropriate. In addition, to assure that candidate assessment, coaching, and remediation is coordinated and communicated between the academic departments and the Office of Field Experiences (OFE), an OFE faculty member will be appointed as the OFE faculty coordinator for disposition matters that affect or arise during clinical experiences or student teaching.

The departmental dispositions faculty coordinators will share all received candidate dispositional documentation with the College Dispositions Coordinator (housed in the Dean's Office).

College Dispositions Coordinator: The Dean's Office will designate a College Dispositions Coordinator who will ensure all dispositions incidences are logged in a local database and documentations maintained in order to monitor candidate dispositional progress and follow-up with faculty when necessary. The College Dispositions Coordinator will be supervised by the Senior Associate Dean in the College of Education, who will maintain oversight of all candidate disposition matters and will convene the College Dispositions Appeals Board when appropriate. The College Dispositions Coordinator will work with faculty coordinators and department chairs to communicate and meet with candidates as needed.

Student Review Process

In order to promote student success, and in alignment with CACREP Standard 2.C.1.E., the instructor of each counseling course will review all students in their course section with regards to concerns about retention or remediation at the end of each semester. Notable concerns will be relayed to and reviewed by the Counseling Graduate Program Director and Department of Counseling Chair. They will communicate with corresponding students as needed to develop any necessary plans to support student success.

UNC Charlotte Student Resources

Dean of Students http://dso.charlotte.edu/ The Dean of Students is available to help students understand their rights and responsibilities, academic and behavioral policies, the student conduct process, and consequences for violating University policies. **Code of Student Responsibility** http://legal.charlotte.edu **Academic Integrity (students guidelines)** http://legal.charlotte.edu
Student Health Center http://studenthealth.charlotte.edu/ Enrolled students can access services that address alcohol and substance use issues as well as primary medical care, psychiatric care, disease prevention, health education, and wellness promotion.
Information about Personal Counseling Services– Counseling Center http://counselingcenter.charlotte.edu/ The UNC Charlotte Counseling Center offers individual counseling to assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts, and handle crisis situations.
Disability Services and Reasonable Accommodation Processes http://ds.charlotte.edu/ The Office of Disability Services works with current undergraduate and graduate students to ensure equal access to UNC Charlotte's campus and educational programs. All services are dependent upon verification of eligibility. Once approved for services, students receive appropriate and reasonable accommodations which are based upon the nature of an individual's disability and documented needs.
International Programs http://oip.charlotte.edu/ Numerous educational programs are provided to assist international students in achieving academic and personal success on campus.
University Center for Academic Excellence http://ucae.charlotte.edu/ The UCAE provides skill workshops (e.g., procrastination prevention, time management), free peer tutoring, and assistance for students on academic probation.
Dean of Graduate School http://graduateschool.charlotte.edu/ The Graduate School provides an Ombudsperson whose goal is to stop problems before they become difficult issues. The Ombudsperson will listen to a student's concerns and provide confidential advice, when appropriate, which may include referring students to existing resources. Any interactions are considered informal and not part of an established University process.

Writing Resources Center http://wrc.charlotte.edu/ The Center provides one-to-one writing instruction to students, faculty, and staff from first-year to graduation in any discipline. The Center's goal is not to fix papers, but to develop better writers.
Leadership & Community Engagement Office leadership.charlotte.edu The LCE is available to assist students individually in their own explorations of themselves and/or others as well as to assist student organizations in their operations and programming efforts.
The Office of Adult Students and Evening Services oases@charlotte.edu The Office of Adult Students and Evening Services provides academic advice and information to adult, evening and week-end students. Designed to enhance student success and promote academic excellence, OASES works collaboratively with academic units to provide the 49er Finish program, re-entry programs, advising, scholarships, a nontraditional student organization, a mentoring program, newsletters, and an honor society for adults.

Counseling Listserv and Email

One of the primary ways faculty and staff communicate with students is through our student listserv, an email group for all counseling students. Incoming students are encouraged to contact the Department of Counseling Administrative Support Associate (Ms. Vivian Cherry- vcherry@charlotte..edu) to ensure they are added to the student listserv. It is essential that all students receive a **charlotte.edu** email address as soon as you are admitted. **All communications are sent to students via charlotte.edu email only, so students are required to begin checking their uncc.edu email once admitted into the program.**

Students ought to make sure that they check emails regularly to see information that is critical (e.g., registration for comprehensive exams; completing all clinical documentation online; registration for classes; special programs; work opportunities; socials, etc.).

Counseling Program Overview

The Charlotte Counseling Program is a competency-based progressive curriculum. Before students successfully complete work in the program, they are expected to demonstrate knowledge of theories of counseling and human development; knowledge of consultation theories and techniques; knowledge of social and cultural foundations; skills in individual and group counseling; a thorough understanding of ethics; understanding of the counseling needs of multicultural populations, career and lifestyle development, and professional orientation; understanding of appraisal, research and evaluation in counseling; in-depth knowledge of their chosen area of specialization (school counseling, clinical mental health counseling, addiction counseling); satisfactory performance as a member of a school or community based agency during their clinical field placement; and demonstration of the personal and professional qualities expected of entry-level counselors.

Students enrolled in the program have an opportunity to participate in workshops, seminars, or similar professional activities that facilitate students' personal and professional development. Information about these events is sent out through the department's email list-serv.

Description of the Program

The M.A. in Counseling is a 60-hour in-person, on-campus graduate training program designed to help students acquire knowledge regarding human growth and development, social and cultural foundations, helping relationships, groups, lifestyle and career development, appraisal, research and evaluation, and professional orientation. We educate students to use this knowledge and the requisite clinical skills to become competent counselors.

The curriculum for the M.A. in Counseling is designed to prepare students to be effective entry-level counselors in a variety of settings (schools, community-based agencies, hospitals, churches, business and industry, career counseling agencies, and student personnel). It complies with the standards for state and national accrediting groups. (i.e., fully accredited by the National Council for Accreditation of Teacher Education (NCATE), Southern Association of Colleges and Schools, and the North Carolina State Department of Public Instruction). The M.A. degree is accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

The M.A. degree is awarded to students who successfully complete the 60-hour Counseling Program in school, clinical mental health, or addiction counseling. The counseling department also offers a secondary concentration in Play Therapy. Counseling students can also pursue a secondary concentration in Gerontology or Self, Systems, & Transformation. Individuals with a Master's Degree in Counseling can also complete a Post-Master's Certificate program in School Counseling or Addiction Counseling through the department.

Counseling Program Objectives:

The objectives of the Counseling Program are based on current knowledge concerning the counseling and human development needs of a multicultural society. Developed in collaboration with current and former students, personnel from cooperating agencies, various accrediting agencies, and colleagues in this and other university settings, the faculty identifies the objectives as:

1. **Human Growth and Development:** Upon completing the program each student shall have: knowledge and understanding of the major theories of human growth and development;

knowledge and understanding of the major counseling theories and their use in school and community mental health settings including the cognitive, affective, and behavioral approaches and the counseling interventions explained by these theories;

2. **Social and Cultural Foundations:** Upon completing the program each student shall have: an acceptance and respect for individuals of varying ethnic, cultural, religious, and economic backgrounds; developed appropriate counseling skills for work with clients from a variety of special populations;

3. **Helping Relationships:** Upon completing the program each student shall have: the ability to examine his/her personal feelings, beliefs, and behaviors in relation to his/her professional development and to be receptive to new learning and experiences; developed an individual style of counseling through the exploration and application of various counseling models and techniques; the ability to work with clients as demonstrated in closely supervised practice and internship settings appropriate to the student's areas of interest;

4. **Group Work:** Upon completing the program each student shall have the ability to design and conduct effective structured and unstructured groups in schools/community agency settings;

5. **Lifestyle and Career Development:** Upon completing the program each student shall have knowledge or basic concepts and principles of career and lifestyle development;

6. **Appraisal:** Upon completing the program each student shall have: an understanding of basic concepts and principles of measurement and evaluation and ability to select, administer, and interpret interest, aptitude, personality and intelligence tests;

7. **Research and Evaluation:** Upon completing the program each student shall have the ability to explain and critique a research model including problem identification, objectives, hypotheses, method and design, implications and conclusions;

8. **Professional Orientation:** Upon completing the program each student shall have knowledge and understanding of program development, including rationale, needs assessment, objectives, implementation strategies and program evaluation procedures in school/community agency settings; an understanding of the operational structure of schools or community/mental health agencies to implement a counseling program; a familiarity with, and an understanding of, the Ethical Standards of the American Counseling Association and the ability to solve ethical problems which arise in the practice of counseling; and

9. **Specialization:** Upon completing the program each student shall have in-depth knowledge in the student's areas of special interest, including Addictions Counseling, Clinical Mental Health Counseling, or School Counseling.

Clinical Mental Health Counseling Program Objectives

The purpose of the Clinical Mental Health Counseling concentration is to provide the region's agencies with highly skilled graduate level community counselors. The mission of this concentration clearly fits with the educational mission of the College, which states that the College "provides instruction, research, and public service programs for persons in the fields of education, health, counseling, and human

services." Graduates in clinical mental health counseling provide service and outreach to the region in health and human service agencies.

Counselors provide professional counseling services in a preventive or remedial capacity to individuals, couples, families, groups, organizations, and communities. Counselors focus on promoting optimal mental health and satisfying lifestyles by rendering professional counseling services in educational, business, health/medical, human service, or private practice settings.
The 60-semester-hour concentration provides the necessary course work and clinical training leading toward eligibility for licensing as a professional counselor in North Carolina (LPC).

Upon completion of the Master of Arts degree in Clinical Mental Health Counseling, the student will:

1. Demonstrate knowledge of the historical, philosophical, societal, cultural, economic and political dimensions of the mental health movement.
2. Understand the roles, functions, and professional identity of community counselors.
3. Understand the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling.
4. Understand the implications of professional issues unique to clinical mental health counseling including, but not limited to recognition, reimbursement, and right to practice.
5. Demonstrate awareness of the implications of socio-cultural, demographic, and lifestyle diversity relevant to community-based counseling.
6. Understand the roles of clinical mental health counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.
7. Demonstrate knowledge of the organizational, fiscal, and legal dimensions of the institutions and settings in which community-based counselors practice.
8. Demonstrate knowledge of theories and techniques of community needs assessment and other forms of information used to design, implement, and evaluate community counseling interventions, programs, and systems.
9. Demonstrate knowledge of general principles of community-based intervention, consultation, education and outreach: characteristics of human services programs and networks, public, private, and volunteerism in local communities.
10. Demonstrate knowledge of client characteristics of individuals served by institutions and agencies offering community-counseling services.
11. Demonstrate knowledge of principles of program development and service delivery for a clientele based on assumptions of normal development and an emphasis on prevention.
12. Develop effective strategies for promoting client understanding of and access to community resources.
13. Demonstrate knowledge of how to conduct an intake interview and complete a mental health history for planning counseling interventions.
14. Demonstrate knowledge of effective strategies for client advocacy in public policy and government relations issues.
15. Have satisfactorily completed 600 clock hour internships in a community based clinical mental health setting under appropriate supervision.

Addiction Counseling Program Objectives:
The goal of the Master of Arts in Addiction Counseling is to prepare highly skilled addiction counselors for work in regional and state-wide agencies providing services to addicted populations and their families. The mission of this track clearly fits with the educational mission of the College of Education, which

states that the College "provides instruction, research, and public service programs for persons in the fields of education, health, counseling, and human services." Based on the CACREP Standards, "Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context."
Upon completion of the Master of Arts degree in Addiction Counseling the student will understand:

1. History and development of addiction counseling
2. Theories and models of addiction related to substance use as well as behavioral and process addictions
3. Principles and philosophies of addiction-related self-help
4. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
5. Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
6. Psychological tests and assessments specific to addiction counseling
7. Roles and settings of addiction counselors
8. Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
9. Factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
10. Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling
11. Importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process
12. Role of wellness and spirituality in the addiction recovery process
13. Culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process
14. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
15. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
16. Cultural factors relevant to addiction and addictive behavior
17. Professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling
18. Legal and ethical considerations specific to addiction counseling
19. Record keeping, third party reimbursement, and other practice and management considerations in addiction counseling
20. Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality
21. Assessment of biopsychosocial and spiritual history relevant to addiction
22. Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
23. Techniques and interventions related to substance abuse and other addictions
24. Strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
25. Strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction

26. Evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
27. Strategies for interfacing with the legal system and working with court referred clients

School Counseling Program Objectives

The purpose of the Master of Arts in School Counseling is to provide the region's schools with highly skilled, graduate level school counselors. The mission of the program clearly fits with the mission of the college which states that the college "provides instruction, research, and public service programs for persons in the fields of education, health, counseling, and human services." Also, consistent with the mission of the College of EAP, providing the community with qualified school counselors helps "schools...to improve and enrich their education services," because the role of the school counselor is to enable students to learn through facilitating their social/emotional development. School counselors are trained to focus upon students' development through both preventive (developmental) and remedial avenues.

The 60-credit hour school counseling program provides the necessary course work and clinical training leading to licensure as school counselors in North Carolina.

Based on the 2024 CACREP Standards (www.cacrep.org), upon completion of the Master of Arts degree in School Counseling, the students will understand:

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. strategies for implementing and coordinating school-based interventions
14. techniques of social-emotional and trauma-informed counseling in school settings
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates
17. interventions to promote postsecondary and career readiness
18. strategies to facilitate school and postsecondary transitions
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

Counseling Degree Concentrations

The Master's Degree

The Master of Arts (MA) degree is attainable through choosing from one of three concentrations of study that include: School Counseling, Clinical Mental Health Counseling, and Addiction Counseling. Students pursuing any of these concentrations are encouraged to meet with their advisor or the program director to complete an academic advising plan and program of study timeline prior to beginning their first semester. Students are asked to select a concentration when they apply for the Master's degree in counseling. Concentration changes are rare and only approved after a student consults with their faculty program advisor and submits a graduation petition for a change in concentration. Often students are also asked to take introductory coursework in one or two concentrations before approving a concentration change.

School Counseling Concentration

This concentration prepares students to become licensed school counselors in the state of North Carolina. Students become familiar with the ASCA model of School Counseling, develop competencies of school counseling professionals, and learn how to become advocates and leaders within the school and community. Upon graduating from the program and successfully passing the PRAXIS, students are licensed (K-12) as School Counselors in the state of North Carolina.

Website: https://counseling.charlotte.edu/school-counseling-program

Clinical Mental Health Counseling Concentration

The clinical mental health counseling concentration prepares students for counseling positions in various community-based agencies such as mental health centers, private counseling agencies, centers for counseling the elderly, children, and families, business and industry. This track meets the academic specifications for the North Carolina Board of Licensed Clinical Mental Health Counselors. Once an individual has completed the degree and passed the required licensing exam they can apply for certification as a Licensed Clinical Mental Health Counselor Associate (LCMHC-A) through the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC) website: www.ncblpc.org

Website: https://counseling.charlotte.edu/clinical-mental-health-program

Addiction Counseling Concentration

The addiction concentration prepares students to become Licensed Clinical Addiction Specialists (LCAS) and Licensed Clinical Mental Health Counselors (LCMHC) in the state of North Carolina. Students complete specialized courses in 1) addiction theory; 2) assessment and diagnosis; 3) interventions with addicted families, individuals, and groups; 4) relapse prevention strategies; 5) best practices in approaches to addicted populations. The UNC Charlotte addictions program is a Criteria C approved program with the North Carolina Substance Abuse Professional Practice Board (NCSAPPB; http://www.ncsappb.org). If students complete the addiction concentration, they are eligible to apply for an expedited path to licensure as a LCAS.

Website: https://counseling.charlotte.edu/substance-abuse-program

Play Therapy Secondary Concentration (Add-on)

The Play Therapy Concentration consists of a coherent program of play therapy course work of **four (4) courses** (twelve credit hours). The concentration is **an add-on, secondary concentration** for students in the counseling program meaning that students may add these to their primary concentrations (clinical mental health, school, or addiction in the MA programs). Students should contact the Director of the Play Therapy Concentration to inquire about adding the concentration to their program of study.

With advanced planning, students may also complete the Graduate Certificate after they graduate if they take some of the play therapy courses in the Concentration classes during their MA program.

