



The University of North Carolina at Charlotte

Student Handbook

Master of Arts in Counseling  
Department of Counseling  
(704) 687-8960

College of Education  
University of North Carolina at Charlotte  
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## Introduction

Welcome to the graduate program in Counselor Education at UNC Charlotte. We are pleased that you selected UNCC to pursue your graduate education and we are committed to helping you make this a positive educational and personal growth experience. We hope to engage you in a professional preparation program that will be challenging and rewarding - challenging in the new knowledge and skills you will develop and rewarding as you become a culturally competent counseling professional.

This is the Student Handbook for individuals who have been admitted into the Master's degree in the Department of Counseling. It has been prepared to assist you in your program planning. You are responsible for knowing and abiding by the policies contained in this handbook. We urge you to discuss questions you may have with your advisor or with other members of the faculty. The information in this handbook is specific to the Master's program. This includes all of the specializations/concentrations, including the Post-Master's School Counseling program. It includes course and clinical requirements, course sequencing, curriculum planning, procedures, comprehensive examination process, forms and policies.

We look forward to working with you as you progress through the program and pursue your career in the counseling profession.

# *WELCOME*



## General Program Information

The Counseling Program is in the Department of Counseling within the College of Education. The purpose of the program is to provide graduate training at the Master's level for counselors in schools and community-based agencies including facilities that specialize in working with individuals who struggle with addiction.

The counseling program at the University of North Carolina at Charlotte prepares counseling professionals for one or more of a variety of work settings, such as the school, university, community agency, private practice, business and industry. Professional training is offered at the master's and doctoral levels.

The program exists within the larger context of the counseling profession. Counseling has been defined in many ways. For example:

The American Counseling Association (2010) defines counseling as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals

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

Sharf (2000) defines psychotherapy and counseling as interactions between a therapist/counselor and one or more clients/patients. The purpose is to help the patient/client with problems that may have aspects that are related to disorders of thinking, emotional suffering, or problems of behavior. Therapist may use their knowledge of theory of personality and psychotherapy or counseling to help the patient/client improve functioning. The therapist's approach is to ~~be~~ must be legally and ethically approved.

One way to understand the counseling profession is to consider it in the context of other mental health professions. Psychiatrists, psychologists, social workers, marriage and family therapists, and professional counselors are compared in the following chart.

### Mental Health Professionals

<u>Professional Name</u>	<u>Degree Required</u>	<u>Education</u>	<u>License/Certificate Held</u>	<u>Role</u>
Professional Counselor*	M.A., M.S., M.Ed., Ph.D., or Ed.D.	At least 2 to 3 years of graduate education	Licensed Professional Counselor	Assessment & counseling emphasizing a prevention & development &/or treatment & diagnosis perspective
School Counselor	Master's Degree	At least 2 to 3 years of graduate education	Certified School Counselor	Guidance, assessment, & counseling emphasizing educ./personal/career develop, prevention, diagnosis & referral of P-12 students.
Psychiatrist	M.D.	Medical school with residency in psychiatry		Psychiatric evaluation & assessment, prescription of medication, psychotherapy
Psychologist	Ph.D.  Psy.D.	4 to 7 years of Clinical or Counseling Psychology, research oriented degree  More focus on clinical experience	Licensed Psychologist	Psychological evaluation & assessment, psychotherapy, research
Clinical Social Worker	M.S.W. or Ph.D.	At least 2 to 3 years of graduate education	Licensed Master's Social Worker--Advanced <del>Clin</del> Practitioner	Focus is on linking clients with community resources, psychotherapy
Marriage & Family Therapist	M.A., M.S., M.Ed., Ph.D., or Ed.D.	At least 2 to 3 years of graduate education	Licensed Marriage and Family Therapist	Focus is on application of family systems theories, assessment, psychotherapy

The difference between a master's & a doctoral level counselor in counseling is that the doctoral degree allows the counselor to teach in a university and have greater depth of clinical experience, knowledge in conducting research, and greater expertise in the development and administration of comprehensive counseling programs.

## Department of Counseling Faculty

A full time faculty member's job consists of three parts: teaching, research and service to the university and community. A counselor educator typically enters the field as an Assistant Professor. After an established length and quality of work, the Assistant Professor is promoted to Associate. After a further length and quality of work, the Associate Professor is promoted to Full Professor.

