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Welcome to the CACREP-accredited Doctoral Program in Counseling at The University of North Carolina at Charlotte. We are pleased you have decided to pursue your doctoral education with us. We are committed to helping make this experience both professionally and personally rewarding for you. We hope this professional preparation will equip you with new and advanced knowledge and skills which enable you to contribute uniquely and significantly to the counseling profession as well as the individuals and communities you will serve.

This Doctoral Program Handbook is an introduction and guide to assist you in your program planning. The Handbook describes the Doctoral Program, course and clinical requirements, course sequencing, curriculum planning, comprehensive examination process, dissertation procedures, forms, and policies. You are responsible for knowing and abiding by the policies contained in this Handbook and information provided on the Graduate School web page. Please discuss any questions you may have with your Doctoral Advisor or with other members of the faculty. Again, welcome to the program. We look forward to working with you.

Sincerely,

Sejal Parikh Foxx, Ph.D.
sbparikh@uncc.edu
704-687-8963
Policies and Disclaimers

The Department of Counseling Doctoral Handbook describes our policies and procedures. We will make every effort to follow the policies and disclaimers found in the Graduate School which are the policies that students must follow (http://catalog.uncc.edu/content.php?catoid=8&navoid=964&hl=Disclaimer&returnto=search) as stated below.

The UNC Charlotte Graduate Catalog is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authorities with the interest of the students and the institution in mind. Students are encouraged to consult an advisor if they have questions about the application of any policy.

The University reserves the right to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The University also reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees. All such changes are effective as proper authorities determine and may apply not only to prospective students, but also to those who are already enrolled in the University.

The requirements specified in this Catalog apply to students who commence their studies at UNC Charlotte during the 2016-2017 academic year and who remain in continuous enrollment at the institution until they graduate. If requirements are changed, students may elect to comply with the new requirements or to remain under the requirements by which they are governed at the time of the change. The choice to apply the new requirements must be declared by students at least one semester prior to graduation through their academic departments.

Students who change their major/minor are bound by the requirements of their new major/minor that are in effect the semester they officially begin studies in the new program.

Students who are readmitted to the University are bound by the program and degree requirements in force at the time of readmission.

Exceptions to these policies may be necessitated by changes in course offerings, degree programs, or by action of authorities higher than the University. In that event, every effort will be made to avoid penalizing the student.

Also, please be aware that you are “bound” to the policies and requirements stated in the Graduate Catalog at the time you enter your doctoral program. That is not true for this Doctoral Handbook, which is updated annually to describe changes in our program.
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<thead>
<tr>
<th>Name, Degree, Position</th>
<th>Year &amp; Source of Doctoral Degree</th>
<th>Teaching Areas</th>
<th>Research Interest Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyndon P. Abrams, Ph.D. Associate Professor</td>
<td>2001-Texas A&amp;M Commerce Commerce, TX</td>
<td>Theory, Multicultural Counseling, Practicum/Internship &amp; Counseling Adolescents</td>
<td>Racial Identity Development, Diversity in Math &amp; Science Careers, &amp; Social Desirability</td>
</tr>
<tr>
<td>Valerie G. Balog, Ph.D., LPCS Clinical Associate Professor Director, MA Program</td>
<td>2004-University of Virginia Charlottesville, VA</td>
<td>Clinical Mental Health Counseling, Crisis, Creativity, Practicum/Internship, &amp; DSM-5.</td>
<td>Gatekeeping, Suffering/Loss/Grief, Supervision, Public Policy and Mental Health, Trauma &amp; Crisis Work.</td>
</tr>
<tr>
<td>John R. Culbreth, Ph.D., LPCS Professor</td>
<td>1996-University of North Carolina at Greensboro Greensboro, NC</td>
<td>Supervision, Substance Abuse, Ethics, &amp; Practicum/Internship</td>
<td>Counseling Supervision, Substance Abuse Counseling, International Counselor Education, &amp; Counselor Training</td>
</tr>
<tr>
<td>Sejal Parikh Foxx, Ph.D. Licensed School Counselor Associate Professor Director, School Counseling Track Director, Post Master’s Certificate Program in School Counseling</td>
<td>2008-University of North Carolina at Charlotte Charlotte, NC</td>
<td>School Counseling, Assessment, Multicultural Counseling, &amp; Practicum/Internship</td>
<td>School Counseling, Urban Education, Multicultural and Social Justice, Career and College Readiness</td>
</tr>
<tr>
<td>Susan R. Furr, Ph.D. Licensed Psychologist Professor</td>
<td>1981-University of North Carolina at Chapel Hill Chapel Hill, NC</td>
<td>Group Counseling, Crisis, Grief &amp; Loss, &amp; Instructional Theory</td>
<td>Women’s Issues, Group Counseling, Grief &amp; Loss Counseling, &amp; College Student Development</td>
</tr>
<tr>
<td>Henry L. Harris, Ph.D., LPC Professor Department Chair</td>
<td>1996-University of Virginia Charlottesville, VA</td>
<td>School Counseling, Counseling Techniques, Career Counseling, Practicum/Internship, &amp; Advanced Counseling Theory</td>
<td>School Counseling, Multiracial Issues, Student Athletic Development, Career Development, &amp; Military Veterans</td>
</tr>
<tr>
<td>Pamela S. Lassiter, Ph.D., LPCS Associate Professor Director, Addictions Track Director, Graduate Certificate in Substance Abuse</td>
<td>2004-Georgia State University Atlanta, GA</td>
<td>Substance Abuse Counseling, Multicultural Counseling, Group Counseling, &amp; Practicum/Internship</td>
<td>Sexual Minority Parenting, Multicultural Supervision, Substance Abuse Counselor Training, Women’s Issues, &amp; Historical Narratives &amp; Counseling</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Specialties</td>
<td>Specialties</td>
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<tr>
<td>Clare Merlin, Ph.D.</td>
<td>2015-College of William and Mary</td>
<td>School Counseling, Research, &amp; Multicultural Counseling</td>
<td>School Counseling, Multicultural Education, Social Justice in Counselor Education, Training School Counseling Supervisors, &amp; Flipped Learning</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Williamsburg, VA</td>
<td></td>
<td></td>
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<tr>
<td><a href="mailto:emerlin1@uncc.edu">emerlin1@uncc.edu</a></td>
<td>704-687-5883</td>
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<td></td>
</tr>
<tr>
<td>Kristie Opiola, Ph.D., LPC</td>
<td>2016-University of North Texas</td>
<td>Play Therapy, Filial Therapy, Group Play Therapy, Family Play Therapy, Counseling Techniques and Theories, Development</td>
<td>Play Therapy, Filial Therapy, Attachment, Trauma, Supervision</td>
</tr>
<tr>
<td>(Texas), RPT Assistant</td>
<td>Denton TX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>2016-University of North Texas</td>
<td>Play Therapy, Filial Therapy, Group Play Therapy, Family Play Therapy, Counseling Techniques and Theories, Development</td>
<td>Play Therapy, Filial Therapy, Attachment, Trauma, Supervision</td>
</tr>
<tr>
<td>Phyllis B. Post, Ph.D., LPC</td>
<td>1980-University of Wisconsin</td>
<td>Play Therapy, Contemporary Theories of Play Therapy, Special Topics in Play Therapy, Filial Therapy, Counseling Techniques, &amp; Prospectus Design</td>
<td>Play &amp; Filial Therapy, School Counseling, At-Risk Children, &amp; Social Justice &amp; Diversity Issues</td>
</tr>
<tr>
<td>Professor, RPT Assistant</td>
<td>Madison, WI</td>
<td></td>
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</tr>
<tr>
<td>Edward A. Wierzalis, Ph.D.,</td>
<td>2001-University of Virginia</td>
<td>School Counseling, Career Development, Multicultural Counseling, Advanced Techniques, Counseling &amp; Spirituality</td>
<td>School Counseling, Multicultural Counseling, &amp; Spirituality</td>
</tr>
<tr>
<td>NCC Clinical Associate</td>
<td>Charlottesville, VA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>2001-University of Virginia</td>
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<td></td>
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<tr>
<td><a href="mailto:edwierza@uncc.edu">edwierza@uncc.edu</a></td>
<td>704-687-8970</td>
<td></td>
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</tbody>
</table>

**Doctoral Program Mission Statement**

The Doctoral Program in Counseling at UNC Charlotte is committed to preparing multiculturally competent, ethical, clinically skilled, and knowledgeable professionals for positions as counselor educators in university settings or as clinicians and/or counselor supervisors in schools and community settings. Students in the Doctoral Program strive to acquire knowledge, values, and skills, which are relevant to providing quality services to diverse populations.

**Admissions**

**Admissions Criteria**

Applicants must meet the following criteria:

1. Possess a Master’s Degree in counseling with a cumulative GPA of 3.5 (on a scale of 4.0) or higher. Students with Master’s degrees in counseling or related fields requiring less than 60 semester
hours may need to complete prerequisite courses. Students who graduated from non-CACREP-accredited programs may need to take additional courses.

2. High level of professionalism and potential for leadership (Evidenced in letters of reference);

3. One year of counseling-related work experience preferred;

4. Strong writing skills (Evidenced in essay or writing sample and GRE analytic writing scores);

5. Clear objectives related to obtaining the doctorate (Evidenced in essay and interview);

6. Standardized test scores (GRE). Students are not required to take a standardized test if they have already earned a Ph.D., M.D., or J.D. from a United States institution. Students who have already earned a master’s degree are not required to retake a standardized test if they can demonstrate they have completed the test in the past. The Graduate School will accept applicants’ copy of the official score (a photocopy is not acceptable) or an official university transcript on which the scores are indicated.

7. International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 557 on the paper-based tests, 220 on the computer-based test, 83 on the Internet-based test, or a score of at least 85% on the Michigan English Language Assessment Battery (MELAB). All tests must have been taken within the past two years; and

8. Possess appropriate interpersonal skills (determined in personal interviews with program faculty).

Applicants must also fulfill the University’s general application requirements for admission which is found in the current UNC Charlotte Graduate Catalog. Information about admissions to UNC Charlotte can be found on the Graduate School’s web page (http://gradadmissions.uncc.edu/admissions-info).

**Date for Review of Applications**

Review of applications will begin on December 15. Students must submit applications and required materials directly online to the Graduate School. Applications received after December 15 will only be considered if all of the positions for the entering cohort have not been filled.

**Doctoral Program Admissions Process**

The applicant is responsible for ensuring all application materials are submitted online by the December 15 date we begin to review folders (http://gradadmissions.uncc.edu/programs/counseling-phd). The Graduate School will refer all completed application folders to the Department of Counseling for further review following the December 15 deadline.

**Documents submitted for Application**

Applications containing all the following will be considered complete:

1. An application form completed through the Online Application Portal which is accessed on the Graduate School’s web page (http://gradadmissions.uncc.edu/apply-now);
2. Three (3) letters of reference from individuals who know the applicant’s current work and/or academic achievements in previous degree work;

3. Names and addresses of two other professionals familiar with the applicant’s clinical work. Include contact information of these two persons in applicant’s vita;

4. Official transcripts of all academic work attempted since high school;

5. GRE or MAT scores (taken within last 5 years);

6. TOEFL or MELAB scores (for international students);

7. Current vita or portfolio; and

8. Professional goal statement.

**Applicant Folder Review Process**

The Doctoral Admissions Committee is comprised of the Doctoral Program Committee and other faculty members. The Director will assign completed application folders to the Doctoral Admissions Committee for review. Each application folder will be reviewed by at least two Doctoral Admissions Committee members who will assess academic potential and compatibility with the Doctoral Program. Applicants whose folders are evaluated as satisfactory will be invited to an on-campus interview. All faculty will be invited to attend the interviews and may provide feedback to the Doctoral Admissions Committee. Based upon the recommendations of the Doctoral Admissions Committee, the Director will provide the final admissions decisions to the Graduate School.

**Interview Process**

A select number of applicants will be invited to the campus of UNC Charlotte for an interview. The on-campus interview may include: (a) an orientation to the department and the program, (b) an interview(s) with faculty, and (c) interaction with current doctoral students. The on-campus interview provides an opportunity for faculty to interact with applicant and assess their suitability for the Doctoral Program. In addition, this meeting will allow applicants the opportunity to become more familiar with the Doctoral Program and faculty and to determine whether the Doctoral Program is compatible with their individual goals.

Applicants may access faculty members’ vitae (http://counseling.uncc.edu/directory) on the Department of Counseling web page (http://education.uncc.edu/counseling) for more information regarding their expertise and research interests.

**Notification of Doctoral Admissions Committee Decision**

The Graduate School will advise applicants of the Doctoral Admissions Committee’s decision. Applicants can view their admissions decision and track their application status on the Graduate School’s Online Application Portal (https://mygradschool.uncc.edu/default.asp).

**Deferring Admission**
Currently, the Graduate School at UNC Charlotte does not permit deferred admissions. Students who are admitted to the Doctoral Program but are not able to immediately begin their studies will have to re-apply by the admissions deadline for the following academic year to be considered for readmission.

**Financial Aid**

Some financial assistance is available through the Department of Counseling in the form of Graduate Assistantships and tuition waivers for both in- and out-of-state students. The amount of these funds varies annually. When available, Graduate Assistantships in the Department normally require at least 10 hours per week of work time, qualifying students for a stipend and tuition waiver (Graduate Assistance Support Plan – see Graduate School web page for more information). Typically, assistantships in the Department assistantships are only awarded to full-time students. An annual renewal of a Graduate Assistantship is contingent upon a student’s job performance. These Departmental assistantships and tuition waivers are not typically available during the summer sessions.

In addition, Graduate Assistantships are available in various departments and offices on UNC Charlotte’s campus. However, the Department of Counseling has no control over awarding assistantships outside of the Department; therefore, doctoral students must apply for these outside assistantships with individual departments and programs on campus. Graduate Assistantships outside of the Department may require up to 20 hours per week in order for a student to receive tuition waiver and stipend. The Graduate School provides information on available Graduate Assistantships on its web page (http://graduateschool.uncc.edu/funding/assistantships-and-employment/available-assistantships).

Additional resources for funding Doctoral Program studies may be found on the Funding portal of the Graduate School’s web page (http://graduateschool.uncc.edu/funding).

**DegreeWorks**

DegreeWorks is a web-based tool that helps faculty and students plan and track academic progress. It is used to automate much of the graduation clearance process. DegreeWorks gives students access to their plan of study. It will allow them to be accountable for their progress. Multiple advisors will have access to see and track student progress. Students can access DegreeWorks through https://my.uncc.edu. A link to DegreeWorks can be found under the Academic Resources heading.