Program Description

Students must complete four courses, as follows:

Required courses (9 credits):

Students are required to take:		
	CSLG 7142	Introduction to Play Therapy (*fall, spring, summer 1*)
Students are required to select 2 of the 3 courses		
	CSLG 7143*	Child-Centered Relationship Training: An Approach for Training Parents/Caregivers/Teachers *(spring)*
	CSLG 7144	Contemporary Theories of Play Therapy *(hybrid) (fall)*
	CSLG 7147*	Multicultural & Social Justice Issues in Play Therapy *(hybrid) (fall)*

***Pre-requisite:** CSLG 7142*

Elective courses (3 credits):

	CSLG 7145	Special Topics in Play Therapy (e.g., Conference *(hybrid) (summer 1)*
	CSLG 7148	Expressive Arts Through the LIfespan (*summer 2)*
	CSLG ____	The course in the required course selection list above that you did not choose may be your elective
		Other Elective Course determined in consultation with the Director of the Graduate Certificate in Play Therapy

How to "add on" the Concentration

- The Concentration must be completed during the MA program if students want to graduate with a Play Therapy Concentration.
- To add the Play Therapy Concentration, they must submit an Academic Petition (http://gpetition.charlotte.edu/login).
    - Select the "Add/Update Concentration" petition type.
    - Under the "Petition Description," type this in: "Please add the Play Therapy Concentration to my MA program in the Department of Counseling."

    - On the next screen, be sure to select that this petition is for the PLAY-CERT option and click continue.
- The Academic Petition will be sent to the Director of the MA program, for recommendation.
- Please make an appointment to meet with the Director of the Play Therapy Concentration (Dr. Post) to create a Program of Study for you and to decide about your elective option.

Website: https://counseling.charlotte.edu/masters-degree-counseling/play-therapy-concentration

Certificate Programs

Post-Masters Certificate for School Counseling Licensure

The post-master's certificate in school counseling provides graduate level course work related to school counseling. It is for individuals who previously earned a Master's degree in counseling (e.g., clinical mental health counseling, rehabilitation counseling, addiction counseling, marriage and family counseling), but would like to specialize in school counseling. The certificate consists of four school counseling courses (12 credit hours), including one 300-hour internship in a school counseling setting. Candidates must submit applications by February 1 via the UNC Charlotte Graduate School admissions website. Previous counseling coursework must include education in designated core counseling areas, as required by the North Carolina Department of Public Instruction's school counseling licensure requirements.

Program Description
This program is for counselors who want to become eligible for licensure as school counselors by the Department of Public Instruction in North Carolina. The completion of this program, in addition to passing the PRAXIS II Specialty Area Test for School Counselors, will qualify students to become licensed School Counselors in the state of North Carolina. Requirements for completion of the program are: CSLG 7141, The Professional School Counselor (1st Summer); CLSG 7646, Advocacy & Leadership in Professional School Counseling (Fall/Spring); CSLG 7436, Advanced Internship (Fall/Spring); and CSLG 7140, Consultation in School Counseling (2nd Summer). An additional Internship may be required should the student need further clinical training. Any additional course work will be based on an individual review of each applicant's graduate transcript(s) and selected program option.

Additional Admission Requirements
1) A master's degree in counseling from an accredited university
2) Written application to Graduate School Admissions accompanied by the application fee in effect
3) A statement of purpose
4) Three references and letter(s) of recommendation
5) Official transcripts from all schools attended (undergraduate/graduate)

Additional Program Requirements & Information
In addition to completing required courses, students must pass the PRAXIS II Specialty Area Test for School Counseling to qualify for state licensure. Registration and information are available at www.ets.org. The content on the Praxis exam is taught in CSLG 7141, so students may choose to complete this exam any time following their completion of CSLG 7141.

Upon completion of all course work and passing the PRAXIS II, candidates must submit an Application for Graduation from the Graduate Certificate at the start of their last semester. Candidates must also apply

for their school counseling license via UNC Charlotte's Cato College of Education TEAL Office. More information about the licensure process is available at teal.charlotte.edu.

NOTE: The certificate program is available **online** through Distance Education
Contact: 704-687-3008 or visit www.distanceed.charlotte.edu to learn more.

Website:
https://counseling.charlotte.edu/school-counseling-program/school-counseling-graduate-certificate

Graduate Certificate in Play Therapy

The Graduate Certificate in Play Therapy consists of a coherent program of play therapy course work. The program is available for students who have completed master's degrees in counseling, social work or psychology, but who want additional coursework in play therapy. In addition, students currently enrolled in the master's or doctoral program in the Department of Counseling at UNC Charlotte may take the coursework required for the Graduate Certificate.

How do I complete the Graduate Certificate in Play Therapy if I take only some of the courses for the program?

- If students take some of the play therapy classes required for the Concentration/Graduate Certificate during their MA/PhD program, they may complete the Graduate Certificate in Play Therapy after they graduate with their MA/PhD.
- Students would **not** add on the Play Therapy Concentration, in this case.
- Students must apply for the Graduate Certificate in Play Therapy through the Graduate School. There is a fee for the application that is like applying to your original MA/PhD program.
- Students must be co-enrolled in both the MA/PhD program and Graduate Certificate for at least one semester. This means that students **must be accepted into the Graduate Certificate in Play Therapy at least one semester prior to the semester of their graduation** (for example, if students graduate with the MA in the spring semester, they must be accepted into the Graduate Certificate by the prior fall semester. In this case, they would be "co-enrolled" in both programs during the spring semester).
- Students may "share" (double count) as many courses as they wish between the MA/PhD and the Graduate Certificate (for example, if students took 2 of the play therapy classes for their MA program that are a part of the Graduate Certificate, these classes would count for both their MA and the Graduate Certificate. After graduation, students would complete only the two remaining classes for the Graduate Certificate.

  For more information contact the Department of Counseling's main office (704) 687-8960 and request to speak to the Director of the Play Therapy Program & Graduate Certificate in Play Therapy

Website: https://counseling.charlotte.edu/graduate-certificates/certificate-play-therapy

Graduate Certificate in Addiction Counseling
The University of North Carolina at Charlotte (UNC Charlotte) is one of five North Carolina Higher Education Institutions providing a graduate degree with an emphasis in addiction counseling. The

graduate certificate in Addiction Counseling provides students with an emphasis in addictions counseling within their master's or doctoral degree in professional counseling. The goal of the program is to prepare students to work as substance abuse counselors. The certificate program admits practitioners and students who either hold or are currently enrolled in a CACREP accredited graduate degree program. The program also meets the needs of students who have completed the academic requirements for licensure, but who have not yet met the requirement for experience to be licensed as a substance abuse counselor by the state of North Carolina. The Graduate Certificate is recognition of academic achievement and enhances professional standing.

The Program

The Graduate Certificate in Addiction Counseling is designed to provide students with the coursework (180 clock hours) and a portion of the clinical experiences required for licensure as a Licensed Clinical Addictions Specialist (under Criteria C) by the North Carolina Substance Abuse Professional Practice Board. Students who hold a Master's degree and who have completed four courses from the list below in addition to a 600 hour internship/supervised work experience in a substance abuse counseling setting are exempt from 1) the written portion of the NCSAPCB licensure examination and 2) a portion of the experience requirement for licensure. (Note: Successful completion of the written exam is required for international reciprocity of licensure.) Further information on NCSAPCB licensure eligibility can be found at www.ncsapcb.org.

Certificate Requirements

Students must take four of the courses below and complete the required internship in substance abuse counseling. The following courses are offered to students in the certificate program:

- CSLG 6160 - Theories of Addiction (required)*
- CLSG 6161 - Assessment and Diagnosis of Addictive Disorders (required)*
- CSLG 6162 - Interventions in Addictions Counseling (required)*

OR

- CSLG - 6164 McLeod Institute on Addiction (a one-week summer institute offered for graduate credit covering a broad array of topics relevant to substance abuse counseling and prevention)

CSLG 7435 - Internship in substance abuse counseling (6 graduate hours-600 hours of supervised experience). Supervision must be provided by a person who Master's degree in Counseling or its equivalent, is a Certified Clinical Supervisor (CCS) or a Clinical Supervisor Intern (CSI) under NCSAPPB, and has at least two years of post-master's degree experience in the field of substance abuse counseling.

Required for completion of Certificate

Students are required to be enrolled in either the Master of Arts in Counseling program or in the Addiction Certification program. Courses for the certificate program are relevant to both school counseling and community counseling. Students who enroll in the Addiction Certificate program and take four courses and 600 hours of internship in substance abuse counseling are eligible to receive a Certificate in Addiction Counseling from UNC Charlotte.

Additional Admission Requirements

The following items are requested for application in addition to the Graduate School requirements:

- A statement of purpose as to why the applicant seeks admission to the program

- At least three evaluations from persons familiar with the applicant's personal and professional qualifications

For more information contact the Department of Counseling's main office (704) 687-8960 and request to speak to the Director of the Addiction Certificate program.

Website: https://counseling.charlotte.edu/graduate-certificates/certificate-substance-abuse-counseling

Graduate Certificate in Gerontology (optional secondary concentration)

The Graduate Certificate in Gerontology is an interdisciplinary program designed to provide graduate education in Gerontology for those who already have a graduate degree in another field, those currently completing a graduate degree in another field (i.e. Counseling), who are interested in working with older adults, and others seeking a credential to work in the aging field. It requires completion of a set of core and elective courses related to the study of aging. Applications for admission to the Graduate Certificate Program in Gerontology are considered as they are received and admissions are ongoing. Students are admitted to the Graduate School in a special category for certificate students. The Graduate Certificate Program requires completion of a minimum of 15 credit hours of graduate coursework related to aging and older adults.

Admissions Requirements:

In addition to the general requirements for admission to a certificate program, applicants must provide:

- Official transcripts of all baccalaureate and graduate work attempted.
- Three letters of recommendation from persons familiar with the applicant's professional and personal qualifications. These letters may be waived if the student is already enrolled in a Master's or doctoral program.
- An essay describing the applicant's relevant experience and objectives in undertaking graduate study in Gerontology.

For more information contact: Dr. Cynthia Hancock
Graduate Coordinator
Gerontology Program
chancock@charlotte.edu
704-687-0867

Website: https://counseling.charlotte.edu/graduate-certificates/certificate-gerontology

Graduate Certificate in Self, Systems, and Social Transformation (optional secondary concentration)

The Graduate Certificate in Self, Systems, and Transformation is an online interdisciplinary program designed to provide graduate education in Self, Systems, and Social Transformation for a range of individuals, including counselors, educators, corporate leaders, business owners, community leaders, and more. The certificate, "teaches the theories and practical frameworks to critically transform self and societal systems. Designed for educators, professionals across industries, and community members, this

program cultivates a rigorous, action-oriented approach to create communities of care. Students will discover opportunities to enhance leadership, problem-solving, and strategic-thinking skills that provide insight for action, resulting in positive transformation. Applications for admission to the Graduate Certificate Program in Self, Systems, and Social Transformations are considered in Summer and Fall terms.

Admissions Requirements:

In addition to the general requirements for admission to a certificate program, applicants must provide:

- Complete the Graduate School Admission Application
- A bachelor's degree from a university accredited by a US Department of Education-recognized institutional accreditor.
- A cumulative undergraduate GPA of 2.75.
- Copies of unofficial transcripts from all academic coursework beyond high school.
- A statement of purpose

For more information contact: Dr. Tehia Starker Glass (tehia.glass@charlotte.edu) or Dr. Erin Miller (emille90@charlotte.edu)

Website:
https://academics.charlotte.edu/program/self-systems-and-social-transformations-graduate-certificate-online/

Counseling Program Procedures & Policies

Progressing through the Graduate Program

The counseling Master's program at UNC Charlotte serves students from all backgrounds, and it can be tailored to meet a student's individual needs. To be successful in the program, students ought to:

1. Become familiar with the procedures of the University (See UNC Charlotte Graduate Catalog https://catalog.charlotte.edu/index.php?catoid=26).
2. Know the academic year, both for the University and for the program.
3. Get to know your advisor. Meet personally with the advisor early in your course work and use them for advice and counsel. If an advisor is not available, schedule an appointment with the program director or department chair.
4. Understand that coursework frequently requires students to deal with personal and professional issues, both situational and developmental in nature. Students' openness to self-examination and constructive feedback are integral parts of professional development. Moreover, as

professionals who adhere to the Code of Ethics (American Counseling Association (ACA), the faculty members are committed to an on-going screening process designed to assist students whose issues interfere significantly with their progress in the program. Part of this process includes the use of the Counseling Dispositions and the Counselor Competency Scale-Revised (CCS-R).

Attendance Policies

1. **Summer Course Attendance Policy:** Given the condensed nature of summer courses, class absences have an expanded impact on student performance. Thus, counseling students may miss no more than 1 class meeting per summer course, apart from excused absences (per University policy). Additional absences may result in grade deductions or the inability to pass a course. Students who anticipate missing more than 1 class absence for a summer course should not register for that summer course. This policy does not apply to the McLeod Institute course or Special Topics in Play Therapy conference course.

2. **Class Video Conference (Zoom) Policy**: Given FERPA regulations, counseling students are not allowed to use Zoom to attend class virtually if they cannot attend in person. If a student experiences an extended illness or emergency that prevents them from attending class consistently, they are encouraged to register their situation with the Office of Disability Services so faculty may work with them to make up missed class time.

3. **Overall MA Program Attendance Recommendation:** In alignment with the UNC Charlotte Attendance and Participation Policy, individual course instructors determine their own course attendance policies. All policies must be in alignment with the university policy, including that, "In general, students are expected to attend all scheduled sessions in the courses for which they are registered, participate fully in the learning process, demonstrate respectful behavior while interacting with instructors and peers, and complete all of the course requirements." Faculty are expected to grant students excused absences without penalty to their grade or course performance for the following reasons:

- Documented illness
- Serious personal or family emergencies
- Court-imposed legal obligations such as subpoenas or jury duty
- Military obligations
- Academic and/or extracurricular activities
- Religious observances; absences for religious holidays fall under University Policy 409, Religious Accommodation for Students
- Documented quarantining for in-person classes

Faculty must include their attendance policies in course syllabi for students to be aware of.

Technology Resources and Competence Needed to Complete the Program

Per UNC Charlotte policy, all new undergraduate and graduate students entering UNC Charlotte are required to have a personal laptop computer to support their college experience. Students can use a laptop they already have or choose to buy a new laptop from any vendor. Please note: Chromebooks, iPads, tablets, and mobile devices do not meet this requirement. For more about this policy and access to student

support for technology, please visit https://oneit.charlotte.edu/laptop/. In addition, counseling students are expected to use several technology resources to be successful in the program. All courses will have course websites hosted on Canvas at canvas.charlotte.edu. Students are expected to reference these websites regularly to access course documents and upload course assignments. Faculty may also use Canvas websites to post grades and grading feedback for students. Students also need to be familiar with the UNC Charlotte (charlotte.edu) and Department of Counseling (counseling.charlotte.edu) websites in order to register for courses (via Banner at my.charlotte.edu), check degree progress (via DegreeWorks at my.charlotte.edu) and submit graduate academic petitions. Additional technological tools, such as Taskstream, Google Suite, and others will be needed periodically while in the counseling program. Students are expected to learn competence with these tools in order to use them successfully.

Individual Student Assessment Procedures and Key Performance Indicators

In addition to course assignments used for assessment, counseling students are assessed through a series of identified Key Performance Indicators in order to ensure that students demonstrate growth in specific standards of interest across time throughout the counseling program. These Key Performance Indicators, also known as Student Learning Outcomes (SLOs) are assessed via summative exams (i.e., CPCE, NCE, Praxis), course exams, and course assignments. Instructors and students submit SLO data to Taskstream so that faculty members can review individual student data and ensure that all students are meeting the Key Performance Indicators (SLOs). Specific SLOs are listed in course syllabi, when present, in addition to the Counseling Program Department Guide.

Information about Courses

Flexibility is provided within the program's curriculum to accommodate for individual differences in student competencies and understandings acquired before entering the program. Course syllabi are available for review by all students enrolled in the program in the references area in the department. The syllabi include objectives, content areas, required texts and/or readings, and student performance evaluation criteria and procedures for each course in the curriculum.

Registration for Courses (General Directions)

The university calendar identifies the days and times for students to register for classes. The class schedule is typically made available to students one month prior to registration for planning purposes. Registration in the Fall is for Spring, and registration in the Spring is for Summer and Fall.

Registration for Counseling Courses

The Counseling Program is designed to offer clinical training and supervision. Therefore, class size is limited to provide maximum feedback for students. The following courses are limited enrollment classes: CSLG 6110, 6111, 6120. The clinical classes (7430, 7435, 7436) all require that the student indicate to the Director of Clinical Field Placements their preferred section prior to registration, then the director informs the main office to issue permits so students can register. Also, because one course (RSCH 6101) is taught through a different department, students need to contact the main office of the Department of Educational Leadership to request a permit to register.