<b><u>Name, Degree, Position</u></b>	<b><u>Year &amp; Source Doctoral Degree</u></b>	<b><u>Teaching Areas</u></b>	<b><u>Research Interest Areas</u></b>
Lyndon P. Abrams, Ph.D. Associate Professor lpabrams@uncc.edu	2001-Texas A&M Commerce Commerce, TX	Theory, Multicultural Counseling Practicum/Internship & Counseling Adolescents	Racial Identity Development, Diversity in Math & Science Careers, & Social Desirability
Valerie G. Balog, Ph.D., LPCS Clinical Associate Professor MA Program Director Co-Director of Clinical Field Placements <a href="mailto:vbalog@uncc.edu">vbalog@uncc.edu</a>	2004-University of Virginia Charlottesville, VA	Clinical Mental Health Counseling, Crisis, Creativity, Practicum/Internship, & Diagnosis and Treatment Planning	Gatekeeping, Chronic and Terminal Illness, Mattering, Supervision, Crisis Counseling, Community Engagement .
John R. Culbreth, Ph.D., IPCS Professor <a href="mailto:jculbreth@uncc.edu">jculbreth@uncc.edu</a>	1996-University of North Carolina at Greensboro Greensboro, NC	Supervision, Substance Abuse, Ethics, & Practicum/Internship	Counseling Supervision, Substance Abuse Counseling, International Counselor Education, Counselor Training
Susan R. Furr, Ph.D. Professor Licensed Psychologist <a href="mailto:srfurr@uncc.edu">srfurr@uncc.edu</a>	1979-University of North Carolina at Chapel Hill Chapel Hill, NC	Loss and Grief Counseling, Crisis Counseling, Group Counseling, & Instructional Theory	Women's Issues, Group Counseling Grief & Loss Counseling, College Student Development, Suicide
Daniel Gutierrez, Ph.D. Assistant Professor <a href="mailto:dgutierrez@uncc.edu">dgutierrez@uncc.edu</a>	2014- University of Central Florida Orlando, FL	Advanced Techniques, Couple's Counseling, Internship in Counseling & Advanced Theories	Evidence based treatment strategies, contemplative practice (e.g. mindfulness, meditation) and preventative resources for stress and coping.

<b>Name, Degree, Position</b>	<b>Year &amp; Source <u>Doctoral Degree</u></b>	<b>Teaching Areas</b>	<b>Research Interest Areas</b>
Henry L. Harris, Ph.D., LPC Associate Professor Department Chair Co-Director of Clinical Field Placements <a href="mailto:hharris2@uncc.edu">hharris2@uncc.edu</a>	1996-University of Virginia Charlottesville, VA	School Counseling, Counseling Techniques, Ethics, Career, & Practicum/Internship	School Counseling, Multiracial Issues, Student Athletic Development, & Career Development
Kate Lamberson, PhD., CRC, LPC Assistant Professor <a href="mailto:kwachtel@uncc.edu">kwachtel@uncc.edu</a>	2015- University of North Carolina at Greensboro Greensboro, NC	Ethics and Professional Issues in Counseling, Internship in Counseling, Doctoral Seminar in Counseling	Adolescent Substance Use, Family Dynamics & Substance Use, Student Athlete Mental Health
Pam S. Lassiter, Ph.D., LPCS Associate Professor Program Director Addiction's Concentration <a href="mailto:plassite@uncc.edu">plassite@uncc.edu</a>	2004-Georgia State University Atlanta, GA	Addiction Counseling, Multicultural Counseling, Supervision Group Counseling, Practicum/Internship	Sexual Minority Parenting, Multicultural Supervision, Substance Abuse Counselor Training, Women's Issues, Historical Narratives & Counseling
Clare Merlin, PhD Assistant Professor <a href="mailto:cmerlin@uncc.edu">cmerlin@uncc.edu</a>	2015- College of William and Mary Williamsburg, VA	Advanced Counseling Techniques, The Professional School Counselor, Career Development and Counseling, Advocacy and Leadership in Professional School Counseling	School Counseling and Multicultural Education, Prejudice reduction in schools, flipped learning in counselor education
Kristie Opiola, Ph.D., LPC, RPT, CCLS Assistant Professor Assistant Director Multicultural Play Therapy Center <a href="mailto:kopiola@uncc.edu">kopiola@uncc.edu</a>	University of North Texas Denton, TX	Play Therapy, Filial Therapy, Counseling Across the Lifespan	Attachment, Adoption, Chronic Illness & Trauma