**Accommodations for Students with Disabilities**

UNC Charlotte is committed to access to education. The Office of Disability Services (https://ds.uncc.edu/) provides services and ensures a campus environment which complies with disability rights legislation. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor. Services include (but are not limited to): testing accommodations, note taking services, interpreter services for hearing-impaired students, taped textbooks, Braille and/or enlarged print for visually-impaired students, assistive technology loans, priority registration, and adaptive furniture.
Academic Regulations and University Policies

Academic Integrity

Students are responsible for knowing and complying with the requirements of UNC Charlotte’s Code of Student Academic Integrity (University Policy 407) (http://www.legal.uncc.edu/policies/ps-105.html). This Code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

University Appeal Policy

Any student or applicant may appeal any decision affecting his/her 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.

Funding for Travel

The Graduate and Professional Student Government (GPSG) and its affiliated graduate program organizations have supplemental funding available to help graduate students travel to professional conferences and workshops, which benefit their education while representing UNC Charlotte at these events. Information about GPSG funding can be found online (http://suar.orgsync.com/org/gpsguncc/Travel_Funding).
Description of Doctoral Program in Counseling

At this time, the Doctoral Program in Counseling requires completion of a minimum of 63 semester hours beyond those earned in a CACREP-accredited Master’s program in counseling. During 2016-2017, the Department will go through the curricular review process to require minimum of 66 credits. Doctoral students who hold Master’s degrees from programs which are not accredited by CACREP may be required to take additional coursework as a co-requisite of their programs of study.

The Doctoral Program has been designed to prepare dedicated, knowledgeable, skillful, socially and culturally aware, and ethically responsible counseling professionals for the 21st century. Advanced preparation in the following areas shall include:

- Implications of the way in which diversity (e.g., race, gender, age, religion, spirituality, ethnicity, mental/physical ability, nationality, and sexual orientation) influences counseling practice and counselor education.
- Theories pertaining to the principles and practice of counseling, career development, group work, and supervision.
- Advanced training in counseling, supervision, teaching/counselor education, research, leadership and advocacy.
- Clinical skill development in counseling practice, group work, and supervision.
- Theories and practice of counselor supervision.
- Design and implementation of quantitative research and methodology (e.g., univariate, multivariate, single subject design).
- Design and implementation of qualitative research and methodology (e.g., grounded theory, ethnography, and phenomenological methodologies).
- Models and methods of assessment and use of data.
- Ethical and legal considerations in counselor education and supervision.
- Instructional theory and methods relevant to counselor education.

In addition, doctoral students participate in internship experiences of at least 600 clock hours which may include counselor education, supervision, advanced counseling practice, and research. Additionally, students collaborate with faculty as a part of their Professional Development Plan through teaching, supervision, counseling services, research, professional writing, and providing service to the community, region, and profession.

Doctoral Program Objectives

The Doctoral Program Objectives are:

1. To acquire, integrate, and apply empirical and theoretical knowledge in the field of counseling.
2. To apply advanced counseling skills and competencies in field-based settings.
3. To acquire, integrate, and apply models of supervision.
4. To develop leadership and advocacy skills in counselor education, supervision, advanced counseling practice, and research.
5. To conduct research and generate new knowledge in counseling.
6. To design, adapt, and evaluate teaching curricula in the field of counseling.
7. To develop depth and breadth in professional growth and continued life-long learning.
8. To examine the influence of social context and policy variables on human behavior.
9. To show increased sensitivity and clinical skills which demonstrate awareness of the diversity of race, gender, age, religion, ethnicity, mental/physical ability, nationality, and sexual orientation as relevant to counseling professionals.

**Total Hours Required**

The Doctoral Program requires the completion of a **minimum of 63** credit hours beyond the credits earned for a Master’s degree in counseling.

Incoming doctoral students should be aware of Standard 1.X of the 2016 CACREP standards which states, “Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.” To assist students who are interested in pursuing academic positions at the completion of their degree, students may choose to add coursework to their Program of Study (Doctoral Internship: Counseling (CSLG 8440)) to help acquire the required hours for professional licensure.

**Endorsement Policy**

Students who enter the doctoral program without the LPC credential may add clinical coursework to their program to help them acquire clinical hours for licensure.

**Time Limitation**

Students will have a total of eight (8) years to fulfill the requirements of the Doctoral Program following the date of the first course to be applied towards degree requirements. Please refer to the policy in the Graduate Catalog for the details about the time limitation (https://catalog.uncc.edu/content.php?catoid=19&navoid=1119&hl=8+year&returnto=search).

**Transfer Credit**

With the approval of a student’s Doctoral Program Advisor, the Doctoral Program Director, and the Department Chair, a maximum of six hours of transfer credit for post-Master’s coursework earned within the previous five years at a regionally accredited university (not credited towards another degree) may be applied towards the doctoral degree. For students wishing to apply transfer credits, the eight-year time limitation for completing the Doctoral Program shall commence as of the first day on which the earliest transfer course began. In order to be accepted as transferable credits, the grade in these transfer courses must be an “A” or “B.” Other Graduate School conditions for transfer credits may also need to be satisfied (see Graduate Catalog at http://catalog.uncc.edu/content.php?catoid=8&navoid=456&hl=transfer+credit&returnto=search).

**Advising**

When students are accepted into the Doctoral Program, the Doctoral Program Director will initially serve as all students’ advisor. During the first semester in the program, students will take the Doctoral Seminar course (CSLG 8105), which shall include formal introductions to each faculty members and their research
interests in order to assist students in identifying their Doctoral Program Advisor and Advisory Committee members.

By the end of the first semester in the program, students will select a Doctoral Program Advisor and two additional faculty members in the Department of Counseling who will serve as Doctoral Advisory Committee members. The Doctoral Program Advisor will: (a) work with the student in developing the Program of Study, (b) approve the Multicultural Awareness Journal, (c) assist the students in determining appropriate activities to meet the Professional Development requirement, and (d) help students identify internship opportunities.

By the end of their first year, students are required to submit a Program of Study to the Doctoral Program Director which is approved and signed off by the Doctoral Program Advisor, Doctoral Advisory Committee, and the Doctoral Program Director. The Doctoral Program Director will send a copy of this form to the Graduate School.

The assistance of the Doctoral Program Advisor does not relieve students of the responsibility to ensure they fulfill program requirements, complete all required coursework, follow departmental and university procedures. The Doctoral Program Advisor and the Doctoral Advisory Committee will both serve through the completion of the students’ course work, including the Comprehensive Exam, internships, and professional development activities.

Upon the successful completion of the Comprehensive Exam, the student will select a faculty member to serve as Doctoral Dissertation Chair and three additional members of the Doctoral Dissertation Committee (two from the Department of Counseling and one research advisor). Students may ask their Doctoral Program Advisor to serve as Chair of the Doctoral Dissertation Committee or may ask a different faculty member to serve in this role.

**Program of Study**

Students will work with their Doctoral Advisory Committee to develop their Program of Study and Professional Development Plan.

**Substance Abuse Course Requirement**

Students are required to include one Substance Abuse course in their Doctoral Program of Study if they did not graduate from a CACREP accredited program and did not complete a substance abuse course in their Master’s program. Any one of the following courses below will fulfill this requirement:

- CSLG 8160 Theories of Chemical Dependence (3)
- CSLG 8161 Chemical Dependence: Assessment and Diagnosis (3)
- CSLG 8162 Chemical Dependence: Counseling Individuals, Families, and Groups (3)
- CSLG 8163 Chemical Dependence: Treatment Planning and Relapse Prevention (3)
- CSLG 8164 The McLeod Institute on Substance Abuse (3)

**Course Load**

A course load of nine (9) semester hours during fall and spring semesters constitutes full-time enrollment status. Authorization from the Doctoral Program Advisor is required if a student wishes to enroll for more than 12 hours in a semester. However, students should avoid registering for more than 12 credit hours in a semester. A course load of six (6) hours in a summer session is considered a full load.
**Course Numbering**

The 8000 series of courses are open to doctoral level students only. Within the 8000-level courses, the following numbering system has been developed: 8100-8109 are courses related to counseling theory; 8110-8119 are courses related to supervision; 8120-8129 are courses related to group counseling; 8200-8209 are courses related to professional development and instruction; 8340-8349 are seminars related to multicultural counseling; 8410-8440 are courses related to practicum and internships; 8600-8699 are elective courses; and 8990-8999 are courses related to dissertation.

There are several elective courses, which are cross-listed with both a 7000 number (for Master’s students) and an 8000 number (for doctoral students). Doctoral students should register for the 8000-level course only. However, if an elective is only listed as a 7000-level course and does not have a 8000 number, students can sign up for the 7000-level course for a maximum of two times.

**Courses**

<table>
<thead>
<tr>
<th>Core Courses</th>
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<tbody>
<tr>
<td>CSLG 8000</td>
<td>Doctoral Seminar (FA)</td>
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<tr>
<td>CSLG 8107</td>
<td>Advanced Group</td>
</tr>
<tr>
<td>CSLG 8100</td>
<td>Advanced Counseling Theory Seminar (SP)</td>
</tr>
<tr>
<td>CSLG 8110</td>
<td>Clinical Supervision in Counseling (FA)</td>
</tr>
<tr>
<td>CSLG 8203</td>
<td>Instructional Theory in Counselor Education (FA)</td>
</tr>
<tr>
<td>CSLG 8345</td>
<td>Advanced Multicultural Counseling (FA)</td>
</tr>
<tr>
<td>CSLG 8346</td>
<td>Applied Multicultural Counseling (SP)</td>
</tr>
<tr>
<td>CSLG 8998</td>
<td>Seminar in Prospectus Design (SP)</td>
</tr>
<tr>
<td>CSLG 8999</td>
<td>Dissertation (FA, SP)</td>
</tr>
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<table>
<thead>
<tr>
<th>Clinical courses</th>
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</thead>
<tbody>
<tr>
<td>CSLG 8431</td>
<td>Doctoral Practicum in Counseling (FA)</td>
</tr>
<tr>
<td>CSLG 8442</td>
<td>Doctoral Internship: Supervision (SP)</td>
</tr>
<tr>
<td>CSLG 8445</td>
<td>Doctoral Internship: Teaching (FA, SP)</td>
</tr>
<tr>
<td>CSLG 8000</td>
<td>Doctoral Internship: Research (FA, SP)</td>
</tr>
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<table>
<thead>
<tr>
<th>Research courses</th>
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<tbody>
<tr>
<td>RSCH 8210</td>
<td>Applied Research Methods (FA, SP)</td>
</tr>
<tr>
<td>RSCH 8110</td>
<td>Descriptive and Inferential Statistics (FA, SP)</td>
</tr>
<tr>
<td>RSCH 8120</td>
<td>Advanced Statistics (FA, SP)</td>
</tr>
<tr>
<td>RSCH 8140</td>
<td>Multivariate Statistics (FA, SP)</td>
</tr>
<tr>
<td>RSCH 8111</td>
<td>Qualitative Research Methods (FA, SP, SU)</td>
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<table>
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<tr>
<th>Electives</th>
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<tbody>
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<td>Elective 1</td>
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<td>Elective 2</td>
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</table>
Electives:

- CSLG 8111 Solution-Focused Brief Therapy
- CSLG 8142 Introduction to Play Therapy
- CSLG 8143 Filial Therapy: An Approach to Parent Education
- CSLG 8144 Contemporary Theories of Play Therapy
- CSLG 8145 Special Topics in Play Therapy
- CSLG 8154 Diagnosis and Treatment Planning in Counseling
- CSLG 8160 Theories of Chemical Dependence
- CSLG 8161 Assessment and Diagnosis of Chemical Dependency
- CSLG 8162 Chemical Dependency: Counseling Individuals, Families, and Groups
- CSLG 8163 Chemical Dependency: Treatment Planning and Relapse Prevention
- CSLG 8164 McLeod Institute
- CSLG 8200 Introduction to Theories of Family Counseling
- CSLG 8201 Counseling Needs of Women
- CSLG 8600 Sexual Orientation Diversity in Clinical Practice
- CSLG 8601 Counseling: The Spiritual Dimension
- CSLG 8604 Counseling Sexual Minority Families and Couples
- CSLG 8645 Cognitive-Behavior Theory and Practice
- CSLG 8141 The School Counselor
- CSLG 8646 Administration and Leadership of School Counseling Services
- CSLG 8680 Crisis Counseling
- CSLG 8681 Grief and Loss Counseling
- CSLG 8800 Individual Study in Counseling (1-6)

Students are required to take two (2) elective courses, but they may take more if they choose to complete one of our graduate certificates or concentration in play therapy. In consultation with their Doctoral Advisory Committee, students may consider taking electives not listed (e.g., research courses, newly developed courses in counseling, or courses in other departments). Students may consider obtaining the post-Master’s certificates (addiction (contact Dr. Lassiter), school counseling (contact Dr. Foxx)) or concentration in play therapy (contact Dr. Post). Credits earned in an approved certificate program may be used as Doctoral Program electives. Details of the certificate programs are available online (http://counseling.uncc.edu/graduate-certificates). A gerontology certificate program is also available through the School of Social Work at UNC Charlotte. Students interested in these certificate programs should contact the respective program directors for more details.

Course Descriptions

Detailed course descriptions are available in UNC Charlotte’s Graduate Catalog http://catalog.uncc.edu/index.php
Typical Sequence of Classes

Below is a sample course sequence. The following sequences show the semesters when specific courses are currently offered. Please note that some courses are only offered in the fall semester and some only in the spring semester.

Students may choose when to take the two (2) required elective courses during their Program of Study. Students may choose, or be required by their Doctoral Advisory Committee, to take additional courses based on their career goals and professional development needs.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSLG 8431</td>
<td>Doctoral Practicum</td>
</tr>
<tr>
<td></td>
<td>CSLG 8345</td>
<td>Advanced Multicultural</td>
</tr>
<tr>
<td></td>
<td>CSLG 8000</td>
<td>Doctoral Seminar</td>
</tr>
<tr>
<td></td>
<td>RSCH 8210</td>
<td>Applied Research</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
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<tr>
<td></td>
<td>RSCH 8120</td>
<td>Advanced Stats</td>
</tr>
<tr>
<td></td>
<td>CSLG 8110</td>
<td>Clinical Supervision</td>
</tr>
<tr>
<td></td>
<td>CSLG 8203</td>
<td>Instructional Theory</td>
</tr>
<tr>
<td></td>
<td>RSCH 8111</td>
<td>Qualitative</td>
</tr>
<tr>
<td></td>
<td>CSLG 8000</td>
<td>Internship: Research</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSLG 8445</td>
<td>Internship: Teaching</td>
</tr>
<tr>
<td></td>
<td>CSLG 8000</td>
<td>Adv. Multi Career and Group ²</td>
</tr>
<tr>
<td></td>
<td>CSLG 8999</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

¹This does not include the 2 required electives or any additional required classes. Electives may be taken in the summer.
²May be taken in Fall or Spring Semester

Prerequisite Courses

Based on the Transcript Analysis for Applicants from non-CACREP Accredited Programs found in the Forms section of this Handbook, a student may be required to include prerequisite or co-requisite courses in his/her Program of Study. For example, doctoral students who did not graduate from CACREP accredited programs, without evidence of a course in chemical dependency, will be required to add such a course to their Program of Study. Students with deficiencies in their Master’s degree course work will complete the Additional Courses Required in Doctoral Program also located in the Forms section.
Doctoral Practicum

The Doctoral Practicum in Counseling (CLSG 8431) requires the completion of 100 hours of counseling experience during a semester at an approved site in the community. Students will provide a minimum of four (4) hours per week of individual counseling and will work under the supervision of a professional at the site and the faculty assigned to the course. The practicum experience will be composed of new learning experiences for doctoral students including those who choose to do their practicum at sites where they are employed. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in all practicum and internship classes.