Announcements regarding permits for Practicum and Internship classes are sent out by the Director of Clinical Field Experience through the Counseling Department Listserv prior to registration. Announcements regarding permits for any other counseling courses will be sent by the MA Program Director prior to registration.

Advising

All incoming students are expected to attend the New Student Orientation and Advising Day held in the Spring prior to their start of their program to receive essential initial advising information. Students must attend live or view the session recording. Each student is also assigned a faculty program advisor once admitted into the program. The advisor assists students in developing a Program of Study and assists in on-going assessment of the student's academic, personal, and professional development.

Students should contact their advisors prior to their first semester to complete the student's projected Program of Study using the planning worksheet in the Appendix. The student and advisor should both retain copies of the student's completed worksheet. Students should keep in mind that their Program of Study may be revised as needed.

The assistance of the advisor does not relieve the student of responsibility for completing required work and following departmental and university procedures. In situations where evaluations indicate a student's inappropriateness for this program, appropriate program faculty assists in facilitating the evaluation and any potential change for the student.

Changing Assigned Advisor:

Students have the option (right) to change advisors. The Change of Advisor Form is available in the Appendix section. Below is the process a student must follow to change their advisor:

1) Student initiates contact with desired advisor noting the request to change.
2) The potential new advisor can agree or decline the student's request.
3) The potential new advisor is encouraged to contact the current advisor to confirm that no dispositional issues or concerns are currently occurring with the student.
4) If the potential new advisor agrees to work with the student, the change of advisor form should be completed and submitted to the MA Program Director.
5) If the student's request is not accepted, the student is encouraged to discuss their advising concerns with the MA Program Director or the Department Chair.

Course Requirements

The M.A. in counseling consists of three 60 credit hour programs in school, clinical mental health and addiction counseling. These programs are composed of a core of required courses and specialization courses relevant to the student's specific track. **For a full list of degree requirements, see the Core & Concentration courses required and Program of Study Degree Requirements on p. 68 in the Appendix**.

Course Sequencing

The program is designed for both full and part-time study. A student may plan a course sequence that meets their own individual needs. While responsibility for this planning is the student's, the advisor and other faculty members are available for consultation.

Grade of Incomplete (I)

The Grade of I, for incomplete, is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor or during the next semester (fall or spring) in residence, but no later than 12 months after the term in which the I was assigned, whichever comes first. If the I is not removed during the specified time, a grade of F, U, or N as appropriate to the course is automatically assigned. **The grade of I cannot be removed by enrolling again in the same course.** Students must complete the Record Concerning a Grade of Incomplete with their instructor, should they earn an I in a course.

List of Masters Counseling Courses

Below is a list of current counseling courses. Many of these courses are required, and some are elective courses. Although faculty seek to keep this list updated regularly, students should consult the university course catalog and schedule in Banner when seeking all current course offerings. **For a complete list of all degree requirements, please see p. 68 of this handbook.**

CSLG 6000. Topics in Counseling (1-6) May include classroom and/or clinic experiences in the content area. With department approval, may be repeated for credit for different topics. *(Fall, Spring, Summer)*

CSLG 6100. Counseling Theories (3) Examination of the counseling relationship from various theoretical frameworks, including client-centered, psychoanalytic, Gestalt, transactional analysis, rational emotive, reality, and behavior theories. *(Fall, Summer)*

CSLG 6101. Ethical and Professional Issues In Counseling (3) Ethical and legal responsibilities, ethical standards, interpretations of laws by local authorities, and court decisions that impact the counseling profession. Skills of practical, ethical, and legal consultation are also emphasized. *(Fall, Summer)*

CSLG 6104. Counseling Across the Lifespan (3) Examines major theories of human development across the lifespan from psychological, emotional, cognitive, physical, and moral perspectives. In addition, a framework for understanding sociocultural, situational, environmental factors that impact individuals, families and communities is provided. Specific counseling methods and techniques that can be utilized in an integrated approach to help individuals and families address developmental challenges are integrated throughout the course. *(Fall, Spring, Summer)*

CSLG 6110. Counseling Techniques (3) Examination of concepts of individual counseling and the means for establishing facilitative relationships including competence in basic counseling skills and interventions. *(Fall, Spring)*

CSLG 6111. Advanced Counseling Techniques (3) Prerequisites: CSLG 6100 and 6110. Counseling interventions useful in facilitating client change and growth from an action-oriented, problem management perspective. Strategies for cognitive, affective, and behavioral change will be practiced. *(Fall, Spring, Summer)*

CSLG 6120. Group Counseling (3) Investigation of concepts of group counseling and the means for developing facilitative interaction in groups which will include an experiential component as a major learning activity. The experiential component will take place outside of the scheduled class meeting time (Ten sessions of an experiential group are required.) *(Fall, Spring)*

CSLG 6145. Multicultural & Social Justice Counseling (3) Multicultural and social justice perspectives are crucial to effective and ethical practice in the counseling profession. In this course, students develop the knowledge, skills, and awareness for multicultural and advocacy competence to help them be more effective in assisting diverse clients and supporting communities (especially at-risk and vulnerable populations). *(Fall, Spring)*

CSLG 6150. Career Development and Counseling (3) Designed to help counselors and/or career educators develop skills to use career theory and information with an emphasis on understanding individual lifestyle development, career education over the life span, and supportive career counseling. *(Spring, Summer)*

CSLG 6153. Diagnosis and Treatment in Counseling (3) Cross-listed Course(s): CSLG 8153. Prerequisite(s): Graduate standing in M.A. in Counseling program. Developing diagnostic skills using the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) multi-axial classification system for mental and emotional disorders. Provides an overview of theory, research, and practice related to diagnosis and treatment. Diagnostic criteria is studied with a sensitivity to cultural and ethnic issues. *(Spring, Summer)*

CSLG 6154. Couples Counseling (3) Surveys relevant theories of marriage and family therapy related to counseling couples. The major emphasis is on basic relationship processes, including healthy couple functioning, communication, developmental sequences, family of origin issues, intimacy, sexuality and conflict. Treatment planning and therapeutic strategies for specific couple problems such as divorce, marital affairs, and domestic violence are addressed. The objectives for this course are accomplished through assigned readings, seminar discussions, small group work, role plays, lectures, case presentations, audiovisual materials, guest speakers, and student assignments.

CSLG 6160. Theories of Addiction (3) Introduction to the theoretical, philosophical, and historical premises upon which addiction is explained and treatment and prevention are based. Biological, psychological, and sociological etiologies of substance abuse and related addictive disorders are studied. *(Alternate Fall, Even years)*

CSLG 6161. Assessment and Diagnosis of Addictive Disorders (3) Process and procedures for professional biopsychosocial assessment and diagnosis of substance use and related addictive disorders in adolescents and adults. Implications of addiction for clients and their families are addressed. *(Alternate Spring, Odd years)*

CSLG 6162. Interventions in Addiction Counseling (3) A counseling techniques course designed to help students who have worked as professional addiction counselors and those who have little or no experience working with addicted individuals and their families. *(Alternate Fall, Odd years)*

CSLG 6164. The McLeod Institute on Addiction (3) Cross-listed Course(s): CSLG 8164. A hybrid course delivered through a combination of independent learning, self-directed study, attending the McLeod Institute on Addiction conference, and completing all required course assignments by end of Summer Session I. The McLeod Institute on Addiction is a conference offered annually during the third week in May. The topics vary yearly and are designed to provide both broad and specific knowledge germane to addiction counseling. This Institute qualifies as a SA elective course. May be repeated for credit.

CSLG 6201. Counseling Needs of Women (3) Women's development and needs, the problems they bring to counselors, strategies for helping with them, myths about women and biases in psychological research. *(Alternate Spring, Even years)*

CSLG 6205. Counseling Older Adults (3) Introduction to counseling adults over age 60 with a focus on positive aging. This course will explore characteristics of the older adult population and current issues and challenges they face e.g. cultural considerations, developmental issues (cognitive, emotional, physical), mental health/substance abuse assessment, career and retirement concerns, spirituality, and dying, death, and bereavement. Recommended theoretical approaches to counseling older adults, including attendant techniques and interventions will be explored. *(Summer)*

CSLG 6800. Individual Study in Counseling (1-6) Prerequisite: Permission of the student's adviser. Independent study under the supervision of an appropriate faculty member. May be repeated for credit. *(Fall, Spring, Summer)*

CSLG 7110. Individual Assessment (3) Prerequisite: RSCH 6109. Examination of the major aptitude, intelligence and other psychological tests commonly used in counseling with emphasis on test theory as well as the administration, scoring and interpretation of tests and the communication of their results. *(Spring, Summer, Fall)*

CSLG 7140. Consultation in School Counseling (3) Introduction to the professional school counselor's role (K-12) in counseling, consulting, and coordinating school and community resources for the optimum benefit of the student.
(Fall, Summer)

CSLG 7141. The Professional School Counselor (3) Cross-listed Course(s): CSLG 8141. An introduction to the profession of school counseling using the ASCA National Model as a basis for practice and program development. To support the school academic mission, students identify the necessary skills needed for the integration of various counseling activities that will include classroom guidance, individual and group counseling, consultation, program design, and coordinating school and community resources. Students also begin developing their professional School Counselor E-portfolio. *(Summer, Fall)*

CSLG 7142. Introduction to Play Therapy. (3) Enhancing the counseling relationship with children by using play media to establish facilitative relationships with children under the age of ten years *(Fall, Spring, Summer)*

CSLG 7143. Child-Centered Relationship Training: An Approach for Parents/Caregivers/Teachers (3) Prerequisite: CSLG 7142. An advanced-level play therapy course that focuses on concepts and skills of filial therapy for training parents/caregivers/teachers to be therapeutic agents in their children's lives through child centered play therapy skills in regularly scheduled structured play sessions with children. *(Spring)*

CSLG 7144. Contemporary Theories of Play Therapy (3) Prerequisite: CSLG 7142. An advanced exploration of fundamental issues involved in play therapy, this seminar course will focus on an in-depth study of various theoretical approaches, modalities, techniques, and applications of play therapy. Historical and theoretical foundations of play therapy are presented as current issues in providing appropriate counseling services to children aged three to ten years old. *(Hybrid, Fall)*

CSLG 7145. Special Topics in Play Therapy (3) Focuses on a variety of topics in play therapy such as conference, supervision of play therapy, and group play therapy. May be offered in alternative formats, such as weekend sessions and distance learning options. *(Conference, Hybrid, Summer)*

CSLG 7146. Counseling Adolescents (3) Cross-listed Course(s): CSLG 8146. Prerequisite(s): Graduate standing and permission of instructor. Focuses on counseling preadolescents and adolescents. Attention is given to the cognitive and socio-emotional development of preadolescents and adolescents, current issues affecting this population, ethical considerations when counseling this age group, and developmentally responsive counseling interventions. *(Summer)*

CSLG 7147. Multicultural and Social Justice Issues in Play Therapy (3) Prerequisite: CSLG 7142. An advanced exploration of multicultural and social justice advocacy in play therapy. Focuses on self-awareness, knowledge, and skills relevant to providing culturally sensitive interventions to diverse children and their families. Topics include: racial and ethnic background, cultural heritage, family structure, religious and spiritual beliefs, disciplinary styles, adverse childhood experiences, and trauma informed interventions. *(Hybrid, Fall)*

CSLG 7148. Expressive Arts through the Lifespan (3) The goal of the course is to enhance each student's knowledge of the rationale, procedures used as part of the counseling process, methods and techniques of expressive arts across the lifespan. Specifically, the focus is on the foundation of using expressive arts in play therapy and counseling by exploring the process, use and techniques of expressive arts for children, teens, and adults. (*Summer)*

CSLG 7170. Introduction to Clinical Mental Health Counseling (3) Counseling in community agency settings, including the roles and functions of a professional counselor, assessing the needs of an agency population and the inter-working of various agencies and agency networks. *(Summer, Fall)*

CSLG 7430. Practicum in Counseling (3) Prerequisites: CSLG 6100, 6101, 6110. Supervision of individual and group counseling interventions conducted in field settings; special attention to the development of the counseling relationship of evaluative criteria for self and peer assessment. A minimum of 10 hours per week in field experience. Graded on a Pass/Unsatisfactory basis. *(Fall, Spring)*

CSLG 7435. Internship in Counseling (3) Prerequisite: CSLG 7430. Students participate in delivering counseling services in a field setting and receive supervision of their work during weekly seminars. A minimum of 20 hours per week in field experience is required. **This is a two semester internship**. Graded on a Pass/Unsatisfactory basis. *(Fall, Spring, [Summer for CMHC students only])*

CSLG 7436. Advanced Internship in School Counseling (3) Offered specifically for students enrolled in the Post-Master's Certificate Program in School Counseling. A minimum of 20 hours per week in field placement is required and students have the opportunity to demonstrate advanced level skills in weekly seminars. Graded on a Pass/Unsatisfactory basis. *(Fall, Spring)*

CSLG 7600. Sexual Orientation Diversity in Clinical Practice (3) Considers the experience of being gay, lesbian, bisexual, or transgendered in our society. Theoretical understandings of sexual orientation are covered, as well as the impact of societal prejudice on gay, lesbian, bisexual, and transgendered individuals and their communities. The experience of diversity with such communities is discussed, especially racial/ethnic diversity. Exploration of individual values combines with an emphasis on clinical practice to make this course relevant both personally and professionally. *(Alternate Spring, Odd years)*

CSLG 7601. Counseling & Spirituality (3) Incorporates the spiritual dimension into the counseling process. It is specifically designed to help counselors understand their own spirituality and facilitate the inclusion of the spirituality of others with whom they provide counseling services. Spirituality is viewed as an important component to the achievement of mental health and to a balanced sense of wellness. Basic beliefs and various models spiritual development are examined. *(Spring)*

CSLG 7646. Advocacy and Leadership in Professional School Counseling (3). Cross-listed Course(s): CSLG 8646. Developing effective leadership skills for school counselors with an emphasis on organization, planning, management, and evaluation of comprehensive school counseling programs based on the ASCA National Model. Developing skills in the utilization of data for systemic change and student success are detailed in individual student advocacy projects. Requires the completion of their professional School Counselor E-portfolio. *(Fall, Spring)*

CSLG 7680. Crisis Counseling (3). Focuses on a general crisis intervention model and its application to specific crisis situations. Topics include: suicide intervention, rape crisis, telephone counseling, and disaster intervention. *(Summer)*

CSLG 7681. Grief and Loss Counseling (3). Examines the theory of loss, the tasks involved in grieving, and the skills needed by a counselor working with grief and loss issues. Loss will be examined from a broad perspective and includes issues associated with death, loss of relationships, and loss of abilities *(Fall)*

CSLG 7800. Individual Study in Counseling (1-6) Prerequisite of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit. *(Fall, Spring, Summer)*

CSLG 7999. Graduate Residence (1) Meets Graduate School requirement for continuous enrollment during completion of capstone project or comprehensive examination. *(Fall, Spring, Summer)*

Courses available as needed:

The courses below are not taught regularly, but may be occasionally available to students.

CSLG 6109. Research in Counseling (3) Examination of principles and practices for research and development of programs in counseling with emphasis on developmental designs, preventive programs, objectives and organizations. *(On demand)*

CSLG 6115. Person-to-Person Relationships (3) Examination of concepts and methods for improving human relationships. This course has an experiential component. *(On demand)*

CSLG 6121. The Leadership and Design of Structured Groups (3) Methods of creating psychoeducational groups. Focus on applying psychological theories to the selection of group content. Leadership issues such as screening, dealing with difficult members, and leader roles are addressed.

CSLG 6152. Approaches to Career Development (K-12) (3) Counselors and vocational development coordinators gain an understanding and skills necessary for (1) the development, management and evaluation of a comprehensive, competency-based K-12 career education/ counseling program, (2) infusing career education into K-12 curriculum in a counselor/consultant capacity, and (3) establishing and leading successful individual and group career development activities. *(On demand)*

CSLG 6200. Introduction to Theories of Family Counseling (3) Examination of appropriate interventions in working with families focusing on major theorists and techniques in the field.

CSLG 6202. Counseling Military Families and Children (3) Cross-listed Course(s): CSLG 8202. Provides the opportunity to learn about the unique culture of military families and children. Specific challenges and stressors they encounter while serving in the U.S. Armed Forces are thoroughly addressed. Some of the topics explored include: characteristics of active duty personnel; National Guard and Reserve members; military children; stages of deployment; and various social, emotional, physical, and mental health concerns. Students completing this course also learn about evidence-based approaches and interventions, and develop a more in-depth understanding of how to work effectively with this specific population.