<b>Name, Degree, Position</b>	<b>Year &amp; Source <u>Doctoral Degree</u></b>	<b>Teaching Areas</b>	<b>Research Interest Areas</b>
Sejal Parikh Foxx, PhD Associate Professor Director of the School Counseling and Post Master's Certificate in School Counseling Programs <a href="mailto:sbparikh@uncc.edu">sbparikh@uncc.edu</a>	2008- University of North Carolina at Charlotte Charlotte, NC	School Counseling, Assessment, Multicultural, Internship	School Counseling: College Access, Social Justice Advocacy, Multicultural Training and Development
Phyllis B. Post, Ph.D., LPCS, RPT Professor, Director, Doctoral Program Director, Graduate Certificate in Play Therapy and Multicultural Play Therapy Center <a href="mailto:ppost@uncc.edu">ppost@uncc.edu</a>	1980-University of Wisconsin Madison, WI	Play Therapy, Contemporary Theories of Play Therapy, Special Topics in Play Therapy, Filial Therapy, Counseling Techniques & Prospectus Design	Play & Filial Therapy, School Counseling, At-Risk Children, Social Justice & Diversity Issues
Edward Wierzalis, Ph.D., NCC Clinical Assistant Professor <a href="mailto:eawierza@uncc.edu">eawierza@uncc.edu</a>	2001- University of Virginia Charlottesville, VA	School Counseling, Career Development, Multicultural Counseling, Counseling and Spirituality	School Counseling, Multiculturalism, Spirituality & Counseling, Counseling & Philosophy

## Department of Counseling

### **Our Mission**

The mission of the Department of Counseling at the University of North Carolina at Charlotte is to prepare highly effective and ethical 21<sup>st</sup> century counseling professionals who have a positive impact on diverse individuals and are social justice advocates in a variety of community settings. This mission is accomplished through working collaboratively with schools, communities, and university colleagues at the local, national and international level.

### **Our Vision**

The vision for our program is to prepare counselors who are; informed, sensitive to the diversity and uniqueness of individuals, families and communities; and valuing and promoting dignity, potential, and well-being of all people.

### **Our Program Goals:**

The faculty has established the following goals in support of our mission and vision:

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

### **Our Commitment to Diversity:**

The faculty is committed to integrating teaching, scholarship, research, clinical practice, and service, while promoting a climate of social justice, systemic change and advocacy. This commitment extends to training students to be multiculturally-conscious practitioners and educators who actively engage in critical self-reflection, scholarship, and practice in an effort to effectively transform communities, institutions, and systems.

## Counseling Program Overview

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

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

### Description of the Program

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

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

The M.A. degree is awarded to students who successfully complete the 60 hr. Counseling Program in school, clinical mental health or addiction's counseling. The counseling department also has a concentration in Play Therapy. Individuals with a Master's Degree in Counseling can also complete a Post-Master's Certificate program in School Counseling, through the department..

### **Master's Degree Tracks/Concentrations:**

The Master of Arts (MA) degree is attainable through choosing from one of three tracks of study that include: school counseling, clinical mental health counseling, and addiction's counseling. Students pursuing any of these tracks are encouraged to meet with their advisor or the program director to complete an academic/advising plan during their first semester.

### School Counseling

This track prepares student to become licensed school counselors in the state of North Carolina. Students become familiar with ASCA model of School Counseling, develop competencies of school counseling professionals, and learn how to become advocates and leaders within the school and community. Upon

graduating from the program and successfully passing the PRAXIS students are licensed (K-12) as school Counselors in the state of North Carolina (see [school counseling website](#)).

### Clinical Mental Health Counseling

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

### Addiction Counseling

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

## **Concentrations and Certificates**

### Play Therapy Concentration

The Play Therapy Concentration consists of a coherent program of play therapy course work. This concentration is optional and be a secondary concentration, since all master's students are required to select a primary concentration/track from school counseling, clinical mental health, or addiction counseling. To add the Play Therapy Concentration, students must submit an academic petition by the end of their third semester in the program.

Website: <http://education.uncc.edu/counseling/graduate-certificates/certificate-play-therapy>

### Graduate Certificate in Addiction Counseling

The graduate certificate in Addiction Counseling provides students with an emphasis in addictions counseling within their master's or doctoral degree in professional counseling. The goal of the program is to prepare students to work as substance abuse counselors. The 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.

Website: <http://education.uncc.edu/counseling/graduate-certificates/certificate-substance-abuse-counseling>

### Graduate Certificate in Gerontology

The Graduate Certificate in Gerontology is an interdisciplinary program designed to provide graduate education in Gerontology for those who already have or will have a graduate degree in another field and interested in working with older adults. The graduate Certificate in Gerontology requires the completion of a set of core and elective courses related to the study of aging.