Doctoral Internships

The department has four (4) different internship experiences, as described below:
1. Doctoral Internship: Counseling (CSLG 8440) is required only for students who have less than one year of clinical counseling experience prior to entering the doctoral program or for students who do not demonstrate appropriate basic counseling skills during the Doctoral Practicum in Counseling (CSLG 8431). This 300-hour internship (CSLG 8440) is focused on developing clinical skills.
2. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in all practicum and internship classes.
3. All doctoral students will complete a 200-hour Doctoral Internship: Supervision (CSLG 8442), which provides students with the practical, experiences necessary to provide individual supervision of counselors and analyses of counseling audio and videotapes.
4. All doctoral students will complete a 200-hour Doctoral Internship: Teaching (CSLG 8445) that is designed for students to develop their knowledge and skills in counselor education through co-teaching a Master’s-level counseling course with a faculty member in the Department of Counseling.
5. All doctoral students will complete 200 hours of internship devoted to research. These hours will be accumulated through the Doctoral Internship (CSLG 8000).

Language and/or Research Requirements

The competent professional in the Doctoral Program must have a mastery of: (a) statistics and research methodologies, (b) models and methods of appraisal, and (c) computer literacy. While there are no foreign language requirements for the Doctoral Program, doctoral students may benefit from developing a foreign language proficiency, which will enable them to provide services to Spanish-speaking clients and families. Foreign language courses taken in pursuit of proficiency may be taken as electives.

Pre-registration and Registration

Pre-registration is normally scheduled in early April for fall semester and summer sessions and in early November for spring semester. Open registration is held the week preceding the first day of class. The academic calendar for the University lists pre-registration and registration dates (http://registrar.uncc.edu/printable-calendar). Students are able to access their specific registration date and time through Banner Self Service accessed through their personal My UNCC online accounts.
Academic Suspension

Students must maintain a GPA of at least 3.0 in order to progress through the Doctoral Program. Based on Graduate School requirements, an accumulation of three marginal C grades in any graduate coursework will result in suspension of the student's enrollment. If a student makes a grade of U in any graduate course, enrollment will be suspended. A graduate student whose enrollment has been suspended because of grades is ineligible to register in any semester or summer session unless properly reinstated.

Accreditation

The Doctoral Program in Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Progressing through the Graduate Program

The Doctoral Program serves both traditional and non-traditional students, and it can be tailored to meet students' individual needs. Doctoral students should:

1. Become familiar with the policies and procedures of the University and the Graduate School which are outlined in the Graduate Catalog and can be accessed online at http://catalog.uncc.edu/index.php?catoid=8.

2. Know the academic year, both for the University and for the program. This includes various deadline dates such as registration, add/drop, filing for graduation, etc.

3. Some of the doctoral coursework require a commitment of time beyond the actual class meeting times. For example, students in the Clinical Supervision (CSLG 8110) course will assist with the Master's level Counseling Techniques courses, which will require an additional three (3) hours per week of class time on campus. Students are required to run a personal growth group and receive supervision. There may be other expectations for out-of-class activities as well, including immersion and social advocacy projects in the advanced multicultural counseling courses (CSLG 8106, CLSG 8345, and CLSG 8346).

4. Students should get to know their Doctoral Program Advisor and use the Advisor for advice and counsel.

5. Course work 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), the Department of Counseling faculty are committed to an ongoing screening process designed to assist students whose issues interfere significantly with their progress in the program. Students may refer to the Professional Dispositions section for additional information.

6. Seek opportunities to collaborate with faculty members in research projects, conference presentations, professional organization involvement, and other professional and scholarly activities. This will enrich students’ experiences and enhance their professional standing.
Multicultural Awareness Journal

Doctoral students will keep a Multicultural Awareness Journal while enrolled in Advanced Multicultural Counseling (CSLG 8345) and Applied Multicultural Counseling (8346). This journal will include weekly entries which reveal reflections on individual awareness of bias and prejudice and insights gained as a result of class materials. The expectation is that the student will reflect: (a) on a personal level about self, (b) on an interpersonal level about both positive and negative interactions with culturally-different others, (c) on a professional level about multicultural counseling interventions and practices, and (d) on a societal level about ways counselors can influence the larger community to be affirmative about diversity and multiculturalism. The final entry in the Multicultural Awareness Journal will be an analysis of the student’s changed personal and professional constructs relative to diversity and multiculturalism. The final entry will be due following the completion of Applied Multicultural Counseling (CSLG 8346).

The depth and quality of the analysis paper are expected to exceed those of Master’s master’s level work. Students are expected to demonstrate the ability to reflect upon advanced multicultural knowledge, skills, and values in relation to personal experience beyond articulation of reflections and impressions. Students are encouraged to be creative in presenting their final analysis. When completed the Instructor of the Multicultural courses (CLSG 8345 and 8346), Doctoral Program Advisor and the Doctoral Program Director will sign off on the Multicultural Counseling Journal: Completion Form. A copy of the signed form will be kept in the students’ record folder in the Department of Counseling.

Record of Progress

Doctoral students will submit various forms to document their progress through the Doctoral Program. The required forms are included in the Appendix of this Handbook. Some of these forms are generated by the Graduate School and are available online (http://graduateschool.uncc.edu/current-students/forms). In each instance it is the student’s responsibility to: (a) initiate the approval process for each of these forms, (b) secure the appropriate signatures on the forms, (c) submit the completed forms to the relevant offices (e.g., Department of Counseling, Graduate School), (d) keep the Record of Progress form up to date, and (e) make sure all the forms are submitted to their record folder in the Department of Counseling.

Professional Dispositions

The Cato 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 the Department of Counseling has developed a process, described below, to prepare students to develop and model the knowledge, skills, and dispositions expected of excellent professionals. Faculty and/or clinical personnel will evaluate students’ demonstration of these professional dispositions and provide feedback about 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).
Department of Counseling Assessment of Professional Dispositions

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 being assessed by faculty. In addition, a faculty member 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.

Students need to be familiar with the expectations in the Professional Dispositions. After reviewing the Professional Dispositions in the Doctoral Seminar class, students will complete their first self-assessment, which will acknowledge their awareness of the expectations in the program. 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 OR initiate a Professional Disposition Plan of Action OR both.

In many cases, awareness of the dispositional concerns 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.

Bi-Annual Review of Students’ Progress:
1. Students may be terminated for academic failure, violation of professional dispositions, ethical violations and/or personal unsuitability for the counseling profession.
2. All students will be evaluated two times per year by faculty to assess continued progress based on academics and dispositional issues/concerns.
3. Faculty members will 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. The Plan of Action will include students’ expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. 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.
4. From a bi-annual review of data about academic and dispositions assessments, the faculty may decide that further coaching, monitoring and/or support are needed using the dispositional process.

A detailed description of these procedures, including the Candidate’s Right of Appeal, can be found at the end of the Doctoral Handbook and at this link:
http://education.uncc.edu/sites/education.uncc.edu/files/media/dispositions/Counseling_Prof%20Dispositions%20Plan%20Updated%20April%202015.pdf

The link on the UNCC website to complete the Professional Dispositions assessment can be found at http://education.uncc.edu/resources/professional-dispositions-plan-and-information.
**Professional Organizations**

Students and graduates are encouraged to join and to become active in professional organizations (or associations). One method to remain current in the profession is by presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership. Student involvement with professional counseling organizations reflects commitment to the students’ professional identity.

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, students:

- Receive the organization’s publications.
- Are entitled to reduced membership rates and reduced registration rates for professional meetings sponsored by the organization.
- Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.).
- Have a method of direct involvement with activities and issues directly or indirectly pertinent to the profession.
- Are affiliated with other professionals who have similar interests and areas of expertise.
- May remain current in the knowledge, practices, and research findings in the field.

The primary national organization to join is the American Counseling Association (ACA). The primary state organization is the North Carolina Counseling Association (NCCA). There are also divisions within the organizations for counseling specialties (e.g., Counselor Education and Supervision, School Counselors, International Play Therapy Association, Association for Specialists in Group Work, Career Counselors, International Association of Marriage and Family Counselors, and Mental Health Counselors).

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. All doctoral students are encouraged to join Mu Tau Beta, UNC Charlotte’s multi-year award-winning local chapter of Chi Sigma Iota. Applications for ACA, NCCA, and Chi Sigma Iota are available in the departmental office.
Comprehensive Examination

The main objective of the Comprehensive Exam is to ensure that students demonstrate an in-depth understanding of the counseling professions by exhibiting adequate preparation to write a dissertation and to be counselor educators. Examinees must be able to analyze and synthesize information obtained from coursework and research within a multicultural counseling context.

With advice and consent of the students’ Doctoral Program Advisor, students choose when to take the Comprehensive Examination. Students will meet with their Doctoral Program Advisors near the end of the semester in which they will have accrued at least 35 hours of doctoral course credit to verify their eligibility to take the exam and discuss the questions they may have about the exam. Courses to be completed before the Comprehensive Examination (33 credits):

- CSLG 8100 Doctoral Seminar (1)
- CSLG 8100 Advanced Group and Multicultural Career Counseling (1)
- CSLG 8100 Advanced Counseling Theory Seminar (1)
- CSLG 8110 Clinical Supervision in Counseling (3)
- CSLG 8203 Instructional Theory in Counselor Education (3)
- CSLG 8345 Advanced Multicultural Counseling (3)
- CSLG 8346 Applied Multicultural Counseling (3)
- CSLG 8998 Seminar in Prospectus Design (3)
- RSCH8210 Applied Research Methods (3)
- RSCH8110 Descriptive and Inferential Statistics (3)
- RSCH8120 Advanced Statistics (3)
- RSCH8111 Qualitative Research Methods (3)
- RSCH8140 Multivariate Statistics (3)

Doctoral Comprehensive Examination Schedule

Each year the comprehensive exam is scheduled in January, May, and August. In 2017, the dates will be:

Thursday and Friday, January 5 and 6
Thursday and Friday, May 18 and 19
Monday and Tuesday, August 14 and 15

1. Submit the application materials for the comprehensive exam by the first Monday of December for the January exam. The exam will be administered on the last two days in the week prior to the first day of class in January for the spring semester.

2. Submit the application materials for the comprehensive exam by the first Monday of April for the May exam. The exam will be administered on the last two working days in the week after the spring semester finals.

3. Submit the application materials for the comprehensive exam by the first Monday of July for the August exam. The exam will be administered on the first two working days in the week prior to the first day of class in August for the fall semester.
4. Application materials for the comprehensive exam:
   a) Complete the **Comprehensive Examination Application**.
   b) Submit the signed **Comprehensive Examination Application** to the Doctoral Program Director by the deadline date of the exam administration stated above.
   c) In TaskStream, select the doctoral program director (Dr. Foxx) as an evaluator for each comps question you are taking (e.g., if you are taking all four (4) question, you would select Dr. Foxx as the evaluator for 4 questions).

5. The faculty member who is scheduled to coordinate the exam (usually the Doctoral Program Director) will be in charge of scheduling, administering, and coordinating the grading of the exam. The exam coordinator will inform students regarding the outcomes of the exam.

**Doctoral Comprehensive Examination Procedures**

The Comprehensive Exam is a two-day written exam taken using the computers in the College of Education at UNCC. The exam must be taken and passed prior to enrollment in dissertation credits (CSLG 8999).

The exam will consist of four questions. Students will respond to two questions on the first day of the exam (Question 1 – Counseling Theories: 8:00 a.m. to 12:00 noon; Question 2 – Supervision: 1:00 p.m. to 5:00 p.m.) and to two other questions on the second day of the exam (Question 3 – Research Methodology: 8:00 a.m. to 12:00 noon; Question 4 – Multicultural Counseling: 1:00 p.m. to 5:00 p.m.). Students taking the Comprehensive Exam in each administration will respond to a common set of questions selected by the Doctoral Program Committee.

The Doctoral Program Committee will select a total of eight questions, two per each content area, at least one month before a specific exam administration. Students shall only respond to one question per content area. If students decide to respond to both questions in a particular content area, examiners will evaluate and grade the first response and disregard the second response.

Students are expected to report to the designated room at 7:45 a.m. on both days of the exam. Students will not be allowed to bring in books, notes, or any materials to the computer lab during the exam. The exam packets contain a USB drive with the exam questions, a writing pad, and a pencil. Students will save their answers on the USB drive provided to them.

Students will not be allowed to contact and interact with other people in person or online while the exam is taking place. Students will be allowed to take restroom breaks and a one-hour lunch break. Students will be required to sign a statement of integrity indicating they have followed all the rules of the exam.

**Content and Scope of the Comprehensive Exam**

The scope of the exam may include, but will not be limited to, the following topics from the four general areas of (a) counseling theories, (b) counseling supervision, (c) research methodology, and (d) multicultural counseling.

1. Counseling Theories
   - Knowledge of theory relevant to counseling
Integration of theories
Conceptualization of client from multiple theories
Methods for evaluating counseling effectiveness

2. Counseling Supervision
   - Purpose of supervision
   - Theoretical frameworks
   - Roles and relationships
   - Legal and ethical considerations

3. Research
   - Research designs
     - Quantitative
     - Qualitative
     - Data analysis methods
     - Appropriate research questions/hypothesis testing
     - Cultural and ethical considerations

4. Multicultural Counseling
   - Multicultural counseling competencies
   - Help-seeking behaviors of diverse clients
   - Strategies for eliminating barriers
   - The impact of heritage, attitudes, beliefs, and acculturation

Scoring and Evaluation

1. Faculty will have one week to evaluate the written exam. Each question will be evaluated independently. The passing grade is shown on each rubric. For a response to be considered adequate, it must receive a "Pass" rating by at least two of three readers. Students will receive notice of written exam results within two weeks of the exam.