CSLG 6204. Counseling Military Veterans (3) Cross-listed Course(s): CSLG 8204. A comprehensive overview of issues impacting military veterans. Specific cultural factors such as race, gender, and sexual orientation are also taken into consideration. Topics include: career transitions, family matters, mental health stigma, traumatic brain injury, suicide, PTSD, depression, homelessness, and addiction. Resilience and strength of military veterans is also addressed. In addition, students learn about evidence based techniques, strategies, and approaches utilized to work effectively with military veterans.

CSLG 7120. Administration and Supervision of Counseling Services. (3) Planning, operation, implementation and supervision of counseling and guidance services in schools and agencies with emphasis on the development of administrative and supervisory skills. *(On demand)*

CSLG 7151. Approaches to Adult Career Development (3) Prerequisite: CSLG 6150. For the career development specialist who needs to survey an environment in which adults are seeking career counseling; assess needs; develop interventions strategies to meet needs; and assess outcomes. *(On demand)*

CSLG 7153. Research Techniques and Computer Applications in Career Counseling (3) Prerequisites: RSCH 6101, 6109 and 6110. Skills in preparing a literature review upon which to base a research study; critiquing theoretical, philosophical, and research material and reports; and conducting and reporting a research study. Focus on understanding the effective application of computer technology to the provision of career-related services in mental health, education, rehabilitative or other human services settings. *(On demand)*

CSLG 7160. Solution-Focused Brief Therapy (3) Prerequisites: CSLG 6110; CSLG 6100; CSLG 7430. An introduction to counseling in a time-limited manner while helping clients understand how they maintain their problems and how to construct solutions. *(On demand)*

CSLG 7190. Introduction to Pastoral Counseling (3) Prerequisites: CSLG 6100, 6110. Introduction to the field of pastoral counseling including both theological and counseling dimensions. *(On demand)*

CSLG 7191. Advanced Issues in Pastoral Counseling (3) Prerequisite: CSLG 7190. Specific content relevant to pastoral counseling including didactic and experiential foci. *(On demand)*

CSLG 7205. Techniques of Family Counseling (3) Prerequisites: CSLG 6100, 6200. An overview of techniques used by family counselors working from communications, structural or strategic orientations. *(On demand)*

CSLG 7645. Cognitive-Behavior Theory and Practice (3) An introduction to the theory and practice of cognitive-behavior therapy that can be applied in the school setting. The major theories (cognitive therapy, cognitive behavior modification, REBT, and reality therapy) will be examined, and treatment planning and application of techniques will be studied. (*On-Demand)*

Clinical Courses & Field Placement

Students are required to take one Practicum course and two Internship courses to complete their programs of study. **All students who plan to take Practicum or Internship during Fall, Spring, or Summer semesters must complete a Clinical Application via Sonia at the beginning of the semester prior to anticipated enrollment.** This application serves as notification to the Director of Clinical Field Placements and program directors that the student intends to pursue a practicum or internship site the subsequent semester. It also makes the directors aware of the number of students who intend to register for a practicum or internship course section the following semester. A reminder about the application will be sent out via the listserv by Directors of Clinical Field Placements prior to course selection for the upcoming semester.

Background Check Policy

Beginning in 2024, the MA in Counseling Program began requiring all students applying to complete Practicum in their subsequent semester to complete a background check. Background checks will be submitted through Certiphi, an approved vendor of the UNC System, and cost $18.90 each, paid by the submitting student.

Background checks serve two purposes. First, they ensure the protection and welfare of clients and K-12 students who counseling students engage with during clinical experiences. Second, they serve as tentative required clearance for licensure as a Licensed Clinical Mental Health Counselor- Associate or Licensed School Counselor in the state of North Carolina. If a counseling student's background check returns information that would prevent them from earning counseling licensure, it is in their best interest and that of the counseling program to learn that information prior to beginning the counseling program clinical sequence.

Results of each student's background check will be available to the Department of Counseling Chair, Masters in Counseling Graduate Program Director, Director of Clinical Field Placements, and submitting student. Any concerning or problematic information revealed in a background check will be discussed among the Department of Counseling Chair, Masters in Counseling Graduate Program Director, and

Director of Clinical Placements, and they will determine resulting outcomes for the student. Outcomes may include proceeding with a clinical placement, dismissal from the counseling program, or an alternate option.

Procedures for Registering for Clinical Courses:

1. All counseling students must submit the Clinical Application via Sonia if they intend to do their Practicum or internship in the upcoming semester.
2. Students will be notified of available clinical course sections via email by the Director of Clinical Field Placements.
3. Students will rank order their choices of clinical sections to the Director of Clinical Field Experience via an electronic form.
4. Each student will receive an email with their identified section and a permit will be issued by the main office for this course section. A student cannot register for a clinical section without a permit.
5. Addictions counseling and clinical mental health counseling students are responsible for securing an approved site after submitting a clinical application via Sonia. If a selected site is not listed in the approved site listing, students must communicate with the Director of Clinical Field Placements. School counseling students' request their preferred school district, school level, and general area for their placements via submitting their clinical application in Sonia. A placement is then assigned by the Office of School and Community Partnerships.
6. After submitting their initial clinical application in Sonia, all counseling students must complete and submit the following documentation via Sonia before beginning at their site:
    a. Proof of Insurance (ACA or ASCA)
    b. Site Supervisor Information & Supervisor Contract
    c. Student Clinical Contract
    d. Confidentiality Agreement
7. Students cannot start accruing direct hours at their site until the first day of classes in the semester and all required documentation is approved by their practicum or internship faculty instructor. If sites require an "orientation" prior to the start of the semester, this is acceptable and approved for completion before the semester begins. But students cannot see a student or client until the start of the semester
8. All questions concerning clinicals should be directed to the Director of Clinical Field Placements (Dr. Nance) or Director of School Counseling Placements (Dr. Hawkins).

Internship II Permitting Policy: Students who want to register for Internship II must have already taken the CPCE or be registered to take the CPCE. If they have not, they will not be granted a permit to register for Internship II.

CSLG 7430 Practicum & CSLG 7435 Internship

The clinical component of the counseling program is the culminating experience of a student's graduate training. It consists of two major components: practicum and internship.

In practicum, the primary focus is becoming oriented and integrated in a clinical placement and demonstrating individual counseling skills. Students complete a supervised practicum that totals a minimum of 150 clock hours. The experience provides for the development of counseling skills under the supervision of a faculty member, an opportunity to perform some of the activities that a regularly

employed staff member in the setting would be expected to perform, and a chance to become familiar with professional activities other than direct service work.

During the two semesters of internship, the focus shifts to the actual practice of the role of counselor as an entry-level counselor. A student completes 2 supervised internships at the same site for a total of 600 clock hours, after successful completion of practicum. The internship provides (1) an opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform, (2) familiarity with professional activities other than direct service work, and (3) supervised experience in the use of professional resources (e.g., appraisal instruments, computers, print and non-print media, professional literature, and research).

Summer internship policy: Counseling Internship in the summer term is ***only allowed for students in Internship II*** who are continuing at the ***same site as Internship I*** completed during the spring semester. Interns beginning at new sites are not eligible to register for the course in the summer.

Please note: it is strongly recommended that students complete both of their internship experiences at the same site. Students should discuss any changes in clinical site placements with their assigned faculty advisor for guidance.

Procedures for Progression to Clinical Placement

As a student beginning the master's program, there are several issues you need to keep in mind as you register.

- The pre-requisites for enrolling in Practicum are:
    - Completion of 5 courses (15 credits). The **FIVE** courses (15 credits) must be:
      1) either The Professional School Counselor (CSLG 7141) or Introduction to Clinical Mental Health Counseling (CSLG 7170),
      2) Counseling Theories (CSLG 6100)
      3) Ethical Issues in Counseling (CSLG 6101)
      4) Multicultural & Social Justice Counseling (CSLG 6145)
      5) Counseling Techniques (CSLG 6110)

- Students interested in working with young children (under the age of 10) are required to take the Introduction to Play Therapy (CSLG 7142) course prior to or concurrently with their placement. If a student does not request a practicum or internship site with children (e.g., elementary school) but is assigned to one anyways, completing Introduction to Play Therapy (CSLG 7142) is recommended but not required.

- Students may choose to complete their program at a pace appropriate for them. The average time to completion is 2-3 years, with the maximum time allowed 7 years. Time to completion of the program depends on various factors: the student's success in coursework, course offerings, and the clinical experiences.

- If students desire to complete their program of study within two academic years (in addition to the two or three associated summer sessions), they need to enroll in Practicum (CSLG 7430) during their first Spring semester. Thus, *they must complete at least one pre-Practicum course in their*

initial Summer in the program, and the other pre-Practicum courses in their initial Summer or Fall semesters.

- Individuals completing the clinical mental health counseling or addiction concentrations can complete a Summer Internship. Internship for School Counseling students is limited to Fall/Spring only.

Overview of Student Responsibility for Clinical Placements

Registering for a clinical class and placement in a clinical site represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients/students.

Responsibility for Practicum Students:

- You must be at your site for a minimum of 10 hours/week (150 hours total during the semester).
- You must be able to see at least 4 hours of individual clients/students each week (60 client/student contact hours during semester).
- You must conduct counseling in a private, confidential setting.
- You must have one experience leading or co-leading a group (10 hours).
- You must be able to audiotape (or videotape, required for Play Therapy) clients/students with their informed consent.
- You must have an on-site supervisor who has at least a master's degree in counseling or a related field and has been counseling for at least 2 years.
- You must receive at least one (1) hour per week of on-site supervision.
- You must receive at least 1.5 hours of group supervision and 1 hour of individual supervision per week with your university faculty member.

NOTE: You must have completed or be concurrently enrolled in **Group Counseling** while completing Practicum.

Responsibility for Internship Students:

- You must be at your site for a minimum of 20 hrs/week (300 clock hours during the semester)
- You must have 8 hours of client/student contact/week (120 client/student contact hours during semester)
- You must conduct counseling in a private, confidential setting.
- You must be able to audiotape (or videotape if Play Therapy) clients/students with their informed consent.
- You must have an on-site supervisor who has at least a master's degree in counseling or a related field and has been counseling for at least 2 years.
- You must receive at least one (1) hour per week of on-site supervision.
- You must have the opportunity to become familiar with a variety of professional activities other than direct service work.

NOTE: You must have taken or be concurrently enrolled in **Advanced Techniques** while completing Internship 1.

For more comprehensive information concerning clinical practice and placements see the

Clinical Field Experience Manual

Taskstream:

Taskstream is an electronic data collection program used by the Cato College of Education to collect and organize student performance data in order to inform course and program improvements. In the Department of Counseling, faculty regularly use Taskstream to collect data and track student performance in response to CACREP standards. All students are required to interact with Taskstream during relevant courses.

Below are Frequently Asked Questions about using Taskstream

1. **How do I log into Taskstream?** Login for students with Ninernet credentials at https://taskstream.charlotte.edu/

2. **What if my credentials (Person ID not found) is not working?** Email taskstream@charlotte.edu. with your student name, 800# and UNC Charlotte email and request a Taskstream account.

3. **What if I don't see any portfolios when I log into Taskstream?** You will need to enroll into the program. A list of enrollment codes can be found at https://education.charlotte.edu/resources/taskstream-information/enrollment-codes There is a step by step tutorial on the enrollment process at https://education.charlotte.edu/resources/taskstream-information .

4 **When submitting an assignment, I can't find my professor's name to send for evaluation. What should I do?** Please email the Office of Assessment at coedassessment@charlotte.edu or you can directly contact bllewis@charlotte.edu or lchart1@charlotte.edu.

5. **HELP! I submitted my assignment to the wrong instructor. What should I do?** Please cancel the assignment submission (http://education.charlotte.edu/sites/education.charlotte.edu/files/media/taskstream/TaskstreamAuthorHandbook.pdf#page=16) and then resubmit to the correct instructor.

6. **How can I find additional information to help with Taskstream processes?** Students can view handbooks and other instructions at https://education.charlotte.edu/resources/taskstream-information.

If you need additional assistance, please email coedassessment@charlotte.edu or you can contact the Office of Assessment at bllewis@charlotte.edu or bradley.smith@charlotte.edu.

Directed Independent Study

A directed independent study course is designed to enable students to take greater responsibility for and direction of their learning about a topic of interest to them. Each independent study is individual and is arranged with a contract between a supervising faculty member and corresponding student. Students identify a faculty member who will direct and evaluate the completed work. Students may not practice individual or group counseling activities as a part of the study. The number of hours expected in an independent study are similar to those required for taking a 3-credit class (45 contact hours in the classroom plus all outside work) - which would approximate a minimum of 120 hours of study.

Students must complete the independent study proposal form with their supervising faculty member prior to beginning their independent study course. This form must be submitted to and approved by the UNC Charlotte Graduate School (see sample form in Appendix).

Review of Student Progress

1. Students may be terminated for academic failure, ethical violations and/or personal unsuitability for the counseling profession (i.e., Violation of professional dispositions)
2. All students will be evaluated yearly by faculty to assess continued progress based on academics and dispositional issues/concerns.
3. From this discussion, the faculty may decide that further coaching, monitoring and/or support are needed and the dispositional process will be utilized.
4. Details regarding the dispositions are on pages 11-12.

Policy/Procedure for Withdrawal/Return

The Department of Counseling faculty adhere to the program withdrawal policy and procedures of the University listed here https://withdrawal.charlotte.edu/.

In addition, if counseling students take a leave of absence from the counseling program *for two consecutive semesters (excluding summer semester),* they must follow the following processes to transition back into the curriculum:

1. If the student has completed coursework, but has not completed Counseling Techniques, the student needs to meet with their assigned advisor to discuss re-entry into the program/curriculum.

2. If the student has completed coursework, including Counseling Techniques, prior to enrolling in Practicum, the student must complete *at least* 5 recorded individual sessions and meet for individual supervision with a faculty member for feedback/evaluation. The faculty member will complete the CCS-R evaluation and will work with the Director of Clinical Field Placement & Testing to decide the student's appropriateness to move on to Practicum.

   *****If the supervisor finds the student is not suitable to move into Practicum due to skill evaluation, the student may be recommended to retake Counseling Techniques, but that is not a guaranteed option.

3. If the student has completed coursework and has successfully completed Practicum, the student must complete *at least* 5 recorded individual sessions and meet for individual supervision with a faculty member for feedback/evaluation. The faculty member will complete the CCS-R evaluation and will work with the Director of Clinical Field Placement to decide the student's appropriateness to move on to Internship.

4. If the student has completed coursework and has successfully completed their first Internship experience, the student must complete *at least* 5 recorded individual sessions and meet for individual supervision with a faculty member for feedback/evaluation. The faculty member will complete the CCS-R evaluation and will work with the Director of Clinical Field Placement & Testing to decide the student's appropriateness to move into Internship. Students who leave the program after completing Internship #1 need to be aware that they may be required to complete both Internship #1 and #2 upon return.

   *****If the supervisor finds the student is not suitable to move into Practicum due to skill evaluation, the student may be recommended to retake Practicum or Counseling Techniques.

Requesting Letters of Recommendation

In order for all faculty to provide students with an appropriate and timely response when they request a recommendation or reference, Department of Counseling faculty ask that students follow these steps:

1. First, students should notify a faculty member prior to listing them as a reference. It is helpful if an individual faculty member has a "heads-up" before an email, call, or other notice comes to them asking for their recommendation.
2. If a student needs a *letter of reference,* please notify the faculty member at least two (2) weeks in advance.
3. Please sign the form here indicating you consent for a faculty member to speak to your academic performance in a letter of reference:
   https://legal.charlotte.edu/sites/legal.charlotte.edu/files/media/LORConsentForm.pdf
   Email this form to the faculty member whom you are requesting a reference from.
4. Always provide the necessary information/details about a required reference to the faculty member so they know to whom the letter is to be addressed, the date it is due, and what it is in reference to (counseling position, scholarship, award, etc.)
5. Provide a copy of your vita/resume and an outline of how you meet the criteria for the position, scholarship, etc. to the faculty member from whom you are requesting a reference.

Professional Counseling Organizations, Opportunities for Professional Involvement, and Activities

Students and graduates are encouraged to join and become active in professional organizations and associations. One method to remain current in the profession is through participation in professional organizations by presenting papers at various conferences, serving on committees, writing for professional

journals, attending workshops, and becoming active in leadership. There are many benefits to be derived from membership in a professional organization. As a member of a professional organization, you:

1. Receive publications associated with the organization.
2. Are entitled to reduced membership rates and reduced registration rates for conferences and workshops.
3. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, webinars, etc.)
4. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to yours.
6. May remain current in the knowledge, practices, and research findings in the field of counseling.