2. A score of 14 is required to “pass” each question. Students will earn a “provisional” with a score of 12-13. Examples of outcomes for the 3 raters are:

<table>
<thead>
<tr>
<th>Rater 1</th>
<th>Rater 2</th>
<th>Rater 3</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Pass</td>
<td>Pass</td>
<td>Any rating</td>
<td>Pass</td>
</tr>
<tr>
<td>Provisional</td>
<td>Provisional</td>
<td>Pass</td>
<td>Provisional</td>
</tr>
<tr>
<td>Provisional</td>
<td>Provisional</td>
<td>Fail</td>
<td>Provisional</td>
</tr>
<tr>
<td>Pass</td>
<td>Provisional</td>
<td>Fail</td>
<td>Provisional</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>Any rating</td>
<td>Fail</td>
</tr>
</tbody>
</table>

With an outcome of “Provisional” a plan for the student will be created (e.g., oral exam, re-write question, re-take a course) to determine the final outcome for the comps question.

3. The faculty will determine the performance level using the Rubric provided in the Forms section below. The rubrics show the criteria by which the written exam responses will be evaluated.

4. Students must pass all four questions to pass the Comprehensive Exam. If a student earns a score of “Provisional,” a provisional committee will be convened that consists of the three readers of the question and an ex officio member, the advisory committee chair. If the students’ Doctoral Advisory chair is also a reader for the question, another advisory committee member will be added as the ex officio member. The three readers determine the next step of the process which
will consist of either an oral exam or written response. Following the completion of this process, the readers of the question will vote to pass or fail the student on that question.

5. Re-examination, if required, will be for only those areas which were evaluated as fail.

6. As stated in the Ph.D. Degree Requirements in the Graduate Catalog (http://catalog.uncc.edu/content.php?catoid=8&navoid=456&hl=Ph.D.+Requirements&returnto=search#Ph.D._Degree_Requirements), “Students who fail a qualifying assessment are subject to termination and should discuss options with their graduate program director. With program approval, a qualifying assessment may be retaken one time. If the student fails the exam a second time, the program may, in rare circumstances and with compelling evidence, allow a student to, within four months, retake the exam (or portion of the exam). In such cases, the program must document the circumstances under which the student is allowed to retake portions of the exam and demonstrate that the student's committee unanimously supports the decision. Documentation must be submitted to the Graduate School for review prior to the exam date. In no instance will the student be allowed to take the exam (or portion of the exam) a fourth time. Students may only appeal a termination to the Graduate School if their appeal to retake the exam is based on a procedural error or discrimination (please see the Category 2 appeal description under Appeal for Academic Termination) and their initial appeal to the program was denied.”

Students who receive a “pass” on the written exam will proceed to the proposal phase of the dissertation. Students will submit the Report of Comprehensive/Qualifying Exam, Portfolio Presentation, and Study report for Doctoral and/or Master's student (http://graduateschool.uncc.edu/current-students/forms) to the Graduate School.

**Doctoral Dissertation Chair**

After students complete their Comprehensive Exams, they select a faculty member to serve as the Doctoral Dissertation Chair. The Doctoral Dissertation Chair will provide advisement as it pertains to the completion of the dissertation. Students’ Doctoral Program Advisors and Doctoral Advisory Committees continue to provide advisement for students’ coursework and field and professional experiences. Doctoral Dissertation Chairs are specifically responsible for seeing that the students’ progress in an expeditious manner towards completion of the doctoral degree. Doctoral Dissertation Chairs will assist students in organizing committee meetings, conducting original research, presenting the proposal, and organizing the dissertation defense. Eligible faculty members are all Department of Counseling faculty who have successfully progressed through their first reappointment during their third year as an Assistant Professor. Clinical faculty who serve as Chairs will co-chair with tenure track faculty.

**Doctoral Dissertation Committee**

The Doctoral Dissertation Committee is to be formed after students have successfully completed their Comprehensive Exam. The committee is to be formed under the advisement of a student-selected Doctoral Dissertation Chair. At least three committee members must be from the Department of Counseling faculty. A person outside the University may serve as a full member of the Doctoral Dissertation Committee in situations where knowledge or expertise of a particular nature is desired.

Once the committee members have informally agreed to serve, the students should submit the Appointment of Doctoral Dissertation Committee form (http://graduateschool.uncc.edu/current-students/forms) to the Doctoral Program Director for signature before turning it in to the Graduate School. The Graduate School will then appoint a faculty representative outside the College of Education. The Graduate School will issue a letter to formally confirm the appointment with the Doctoral Dissertation Committee members.
Each appointed Doctoral Program Committee member will have both voice and vote on all relevant matters pertaining to doctoral students’ progress towards the degree. All Doctoral Program Committee members should be present for the oral defense of the dissertation proposal as well as the final dissertation defense. The Graduate School provides guidelines in cases where this becomes impossible. The oral defense is considered satisfactory upon the positive vote of a majority of the Doctoral Program Committee members.

**Admission to Candidacy**

Students are considered candidates for the doctoral degree upon: (a) successful completion of the Comprehensive Examination and (b) approval of the Dissertation Proposal. Candidacy must be achieved at least six months before the degree is conferred. Students should submit the Application for Candidacy form to the Graduate School when they apply for Graduation. However, if the students have completed everything on their Program of Study other than the dissertation, they can submit the Application for Candidacy form upon a successful dissertation proposal defense and not wait until they apply for graduation. The Application for Candidacy form requires students to document the courses they have taken to show their fulfillment of the requirements of the degree.

**Dissertation**

The dissertation is the final example of the candidate’s readiness for the degree. In close consultation with the Doctoral Dissertation Committee, students will develop an original research study as approved in the Dissertation Proposal. A doctoral dissertation must demonstrate the candidate’s ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of counseling. Under the direct supervision of the Doctoral Dissertation Committee Chair, students are encouraged to consult regularly with their Doctoral Dissertation Committee members during the planning, conducting, and writing of the dissertation.

Following the approval of the dissertation topic, students are required to maintain continuous enrollment (CSLG 8999; fall and spring semesters) for dissertation study until all work is completed. Continuous enrollment begins with the semester after the dissertation topic is approved. If the dissertation is not completed after a successful completion of 12 dissertation credit hours, students can enroll in CSLG 9999 to maintain continuous enrollment.

Summer dissertation enrollment is optional. However, if students wish to engage their Doctoral Dissertation Chair and Doctoral Dissertation Committee in dissertation-related work during the summer sessions, students must enroll in at least three (3) credit hours of dissertation in the summer session.

The following policies guide the dissertation process:

1. Students are responsible for ensuring that all forms associated with doctoral study are submitted to the Graduate school in a timely manner.

2. Assistant Professors may serve as a Doctoral Dissertation Chair after they have served as a member of at least three dissertation committees and have successfully completed their first reappointment.

3. Clinical Professors may serve as a Doctoral Dissertation Co-Chair after they have served as a member of at least three dissertation committees and have successfully completed their first reappointment.
4. Students are responsible for knowing the deadline dates in the dissertation process (application for graduation, application for candidacy, date dissertation is due to the Graduate school). It is recommended that dissertation defenses be completed at least three (3) weeks before the approved dissertation is due to the Graduate School.

5. The Doctoral Dissertation Committee must have one member who is familiar with the literature on the dissertation topic chosen by the student. A faculty member who is not familiar with the literature on the dissertation topic may choose not to serve as Doctoral Dissertation Chair.

6. Two weeks prior to the proposal defense, students will provide Doctoral Dissertation Committee members with either a hard or electronic copy of the proposal based on each individual member’s preference. Students will provide an electronic copy to all the Department of Counseling faculty members.

7. All departmental faculty members and students are invited to attend a proposal defense and make comments at the defense.

8. All university and departmental faculty members, as well as students in the department, are invited to attend dissertation defenses.

9. It is the responsibility of the Doctoral Dissertation Chair to provide the necessary information regarding (a) the proposal defense event to the Department of Counseling faculty and (b) to submit information about the Dissertation final defense to this website: http://graduateschool.uncc.edu/current-students/graduation/submit-your-dissertation-defense-announcement. Students need to provide Chairs with the following information required on this form by the deadline for the semester they graduate (noted in the Academic Calendar) and/or two weeks in advance of the defense: title of dissertation, all committee members, abstract, date of defense, and place of defense.

**Dissertation Proposal Defense**

A formal Dissertation Proposal is presented after the students and their Doctoral Dissertation Committee are satisfied that the students’ proposals are ready for defense. The proposals shall include the first three chapters of the dissertation, which are the Introduction, Literature Review, and Methodology.


**Proposal Format**

1. Introduction
   a) Overview
   b) Need and purpose for the study
   c) Statement of the research problem
   d) Statement of hypotheses/questions
   e) Delimitations
   f) Limitations
   g) Assumptions
1. Operational Definitions
   i) Summary

2. Literature Review
   a) Introduction
   b) Literature Review
   c) Summary

3. Methodology
   a) Introduction
   b) Participants
   c) Procedures
   d) Instrumentation
   e) Research Design
   f) Data Analysis
   g) Summary

4. References

**Preparation of the Proposal**

1. Enroll in CSLG 8998 (Seminar in Prospectus Design). Students will learn the process for developing a proposal for dissertation in this course.

2. Work closely with the Doctoral Dissertation Chair and other Doctoral Dissertation Committee members. It is important during the preparation phase that the leadership of the research idea comes from the students. While the dissertation is developed in collaboration with a faculty committee, the purpose of this project is for students to lead a research endeavor. Dissertation research should be of sufficient quality to make a contribution to the field of counseling.

3. If the intended research involves human subjects, students must familiarize themselves with the policies, guidelines, and deadlines of the University’s Institutional Review Board (IRB) for Research with Human Subjects in order to be in compliance (http://www.research.uncc.edu/comp/human.cfm). Approval to conduct research from the IRB must be obtained before the defense.

4. In consultation with all Doctoral Dissertation Committee members, the students will reserve a time and place for the proposal defense with the Department’s office manager.

5. **At least two weeks** prior to the dissertation proposal defense date, students will provide Doctoral Dissertation Committee members with either a hard or electronic copy of the proposal based on the individual member’s preference. At the Doctoral Dissertation Chair’s discretion, electronic copies of the proposal could also be emailed to members of the counseling faculty.

6. Questions or concerns from faculty will be relayed to the Doctoral Dissertation Chair at least two full days prior to the scheduled proposal meeting. Electronic copies of the proposal should also be emailed to members of the counseling faculty.
Proposal Defense Meeting

1. The proposal presentation is open to all university faculty members. The students and the Doctoral Dissertation Chair together may give permission to allow other doctoral students to attend the presentation as observers.
2. The proposal presentation will last about one and one-half hours. Standard format should include introductions, introductory remarks by the students regarding their interest areas, and an explanation of the proposed study. At the discretion of the Doctoral Dissertation Chair, all present may ask for clarifications and/or offer suggestions regarding the proposed study. After the students have concluded the presentation, the students and any other student observers leave the room and the Doctoral Dissertation Chair allows faculty members a time for additional comments. The student then returns to the session and is informed of the Doctoral Dissertation Committee’s recommendation(s) regarding the proposed study.

Dissertation Proposal Defense

Subject to review by the Dean of the College of Education and the Dean of the Graduate School, the students’ Doctoral Dissertation Committee has final recommending authority. The outcome of the proposal may be Pass or Fail. Upon approval, the students submit the Dissertation Proposal Defense Report form found on the Graduate School Forms website (http://graduateschool.uncc.edu/sites/graduateschool.uncc.edu/files/media/Proposal-Defense-Report_2.pdf) with the signature of the Dissertation Chair to the Doctoral Program Director for his/her signature. This form must be submitted to the Graduate School with the IRB approval. After this form has been submitted, students may begin the data collection phase of the study.

The Doctoral Dissertation Chair must complete the Dissertation Proposal Rubric and submit it to the Doctoral Program Director.

Dissertation Defense Announcement Format

The graduation checklist can be found at this link: http://graduateschool.uncc.edu/current-students/graduation
Note that this form changes (to provide appropriate dates and deadlines each semester).

Doctoral students defending their dissertations should complete this form in order to announce their defense through the academic listserv: http://graduateschool.uncc.edu/current-students/graduation/submit-your-dissertation-defense-announcement
http://graduateschool.uncc.edu/dissertation-defense-announcements
Students should also contact the Graduate School to arrange for a meeting to have their dissertations reviewed for format compliance (http://graduateschool.uncc.edu/current-students/graduation) before the dissertation defense. Contact the Graduate School (Ms. Anita Smith, 704-687-7237, afsmith@uncc.edu) for the pre-defense review.

Two weeks before the defense date, students will distribute to the Doctoral Dissertation Committee hard or electronic copies of the completed dissertation which has also been reviewed by the Graduate School for format. The defense will be conducted by the Doctoral Dissertation Committee, which includes a graduate faculty representative. Following the candidate’s presentation and questions posed by Doctoral Dissertation Committee members, the Committee will render a decision. Decisions require a majority vote. The following options are available to the Committee: approve, approve contingent upon specific changes being made, defer pending an additional defense, and disapprove. Students will get the
appropriate signatures on the **Dissertation Defense Report** ([http://graduateschool.uncc.edu/current-students/forms](http://graduateschool.uncc.edu/current-students/forms)) to send to the Graduate School.

Following the successful completion of the defense, doctoral candidates must schedule a meeting with the Graduate School to arrange for a final review of their dissertation before they submit an error-free manuscript to the Graduate school electronically. See the Graduate School’s web site on electronic submission of dissertation for details [http://graduateschool.uncc.edu/sites/graduateschool.uncc.edu/files/media/Current_Students/DISSERTATION-AND-THESIS-SUBMISSION-PROCEDURES-11-2015.pdf](http://graduateschool.uncc.edu/sites/graduateschool.uncc.edu/files/media/Current_Students/DISSERTATION-AND-THESIS-SUBMISSION-PROCEDURES-11-2015.pdf).

Students should also attend a Graduate School-sponsored workshop on electronic dissertation submission when they begin working on their dissertation and not wait until the final defense. Workshops are offered by the Graduate School each semester. Information on the workshop schedule is available on the Graduate School web site at ([http://gradlife.uncc.edu/workshops](http://gradlife.uncc.edu/workshops)).

It is customary for students to provide a bound hardcopy of the dissertation to the Doctoral Dissertation Chair and a bound hardcopy to the Department of Counseling. Students are responsible for complying with all deadlines and fees related to the dissertation.

**Dissertation Defense (Final Examination)**

Each candidate must pass a final oral examination regarding the completed dissertation. Sometimes called the “dissertation defense” or the “dissertation oral,” this meeting is open to members of the University community. Students are not permitted to take the final examination more than twice. The Graduate School must be informed of the date and place of the defense at least three weeks in advance.

**Graduation**

Effective 1st Summer 2016, DegreeWorks ([http://graduateschool.uncc.edu/faculty-and-staff/admissions-recruitment-retention/degree-works](http://graduateschool.uncc.edu/faculty-and-staff/admissions-recruitment-retention/degree-works)) is the definitive record for graduation clearance. Students, faculty, and staff may access DegreeWorks via [http://my.uncc.edu](http://my.uncc.edu). Students are encouraged to routinely check their degree progress in DegreeWorks.

Students are entitled to graduate upon fulfillment of all requirements in effect at the time of admission into the Doctoral Program. Students are required to be registered in the term of graduation and submit the Graduation Application ([http://graduateschool.uncc.edu/current-students/forms](http://graduateschool.uncc.edu/current-students/forms)) form.

**Commencement**

The degree is conferred at the commencement following the fulfillment of all requirements. Candidates are expected to be present at the ceremony and will be accompanied to the stage with their Doctoral Dissertation Chair. Candidates are responsible to find out from the Graduate School details and requirements of the commencement. Graduation information is available at ([https://graduateschool.uncc.edu/current-students/graduation](https://graduateschool.uncc.edu/current-students/graduation)).
Additional Certificate Programs and Concentrations

Graduate Certificate in Substance Abuse Counseling

The UNC Charlotte is one of five North Carolina Higher Education Institutions providing a graduate degree with an emphasis in substance abuse counseling. The Graduate Certificate in Substance Abuse 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 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 certificate program admits practitioners and students who either hold or are currently enrolled in a CACREP accredited graduate degree program. The Graduate Certificate is recognition of academic achievement and enhances professional standing.

The Program
The Graduate Certificate in Substance Abuse 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 http://www.ncsappb.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 8160 Theories of Chemical Dependency (required) *
- CLSG 8161 Chemical Dependency: Assessment and Diagnosis (required)
- CSLG 8162 Chemical Dependency: Counseling Individuals, Families, and Groups (required) *
- CSLG 8163 Chemical Dependency: Treatment Planning and Relapse Prevention
- OR
- CSLG 8000 McLeod Institute on Substance Abuse* (a one-week summer institute offered for graduate credit covering a broad array of topics relevant to substance abuse counseling and prevention)

CSLG 8440 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.

Substance Abuse Certificate Requirements
Students are required to be enrolled in the Doctoral Program. Courses for the certificate program are relevant to both school counseling and community counseling. Students who enroll in the Substance Abuse Certificate program and take four courses and 600 hours of internship in substance abuse counseling are eligible to receive a Certificate in Substance Abuse Counseling from UNC Charlotte.
cases, based on prior approval of the Addictions Program Director, students may only need to complete 300 hours of internship in addictions counseling if they completed a 600 hour internship from a CACREP approved master's program.

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

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

Post Master's Certificate in School Counseling

This is an online certificate designed to meet the needs of students who have completed a Master’s degree in clinical mental health, community counseling or addictions counseling and now desire to become a licensed school counselor in North Carolina. The certificate consists of a minimum of 12-credit hours.

Successful completion of the program requirements and passing the PRAXIS II Specialty Area Test for School Counselors will enable the student to be recommended for licensure in school counseling to the North Carolina Department of Public Instruction (NCDPI).

Minimum course requirements (12 credit hours), which are based on review of transcript:

- CSLG 8141 (The Professional School Counselor)
- CSLG 7140 (Consultation in School Counseling)
- CSLG 8646 (Admin and Leadership)
- CSLG 7436 (Advanced Internship)

Play Therapy Concentration

The Play Therapy Concentration consists of a coherent program of play therapy course work. The program is available for students currently enrolled in the master's or doctoral program in the Department of Counseling at UNCC. This concentration is optional.

Program Description

A minimum of 4 courses (twelve credit hours) is required for the Play Therapy Concentration.

All students are required to take the following three (3) courses:

- CSLG 8142 Introduction to Play Therapy (fall, spring or summer)
- CSLG 8143 Filial Therapy: An Approach to Parent Training (spring)
- CSLG 8144\(^1\) Contemporary Theories of Play Therapy (fall)

Elective: Students must select one (1) elective course from the following courses:

- CSLG 8145 Special Topics in Play Therapy OR Course Approved by Director of Play Therapy Concentration

\(^1\) Pre-requisite is CSLG 8142
Gerontology Certificate Program

The Graduate Certificate Program in Gerontology was designed to provide supplementary graduate education in Gerontology for those who already have a graduate degree in another field or those completing a graduate degree in another field, who are interested in working with older adults. It requires the completion of a set of core and elective courses related to the study of aging. The Graduate Programs are both interdisciplinary and multidisciplinary. Interdisciplinary Gerontology courses will integrate materials from various disciplines, including counseling. Multidisciplinary courses will also be included, requiring students to study aging from a variety of disciplinary perspectives. The core of essential material included in the required course sequence will be augmented by selection of elective courses in an individually designed program for each graduate student. The University link for the Certification in Gerontology is: http://gerontology.uncc.edu/graduate-programs/graduate-certificate-program
# Counseling Program Forms

## Record of Progress

Student’s name: ___________________________________  Student ID: _____________________

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<thead>
<tr>
<th>Task</th>
<th>When</th>
<th>Where it is?</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Analysis for Applicants from Non-CACREP Accredited Programs</td>
<td>Before entering program for students who did not graduate from CACREP accredited program</td>
<td>Doctoral Handbook</td>
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<tr>
<td>Additional Courses Required in Doctoral Program</td>
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<td>DegreeWorks</td>
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<td>Appointment of Doctor Advisory Committee</td>
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<td>During first fall semester</td>
<td>Counseling Professional Dispositions</td>
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<td>Program of Study</td>
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<td>Professional Development Plan</td>
<td>Beginning of first spring semester</td>
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<td>Professional Development: Completion Form</td>
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<td>Professional Dispositions: Midpoint (First Internship class: CSLG 8440 or 8445 during year 2 or 3)</td>
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<td>Report of Qualifying Exam or Comprehensive Exam (Doctoral)</td>
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<td>Human Subjects in Research website (IRB)</td>
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<td>Counseling Professional Dispositions</td>
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Department of Counseling
University of North Carolina at Charlotte
Doctoral Program

Transcript Analysis for Applicants from Non-CACREP Accredited Programs

Applicants who have graduated from programs not approved by CACREP are required to complete the following form. Please indicate the courses in your master’s degree that correspond to the topics in the left-hand column. In addition, please provide an unofficial copy of your transcript and syllabi for the courses identified below.

Applicant’s Name_______________________________________

Counseling Theory                                      Course number _________
Counseling Techniques                                  Course number _________
Human Growth and Development                           Course number _________
Professional Ethics                                    Course number _________
Multicultural Counseling                                Course number _________
Group Counseling                                        Course number _________
Career and Lifestyle Development                       Course number _________
Testing and Assessment                                  Course number _________
Research                                               Course number _________
Substance Abuse                                         Course number _________
Practicum                                               Course number _________
# Hours Supervised________
Internships                                              Course number _________
# Hours Supervised________
**Additional Courses in Doctoral Program**

Entering doctoral students who have not had clinical experience following completion of their Master’s programs, who have graduated from programs non-CACREP accredited program, those and/or those who have not completed a substance abuse class will need to include the classes identified below as a part of their Doctoral Program.

The Doctoral Program Director will complete the form, based on the recommendations of the Doctoral Committee, and inform the admitted student of these additional requirements. At the end of the first semester in the program, Doctoral Program Advisor will also sign the form to ensure the courses are included in the student’s Program of Study. A copy should be placed in the student’s file in the Department.

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<th>Additional Internships:</th>
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<th>Equivalent CACREP courses:</th>
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<tr>
<th>Substance Abuse course:</th>
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</table>

**Doctoral Program Director:**  
______________________________  
(print name, sign, and date)

**Doctoral Program Advisor:**  
______________________________  
(print name, sign, and date)
Department of Counseling
University of North Carolina at Charlotte
Doctoral Program

Appointment of Doctoral Advisory Committee

Student Information

Name (print) ___________________________  Student ID Number: ____________________

Department __________________________________________

Home address __________________________________________

Telephone___________   Email Address __________________________

_______________________________________________

Student Signature         Date

Doctoral Program Advisor: ______________________________________________________

(print name, sign, and date)

Doctoral Advisory Committee Members:

__________________________  ________________________________

(print full name)          (professor signature and date)

__________________________  ________________________________

(print full name)          (professor signature and date)

_______________________________________________

Doctoral Program Director and date
## Program of Study
### Ph.D. in Counseling
#### 2016-2017

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<thead>
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<th>Core Courses:</th>
<th>Involvement with MA level courses:</th>
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<td>CSLG 8105</td>
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<tr>
<td>CSLG 8106</td>
<td>Advanced Multicultural Career Counseling (1 credit)</td>
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<tr>
<td>CSLG 8107</td>
<td>Advanced Group Seminar (1 credit)</td>
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<td>CSLG 8100</td>
<td>Advanced Counseling Theory Seminar (3 credits)</td>
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<tr>
<td>CSLG 8110</td>
<td>Clinical Supervision in Counseling (3 credits)</td>
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<td>CSLG 8345</td>
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<td>CSLG 8346</td>
<td>Applied Multicultural Counseling (3 credits)</td>
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<td>CSLG 8998</td>
<td>Seminar in Prospectus Design (3 credits)</td>
</tr>
<tr>
<td>CSLG 8999</td>
<td>Dissertation (9-12 credits)</td>
</tr>
</tbody>
</table>

| Clinical Courses: | |
|-------------------| |
| CSLG 8431         | Doctoral Practicum in Counseling (3 credits) |
| CSLG 8442         | Doctoral Internship: Supervision (3 credits) |
| CSLG 8445         | Doctoral Internship: Teaching (3 credits) |

| Research Courses: | |
|-------------------| |
| RSCH 8210         | Applied Research Methods (3 credits) |
| RSCH 8110         | Descriptive and Inferential Statistics (3 credits) |
| RSCH 8120         | Advanced Statistics (3 credits) |
| RSCH 8140         | Multivariate Statistics (3 credits) |
| RSCH 8111         | Qualitative Research Methods (3 credits) |

**Electives:** Minimum two elective courses. If students chose courses that are not within the ranges CSLG 7000-8999 or RSCH 7000-8999, with the approval of their Doctoral Advisory Committee, they must submit an Academic Petition requesting the change.

| Elective 1 | |
|------------| |
| Elective 2 | |

**Pre/Co-requisite Courses (i.e. additional internships, CACREP core areas and/or SA course):**

|                  | |
|------------------| |

---

Student (sign and date)  
Chair, Doctoral Advisory Committee

Doctoral Program Director (sign and date)
Professional Development Plan

Name: ___________________________  Student ID #: _____________  Date: __________

Professional Goals:

Developmental Needs:

Professional Identity:

Date Multicultural Awareness Journal due: ______________________________________

Anticipated date of Comprehensive Exam: _________________________________

Anticipated semester to begin residency*: _________________________________

*Residence (Graduate Catalog http://catalog.uncc.edu/mime/media/10/3496/2015-2016-GRAD-Catalog.pdf) All doctoral students are required to complete a substantial residency requirement during which they have sustained contact with the graduate faculty. This requirement is specified in the program descriptions.

Selected areas of professional development (at least 20 clock hours; must include research and scholarly as well as departmental/program activities):
_____ Teaching

_____ Research/Submission of Article

_____ Submission/Delivery of Presentation at Professional Meeting

_____ Grant Submission

_____ Professional Advocacy

_____ Service to the Counseling Program (e.g., Master’s program admission)

______ Others (specify):

Specify your selected activities as detailed as possible.

____________________________________________
Doctoral Program Advisor (sign and date)

____________________________________________
Doctoral Advisory Committee Member (sign and date)

____________________________________________
Doctoral Advisory Committee Member (sign and date)
Department of Counseling  
University of North Carolina at Charlotte  
Doctoral Program

Professional Development: Completion Form

Name: __________________________ Date __________________________

The Professional Development, as outlined in my program of study, has been completed.

Signatures:

______________________________________________________________________

Students  Date

Approved

______________________________________________________________________

Doctoral Program Advisor (sign and date)

______________________________________________________________________

Doctoral Advisory Committee Member (sign and date)

______________________________________________________________________

Doctoral Advisory Committee Member (sign and date)

______________________________________________________________________

Doctoral Director (sign and date)
Department of Counseling  
University of North Carolina at Charlotte  
Doctoral Program

Multicultural Counseling Journal: Completion Form

Name: ___________________________ Date ________________

Attached is the copy of my multicultural journal, submitted as partial completion of the requirements of my Program of Study.