The primary national organization for all counseling professionals is the **American Counseling Association** (ACA). Clinical Mental Health Counseling students should also consider joining the Association for Mental Health Counselors. School Counseling students are encouraged to join the American School Counselor Association (ASCA). The primary state organizations are: North Carolina Counseling Association (NCCA), North Carolina Mental Health Counselors Association (NCMHC), North Carolina School Counselor Association (NCSCA) and Licensed Professional Counselor Association of North Carolina (LPCANC). All of the aforementioned organizations offer student rates.

There are also divisions within the organizations for counseling specialties (e.g., Association for Play Therapy, Specialists in Group Work, Career Counselors, International Association of Marriage and Family Counselors, International Association of Addictions and Offender Counselors, Counselors for Social Justice, and Adults Development & Aging) that may be of interest and relevant to counseling students..

Chi Sigma Iota is an international honor society of counseling professionals and students dedicated to excellence in scholarship, research, and clinical practice. Its purpose is to promote and recognize exemplary achievement in the study and practice of counseling. **Mu Tau Beta** is the University of North Carolina at Charlotte's local chapter, dedicated to the support of our faculty and students and the promotion of the counseling profession through a variety of activities.

Important Web Sites

Chi Sigma Iota
https://www.csi-net.org/
American Counseling Association
https://www.counseling.org/
American Mental Health Counselors Association
https://www.amhca.org/
American School Counselor Association
https://www.schoolcounselor.org/
International Association of Addictions & Offender Counselors
http://www.iaaoc.org/
National Association of Addiction Treatment Providers
https://www.naatp.org/
Association for Play Therapy
https://www.a4pt.org/?
North Carolina Counseling Association
https://nccounselingassociation.org/

North Carolina School Counselor Association
https://www.ncschoolcounselor.org/
North Carolina Substance Abuse Professional Practice Board
https://www.ncsappb.org
National Board for Certified Counselors (NCC)
https://www.nbcc.org/
North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC)
https://www.ncblpc.org/

Program Testing, Certification, & Licensure

All counseling students are required to participate in a comprehensive examination process during their program of study. The purpose of the comprehensive examination process is to help students synthesize their learning about counseling and ensure that they have a thorough understanding of professional attitudes, skills, and knowledge related to eight common-core areas as defined by CACREP's Standards for Preparation.

Description of the CPCE:

The Counselor Preparation Comprehensive Examination (CPCE) is an objective test based on 8 core curriculum areas. The CPCE was developed by the Center for Credentialing & Education (CCE), an affiliate of the National Board for Certified Counselor (NBCC). This is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The exam is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE will also help students prepare for the National Counselor Exam (NCE). The NCE is required in most states for individuals seeking Licensed Professional Counseling (LPC) credentials.

The CPCE consists of 160 items with 20 items per CACREP area. The exam is administered in whole and not by sections.
The 8 core curriculum areas of the CPCE are:

- **Human Growth and Development** –the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations** –issues and trends in a multicultural and diverse society.
- **Helping Relationships** –counseling and consultation processes.
- **Group Work** –group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- **Career and Lifestyle Development**— career development and related life factors.
- **Appraisal** –individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation**— types of research methods, basic statistics, and ethical and legal considerations in research.
- **Professional Orientation and Ethics** – aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Detailed descriptions of the core areas are found at
http://www.cacrep.org/for-programs/2016-cacrep-standards/

Criterion for Passing

Students should consult with their advisors regarding their readiness to take the exam. *Students ought to complete the courses that cover the eight core areas prior to taking the exam. Students are also advised to initially take the exam at least two semesters before they intend to graduate.* This amount of time ensures that students can retake the exam in their final semester before graduating, if an exam retake is needed.

The scoring for the CPCE uses the Total Score (not a score for each section). A passing score is 82.

The following procedures are used to guide students in the CPCE process:

Step 1: Students have two attempts to pass the CPCE exam. If they score 82 or higher, they have passed. Students scoring lower than 82 must take the CPCE for a second time. If 82 is achieved after the second attempt, the student has passed. If a student takes the CPCE twice, the highest core area sub-scores for both CPCE exam attempts will be combined to determine a passing score. Passing National Counselor Examination (NCE) scores, if available, may also be substituted for a passing CPCE score.

Step 2: Students not receiving a passing score of 82 after two attempts at the CPCE, or by combining highest scores for both CPCE exam attempts, or with a passing NCE score, must take an oral examination. They will work with their assigned faculty advisor to review the requirements for the oral examination and select a three-member faculty committee to evaluate their oral examination performance.

Oral Examination Timeline: Effective Fall 2024, students who fail the CPCE twice and need to complete an oral comprehensive exam are required to notify their faculty advisor and request an oral comprehensive exam *as soon as possible*. Students must notify their faculty advisor and request an oral comprehensive examination by **April 1** (to graduate in the Spring semester) or **November 1** (to graduate in the Fall semester). Oral comprehensive exams may not be requested or scheduled in the Summer terms. Failure to meet these deadlines will result in the postponement of graduations.

Internship II Permitting Policy: Effective April 2024, Students who want to register for Internship II must have already taken the CPCE or be registered to take the CPCE. If they have not, they will not be granted a permit to register for Internship II.

Cancellation and Rescheduling Policy

If students are unable to sit for their scheduled exam, they must cancel with Pearson VUE at least 24 hours prior to the scheduled testing session (SEA recipients must cancel appointments with a Pearson VUE representative by phone). They may reschedule the appointment at the time of your cancellation, or at a later date for a fee of $50. They are only permitted to reschedule for a date that falls within the authorization window. If they do not reschedule the appointment at least 24 hours prior to the scheduled appointment or within the authorization window, the student forfeits all examination fees. Exam fees will not be refunded under any circumstance.

Retest Policy

If a student needs to *retake* the CPCE**,** they should log into their Pearson VUE account at

www.pearsonvue.com/cpce, check their eligibility, and register/pay for the exam. Students should NOT pay for the exam again if their eligibility has expired. Make sure the eligibility is still current before registering for a second exam.

Questions about the CPCE and NCE should be directed to the Department of Counseling Director of Clinical Field Experience & Testing.

Directions for Registration:

NOTE: If students are planning to register for the CPCE and the NCE, the must complete separate registration processes for each exam. Students must register and create an account for each exam. Do not use the same username for the two accounts.

The Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is designed to measure a student's level of mastery of the requisite knowledge and skills identified by the Council for Accreditation of Counseling and other Educational Professions (CACREP) for the preparation of professional counselors. The exam covers content in eight core areas: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation. Students are advised not to take the exam until they have completed coursework in these eight areas.

CPCE Registration Directions:

CPCE registration instructions for counseling students are as follows:

CPCE-CBT (Testing at a Pearson VUE site)

*If you will be requesting ***exam accommodations***, refer to pg. 42 - SPECIAL ACCOMMODATIONS.

Registering with CCE:

1. Go to the CPCE registration link and fill out the required information https://www.research.net/r/cpcereg. ***DO NOT complete the CCE registration more than one time***.

2. Once you complete the registration above, you will receive an "Authorization to Test" email from Pearson **within 7 business days (not calendar)**. Be sure to check your spam and junk folders. The email will contain your candidate ID number. **Please allow 7 business days to receive your email before contacting CCE.** Registrations cannot be expedited.

Registering with Pearson VUE: (**Note:** The CPCE does not use private access codes.)
1. **AFTER** you receive the email from Pearson VUE, go to their website to create an account. (www.pearsonvue.com/cpce).

****IF YOU DO NOT RECEIVE AN EMAIL FROM PEARSON VUE after waiting 7 business days**, please contact CCE at cpce@cce-global.org. DO NOT CREATE AN ACCOUNT with Pearson VUE

until you have your Candidate ID number.

2. Once on the Pearson VUE web page, click on **Create Account** on the right side.

3. Create a Web Account page: Enter your first name and last name that was used with your CCE registration. Then, put in your Candidate ID number from your "Authorization to Test" email and click **Next.**

4. Enter your contact information. When putting in your email address, BE SURE to put the same email you used when you completed the CCE registration.

5. You will need to create a username, password, and answer security questions. YOUR USERNAME should be the email address used for the CCE registration.

6. Your pre-approved exam will be presented. Click on the underlined exam "**CPCE-CBT Counselor Preparation Comprehensive Examination (CPCE)**."

7. ***If you will be receiving special exam accommodations**, you can now click on "**Sign out"**. You will need to contact the Pearson VUE Accommodations team at 800-466-0450 to schedule a test date and pay via credit card or voucher number, if applicable. ***DO NOT PAY for your exam online if you will be receiving accommodations***.

8. "Exam Details" screen: Click on **Schedule this Exam**.

9. "Confirm Exam Selection" screen: Click on **Proceed to Scheduling**.

10. "Test Center Search" screen: Select a test center and click **Next**.

11. "Choose Appointment" screen: Click on a **date** and it will show you the times available. Click on an **available time**.

12. "My Order" screen: This shows the details of your appointment and price of the exam. Click on **Proceed to Checkout**. Keep in mind that **ALL FEES ARE NON-REFUNDABLE**. DO NOT PAY for the exam unless you are ready to test.

13. "Checkout-Step 1: Confirm Personal Information": Your name must exactly match the identification that is presented at the test center (first and last name). Click on **Next**.

14. "Checkout-Step 2: Agree to Policies": Read over the CCE policies, check the box at the bottom right and click **Next.**

15. "Checkout-Step 3: Enter Payment": Enter credit card information and then you will see your Order Total. Click on **Next**.
(If your school has provided you with a voucher number, click on "Add Voucher or Promo Code and enter the voucher number.)

16. "Checkout-Step 4: Submit Order": Review everything and then click on **Submit Order**.

17. **REMEMBER YOUR USERNAME AND PASSWORD.** You will need this on the day of the exam.

***Registrations cannot be expedited for any reason.**

- You can test up to **3 times within the 6 month eligibility period** as long as your eligibility has not expired. You **must pay for the exam each time** you test.

- If you need to make any **EDITS/CHANGES to your demographic information** that was exported to Pearson VUE, send an email to cpce@cce-global.org with the corrections and it will be updated.

- If your **ELIGIBILITY EXPIRES** and you have not paid for the exam, ask your school to email the CPCE Program Coordinator (Laura Hall) at CCE to extend your eligibility. DO NOT COMPLETE THE CCE REGISTRATION AGAIN.

- Once you pay for the exam, you must test on the scheduled date or your money will be forfeited. If you want to **reschedule your test date and your eligibility has not expired**, you will need to pay a $50 fee and contact Pearson's customer service at least 24 hours before your test date to do so.

- If you need to **RETAKE THE EXAM,** you will log into your Pearson VUE account at www.pearsonvue.com/cpce, check your eligibility, and register/pay for the exam. **DO NOT PAY** for the exam again if your eligibility has expired. Make sure the eligibility is still current.

- **After you complete the exam**, the test center will provide you with a score report. It will show your score in each content area and a total score. If you need a copy of the score report at a later time, you will need to contact customer service at Pearson VUE.

  A **score roster will be sent to your school** with confirmation of testing the following month after you test. They should receive it by the middle of the month. (i.e. A score roster of students who tested during the month of August will be sent to the school around September 15th.)

- **SPECIAL ACCOMMODATIONS: If you are approved for exam accommodations**, the Disabilities Office or Student Affairs at your school should email a letter on school letterhead with your name and the accommodations you are approved to receive to **Laura Hall** at cpce@cceglobal.org. The letter will need to be signed and dated by the school representative. **DO NOT PAY for the exam until the accommodations have been applied to your account. You will then call the Pearson VUE Accommodations team and schedule/pay over the phone.**

Pearson VUE customer service is open Monday-Friday 7:00am-7:00pm CST. (866-904-4432)

National Counselor Examination for Licensure and Certification

The National Counselor Examination for Licensure and Certification (NCE) is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states. It is also one of two examination options for the **National Certified Counselor** (NCC) certification. It may also be accepted by military health systems to become a recognized provider.

The NCE was first used in 1983 as part of the NCC application process, and continues to undergo regular review and development to ensure it represents the current reality of practice and research in the counseling profession.

Test takers are required to review the examination handbook prior to sitting for an examination. and must adhere to the policies within it. Handbooks for the NCE and NCMHCE are located on the NBCC website at **http://www.nbcc.org/Exam/ExamPolicies**.

To register for the NCE:

NCE registration instructions for counseling students are as follows:

Make sure you complete the UNC Charlotte Department of Counseling Application through a link in Canvas sent by the Director of Clinical Field Experience & Testing. The test will occur at an approved Pearson Test Center off-campus. Once you complete the department's application, we will send the roster to NBCC. Next they will contact you via email with additional NCE registration details. The NCE is typically taken during the student's final semester of graduate study. The NCE content tests students' knowledge from the six domains listed here: https://www.nbcc.org/exams/nce. Students are advised not to take the exam until they have completed all core coursework.

If students have questions about registering for the CPCE or NCE, they should contact the Department of Counseling Director of Clinical Field Experience & Testing

The Praxis Exam (for School Counseling Licensure)

Students seeking licensure as school counselors (K-12) in North Carolina must take the Counseling specialty section of the Praxis II **(#5421)** exam. The passing score for certification is **156**. Students must register to take the Praxis. The Registration Bulletin is in the Office of TEAL located on the 1st floor in the College of Education (https://teal.charlotte.edu/). Students may also get the registration bulletin on the web (www.ets.org/praxis). School counseling students should take the Praxis exam approximately six months before graduating from their counseling program. The content on the Praxis exam is taught in CSLG 7141, so students may choose to complete this exam any time following their completion of CSLG 7141.

NOTE: The School Counseling section of the Praxis is not offered on every examination date. Students may contact ETS at praxis@ets.org to learn when the counseling section will be offered and to obtain a study guide for the test.

All school counseling students who successfully complete their program and pass Praxis can apply for their NC K-12 School Counseling License through the Office of Teacher Education Advising & Licensure https://teal.charlotte.edu/. TEAL is located on the first floor of the Cato College of Education.

Cato College of Education, Suite 119
9201 University City Blvd
Charlotte, NC 28223
P: 704-687-8725
F: 704-687-1635

Office Hours:
Monday - Friday 8:00am-6:00pm

Questions about the Praxis and k-12 Licensure can be directed to the Director of the School Counseling Program.

Professional Counseling Certification and Licensure Requirements

Upon graduating from UNC Charlotte's CACREP Master's program, there are two distinct licenses and one certification for which students are eligible.

1) Students who graduate from the School Counseling concentration are eligible, upon passing the Praxis exam required by the North Carolina Department of Public Instruction (DPI), to be recommended for **school counseling licensure** (K-12) from the North Carolina DPI.

2) Graduates of the clinical mental health counseling and addiction counseling programs who take and pass the National Counselor Examination (NCE) are eligible to apply for the credential of **Licensed Clinical Mental Health Counselor-Associate** (LCMHC-A) through the NCBLCMHC. Students can visit the board website (www.ncblpc.org) for requirements and application information.

NOTE: When applying for the LCMHC-A credential, please go to the NCBLCMHC web site (http://www.ncblpc.org/) and fill out the reference to be sent to your clinical instructor, which will be forwarded to them by the Board. Faculty no longer fill out hard copy (paper) forms to verify clinical hours.

3) All graduates of the counseling program (school counseling, clinical mental health counseling, and addiction counseling) are eligible to apply for the **National Certified Counselor** (NCC) credential. It is achieved upon completion of the following criteria:

1. Hold a master's degree in Counseling from an accredited university program (CACREP)
2. Pass the National Counselor's Examination for Licensure and Certification (NCE)

Graduate School Policies

The policies below originate in the UNC Charlotte Graduate School and apply to students in all graduate programs. They are included in this counseling program handbook given their relevance and importance to counseling students at UNC Charlotte.

Academic Integrity

Students have the responsibility to know and observe the requirements of The Code of Student Academic Integrity **http://legal.charlotte.edu/policies/up-407**. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity will be stated by the instructors and are binding on the students. Academic evaluations include a judgment that the student's work is free from academic dishonesty of any type; and grades,

therefore, should be and will be adversely affected by academic dishonesty. Students who violate the Code will be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the Code can be found in the UNC Charlotte Catalogue and at the Dean of Students' Office. Standards of academic integrity will be enforced in all courses. Students are expected to report cases of academic dishonesty to the course instructor.