Signatures:

_______________________________________________  Date

Students

Date

Approved

_______________________________________________  Date

Instructor

Date

_______________________________________________  Date

Doctoral Program Advisor

Date

_______________________________________________  Date

Doctoral Director

Date
### Assessment of Counseling Dispositions

<table>
<thead>
<tr>
<th>Score</th>
<th>Primary Professional Dispositions</th>
<th>Specific Professional Disposition Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (3)</th>
<th>Meets Expectations / Demonstrates Competencies (2)</th>
<th>Does Not Meet Expectations (1)</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Ethics</td>
<td>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, and NBCC; including practices within competencies.</td>
<td>Demonstrates consistent and advanced (i.e., exploration and deliberation) ethical behavior and judgments.</td>
<td>Demonstrates consistent ethical behavior and judgments</td>
<td>Demonstrates limited ethical behavior and judgment, and a limited ethical decision-making process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understands limits of confidentiality when acting in role of instructor or supervisor</td>
<td>Demonstrates consistent and advanced understanding and application of the role of confidentiality in teaching and supervision.</td>
<td>Demonstrates consistent and application of the role of confidentiality in teaching and supervision.</td>
<td>Demonstrates consistent and application of the role of confidentiality in teaching and supervision.</td>
<td>Demonstrates limited ethical behavior and judgment, and a limited ethical decision-making process in relations to teaching and supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Behavior</td>
<td>Behaves in a professional manner towards supervisors, instructors, peers, counseling students, and clients (includes appropriate dress and attitudes). Able to collaborate with others.</td>
<td>Demonstrates consistent and advanced respectfulness and thoughtfulness, and appropriate within all professional interactions.</td>
<td>Demonstrates consistent respectfulness and thoughtfulness, and appropriate within all professional interactions.</td>
<td>Demonstrates limited respectfulness and thoughtfulness and acts inappropriate within some professional interactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional and Personal Boundaries</td>
<td>Maintains appropriate boundaries with supervisors, instructors, peers, and clients and when acting in role of instructor or supervisor</td>
<td>Demonstrates consistent and strong appropriate boundaries.</td>
<td>Demonstrates consistent appropriate boundaries.</td>
<td>Demonstrates inappropriate boundaries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and Adherence to Program and Site Policies</td>
<td>Demonstrates an understanding and appreciation for all counseling program /site policies and procedures.</td>
<td>Demonstrates consistent adherence to all counseling program/ site policies and procedures, including strong attendance and engagement.</td>
<td>Demonstrates adherence to most counseling program/ site policies and procedures, including strong attendance and engagement.</td>
<td>Demonstrates limited adherence to all counseling program/ site policies and procedures, including attendance and engagement.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Primary Professional Dispositions</td>
<td>Specific Professional Disposition Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies (3)</td>
<td>Meets Expectations / Demonstrates Competencies (2)</td>
<td>Does Not Meet Expectations (1)</td>
<td>Not Observed</td>
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<tr>
<td></td>
<td><strong>Task Completion</strong></td>
<td>Completes <em>all</em> weekly record keeping and tasks correctly and promptly (e.g., class lectures, grading, case notes, psychosocial reports, treatment plans, supervision report).</td>
<td>Completes <em>all</em> required record keeping, documentation, and assigned tasks related to teaching, supervision and counseling in a through, timely, and comprehensive fashion.</td>
<td>Completes <em>all</em> required record keeping, documentation, and tasks related to teaching, supervision and counseling in a competent and timely fashion.</td>
<td>Completes required record keeping, documentation, and tasks related to teaching, supervision and counseling inconsistently and in a poor fashion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Multicultural Competencies</strong></td>
<td>Demonstrates awareness, appreciation, and respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</td>
<td>Demonstrates consistent and advanced multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Emotional Stability and Self-control</strong></td>
<td>Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates emotional stability and appropriateness in interpersonal interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates limited emotional stability and appropriateness in interpersonal interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Motivated to Learn and Grow / Initiative</strong></td>
<td>Demonstrates engagement in learning and development of his or her teaching, supervision, and counseling competencies.</td>
<td>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development.</td>
<td>Demonstrates consistent engagement in promoting his or her professional and personal growth and development.</td>
<td>Demonstrates limited engagement in promoting his or her professional and personal growth and development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Openness to Feedback</strong></td>
<td>Responds non-defensively and alters behavior in accordance with supervisory feedback.</td>
<td>Demonstrates consistent and strong openness to supervisory feedback and implements suggested changes.</td>
<td>Demonstrates consistent openness to supervisory feedback and implements suggested changes.</td>
<td>Demonstrates a lack of openness to supervisory feedback and does <em>not</em> implement suggested changes.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Primary Professional Dispositions</td>
<td>Specific Professional Disposition Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies (3)</td>
<td>Meets Expectations / Demonstrates Competencies (2)</td>
<td>Does Not Meet Expectations (1)</td>
<td>Not Observed</td>
</tr>
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</tr>
<tr>
<td></td>
<td>Flexibility and Adaptability</td>
<td>Demonstrates ability to flex to changing circumstance, unexpected events, and new situations.</td>
<td>Demonstrates consistent and strong ability to adapt and adjust appropriately students’, supervisees’ or clients’ diverse changing needs</td>
<td>Demonstrates consistent ability to adapt and adjust appropriately students’, supervisees’ or clients’ diverse changing needs</td>
<td>Demonstrates a limited ability to adapt and adjust to his or her students’, supervisees’ or clients’ diverse changing needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Congruence and Genuineness</td>
<td>Demonstrates ability to be genuine and accepting of others</td>
<td>Demonstrates consistent and strong ability to be genuine and accepting of self and others.</td>
<td>Demonstrates consistent ability to be genuine and accepting of self and others.</td>
<td>Demonstrates a limited ability to be genuine and accepting of self and others (incongruent).</td>
<td></td>
</tr>
</tbody>
</table>
Department of Counseling
University of North Carolina at Charlotte
Doctoral Program

Application for Comprehensive Examination

Comprehensive Exam Student’s name (print) ___________________ Student ID #: ______
Credit hours completed: ______
Date entered program: _____________ Date of Comps Exam: ______________________

• Attach to the application an unofficial copy of your transcript.
• In Taskstream, identify Dr. Post as the evaluator for all of the questions for comprehensive exam. You will only be permitted to take the exam if you have completed this process in Taskstream.
• Indicate in the table below the date you completed the required classes prior to taking the comprehensive exam. For any courses you have completed where grades do not appear, have the professor of the class, initial the class to indicate that you will earn an A, B, or P in the class.

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 8105</td>
<td>Doctoral Seminar (1)</td>
<td>1</td>
</tr>
<tr>
<td>CSLG 8106</td>
<td>Advanced Multicultural Career Counseling (1)</td>
<td>1</td>
</tr>
<tr>
<td>CSLG 8100</td>
<td>Advanced Counseling Theory Seminar (3)</td>
<td>3</td>
</tr>
<tr>
<td>CSLG 8110</td>
<td>Clinical Supervision in Counseling (3)</td>
<td>3</td>
</tr>
<tr>
<td>CSLG 8203</td>
<td>Instructional Theory in Counselor Education (3)</td>
<td>3</td>
</tr>
<tr>
<td>CSLG 8345</td>
<td>Advanced Multicultural Counseling (3)</td>
<td>3</td>
</tr>
<tr>
<td>CSLG 8346</td>
<td>Applied Multicultural Counseling (3)</td>
<td>3</td>
</tr>
<tr>
<td>CSLG 8998</td>
<td>Seminar in Prospectus Design (3)</td>
<td>3</td>
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<tr>
<td>RSCH8210</td>
<td>Applied Research Methods (3)</td>
<td>3</td>
</tr>
<tr>
<td>RSCH8110</td>
<td>Descriptive and Inferential Statistics (3)</td>
<td>3</td>
</tr>
<tr>
<td>RSCH8120</td>
<td>Advanced Statistics (3)</td>
<td>3</td>
</tr>
<tr>
<td>RSCH8111</td>
<td>Qualitative Research Methods (3)</td>
<td>3</td>
</tr>
<tr>
<td>RSCH8140</td>
<td>Multivariate Statistics (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

In Taskstream, have you identified Dr. Post as an evaluator for all appropriate rubrics for the Comps exam?    Yes   No

Student’s Signature                        Date

Doctoral Program Advisor

By signing this form, the Doctoral Program Advisor and each member of the Doctoral Advisory Committee attests that he/she has verified the applicant has completed at least 35 credit hours of coursework and is proficient in research tools and methodology.

__________________________________________
Doctoral Program Advisor (sign and date)

__________________________________________
Doctoral Director (sign and date)
Comprehensive Exam Rubrics
## Comprehensive Examination Rubric for Theory

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations: 3</th>
<th>Meets Expectations: 2</th>
<th>Below Expectations 1</th>
<th>Does Not Meet Expectations 0</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer Presents Relevant Literature</strong></td>
<td>Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of theory relevant to counseling</strong> (CACREP, 2016; Section 6; B, 1a)</td>
<td>Student demonstrates strong understanding of theory relevant to counseling</td>
<td>Student demonstrates understanding of theory relevant to counseling</td>
<td>Student demonstrates inconsistent understanding of knowledge of theory relevant to counseling</td>
<td>Student did not demonstrate understanding of knowledge of theory relevant to counseling</td>
<td></td>
</tr>
<tr>
<td><strong>Integration of theories</strong> (CACREP, 2016; Section 6; B, 1b)</td>
<td>Student demonstrates strong ability to integrate theories</td>
<td>Student demonstrates ability to integrate theories</td>
<td>Student demonstrates inconsistent ability to integrate theories</td>
<td>Student did not demonstrate ability to integrate theories</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptualization of client from multiple theories</strong> (CACREP, 2016; Section 6; B, 1c)</td>
<td>Student demonstrates strong ability to conceptualize clients from multiple theories</td>
<td>Student demonstrates ability to conceptualize clients from multiple theories</td>
<td>Student demonstrates inconsistent ability to conceptualize clients from multiple theories</td>
<td>Student did not demonstrate ability to conceptualize clients from multiple theories</td>
<td></td>
</tr>
<tr>
<td><strong>Methods for evaluating counseling effectiveness</strong> (CACREP, 2016; Section 6; B, 1e)</td>
<td>Student demonstrates strong understanding of methods for evaluating counseling effectiveness</td>
<td>Student demonstrates understanding of methods for evaluating counseling effectiveness</td>
<td>Student demonstrates inconsistent understanding of methods for evaluating counseling effectiveness</td>
<td>Student did not demonstrate ability to methods for evaluating counseling effectiveness</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organized with apparent structures and transitions</td>
<td>Inconsistently organized with regard to structures and</td>
<td>Lack of organization with no apparent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student response:**

1. **Knowledge of theory relevant to counseling** (CACREP, 2016; Section 6; B, 1a)
   - **Answer:** Student demonstrates strong understanding of theory relevant to counseling.
   - **Exceeds Expectations:** 3
   - **Meets Expectations:** 2
   - **Below Expectations:** 1
   - **Does Not Meet Expectations:** 0

2. **Integration of theories** (CACREP, 2016; Section 6; B, 1b)
   - **Answer:** Student demonstrates strong ability to integrate theories.
   - **Exceeds Expectations:** 3
   - **Meets Expectations:** 2
   - **Below Expectations:** 1
   - **Does Not Meet Expectations:** 0

3. **Conceptualization of client from multiple theories** (CACREP, 2016; Section 6; B, 1c)
   - **Answer:** Student demonstrates strong ability to conceptualize clients from multiple theories.
   - **Exceeds Expectations:** 3
   - **Meets Expectations:** 2
   - **Below Expectations:** 1
   - **Does Not Meet Expectations:** 0

4. **Methods for evaluating counseling effectiveness** (CACREP, 2016; Section 6; B, 1e)
   - **Answer:** Student demonstrates strong understanding of methods for evaluating counseling effectiveness.
   - **Exceeds Expectations:** 3
   - **Meets Expectations:** 2
   - **Below Expectations:** 1
   - **Does Not Meet Expectations:** 0

5. **Organization**
   - **Exceeds Expectations:** 3
   - **Meets Expectations:** 2
   - **Below Expectations:** 1
   - **Does Not Meet Expectations:** 0

**Note:** The rubric details specific criteria for each component, including relevant literature, knowledge, integration of theories, conceptualization, methods for evaluating counseling effectiveness, and organization, with descriptions ranging from exceeding expectations to below expectations.
<table>
<thead>
<tr>
<th>Quality of writing</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(e.g., introduction,</td>
<td>(e.g., transitions</td>
<td>(e.g., structures or</td>
</tr>
<tr>
<td></td>
<td>middle, conclusion,</td>
<td>(e.g., middle, conclusion,</td>
<td>transitions.</td>
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<td></td>
<td>other organizational</td>
<td>other organizational</td>
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<td></td>
<td>headings).</td>
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<tr>
<td>Writing is</td>
<td>Writing is inconsistent</td>
<td>Writing shows</td>
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<td>demonstrates</td>
<td>ly demonstrates</td>
<td>inadequacy in</td>
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<td>adequacy in</td>
<td>standard writing</td>
<td>standard writing</td>
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<tr>
<td>standard writing</td>
<td>conventions (e.g.,</td>
<td>conventions (e.g.,</td>
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<tr>
<td>conventions (e.g.,</td>
<td>spelling, punctuation,</td>
<td>spelling, punctuation,</td>
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<tr>
<td>spelling,</td>
<td>capitalization, grammar,</td>
<td>capitalization, grammar,</td>
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<tr>
<td>punctuation,</td>
<td>usage, paragraphing)</td>
<td>usage, paragraphing)</td>
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<tr>
<td>Final Score:</td>
<td>Must receive at least 14</td>
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<td></td>
<td>pts to pass</td>
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</tr>
</tbody>
</table>

Additional Comments (include actionable feedback):
## Comprehensive Examination Rubric for Supervision

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations: 3</th>
<th>Meets Expectations: 2</th>
<th>Below Expectations 1</th>
<th>Does Not Meet Expectations 0</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer Presents Relevant Literature</strong></td>
<td>Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose of supervision</strong> (CACREP, 2016; Section 6; B, 2a)</td>
<td>Student demonstrates strong understanding of purpose of supervision</td>
<td>Student demonstrates understanding of purpose of supervision</td>
<td>Student demonstrates inconsistent understanding of purpose of supervision</td>
<td>Student did not demonstrate understanding of purpose of supervision</td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical frameworks</strong> (CACREP, 2016; Section 6; B, 2b)</td>
<td>Student demonstrates strong understanding of theoretical frameworks</td>
<td>Student demonstrates understanding of theoretical frameworks</td>
<td>Student demonstrates inconsistent understanding of theoretical frameworks</td>
<td>Did not demonstrate understanding of theoretical frameworks</td>
<td></td>
</tr>
<tr>
<td><strong>Roles and relationships</strong> (CACREP, 2016; Section 6; B, 2c)</td>
<td>Student demonstrates strong understanding of roles and relationships</td>
<td>Student demonstrates understanding of roles and relationships</td>
<td>Student demonstrates inconsistent understanding of roles and relationships</td>
<td>Did not demonstrate understanding of roles and relationships</td>
<td></td>
</tr>
<tr>
<td><strong>Legal and ethical considerations</strong> (CACREP, 2016; Section 6; B, 2j)</td>
<td>Student demonstrates strong understanding of legal and ethical considerations</td>
<td>Student demonstrates understanding of legal and ethical considerations</td>
<td>Student demonstrates inconsistent understanding of legal and ethical considerations</td>
<td>Did not demonstrate understanding of legal and ethical considerations</td>
<td></td>
</tr>
<tr>
<td><strong>Organization and presentation</strong></td>
<td>Organized with apparent structures and transitions (e.g., introduction, middle, conclusion, other)</td>
<td>Inconsistently organized with regard to structures and transitions (e.g., introduction, middle, conclusion, other)</td>
<td>Lack of organization with no apparent structures or transitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of writing</td>
<td>Organizational headings.</td>
<td>Organizational headings.</td>
<td>Organizational headings.</td>
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</tr>
<tr>
<td>Writing is demonstrates adequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td>Writing inconsistently demonstrates standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td>Writing shows inadequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Score:</strong></td>
<td><strong>Must receive at least 14 pts to pass</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Additional Comments (include *actionable* feedback):
## Comprehensive Examination Rubric for Research