Code of Student Responsibility

The UNC Charlotte Code of Student Responsibility (the Code) **https://legal.charlotte.edu/policies/up-406** provides that UNC Charlotte strives to assist students in their development by creating a community that values scholarship, integrity, respect, accountability, dignity, honor, compassion, character, and nobility. The mission of the University student conduct process is to support the goals and objectives of the University and the values of the Noble Niner by (a) encouraging appropriate standards of individual and community responsibility; (b) fostering an environment of personal accountability for decisions; (c) promoting personal, social, and ethical development; and (d) striving to protect the well-being, health, safety, and property of all members of the University community

Academic Appeal Policy (UNC Charlotte Policy):

Any student or applicant may appeal any decision affecting their status as a graduate student by submitting a written petition to the Appeals Committee of the Graduate Council, in care of the Graduate School, after remedies have been exhausted in the appropriate college. The petition shall briefly describe the facts, which support his/her claim and the remedy being sought. The petition must be submitted within six calendar months of notification of the action being appealed. After receiving the petition, the chairperson of the Appeals Committee will schedule a hearing as soon as possible. A hearing will be held within 60 days of receipt of the written petition of appeal. Evidence will be received from the petitioner and other parties having information bearing on the appeal. The chairperson of the Appeals Committee shall report its decision on any appeals matter (a) directly to the Dean of the Graduate School and (b) to the Graduate Council at the first board meeting following the hearing. Questions about the procedure should be addressed to the Dean of the Graduate School. Potential outcomes of the appeal may include support for the initial decision or revocation of the initial decision affecting the student.

DegreeWorks

DegreeWorks is a web-based tool that provides real-time advice for degree progression and planning. The tool gives UNC Charlotte students access to their plan of study as well as an overall glance of their academic progress. The Graduate School has provided a Student Guide with additional information on accessing the tool (via my.charlotte.edu) and how to track academic progression. DegreeWorks is the definitive record for graduation clearance. Students, faculty, and staff may access DegreeWorks via http://my.charlotte.edu. *Students are encouraged to routinely check their degree progress in DegreeWorks.*

Graduation Application for Degree and/or Certificate

All students intending to graduate in a given semester but formally apply to graduate by the Graduate School deadline for that semester. To apply to graduate with a graduate doctoral, master's degree or graduate certificate: Log into my.charlotte.edu, select Banner Self-Service, Student Services, Student Records, and Online Graduation Application. Click "Continue" if this is the first time a graduation

application has been submitted, or "Create a New Application" if one has been submitted previously. After completing all sections, click the "Submit" button.

Announcements about graduation application deadlines will be sent out through the Department of Counseling Listserv with, but *students are responsible for monitoring graduation application deadlines and ensuring they submit all required graduation applications*.

Time Limit for Graduation

All work offered for the master's degree, including accepted transfer or post-baccalaureate credit, must be completed within a six (6) year period for students who began their master's degree in or before 2017. This period begins with the beginning date of the earliest course offered for the master's requirements and ends six years thereafter.

For students who began their degree in 2018 or after, all work offered for the master's degree, including accepted transfer or post-baccalaureate credit, must be completed within a seven (7) year period. This period begins with the beginning date of the earliest course offered for the master's requirements and ends seven years thereafter.

Transfer Credits Policies and Process

Per UNC Charlotte Graduate School policies, counseling students may petition to transfer previous coursework into their counseling program of study if such coursework was not completed for an earned degree. Requests to transfer previous course credits must be submitted via the Graduate Academic Petition system in alignment with the process described below. Students may petition to transfer up to 30% of the counseling program of study, or 18 credit hours. If students have completed more than 18 credit hours of relevant coursework for an unearned degree, they may only petition for 18 of those credit hours to be transferred into their UNC Charlotte counseling program of study. ***Masters counseling students cannot transfer Counseling Techniques (CSLG 6111), Practicum in Counseling (CSLG 7430), and Internship in Counseling (CSLG 7435) credits into their program of study from another institution.*** Otherwise, they may transfer up to 18 credit hours from other institutions, if approved.

To initiate the credit transfer process, students must work with their assigned faculty advisor to examine the possibility of transferring previously completed coursework. First, students must provide syllabi for any courses requesting to be transferred for advisors to consider. If the course is in a core area from a non-CACREP accredited program, the student must work with their advisor to evaluate if the UNC Charlotte Student Learning Outcome (SLO) was assessed as a standard in the previous course. Students will be asked to provide evidence of how the SLO was assessed in their course or to complete a supplementary assignment designated by the MA Committee (in consultation with the course instructor) to demonstrate adequate performance on UNC Charlotte's designated SLO for the course.

If the previous course credit is clearly aligned with the UNC Charlotte course, the student works with their advisor only to draft and submit a graduate academic petition for course transfer. (For example, a student takes "Career Counseling" at another CACREP-accredited university and petitions for it to substitute for "Career Counseling & Development" at UNC Charlotte.)

If the transfer of course credit is not clear, the advisor brings the tentative petition proposal and supporting documents (e.g., syllabi, course descriptions, etc.) to the respective program committee (i.e., Clinical

Mental Health Counseling Committee, Addictions Counseling Committee, or School Counseling Committee). The relevant committee reviews the transfer petition and works with the advisor to determine an appropriate course of action for the student to submit the course transfer petition or not.

Family Educational Rights & Privacy Act (FERPA)

University Policy 402, Student Education Records. UNC Charlotte adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974, also known as FERPA, a federal law that affords students rights with respect to their education records.

Nondiscrimination Policy

UNC Charlotte seeks to promote a fair, humane and respectful environment for its faculty, staff, students, contractors and visitors. The University prohibits discrimination and harassment on the basis of race, color, religion, age, national origin, physical or mental disability, political affiliation, veteran status, genetic information, sex, sexual orientation, gender expression, or gender identity in its programs and activities, and in its employment and educational decisions. If students have discrimination concerns, please see the UNC Charlotte Notice of Nondiscrimination for the contact information of individuals who may assist you. This notice and the University's grievance procedures for making a complaint of discrimination may be found online at legal.charlotte.edu/legal-topics/nondiscrimination.

Equal Educational Opportunity

The University considers all applications without regard to race, color, sex, sexual orientation, national origin, disability, age or religion. All relevant factors are considered, with major emphasis being placed on the academic history of the applicant. The intent of the University is to offer admission to those applicants whose credentials indicate a strong likelihood of success in their selected curricula.

Center for Graduate Life

A part of the Graduate School at UNC Charlotte, the Center for Graduate Life (CGL) is a friendly, welcoming place where graduate students come to polish professional and personal skills, find a quiet spot for study, connect with others, or just relax. It is located in Cone University Center 268, next to Main Street Market. The Center provides a comfortable and safe environment where graduate students can network and get personal and professional support and development to enhance career success.
Web site: https://gradlife.charlotte.edu/

Master of Arts in Counseling

Student Handbook
Appendix



Candidate Statement of Commitment to Professional Dispositions– Acknowledged in Admissions Application to MA in Counseling Program

The College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and dispositions expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress.

Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of fairness and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education's Conceptual Framework more specifically articulate characteristics expected for all education professionals. Dispositions are assessed indirectly, based on candidates' observable behavior in educational settings (NCATE, 2008).

Primary Professional Dispositions	**Specific Professional Disposition Descriptors**
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for all counseling site policies & procedures
Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies

Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.
Flexibility & Adaptability	Demonstrates ability to be flexible to changing circumstances, unexpected events, & new situations.
Congruence & Genuineness	Demonstrates ability to be present and "*be true to oneself*"

Students are expected to disclose any unethical or unlawful activity from the time the application was submitted into the program until the end of the program.

I have read the professional dispositions and indicators above. I agree that developing and modeling these dispositions is important to being an effective, professional counselor. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these dispositions throughout my training.

Name (Print) _____

Concentration (check one): Clinical Mental Health Counseling ____

School Counseling ____

Addictions Counseling ____

Signature _____

Date _____

Assessment of Professional Dispositions – Conference with Student Candidate

Candidate name:
Candidate 800#:
Date:
Program:
Faculty/Others present at conference:

Directions:

- *A faculty member(s) or school partner(s) will complete the **Assessment of Counseling Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.*
- *Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.*
- *A copy of this documentation should be provided to the candidate once the conference is completed.*

1. **Description of behavior that is of concern:** *Using measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.*

2. **Expected behavior changes:** *What will the candidate be expected to do differently in the future?*

Will a Plan of Action be initiated as an intervention for this candidate (check one)?

_____Yes* -- *The Dispositions Plan of Action Form should be completed and turned into the College Dispositions Coordinator.*
_____No

**Check "Yes" if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).*

3. **Consequences of unchanged behavior:** ***For all candidates***: *Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).*

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____
Faculty Signature _____
Faculty Signature _____
Other Signature _____
Other Signature _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Counseling Dispositions Plan of Action

Date of conference: _____Candidate Name: ___

800_____

Program _____

Faculty/Others present at conference:

Directions:

- *A faculty member or school partner will complete the **Assessment of Counseling Dispositions**.*
- *If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement. The Conference form will be completed as part of the Assessment (p.2).*
- *If any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other), the Disposition Plan of Action should be completed. This form should be used in conjunction with the Assessment of Dispositions Conference Form.*

This plan was formulated by the candidate and faculty member and agreed to by all parties:

Candidate Signature _____ Faculty Signature _____ Faculty Signature ___ Other Signature _____ Other Signature _

Date_____

Title: _____ Title: __ Title: _ Title: _____

Date: _____ Date: _ Date: _____ Date: _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Required Follow Up CONTINUED on Next Page

PLAN OF ACTION FOLLOW-UP – to be completed once the timeline established by the Plan of Action is completed.

Date of conference: _____

Candidate Name: _____

800

Program

Faculty/Others present at conference: _

a. Has the candidate successfully completed the Plan of Action? (check one)

_____Yes
_____No*

*Please explain why the Plan of Action was not successfully completed, attaching documentation as needed.

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____ *Title:*_____ *Date:*_____
Faculty Signature _____ *Title:*_____ *Date:*_____
Faculty Signature _____ *Title:*_____ *Date:*_____
Other Signature _____ *Title:*_____ *Date:*_____
Other Signature _____
*Date*_____
Title: _____ *Title:* __ *Title:* _ *Title:* _

Date: _____ *Date:* _ *Date:* _____ *Date:* _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Candidate Disposition Appeals Form

Candidates: read carefully and complete all information requested below.

1. A candidate has the right to appeal a decision by the Department Dispositions Committee that the candidate be denied advancement in his/her program of study. This Candidate Disposition Appeals Form must be received in the Office of the Senior Associate Dean of the College of Education either as an electronic file attachment via email or as a mailed hard copy within ten (10) business days of the date of the letter sent from the chair of the candidate's academic department notifying the candidate of the department review decision. ***Complete all requested information on this form. Incomplete forms may result in denial of appeal.***

2. Upon receipt of the completed Candidate Disposition Appeals Form to appeal the decision, the Senior Associate Dean or his/her designee shall convene the College Dispositions Appeals Board within 15 (fifteen) business days. This group is comprised of faculty from each academic department in the College of Education, the director of the Office of Teacher Education Advising, Licensure, and Recruiting (TEALR), and the director of the Office of Field Experiences. You will be notified as to the time and place of the hearing. You will be provided an opportunity to speak on your own behalf. The Appeal Board may interview any stakeholders including, but not limited to faculty and staff members who have previously assessed your dispositions or provided documentation of your dispositions in the past. Your absence from this meeting will be taken as acknowledgement that you do not wish to speak on your own behalf.

   The College Dispositions Coordinator serves as an *ex officio* member of the board. Any questions you have about this process should be directed to the College Dispositions Coordinator.

   As of June 11, 2014, the College Dispositions Coordinator is Dr. Brad Smith. He may be reached by email at bradley.smith@uncc.edu or by phone at 704-687-8189.

3. After reviewing all documentation, and interviewing the candidate (if the candidate so chooses) and any other stakeholders, the College Dispositions Appeal Board will submit a recommendation to the Senior Associate Dean of the College of Education regarding the candidate's enrollment status. The board may decide either to uphold the decision of the Department Dispositions Committee to deny the candidate advancement in the program or to allow the candidate to advance in the program, with or without conditions.

4. If the Senior Associate Dean upholds the decision of the Board, such decision shall be final. If the Senior Associate Dean reverses the decision, the Board will formulate an appropriate course of action in consultation with the department chair and the department dispositions committee chair. All documentation related to the appeal will be forwarded to College Dispositions Coordinator for inclusion in the confidential electronic record. *See the Professional Education Dispositions Plan for more information.*

To be completed by the candidate:

Candidate Name:	800 ID #:
UNC Charlotte Email:	Best Phone Contact #:
Major/Program:	
Mailing address:	

( ) I have read and understand the procedures involved in the dispositions appeal process.

( ) I wish to appeal the decision to deny my advancement in my College of Education program of study made by my department dispositions review committee.

Please provide an explanation of your reasons in seeking an appeal of this decision (attach additional pages as needed).

Candidate Printed Name:

Candidate Signature:

Date:

*******DO NOT WRITE BELOW THIS LINE*******

The Appeals Board has reviewed the candidate's appeal and all relevant evidence and makes the following recommendation: ( ) Uphold the Department decision ( ) Reinstate with conditions* ( ) Reinstate without conditions

Chair, College Disposition Appeals Board ***Date***

Member, College Disposition Appeals Board ***Date***

Member, College Disposition Appeals Board ***Date***

Member, College Disposition Appeals Board ***Date***

Member, College Disposition Appeals Board ***Date***

Member, College Disposition Appeals Board ***Date***

Member, College Disposition Appeals Board ***Date***

I have reviewed the recommendation of the Appeals Board and make the following recommendation:
( ) Uphold the Board decision ( ) Reinstate with conditions* ( ) Reinstate without conditions

---

Senior Associate Dean, College of Education Date

**suggestions for conditions should be directed to the department review committee/department chair*

DEPARTMENT OF COUNSELING DEGREE REQUIREMENTS

COUNSELING PROGRAM CORE COURSE REQUIREMENTS		
CSLG 6104	Counseling Across the Lifespan	3 (FA, SP, SU)
RSCH 6101	Educational Research Methods	3 (FA, SP, SU)
CSLG 7110	Assessment & Evaluation Methods	3 (FA, SP, SU)
CSLG 6100	Theories of Counseling	3 (SU, FA)
CSLG 6101	Ethical & Professional Issues in Counseling	3 (SU, FA)
CSLG 6110	Counseling Techniques	3 (FA, SP)
CSLG 6111	Advanced Counseling Techniques	3 (FA, SP, SU)
CSLG 6120	Group Counseling	3 (FA, SP)
CSLG 6145	Multicultural & Social Justice Counseling	3 (FA, SU)
CSLG 6150	Career Development & Counseling	3 (SP, SU)
CSLG 7430	Practicum in Counseling	3 (FA, SP) 150 hrs
CSLG 7435	Internship I	3 (FA, SP) 300 hrs
CSLG 7435	Internship II	3 (FA, SP) 300 hrs

SPECIFIC SCHOOL COUNSELING REQUIREMENTS		
CSLG 7141	The Professional School Counselor	3 (SU, FA)
CSLG 7140	Consultation in School Counseling	3 (FA, SU)
CSLG 7646	Advocacy and Leadership in Professional School Counseling	3 (FA, SP)
ELECTIVE # 1		3
ELECTIVE # 2		3
ELECTIVE # 3		3
ELECTIVE # 4		3
	TOTAL	**60 HRS.**
SPECIFIC CLINICAL MENTAL HEALTH COUNSELING REQUIREMENTS		
CSLG 7170	Introduction to Clinical Mental Health Counseling	3 (FA, SU)
CSLG 6153	Diagnosis & Treatment in Counseling	3 (SP, SU)
CSLG	An Addictions Course	3
ELECTIVE # 1		3
ELECTIVE # 2		3
ELECTIVE # 3		3
ELECTIVE # 4		3
	TOTAL	**60 HRS.**
SPECIFIC ADDICTION COUNSELING REQUIREMENTS		
CSLG 7170	Introduction to Clinical Mental Health Counseling	3 (FA,SU)

CSLG 6153	Diagnosis & Treatment in Counseling	3 (SP, SU)
Four Addiction Courses and Completion of the Internship I & II experience in an Addiction Counseling Facility/Location		
CSLG 6160**	Theories of Addiction	3
CSLG 6161**	Assessment & Diagnosis of Addictive Disorders	3
CSLG 6162**	Interventions in Addiction Counseling	3
	One of the following courses:	
CSLG 6164	The McLeod Institute on Addiction	3 (Pre-SU I)
	**** Courses required for Addiction Counseling concentration**	
	TOTAL	**60 HRS.**
Play Therapy Concentration (Add-on secondary concentration)		
CSLG 7142	Introduction to Play Therapy	3 (FA,SP,SU)
CSLG 7143	Child-Centered Relationship Training: An Approach for Training Parents/Caregivers/Teachers	3 (SP)
CSLG 7144	Contemporary Theories of Play Therapy	3 (FA)
CSLG 7147	Multicultural & Social Justice Issues in Play Therapy	3 (hybrid, FA)
Elective	**To be approved by Director of Play Therapy Concentration**	
CSLG 7145	Special Topics in Play Therapy (e.g. Play Therapy Conference (hybrid, Pre-SU II)	3 (SU)
CSLG 7148	Expressive Arts Through the Lifespan	3 (SU)
Pre-requisites for enrolling in Practicum CSLG 7430		
CSLG 6100	Theories of Counseling	3 (SU, FA)
CSLG 6145	Multicultural & Social Justice Counseling	3 (FA, SU)
CSLG 6101	Ethical & Professional Issues	3 (SU, FA)
CSLG 6110	Counseling Techniques	3 (FA, SP)
CSLG 7141	The Professional School Counselor **(School Concentration Only)**	3 (SU, FA)
CSLG 7130	Introduction to Clinical Mental Health Counseling **(Clinical Mental Health & Addiction Concentration Only)**	3 (FA, SU)
	TOTAL	**18 HRS.**

Master's Degree - Program of Study Worksheet

Concentration: ❑ School Counseling ❑ Clinical Mental Health Counseling ❑ Addiction Counseling

Indicate below the semester you plan to take the appropriate courses. You should keep a record to follow your progress through the program.

Semester planned/taken:		
	Core courses:	
	CSLG 6104	Counseling Across the Lifespan (FA, SP, SU)
	RSCH 6101	Educational Research Methods (FA, SP,SU)
	CSLG 7110	Clinical Assessment (FA, SP, SU)
	CSLG 6100	Theories of Counseling (FA,SU)
	CSLG 6101	Ethical and Professional Issues in Counseling (FA, SU)
	CSLG 6110	Counseling Techniques (FA, SP)
	CSLG 6120	Group Counseling (FA, SP)
	CSLG 6145	Multicultural & Social Justice Counseling (FA, SP, SU)
	CSLG 6150	Career Development and Counseling (SP, SU)
	CSLG 6111	Advanced Counseling Techniques (FA, SP, SU)
	CSLG 7430	Practicum in Counseling (FA, SP) (150 hours)
	CSLG 7435	Internship I (FA, SP, SU) (300 hours)
	CSLG 7435	Internship II (FA, SP, SU) (300 hours)
School:		
	CSLG 7141	The Professional School Counselor (FA, SU)
	CSLG 7140	Consultation in School Counseling (FA, SU)
	CSLG 7646	Advocacy & Leadership in Professional School Counseling (FA, SP)
Clinical Mental Health:		
	CSLG 7170	Introduction to Clinical Mental Health Counseling (FA, SU)
	CSLG 6153	Diagnosis & Treatment in Counseling (SP, SU)
	CSLG	Addictions Elective
Addictions Counseling: See when courses are offered. (1 course per semester, except SU II)		
	CSLG 7170	Introduction to Clinical Mental Health Counseling (FA, SU)
	CSLG 6153	Diagnosis & Treatment in Counseling (SP, SU)
Four Addiction Courses and Completion of the Internship I & II experience in an Addiction Counseling Facility/Location.		
	CSLG 6160	Theories of Addiction (FA)
	CLSG 6161	Assessment and Diagnosis of Addictive Disorders (SP)
	CSLG 6162	Interventions in Addiction Counseling (SU 1)
(6164 is required)	CSLG 6164	The McLeod Institute on Addiction (Pre-SU 1)
Electives (4 for School Concentration, **4** for Clinical Mental Health Concentration in addition to the Addictions Elective, **1** for Addictions Concentration)		
Play Therapy Concentration: This is a secondary concentration which means you do it in addition to your degree concentration		
	Required:	

	CSLG 7142	Intro to Play Therapy (FA, SP, SU)
	In addition, select 2 of these 3:	
	CSLG 7143	Child-Centered Relationship Training: An Approach for Training Parents/Caregivers/Teachers (SP)
	CSLG 7144	Contemporary Theories of Play Therapy (FA)
	CSLG 7147	Multicultural & Social Justice Issues in Play Therapy (hybrid, SP)
	Elective	To be approved by Director of Play Therapy Concentration
	CSLG 7148	Expressive Arts Through the Lifespan (SU-2)
	CSLG 7145	Special Topics in Play Therapy (e.g. Conference Pre-SU II)
		Course above not selected or approved by Director of PT program

Note: Courses outside your concentration i.e. CSLG 6153, CSLG 6164, can be used as an elective.

Possible Electives		
	CSLG 6000	Topics in Counseling: (topics vary):
	CSLG 7148	Expressive Arts across the Lifespan (SU)
	CSLG 6205	Counseling Older Adults (SU)
	CSLG 7142	Introduction to Play Therapy (FA, SP, SU)
	CSLG 7146	Counseling Adolescents (SU)
	CSLG 7600	Sexual Orientation Diversity in Clinical Practice (Alternate SP)
	CSLG 7601	Counseling & Spirituality (SP)
	CSLG 7680	Crisis Counseling (FA,SU)
	CSLG 7682	Trauma (SP, SU-2)
	CSLG 7681	Grief & Loss Counseling (FA)
	CSLG 6154	Couples Counseling (Alternate Years FA)
	CSLG 6200	Introduction to Theories of Family Counseling (Alternate Years FA)

CPCE (Comps): ❑ January 20_____ ❑ May 20_____ ❑ August 20____
NCE: ❑ April 20____ ❑ October 20____
PRAXIS II (school counseling students only) ❑ 20____

Date of first Master's course: _____

Expected date to Graduate: _____

University of North Carolina at Charlotte: Cato College of Education
Record concerning a grade of Incomplete (I)

Course and section: _____ Term and year _____
Instructor: _____ phone: _____email: _____
Student's name: _____ ID Number: _____
Student's phone (H): _____ (C): _____ Email: _____

University policy concerning the Grade of I (Incomplete): The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor or during the next semester (fall or spring) in residence, but no later than 12 months after the term in which the I was assigned, whichever comes first. If the I is not removed during the specified time, a grade of F, U, or N as appropriate to the course is automatically assigned. **The grade of I cannot be removed by enrolling again in the same course.**

Agreement between instructor and student

Assignments completed: (Please list or attach record)	Grade	Weight toward final grade
Reason for Incomplete:		
Assignment(s) to be completed: (Please list and attach syllabus, assignment sheet, or other description) **Due date for assignments to be submitted to the instructor:** _____	Weight toward final grade	

I (or my approved designee) will accept and evaluate the assignment(s) turned in by the due date above. I will submit a change of grade form before the University deadline for removing the grade of **I**.

Instructor's signature _____ **Date** _____

I understand the conditions of this grade of **I** and the expectations of the assignment(s). I understand that the grade will change to an **F** or a **U** if I do not submit the remaining assignment(s) by the due date above.

Student's signature _____ **Date** _____

Copy to student's file and to department file

CHARLOTTE
CATO COLLEGE OF EDUCATION

Department of Counseling

Request: Change of Masters in Counseling Faculty Advisor

To: Department Chair

From: _____ _____
Name Banner ID#

Telephone: _____ Email: _____

Current Advisor: _____

I am requesting a change of advisor for the following reasons:

_____

_____

I have discussed this proposed change with the student and _____ do _____ do not recommend the change at this time.

_____ _____
Signature of Current Advisor Date

I have discussed the proposed change with the student and I _____ am _____ am not willing to accept him/her as an additional advisee.

New Advisor: _____

_____ _____
Signature of New Advisor Date

If the request is not recommended, the student has the option to meet with the Department Chair to discuss the request further.

CHARLOTTE
CATO COLLEGE OF EDUCATION

Request for Directed Independent Study

Name: _____ ID #:800 _____

Concentration _____

I request permission to take:

___CSLG 6800, Individual Study in Counseling for ____ semester hours credit

___CSLG 8800, Individual Study in Counseling for ____ semester hours credit

Semester requested: _____

I have already taken (including my present enrollment) _____ hours of individual study for my present degree program. My last enrollment for individual study was for _____ semester or session of summer school _____ (year).

Description of Proposal - please include enough detail so that proposal methods of evaluating products can be clearly understood. Attach a copy of this form to proposal.

_____ _____
Student Signature *Date*

Approved: _____ _____
Faculty supervisor of study *Date*

Approved: _____ _____
Academic advisor *Date*

Approved: _____ _____
Chairperson *Date*

Please Note: Request must be filled out in **duplicate** and approved before the registration period ends for the semester or session intended

Professional Dispositions Plan

Department of Counseling Programs

Table of Contents

Professional Dispositions for Counseling Programs at UNC Charlotte.	2
Department of Counseling	3
Entry, Midpoint, and Completion Assessment Overview	4
When and How Are Candidate Dispositions Assessed?	4
College of Education Procedures https://education.charlotte.edu/wp-content/uploads/sites/521/2023/06/COED-Professional-Dispositions-Plan_All_Updated-2023.pdf	
What happens when a rating of "Needs Improvement" is noted on a candidate's assessment?	5
Formulating a Professional Dispositions Plan of Action	6
What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?	6
Candidate's Right of Appeal	7
Who Monitors the Candidates' Disposition Assessments?	8
Department of Counseling Forms	9
Assessment of Professional Dispositions Form	9
Step 1: Faculty Coaching Conference with Student-Candidate	10
Step 2: Formal Counseling Dispositions Plan of Action	11
Follow-Up: Plan Of Action	12
Candidate Disposition Appeals Form	13
Resources for Coaching and Remediation of Candidate Professional Dispositions	15

Professional Dispositions for Counseling Programs at UNC Charlotte

The College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and *professional dispositions to* become effective educators. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. Faculty and/or school personnel will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education's Conceptual Framework more specifically articulate characteristics expected for all education professionals. Dispositions are assessed indirectly, based on candidates' observable behavior in educational settings (NCATE, 2008).

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for *all* counseling site policies & procedures.
Record Keeping & Task Completion	Completes *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).

Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.
Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.
Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”

Students are expected to disclose any unethical or unlawful activity from the time application was submitted into the program until the end of the program.

Students in the Department of Counseling sign the following statement:

I have read the professional dispositions and indicators above. I agree that developing and modeling dispositions is important to being an effective, professional counselor. I am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional education program depends upon successful demonstration of these professional dispositions.

Signature _____ Date _____

Department of Counseling

Entry, Midpoint, and Completion Assessment Overview

Description of Typical Activities	By Whom	MA Counseling	PhD Counseling
Entry			
Entry-Level Course · Inform and teach professional dispositions during orientation, advising, and/or seminar · Overview of assessment procedures and documents · Candidate self-assessment	Program Coordinator Candidate	CSLG 6101	CSLG 8105
Midpoint			
Mid-point Course · Review of professional dispositions, procedures, and documents · Candidate self-assessment · Faculty assessment of candidate dispositions · Application of dispositions in a professional setting · Faculty initiated plan of action, with candidate initiated actions (as needed)	Program faculty Candidate Instructor	CSLG 7430	CSLG 8440
Anytime			

Any time: If concerns are identified during courses or clinicals, or as required by department · Information discussed with the candidate · Professional Disposition Plan of Action is initiated by faculty member, in consultation with public school/agency representative when applicable	Instructor	Optional	Optional
Exit			
Exit: · Candidate affirms commitment to dispositions	Candidates	CSLG 7435 (1)	CSLG 8445

To promote student success, and in alignment with CACREP Standard 2.C.1.E., instructors of courses with enrolled counseling students review students at the end of the semester regarding retention, remediation, or dismissal concerns. Faculty will only indicate a concern if they have addressed the concern with students using Step 1 or Step 2, as described below.

When and How Are Candidate Dispositions Assessed?

If a faculty member plans to use the formal disposition process using the Assessment of Professional Dispositions should consult with the department dispositions faculty coordinator.

Candidates are assessed on dispositions in one of two ways:

1. Dispositions for candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) CSLG 6101 when candidates assess themselves take early in the program (“entry point”), b) CSLG 7430 when candidates have typically completed approximately half of the program courses (“midpoint”), and c) during CSLG 7435 (2) (“exit point”) when candidates affirm their commitment to the dispositions.

2. Dispositions for PhD candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the *Assessment of Professional Dispositions* document. The three dispositional decision points will include: a) CSLG 8105 when candidates assess themselves take early in the program (“entry point”), b) first internship (CSLG 8440/8445) when a candidates have typically completed approximately half of the program courses (“midpoint”) , and c) during second internship (CSLG 8440/8445) (“exit point”) when candidates affirm their commitment to the dispositions.

3. Points of assessment

A. Entry Point: Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point course. Candidates will be provided information for accessing the Professional Dispositions Plan for the Department of Counseling at UNC Charlotte (available on the College of Education website). During the entry point course, candidates will complete the first of two

dispositions self-assessments using the *Assessment of Professional Dispositions* and indicate their commitment to displaying professional dispositions during CSLG 6101/8105. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). Instructors will assess candidates ONLY on their timely completion of these assignments at the entry point.

B. Midpoint: CSLG 7430 for MA and the first doctoral internship (either CSLG 8440) for PhD are the midpoint dispositional decision point. Professional dispositions and procedures will be reviewed in the courses. Candidates will complete the second of two dispositions self-assessments at the beginning of these courses using the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). In addition, the course instructor will assess professional dispositions for each candidate using the Assessment of Professional Dispositions document rubric and record these ratings in Taskstream at the end of these courses.

C. Exit: Candidates will self-assess their final dispositions assessments in CSLG 7435 (2) for MA and CSLG 8445 for PhD.

D. Anytime: Faculty may assess, coach, and remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the Assessment of Counseling Dispositions and the Conference with Student-Candidate form when a problem has not been resolved through informal meetings.

College of Education Procedures

What happens when a rating of "Needs Improvement" is noted on a candidate's assessment?

In keeping with the values articulated in the College of Education Conceptual Framework, dispositional expectations for education candidates at UNC Charlotte are a central tenet of our programs. The vast majority of our candidates emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking candidate dispositions within the College of Education.

Candidates may receive a rating of "Needs Improvement" in one of two ways:

1. From a program-midpoint course assessment as recorded in Taskstream

When a candidate receives a rating of "Needs Improvement" in any area on a program-midpoint dispositional course assessment (as indicated on the Taskstream-generated report), the candidate will receive an email from the College Dispositions Coordinator stating that this has occurred, and that at least one rating of "needs improvement" has been recorded for the candidate. Dispositional program-midpoint results may be reviewed by course instructor, the College Dispositions Coordinator, department chair, program coordinators, or faculty from the Dean's office.

If the nature of the "needs improvement" area for the candidate is such that further intervention is warranted, any of these faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the department dispositions faculty coordinator and the College Dispositions Coordinator should be provided a copy of all documentation. It is expected that course instructors will be diligent in

coaching, informing, and remediating candidates on Professional Education Dispositions. **The primary focus of all candidate interventions should be coaching for improvement.**

2. From a faculty member or school/agency on-site supervisor **outside** of a midpoint-course Taskstream assessment:

When a candidate receives a rating of "Needs Improvement" in any area from an assessment by a faculty member outside of a designated Taskstream dispositions course, the faculty member will conference with the candidate to discuss the concern and provide guidance for improvement. **The primary focus of all candidate interventions should be coaching for improvement.** The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in conferencing with the candidate. **The conference and any outcomes should be documented on the Assessment of Professional Dispositions.**

If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Candidates will receive a copy of all completed disposition assessment forms. A copy of all documentation should be shared with the department dispositions faculty coordinator and the College Dispositions Coordinator.

In the event that a negative rating is given by school or agency personnel during a candidate's early clinical experiences, a faculty member from the Office of School and Community Partnerships (OSCP) may initiate a conference with the student in consultation with the departmental faculty or the advisor or both. The OSCP faculty member will provide the department faculty with a copy of all documentation regarding the dispositions concern. A copy of all documentation will also be shared with the College Dispositions Coordinator.

Formulating a Professional Dispositions Plan of Action

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. **This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single conference with the candidate.** The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the candidate until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member will provide the department dispositions faculty coordinator and the College Dispositions Coordinator with a copy of all documentation regarding the dispositional concern. **Forms for the Professional Dispositions Plan of Action are available on the COED website**. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate.

What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?

First Review – Department Level in Department of Counseling

If there is a Step 1 process, as described below, for students in the Department of Counseling, the form will be sent to the College Dispositions Coordinator for documentation purposes only.