<table>
<thead>
<tr>
<th>Answer Presents Relevant Literature</th>
<th>Exceeds Expectations: 3</th>
<th>Meets Expectations: 2</th>
<th>Below Expectations: 1</th>
<th>Does Not Meet Expectations: 0</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research designs (CACREP, 2016; Section 6; B, 4a)</th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates strong understanding of research designs</td>
<td>Student demonstrates understanding of research designs</td>
<td>Student demonstrates inconsistent understanding of research designs</td>
<td>Student did not demonstrate understanding of research designs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data analysis methods (CACREP, 2016; Section 6; B, 4b)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates strong understanding of data analysis methods</td>
<td>Student demonstrates understanding of data analysis methods</td>
<td>Student demonstrates inconsistent understanding of data analysis methods</td>
<td>Student did not demonstrate understanding of data analysis methods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appropriate research questions (CACREP, 2016; Section 6; B, 4g)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates strong understanding of appropriate research questions</td>
<td>Student demonstrates understanding of appropriate research questions</td>
<td>Student demonstrates inconsistent understanding of appropriate research questions</td>
<td>Student did not demonstrate understanding of appropriate research questions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural and ethical considerations (CACREP, 2016; Section 6; B, 4I)</th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates strong understanding of cultural and ethical considerations</td>
<td>Student demonstrates understanding of cultural and ethical considerations</td>
<td>Student demonstrates inconsistent understanding of cultural and ethical considerations</td>
<td>Student did not demonstrate understanding of cultural and ethical considerations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized with apparent structures and transitions (e.g., introduction, middle,</td>
<td>Inconsistently organized with regard to structures and transitions (e.g., introduction,</td>
<td></td>
<td></td>
<td>Lack of organization with no apparent structures or transitions.</td>
<td></td>
</tr>
<tr>
<td>Quality of writing</td>
<td>Writing is demonstrates adequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td>Writing inconsistently demonstrates standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td>Writing shows inadequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Score:</td>
<td>Must receive at least 14 pts to pass</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments (include actionable feedback):
## Comprehensive Examination Rubric for Multicultural

<table>
<thead>
<tr>
<th>Answer Presents Relevant Literature</th>
<th>Exceeds Expectations: 3</th>
<th>Meets Expectations: 2</th>
<th>Below Expectations: 1</th>
<th>Does Not Meet Expectations: 0</th>
<th>SCORE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td>Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student response:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural counseling competencies (CACREP, 2016; Section 2; F, 2c)</td>
<td>Student demonstrates strong understanding of multicultural counseling competencies</td>
<td>Student demonstrates understanding of multicultural counseling competencies</td>
<td>Student demonstrates inconsistent understanding of multicultural counseling competencies</td>
<td>Student did not demonstrate understanding of multicultural counseling competencies</td>
<td></td>
</tr>
<tr>
<td>Help-seeking behaviors of diverse clients (CACREP, 2016; Section 2; F, 2f)</td>
<td>Student demonstrates strong understanding of help-seeking behaviors of diverse clients</td>
<td>Student demonstrates understanding of help-seeking behaviors of diverse clients</td>
<td>Student demonstrates inconsistent understanding of help-seeking behaviors of diverse clients</td>
<td>Student did not demonstrate understanding of help-seeking behaviors of diverse clients</td>
<td></td>
</tr>
<tr>
<td>Strategies for eliminating barriers (CACREP, 2016; Section 2; F, 2h)</td>
<td>Student demonstrates strong understanding of strategies for eliminating barriers</td>
<td>Student demonstrates understanding of strategies for eliminating barriers</td>
<td>Student demonstrates inconsistent understanding of strategies for eliminating barriers</td>
<td>Student did not demonstrate understanding of strategies for eliminating barriers</td>
<td></td>
</tr>
<tr>
<td>The impact of heritage, attitudes, beliefs, and acculturation (CACREP, 2016; Section 2; F, 2d)</td>
<td>Student demonstrates strong understanding of the impact of heritage, attitudes, beliefs, and acculturation</td>
<td>Student demonstrates understanding of the impact of heritage, attitudes, beliefs, and acculturation</td>
<td>Student demonstrates inconsistent understanding of the impact of heritage, attitudes, beliefs, and acculturation</td>
<td>Student did not demonstrate understanding of the impact of heritage, attitudes, beliefs, and acculturation</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Organized with apparent</td>
<td>Inconsistently organized with</td>
<td>Lack of organization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Quality of writing</th>
<th>structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).</th>
<th>regard to structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).</th>
<th>with no apparent structures or transitions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Score:</td>
<td>Writing demonstrates adequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td>Writing inconsistently demonstrates standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</td>
<td>Writing shows inadequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing).</td>
</tr>
</tbody>
</table>

Additional Comments (include actionable feedback):
Proposal Rubric

3 = Exceeds Expectations: The level of scholarship is exceptional for this section. Virtually free of grammatical errors and only minor edits suggested.

2 = Meets Expectations: The majority of critical elements are appropriately addressed and adequately described. Some grammatical errors exist and minor revisions required along with specific suggestions.

1 = Does not meet expectations: The document must be significantly revised and resubmitted because one or more areas are not appropriately written. Quality of writing is not acceptable in most aspects. Specific suggestions on how to enhance the quality are provided for the appropriate area(s).

<table>
<thead>
<tr>
<th>Chapter 1: Introduction</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section has a clear statement demonstrating that the focus of the inquiry is on a significant issue worthy of exploration. The purpose of the study, specific research question, and hypotheses, are and clearly described.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 2: Literature Review</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introduction is concise describing the content of the review. The review is also comprehensive, analytical and clearly related to the problem statement expressed in the research question and hypotheses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3: Methodology</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section appropriately describes the research design and a clearly stated data collection process congruent with the specific research question and hypotheses.</td>
<td></td>
</tr>
</tbody>
</table>

In order for the candidate to Pass the dissertation proposal and defense all sections on the rubric must score a minimum rating of 6. Ratings less than 2 are considered a Fail.

_______________________________________  __________  _____________________
Doctoral Dissertation Chair                  Date
Dissertation Final Defense Rubric

Date:
Candidate:

CACREP SLO 4.g. Candidates demonstrate foundational knowledge of research questions appropriate for professional research and publication
CAEP 1.2 Providers ensure that advanced program completers use research and evidence in their own professional practice specific to their discipline.

Directions: The examining committee members need to perform the following tasks:
1. Review the "Dissertation Defense" section listed below prior to the exam.
2. Read the student's dissertation and participate in the student's dissertation defense.
3. Assess the quality of the student's written work and its defense by completing the score sheet below.
4. Tally up the points awarded and enter the students total score for the seven (7) dimensions.
5. Sign the score sheet.
6. Give the completed score sheet to the committee chair to fulfill all data collection requirements.

<table>
<thead>
<tr>
<th>Scoring Dimension: Dissertation Reflects:</th>
<th>Not Met (0 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Exceeds Expectations (2 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops clear and appropriate research questions or hypotheses that guide the study.</td>
<td>Has a weak, inconsistent, self-contradictory, unconvincing, or invalid argument.</td>
<td>Research questions guide the study and all questions are aligned to analyses.</td>
<td>Research questions guide the study and all questions are aligned to analyses. Peer-reviewed publication quality is evident.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates how these research questions or hypotheses have been examined in previous studies.</td>
<td>Unclear how the research questions were derived.</td>
<td>Provides perspective on previous research, refers back to the introduction, and ties everything together.</td>
<td>Provides perspective on previous research, refers back to the introduction, and ties everything together. Peer-reviewed publication quality is evident.</td>
<td></td>
</tr>
<tr>
<td>3. Analysis is comprehensive, complete, sophisticated, and convincing.</td>
<td>Has wrong, inappropriate, incoherent, or confused analyses.</td>
<td>The analysis is comprehensive, complete, sophisticated, and convincing.</td>
<td>The analysis is comprehensive, complete, sophisticated, and convincing. Peer-reviewed publication quality is evident.</td>
<td></td>
</tr>
<tr>
<td>4. All pertinent results reported in clear and concise manner. Tables/figures are labeled appropriately.</td>
<td>Results are obvious, already known, unexplained, or misinterpreted.</td>
<td>Results are clear and concise. Tables and figures are easy to interpret and understand.</td>
<td>Results are scholarly presented and interpreted. Peer-reviewed publication quality is evident.</td>
<td></td>
</tr>
<tr>
<td>5. Draws clear conclusions based on the collected data that answer the research</td>
<td>Has unsupported or exaggerated interpretation.</td>
<td>Draws clear conclusions based on</td>
<td>Pushes the disciplines boundaries and</td>
<td></td>
</tr>
</tbody>
</table>
questions or test the hypotheses.

<table>
<thead>
<tr>
<th>Questions and Hypotheses</th>
<th>Data and Answers to Research Questions</th>
<th>Opens New Areas for Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Peer-reviewed publication quality is evident.</td>
<td>• Recommendations for further research are discussed.</td>
<td>• Makes clear recommendations for advancing research in area.</td>
</tr>
</tbody>
</table>

6. Makes recommendations for further research that can build on this project

<table>
<thead>
<tr>
<th>Does not make a contribution and has little to no recommendations for future research.</th>
<th>Recommendations for further research are discussed.</th>
<th>Makes clear recommendations for advancing research in area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Peer-reviewed publication quality is evident.</td>
<td>• Peer-reviewed publication quality is evident.</td>
<td>• Peer-reviewed publication quality is evident.</td>
</tr>
</tbody>
</table>

7. Provides a reflection of the problems or errors in the study and discuss how they could be avoided in subsequent studies.

<table>
<thead>
<tr>
<th>No reflections or errors when discussing results.</th>
<th>Reflects on findings and informs future researchers.</th>
<th>Makes a significant contribution to the field.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Peer-reviewed publication quality is evident.</td>
<td>• Peer-reviewed publication quality is evident.</td>
<td>• Peer-reviewed publication quality is evident.</td>
</tr>
</tbody>
</table>

Name of candidate ________________________________

Number of 1-point scores _______ X 1 = _______

Number of 2-point scores _______ X 2 = _______

TOTAL NUMBER OF POINTS _________________________

Name of Committee Member ____________________________

Signature of Committee Member ____________________________

Adopted: 4-15-16
**Professional Dispositions Plan**

<table>
<thead>
<tr>
<th>Professional Dispositions for Counseling Programs at UNC Charlotte</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry, Midpoint, and Completion Assessment Overview</strong></td>
</tr>
<tr>
<td><strong>Procedures:</strong></td>
</tr>
<tr>
<td><strong>When and How Are Candidate Dispositions Assessed?</strong></td>
</tr>
<tr>
<td><strong>What happens when a rating of “Needs Improvement” is noted on a candidate’s assessment?</strong></td>
</tr>
<tr>
<td><strong>Formulating a Professional Dispositions Plan of Action</strong></td>
</tr>
<tr>
<td><strong>What Happens If Multiple Dispositions Assessments Indicate Ongoing Problems for a Candidate?</strong></td>
</tr>
<tr>
<td>• First Review – Department Level</td>
</tr>
<tr>
<td>• Second Review – College Level - Candidate’s Right of Appeal</td>
</tr>
<tr>
<td><strong>Who Monitors the Candidates’ Disposition Assessments?</strong></td>
</tr>
<tr>
<td><strong>Candidate Statement of Commitment to Professional Dispositions</strong></td>
</tr>
<tr>
<td><strong>Assessment of Professional Education Dispositions (scoring rubric and conference form)</strong></td>
</tr>
<tr>
<td><strong>Professional Dispositions Plan of Action (only used if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty)</strong></td>
</tr>
<tr>
<td><strong>Candidate Disposition Appeal Form</strong></td>
</tr>
<tr>
<td><strong>The Coaching Model</strong></td>
</tr>
<tr>
<td><strong>Resources for Coaching and Remediation</strong></td>
</tr>
<tr>
<td><strong>Professional Dispositions Readings</strong></td>
</tr>
</tbody>
</table>
Entry, Midpoint, and Completion Assessment Overview

<table>
<thead>
<tr>
<th>Description of Typical Activities</th>
<th>By Whom</th>
<th>PhD Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry-Level Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Inform and teach professional dispositions during orientation, advising, and/or seminar</td>
<td>Program Coordinator</td>
<td>CSLG 8105</td>
</tr>
<tr>
<td>• Overview of assessment procedures and documents</td>
<td>Candidate</td>
<td></td>
</tr>
<tr>
<td>• Candidate self-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-point Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review of professional dispositions, procedures, and documents</td>
<td>Program faculty</td>
<td>First internship: Either CSLG 8442</td>
</tr>
<tr>
<td>• Candidate self-assessment</td>
<td>Candidate Instructor</td>
<td></td>
</tr>
<tr>
<td>• Faculty assessment of candidate dispositions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Application of dispositions in a professional setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Faculty initiated plan of action, with candidate initiated actions (as needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Any time:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If concerns are identified during courses or clinicals, or as required by department</td>
<td>Instructor</td>
<td>Optional</td>
</tr>
<tr>
<td>• Information discussed with the candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Professional Disposition Plan of Action is initiated by faculty member, in consultation with public school/agency representative when applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exit:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Candidate affirms commitment to dispositions</td>
<td>Candidates</td>
<td>First internship: Either CSLG 8445</td>
</tr>
</tbody>
</table>

**Procedures - When and How Are Candidate Dispositions Assessed?**

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

1. 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.

2. 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. 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.

All the enrollment codes are found on the Taskstream website at http://education.uncc.edu/taskstream. The specific code for all the various advanced dispositions portfolios is also found within the document: “Logging in and self-enrolling in your candidate disposition portfolio” under the Dispositions Help Sheets section.

B. Midpoint: CSLG 8442 is the midpoint dispositional decision point. 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 CSLG 8445.

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.

3. 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. Furr or Dr. Post, who will consult with each other.

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 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.

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

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 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.

1 In special circumstances, dispositions infractions deemed serious or egregious may result in convening of the departmental review before two assessments are recorded.
**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 the College Dispositions Appeals Board via the College of Education Dean’s Office. The College Dispositions Appeals Board will consist of the dispositional 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 dispositional 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 dispositional 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.

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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.
**Who Monitors the Candidates’ Disposition Assessments?**

Monitoring of candidate dispositions is a crucial step in maintaining 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. Furr and Dr. Post. 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.
Assessment of Counseling Dispositions

Candidate

Evaluator

Date of assessment

1. This form is to be used by any faculty member or community partner at any time during a candidate’s program of study. **Please circle or highlight one number for each disposition using the descriptors listed below the disposition as the basis for your rating. Highlight/mark individual bullets as needed.** Add comments in the blank space under the disposition or on a separate page if more space is necessary.

2. The faculty member who initiates the assessment should schedule a conference with the student to discuss and document the concern (see p. 2 below)

<table>
<thead>
<tr>
<th>Score</th>
<th>Primary Professional Dispositions</th>
<th>Specific Professional Disposition Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (3)</th>
<th>Meets Expectations / Demonstrates Competencies (2)</th>
<th>Does Not Meet Expectations (1)</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Ethics</td>
<td>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, and NBCC; including practices within competencies.</td>
<td>Demonstrates consistent and advanced (i.e., exploration and deliberation) ethical behavior and judgments.</td>
<td>Demonstrates consistent ethical behavior and judgments.</td>
<td>Demonstrates limited ethical behavior and judgment, and a limited ethical decision-making process.</td>
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<td></td>
<td></td>
<td>Understands limits of confidentiality when acting in role of instructor or supervisor</td>
<td>Demonstrates consistent and advanced understanding and application of the role of confidentiality in teaching and supervision.</td>
<td>Demonstrates consistent and application of the role of confidentiality in teaching and supervision.</td>
<td>Demonstrates limited ethical behavior and judgment, and a limited ethical decision-making process in relations to teaching and supervision.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Behavior</td>
<td>Behaves in a professional manner towards supervisors, instructors, peers, counseling students, and clients (includes appropriate dress and attitudes). Able to collaborate with others.</td>
<td>Demonstrates consistent and advanced respectfulness and thoughtfulness, and appropriate within all professional interactions.</td>
<td>Demonstrates consistent respectfulness and thoughtfulness, and appropriate within all professional interactions.</td>
<td>Demonstrates limited respectfulness and thoughtfulness and acts inappropriate within some professional interactions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional and Personal Boundaries</td>
<td>Maintains appropriate boundaries with supervisors, instructors, peers, counseling students, clients and when acting in role of instructor or supervisor</td>
<td>Demonstrates consistent and strong appropriate boundaries.</td>
<td>Demonstrates consistent appropriate boundaries.</td>
<td>Demonstrates inappropriate boundaries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge and Adherence to Program and Site Policies</td>
<td>Demonstrates an understanding and appreciation for all counseling program/site policies and procedures.</td>
<td>Demonstrates consistent adherence to all counseling program/site policies and procedures, including strong attendance and engagement.</td>
<td>Demonstrates adherence to most counseling program/site policies and procedures, including strong attendance and engagement.</td>
<td>Demonstrates limited adherence to all counseling program/site policies and procedures, including attendance and engagement.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Primary Professional Dispositions</td>
<td>Specific Professional Disposition Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies (3)</td>
<td>Meets Expectations / Demonstrates Competencies (2)</td>
<td>Does Not Meet Expectations (1)</td>
<td>Not Observed</td>
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<tr>
<td></td>
<td>Task Completion</td>
<td>Completes all record keeping and tasks correctly and promptly (e.g., class lectures, grading, case notes, psychosocial reports, treatment plans, supervision report).</td>
<td>Completes all required record keeping, documentation, and assigned tasks related to teaching, supervision and counseling in a thorough, timely, and comprehensive fashion.</td>
<td>Completes all required record keeping, documentation, and tasks related to teaching, supervision and counseling in a competent and timely fashion.</td>
<td>Completes required record keeping, documentation, and tasks related to teaching, supervision and counseling inconsistently and in a poor fashion.</td>
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<tr>
<td></td>
<td>Multicultural Competencies</td>
<td>Demonstrates awareness, appreciation, and respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</td>
<td>Demonstrates consistent and advanced multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
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<td></td>
<td>Emotional Stability and Self-control</td>
<td>Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates emotional stability and appropriateness in interpersonal interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
<td>Demonstrates limited emotional stability and appropriateness in interpersonal interactions with instructors, peers, counseling students, and supervisors/supervisees.</td>
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<tr>
<td></td>
<td>Motivated to Learn and Grow / Initiative</td>
<td>Demonstrates engagement in learning and development of his or her teaching, supervision, and counseling competencies.</td>
<td>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development.</td>
<td>Demonstrates consistent engagement in promoting his or her professional and personal growth and development.</td>
<td>Demonstrates limited engagement in promoting his or her professional and personal growth and development.</td>
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<tr>
<td></td>
<td>Openness to Feedback</td>
<td>Responds non-defensively and alters behavior in accordance with supervisory feedback.</td>
<td>Demonstrates consistent and strong openness to supervisory feedback and implements suggested changes.</td>
<td>Demonstrates consistent openness to supervisory feedback and implements suggested changes.</td>
<td>Demonstrates a lack of openness to supervisory feedback and does not implement suggested changes.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Primary Professional Dispositions</td>
<td>Specific Professional Disposition Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies (3)</td>
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<td></td>
<td>Flexibility and Adaptability</td>
<td>Demonstrates ability to flex to changing circumstance, unexpected events, and new situations.</td>
<td>Demonstrates consistent and strong ability to adapt and adjust appropriately students’, supervisees’ or clients’ diverse changing needs</td>
<td>Demonstrates consistent ability to adapt and adjust appropriately students’, supervisees’ or clients’ diverse changing needs</td>
<td>Demonstrates a limited ability to adapt and adjust to his or her students’, supervisees’ or clients’ diverse changing needs.</td>
<td></td>
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<tr>
<td></td>
<td>Congruence and Genuineness</td>
<td>Demonstrates ability to be genuine and accepting of others</td>
<td>Demonstrates consistent and strong ability to be genuine and accepting of self and others.</td>
<td>Demonstrates consistent ability to be genuine and accepting of self and others.</td>
<td>Demonstrates a limited ability to be genuine and accepting of self and others (incongruent).</td>
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</tbody>
</table>

**NOTE:** Candidate self-assessments as well as assessments by faculty members are also documented in TaskStream at the program-designated entry, midpoint, and exit dispositions decisions point courses. See the full dispositions plan on the College of Education website for additional information on this process.
Coaching Model

This discussion takes place in a face-to-face format. Try to be in a private space with no interruptions.

1. Step 1—Getting agreement a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed (i.e., if tardiness is an issue, need to have data on how often, minutes late, etc. as well as the norms of the class where 2-3 minutes late may be acceptable). You want the candidate to agree that the behavior is a problem. There are two categories of reasons that will convince a person that a behavior is problematic:
   a. If the candidate understands the impact of their behavior on others
   b. If the candidate understands the consequences to himself or herself if there is no change in behavior

2. Step 2—Mutually discuss alternative solutions. The professor/supervisor and candidate together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the candidate can do differently so that his or her behavior is acceptable.

3. Step 3—Mutually agree on action to be taken to solve the problem. The student needs to determine which action he or she plans to take. The role of the professor/supervisor is to help candidate make a concrete plan that includes what they will do and when they will do it.

4. Step 4—Follow up to ensure that agreed-upon action has been taken. Set specific points for follow-up. Follow-up should occur on more than one occasion. Change may occur in small steps so the candidate needs to get continuous feedback on performance.

5. Step 5—Reinforce any achievement. Your reinforcement of improvement is critical to sustaining improvement.

Coaching Discussion Plan

<p>| | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Problem behavior (what is candidate doing wrong or not doing right)</td>
</tr>
<tr>
<td>2.</td>
<td>Results of that behavior (who is affected by the behavior)</td>
</tr>
<tr>
<td>3.</td>
<td>Consequences to the candidate if behavior does not change</td>
</tr>
<tr>
<td>4.</td>
<td>What is the desired behavior</td>
</tr>
</tbody>
</table>

Adapted from:
Assessment of Professional Dispositions – Conference with Student-Candidate

Date of conference: ___________ Candidate 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 measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.

Discussion Points:

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 ___________________________ Date ____________

Faculty Signature ___________________________ Title: ___________ Date: ____________

Faculty Signature ___________________________ Title: ___________ Date: ____________

Other 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.
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.

4. **Plan of Action:** *In collaboration with the candidate,* the appropriate faculty member(s) will propose and write the action plan for successfully achieving expected behavior changes. It is expected that candidates will be an integral part of developing strategies for targeted improvement.

   a. Candidate actions and responsibilities:

   b. Faculty role(s):

   c. Time Frame for implementation and reassessment:

   d. Date and Time for the Follow-up Conference to evaluate candidate completion of the Plan: *The candidate will be responsible for confirming these conference plans at least one-week in advance, according to the faculty member's preferred method of communication.*
5. **Consequences of unchanged behavior:** should be identical to what is also on the Conference form. **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).

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

<table>
<thead>
<tr>
<th>Candidate Signature</th>
<th>Date</th>
<th>Title:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Signature</td>
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<tr>
<td>Faculty Signature</td>
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<tr>
<td>Other Signature</td>
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<td>Other Signature</td>
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</table>

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: _______________________________________

6. Follow-up Evaluation and Outcome *(once the plan has been completed)*:

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 ___________________________ Date ___________
Faculty Signature ___________________________ Title: ___________________________ Date: ___________
Faculty Signature ___________________________ Title: ___________________________ Date: ___________
Other 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.
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. Laura Hart. She may be reached by email at laura.hart@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.**

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**To be completed by the candidate:**

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>800 ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNCC Email:</td>
<td>Best Phone Contact #:</td>
</tr>
<tr>
<td>Major/Program:</td>
<td>Mailing address:</td>
</tr>
</tbody>
</table>

( ) 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  ( ) Reinstatement with conditions*  ( ) Reinstatement 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  ( ) Reinstatement with conditions*  ( ) Reinstatement without conditions

Senior Associate Dean, College of Education Date

*suggestions for conditions should be directed to the department review committee/department chair
<table>
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<tr>
<th>Resources for Faculty</th>
<th>Resources for Students</th>
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</thead>
</table>
| **Dean of Students**  
http://dso.uncc.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.uncc.edu/policies/ps-104.html  
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.  
**Academic Integrity (faculty guidelines)**  
http://integrity.uncc.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 one-on-one consultation with faculty and staff members as well as parents and fellow students concerning ways to respond to student problems.  
**Center for Teaching and Learning**  
http://teaching.uncc.edu/  
The CLT provides instructional consultation on issues such as civility in the classroom.  
**Student Health Center**  
http://studenthealth.uncc.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.uncc.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.uncc.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.uncc.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.uncc.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.uncc.edu/  
Numerous educational programs are provided to assist international students in achieving academic and personal success on campus.  
**Police and Public Safety**  
http://police.uncc.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.uncc.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.uncc.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 Multicultural Academic Services**  
http://mas.uncc.edu/  
Multicultural Academic Services consists of a variety of distinct programs collaborating to reach a singular objective: to provide
<table>
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<tr>
<th>Resources for Faculty</th>
<th>Resources for Students</th>
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| 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.uncc.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. |
| Multicultural Resource Center  
http://mrc.uncc.edu/  
The MRC 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 | The Office of Adult Students and Evening Services  
oases@uncc.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. |
Professional Dispositions Readings


The purpose of the current study was to operationalize and validate terminology to be incorporated into a series of assessment tools to evaluate teacher candidate dispositions. Researchers sought to develop a greater understanding of dispositions being assessed in teacher education programs by identifying descriptors which clearly focus on the conceptual meaning of a given disposition. Through a search of related literature and a series of interviews conducted by the research team, a series of instruments was developed to measure candidate dispositions in the university classroom setting and in the field/clinical experience for teachers in training.


The present study was undertaken to measure critical thinking dispositions in students as they enter the health education program at Illinois State University (ISU). Health education undergraduate students at ISU were found to have shortcomings in critical thinking dispositions during a study from 2000-2003. Dispositions (e.g. truth-seeking, open-mindedness, inquisitiveness) were measured by the California Critical Thinking Dispositions Inventory (CCTDI). Health education majors (n=96) were compared to students in other health science disciplines (n=187) and to health education minors (n=48). CCTDI scores did not differ between health education majors and other health sciences students but scores for majors were significantly higher than for health education minors. Specifically, health education majors scored significantly higher for inquisitiveness, cognitive maturity and total critical thinking disposition. The findings have significant implications for health education academic programs and the profession. Health education professionals commonly confront complex, ill-structured problems and their ability to effectively respond to these problems is largely dependent upon strong critical thinking dispositions. Focusing on the development of critical thinking dispositions in professional preparation programs, and further research on pedagogy effective in developing the dispositions, is needed.


Interest in, and debate about, teachers' attitudes, perceptions, and dispositions is not new (Cruickshank & Haefele, 2001). What is new is the inclusion of dispositions in the standards of the National Council for Accreditation of Teacher Education (NCATE, 2003), the National Board for Professional Teaching Standards (NBPTS, 1998), and the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992). Despite this renewed interest in dispositions and their effects on the learning of P-12 students, there is no consensus among teacher education programs about which dispositions are essential, or how they may be used to select and educate teachers (Maylone, 2002; Taylor & Wasiccko, 2000). This article explores the dispositions debate through one university's attempt to define and assess dispositions and addresses several key questions. Will there be tolerance for diversity in dispositions? Are there professionals genuinely qualified to assess "appropriate" dispositions? Can reliability in dispositions assessment be achieved?

An institutional commitment to educating a diverse student body is most compelling when it is broadly defined and connected to the educational mission, different levels of institutional practice, and systematic research on student educational outcomes. This study examines how structural diversity and intentional educational practices involving diversity influence students’ development of a pluralistic orientation during the first two years of college. The results highlight similarities and differences across four racial/ethnic groups, and the study concludes with implications for scholars and multicultural practitioners interested in assessment.


This study is set in an era and a context in which extrinsic forms of motivation and reward are offered by higher education institutions as a means to enhance teaching, and in which teaching is effectively undervalued in relation to research. The study focuses on the role of agency in professional development and demonstrates the relevance of Margaret Archer’s description of the interplay between structure and agency for understanding how academics enhance their teaching in research-intensive universities. Ten semi-structured interviews were conducted by a team of academic development advisors in order to obtain accounts of teaching academics of their becoming good teachers, in their own words. An analysis of the transcripts of the interviews with the lecturers demonstrates how dimensions such as biography, current contextual influences, individuals’ dispositions and steps taken to enhance teaching interact in a spiraling manner to generate a sense of self-fulfillment and agency. Intrinsic, rather than extrinsic, motivation is shown to be significant in propelling individuals towards action. The article concludes with an assessment of the implications of the interplay between structure and agency, the need for an enabling environment with a key role for intrinsic motivation for professional development strategies, in research-intensive universities.


In this article, we advance a model of project-based learning (PJBL) offering eight guiding principles to support a pragmatic and principled approach to teacher preparation at the undergraduate and graduate levels. We provide a template for structuring PJBL, and we include illustrative exemplars that demonstrate that the ideological mid-ground can offer a balance of content knowledge and facilitate the dispositions we value in the new generation of teacher practitioners.
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