Second Review – Department Level in Department of Counseling

Periodically, the College Dispositions Coordinator will review the dispositional tracking database to monitor candidate dispositional incidents. In addition, department chairs, departmental dispositions faculty coordinators, or faculty from the Dean's Office may also review dispositional incidents at any time**. If two**[1] or more negative assessment incidents are recorded for a candidate using Step 2 in the Department of Counseling, as described below, the College Dispositions Coordinator will work with the department faculty coordinator and the department chair to convene the department dispositions committee to review the situation. The department dispositions committee may, at the discretion of the department chair, be appointed or elected. The department committee membership may alter as is appropriate to the dispositional situation. It is expected that the faculty member/s involved in reporting and documenting the original dispositional concerns would not be part of the department dispositions review. The total number of members on the committee should be an uneven number. The College Dispositions Coordinator will serve as an *ex officio* member of the review and provide information to the department committee as needed.

The purpose of the department review committee is to ascertain seriousness of the dispositional infractions and make decisions regarding the candidate's advancement in the program. Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on his/her own behalf (the candidate may choose not to do so). The departmental dispositions committee has three options for action:

1. Allow the candidate to progress in the program without conditions;

2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or

3. Recommend to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the department review committee, oversight of the candidate's dispositional progress will remain at the department level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee. The department chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the department review committee, the recommendation for denial of advancement is referred to the Senior Associate Dean (see below). The department chair and the College Dispositions Coordinator will jointly send written notification of the departmental decision to the candidate, and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be provided to the Dean's Office. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

Candidate's Right of Appeal

A candidate denied progression in the program or recommended for removal from the program **may** file an appeal with College Dispositions Appeals Board via the College of Education Dean's Office[2]. The College Dispositions Appeals Board will consist of the disposition's faculty coordinators from each academic department (or their designee as determined by the department chair), the director of the Office of Teacher Education, Advising, Licensure, and Recruiting (TEAL) (or designee), and the director of the Office of Field Experiences (or designee). The College Dispositions Coordinator will serve as an *ex officio* member of the board.

The candidate's written request to appeal the department dispositions decision must be received in the Office of the Dean of the College of Education within 10 business days from the date of the written notification to the candidate of the departmental decision. **Forms for the appeal are available on the College of Education website**. The right of appeal lies solely with the candidate.

Upon receipt of any written appeal, the Associate Dean shall convene the College Dispositions Appeals Board within 15 business days. The candidate will be informed in writing as to when and where the Appeals Board will convene. The Appeals Board will review all documentation related to the dispositional history of the candidate. The candidate will be provided an opportunity to speak on his/her own behalf. The Appeals Board may opt to interview any stakeholders, including but not limited to faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The college dispositions appeals board has three options for action:

1. Allow the candidate to progress in the program without conditions;

2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program.

<u>If Options 1 or 2 are selected</u> by the College Dispositions Appeals Board, oversight of the candidate's dispositions progress will be referred back to the departmental level. The College Dispositions Coordinator will continue to assist the department faculty chair with monitoring to keep the department committee aware of the candidate's dispositions status. Further negative dispositional reports may result in a re-convening of the departmental committee, and a subsequent re-convening of the College Dispositional Appeal Board. The Associate Dean will send written notification of the College Dispositions Appeal Board decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be kept on file by the College Dispositions Coordinator.

If Option 3 is selected by the College Dispositions Appeal Board, the recommendation for denial of advancement is referred to the designated Associate Dean. The Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in the program within 10 business days.

If the recommendation for termination in the program is upheld:

- For undergraduate students, the Associate Dean will send written notification of the decision to the candidate. A copy of this letter will be added to the candidate's dispositions file. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.
- For all graduate students, the Associate Dean in the College of Education will send written notification recommending termination to the Dean of the Graduate School. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students. The Dean of the Graduate School will render a final decision.

Who Monitors the Candidates' Disposition Assessments?

Monitoring of candidate dispositions is a crucial step in maintaining the both the integrity of the dispositional process and the best interests of our candidates. Department chairs will designate faculty members to assist in this process.

College Dispositions Coordinator: The Dean's Office will designate a College Dispositions Coordinator who will ensure all dispositions incidences are logged in a local database and documentations maintained in order to monitor candidate dispositional progress and follow-up with faculty when necessary. The College Dispositions Coordinator will be supervised by the Senior Associate Dean in the College of Education, who will maintain oversight of all candidate disposition matters and will convene the College Dispositions Appeals Board when appropriate. The College Dispositions Coordinator will work with faculty coordinators and department chairs to communicate and meet with candidates as needed.

The current College Dispositions Coordinator is Dr. Brad Smith, Director of Assessment and Accreditation for the Cato College of Education. He can be reached at bradleysmith@charlotte.edu.

Department of Counseling Forms

Assessment of Professional Dispositions Form

Primary Professional Dispositions	Specific Professional Disposition Descriptors	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.				
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.				
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.				
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for *all* counseling site policies & procedures.				
Record Keeping & Task Completion	Completes *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).				

Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)				
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.				
Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.				
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback.				
Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.				
Congruence & Genuineness	Demonstrates ability to be present and “be true to oneself”				

Step 1: Faculty Coaching Conference with Student-Candidate

Date:

Student Name:

800:

Program:

Faculty/Others present at conference:

***Directions**:*

· *A faculty member(s) or school partner(s) will complete the **Assessment of Counseling Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.*

· *Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.*

· *A copy of this documentation should be provided to the candidate once the conference is completed.*

1. **Description of behavior that is of concern:** *Using measurable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.*

2. **Expected behavior changes** (what will the candidate be expected to do differently in the future?):

Will a Plan of Action be initiated as an intervention for this candidate if the expected behavior change does not occur (check one)?

**Check "Yes" if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).*

_____Yes* -- *The Dispositions Plan of Action Form will be completed and turned into the College Dispositions Coordinator.*

_____No - if this conference resolves the problem.

3. **Consequences of unchanged behaviors.** ***For all candidates:*** *The Plan of Action will be initiated. Additional dispositional assessments that indicate a concern may result in a department (see the Disposition Procedures on our COED website for further information.*

Signatures indicate attendance at the conference detailed above.

Candidate Signature _____

Faculty Signature _____

Faculty Signature (Optional) _____

A copy of this document should be given to the candidate, the director of the appropriate Counseling Program, and the student's advisor, the Department dispositions liaison, and the College Dispositions Coordinator.

Step 2: Counseling Dispositions Plan of Action

Date:

Student Name:

800:

Program:

Faculty/Others present at conference:

***Directions**:*

- *A faculty member or school partner will complete the **Assessment of Counseling Dispositions**. This could be because the behavioral outcomes from the Faculty Coaching Conference with Student-Candidate were not achieved or because of egregious behavior (in which case there is no need for the Faculty Coaching Conference with Student-Candidate*
- *If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement. The Conference form will be completed as part of the Assessment (p.2).*
- *If any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other), the Disposition Plan of Action should be completed. This form should be used in conjunction with the Assessment of Dispositions Conference Form.*

***Directions**:*

1. *A faculty member(s) or school partner(s) will complete the **Assessment of Counseling Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.*
2. *Faculty member(s) conducting the conference <u>may</u> wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.*

3. *A copy of this documentation should be provided to the candidate once the conference is completed.*
4. ***Description of behavior that** is of concern: Using measurable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.*
5. ***Expected behavior changes** (what will the candidate be expected to do differently in the future?):*

This plan was formulated by the candidate and faculty member and agreed to by all parties:

Candidate Signature *Date:* _____

Faculty Signature: _____ *Title:* _____ *Date:* _____

Faculty Signature: _____ *Title:* _____ *Date:* _____

Other Signature: _____ *Title:* _____ *Date:* _____

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Required Follow Up CONTINUED on Next Page

FOLLOW-UP: Counseling Dispositions Plan of Action

To be completed once the timeline established by the Plan of Action is completed.

Date:

Student Name:

800:

Program:

Faculty/Others present at conference:

Has the candidate successfully completed the Plan of Action? (check one)

___Yes

___No*

*If response is "No," please explain why the Plan of Action was not successfully completed, attaching documentation as needed.

Signatures indicate attendance at the conference detailed above.

Candidate Signature *Date:* _____

Faculty Signature: _____ *Title:* _____
Date: _____

Faculty Signature: _____ *Title:* _____
Date: _____

Other Signature: _____ *Title:* _____
Date: _____

A copy of this document should be given to the candidate, the Department dispositions faculty coordinator, and the College Dispositions Coordinator.

Candidate Disposition Appeals Form

Candidates: read carefully and complete all information requested below.

1. A candidate has the right to appeal a decision by the Department Dispositions Committee that the candidate be denied advancement in his/her program of study. This Candidate Disposition Appeals Form must be received in the Office of the Senior Associate Dean of the College of Education either as an electronic file attachment via email or as a mailed hard copy within ten
(10) business days of the date of the letter sent from the chair of the candidate's academic department notifying the candidate of the department review decision. ***Complete all requested information on this form. Incomplete forms may result in denial of appeal.***

2. Upon receipt of the completed Candidate Disposition Appeals Form to appeal the decision, the Senior Associate Dean or his/her designee shall convene the College Dispositions Appeals Board within 15 (fifteen) business days. This group is comprised of faculty from each academic department in the College of Education, the director of the Office of Teacher Education Advising, Licensure, and Recruiting (TEALR), and the director of the Office of Field Experiences. You will be notified as to the time and place of the hearing. You will be provided an opportunity to speak on your own behalf. The Appeal Board may interview any stakeholders including, but not limited to faculty and staff members who have previously assessed your dispositions or provided documentation of your dispositions in the past. Your absence from this meeting will be taken as acknowledgement that you do not wish to speak on your own behalf.

The College Dispositions Coordinator serves as an *ex officio* member of the board. Any questions you have about this process should be directed to the College Dispositions Coordinator. The College Dispositions Coordinator is Dr. Bradley Smith. He may be reached by email at BradleySmith@charlotte.edu or by phone at 704-687-8189.

3. After reviewing all documentation, and interviewing the candidate (if the candidate so chooses) and any other stakeholders, the College Dispositions Appeal Board will submit a recommendation to the Senior Associate Dean of the College of Education regarding the candidate's enrollment status. The board may decide either to uphold the decision of the Department Dispositions Committee to deny the candidate advancement in the program or to allow the candidate to advance in the program, with or without conditions.

4. If the Senior Associate Dean upholds the decision of the Board, such decision shall be final. If the Senior Associate Dean reverses the decision, the Board will formulate an appropriate course of action in consultation with the department chair and the department dispositions committee chair. All documentation related to the appeal will be forwarded to College Dispositions Coordinator for inclusion in the confidential electronic record. *See the Professional Education Dispositions Plan for more information.*

To be completed by the candidate:

Candidate Name:	800 ID #:
UNC Charlotte Email:	Best Phone Contact #:
Major/Program:	
Mailing address:	

( ) I have read and understand the procedures involved in the dispositions appeal process.

( ) I wish to appeal the decision to deny my advancement in my College of Education program of study made by my department dispositions review committee.

(continued on next page)

Please provide an explanation of your reasons in seeking an appeal of this decision (attach additional pages as needed).

Candidate Printed Name:

Candidate Signature:

Date:

*******DO NOT WRITE BELOW THIS LINE*******

The Appeals Board has reviewed the candidate's appeal and all relevant evidence and makes the following recommendation: ( ) Uphold the Department decision ( ) Reinstate with conditions* ( ) Reinstate without conditions

Chair, College Disposition Appeals Board
Date

Member, College Disposition Appeals Board
Date

Member, College Disposition Appeals Board
Date

Member, College Disposition Appeals Board
Date

Member, College Disposition Appeals Board
Date

Member, College Disposition Appeals Board
Date

Member, College Disposition Appeals Board
Date

I have reviewed the recommendation of the Appeals Board and make the following recommendation:

( ) Uphold the Board decision ( ) Reinstate with conditions* ( ) Reinstate without conditions

Senior Associate Dean, College of Education Date

**suggestions for conditions should be directed to the department review committee/department chair*

Resources for Coaching and Remediation of Candidate Professional Dispositions

Resources for Faculty	Resources for Students
Dean of Students http://dso.charlotte.edu/ The Dean of Students provides consultation to faculty members on how to respond to problematic student behavior and how to intervene when inappropriate behaviors occur in the academic setting. **Code of Student Responsibility** http://legal.charlotte.edu/policies/ps-104.html **Academic Integrity (faculty guidelines)** http://integrity.charlotte.edu/	**Dean of Students** http://dso.charlotte.edu/ The Dean of Students is available to help students understand their rights and responsibilities, academic and behavioral policies, the student conduct process, and consequences for violating University policies. **Code of Student Responsibility** http://legal.charlotte.edu/policies/ps-104.html **Academic Integrity (students guidelines)** http://legal.charlotte.edu/policies/ps-105.html
Center for Teaching and Learning http://teaching.charlotte.edu/ The CLT provides instructional consultation on issues such as civility in the classroom.	**Student Health Center** http://studenthealth.charlotte.edu/ Enrolled students can access services that address alcohol and substance use issues as well as primary medical care, psychiatric care, disease prevention, health education, and wellness promotion.
Counseling Center http://counselingcenter.charlotte.edu/ The UNC Charlotte Counseling Center offers all faculty an opportunity for free online training to help identify students who are at risk. This includes o**ne-on-one consultation** with faculty and staff members as well as parents and fellow students concerning ways to respond to student problems.	**Counseling Center** http://counselingcenter.charlotte.edu/ The UNC Charlotte Counseling Center offers individual counseling to assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts, and handle crisis situations.
Disability Services http://ds.charlotte.edu/ The Office of Disability Services works closely with faculty and staff to address program and campus accessibility. Faculty and staff working with students with disabilities are strongly encouraged to contact Disability Services with questions or issues that arise.	**Disability Services** http://ds.charlotte.edu/ The Office of Disability Services works with current undergraduate and graduate students to ensure equal access to UNC Charlotte's campus and educational programs. All services are dependent upon verification of eligibility. Once approved for services, students receive appropriate and reasonable accommodations which are based upon the nature of an individual's disability and documented needs.
International Programs http://oip.charlotte.edu/ Workshops are provided to assist faculty members who work with international students. Consultation on various learning styles and student expectations based upon non-U.S. educational systems is also provided.	**International Programs** http://oip.charlotte.edu/ Numerous educational programs are provided to assist international students in achieving academic and personal success on campus.
Police and Public Safety http://police.charlotte.edu/ Campus Police can provide risk assessment and support in situations where there is a potential for violence.	**University Center for Academic Excellence** http://ucae.charlotte.edu/ The UCAE provides skill workshops (e.g., procrastination prevention, time management), free peer tutoring, and assistance for students on academic probation.

Dean of Graduate School http://graduateschool.charlotte.edu/	**Dean of Graduate School** http://graduateschool.charlotte.edu/ The Graduate School provides an Ombudsperson whose goal is to stop problems before they become difficult issues. The Ombudsperson will listen to a student's concerns and provide confidential advice, when appropriate, which may include referring students to existing resources. Any interactions are considered informal and not part of an established University process.
	Office of Academic Services http://mas.charlotte.edu/ Multicultural Academic Services consists of a variety of distinct programs collaborating to reach a singular retention, and graduation of students, especially underrepresented students at UNC Charlotte. Services rendered include, but are not limited to, academic advising, academic issues workshops, peer counseling retention, and graduation of students, especially underrepresented students at UNC Charlotte. Services rendered include, but are not limited to, academic advising, academic issues workshops, peer counseling objective: to provide

	academic support services that foster the recruitment, retention, and graduation of students, especially underrepresented students at UNC Charlotte. Services rendered include, but are not limited to, academic advising, academic issues workshops, peer counseling and tutoring, and personal counseling.
	Writing Resources Center http://wrc.charlotte.edu/ The Center provides one-to-one writing instruction to students, faculty, and staff from first-year to graduation in any discipline. The Center's goal is not to fix papers, but to develop better writers.
	The Office of Adult Students and Evening Services oases@charlotte.edu The Office of Adult Students and Evening Services provides academic advice and information to adult, evening and week-end students. Designed to enhance student success and promote academic excellence, OASES works collaboratively with academic units to provide the 49er Finish program, re-entry programs, advising, scholarships, a nontraditional student organization, a mentoring program, newsletters, and an honor society for adults.

---

[1] In special circumstances, dispositions infractions deemed serious or egregious may result in convening of the departmental review before two assessments are recorded.

[2] Candidates who opt not to pursue the appeal process should understand that in these cases, the departmental review decision will become the final decision.