Website: <http://gerontology.uncc.edu/graduate-programs/graduate-certificate-program> Post

### Masters Certificate in School Counseling

The post-masters certificate in school counseling will meet the needs of students who have a master's degree in counseling but have not met the requirements for licensure as a school counselor in the state of North Carolina. Successful completion of the program requirements will enable the student to be recommended for licensure in school settings from the North Carolina Department of Public Instruction. This certificate is only for individuals who already have a Master's Degree and cannot be completed in conjunction with a Master's Degree.

Website: <http://education.uncc.edu/counseling/graduate-certificates/post-masters-certificate-school-counseling>

## Beginning the Master's Degree

### Application for Admission to the Master's Degree in Counseling

The counseling program's admissions process occurs one time each year during the spring semester. The deadline for submitting applications for Summer/Fall admissions to the Counseling Program is the previous December 1<sup>st</sup>. Incoming students have the option of starting on their program of study during the Summer or Fall semesters.

Application for Admission is available on line at <https://gradadmissions.uncc.edu/>

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

1. possession of a bachelor's degree from a regionally accredited university
2. overall GPA of 3.0
3. acceptable GRE or MAT scores
4. brief statement of purpose- typically 1-3 pages in length. The statement of purpose may include: how you came to decide to apply for a Master's in the field of counseling, why you are a good fit for the field of counseling, specifically address your chosen track and how you believe diversity and multiculturalism play a role in being an effective counseling professional & any other information that you believe would benefit your application.
5. 3 professional references
6. official transcripts
7. your completed application along with the application fee

All applications must be completed on line and they not forwarded to the Department of Counseling for review until they are completed. Once students begin the application process they are able check their status through the application portal.

Some students may choose to take 6 credits as a post-baccalaureate student prior to entering the program. However taking such courses will not guarantee admission. **Please note**, no more than 6 credits (two 3 hour classes) can be transferred into your program of study if you are offered an invite into the program.

On-line applications to apply to take courses as a post-baccalaureate student are available at the graduate school's website at <https://gradadmissions.uncc.edu/>

### Academic Integrity

Students have the responsibility to know and observe the requirements of The Code of Student Academic Integrity found in the catalog. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity will be stated by the instructors and are binding on the students. Academic evaluations include a judgment that the student's work is free from academic dishonesty of any type; and grades, therefore, should be and will be adversely affected by academic dishonesty. Students who violate the Code will be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the Code can be found in the UNCC Catalogue and at the Dean of Student's Office. Standards of academic integrity will be enforced in all courses. Students are expected to report cases of academic dishonesty to the course instructor.

## Statement of Dispositions

### Cato College of Education and Department of Counseling

#### Candidate's Statement of Commitment Regarding 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 outlined in the **Candidate Statement of Commitment to Professional Dispositions** listed below. Students are asked to sign this statement during Orientation to acknowledge they have been presented with these expectations. If a student receives a rating of "Needs Improvement" in either a designated course or in any area from an assessment by a faculty member outside of the designated courses, the faculty member may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both.

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

A detailed description of these procedures, including the Candidate's Right of Appeal, can be found at:

[http://education.uncc.edu/sites/education.uncc.edu/files/media/dispositions/Counseling\\_Prof%20Disposition%20Plan%20-Updated%20April%202015.pdf](http://education.uncc.edu/sites/education.uncc.edu/files/media/dispositions/Counseling_Prof%20Disposition%20Plan%20-Updated%20April%202015.pdf)

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

<b>Primary Professional Dispositions</b>	<b>Specific Professional Disposition Descriptors</b>
<b>Professional Ethics</b>	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.
<b>Professional Behavior</b>	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.
<b>Professional &amp; Personal Boundaries</b>	Maintains appropriate boundaries with supervisors, peers, & clients.
<b>Knowledge &amp; Adherence to Site Policies</b>	Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures.
<b>Record Keeping &amp; Task Completion</b>	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).
<b>Multicultural Competencies</b>	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
<b>Emotional Stability &amp; Self-control</b>	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
<b>Motivated to Learn &amp; Grow / Initiative</b>	Demonstrates engagement in learning & development of his or her counseling competencies.
<b>Openness to Feedback</b>	Responds non-defensively & alters behavior in accordance with supervisory feedback.
<b>Flexibility &amp; Adaptability</b>	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.
<b>Congruence &amp; Genuineness</b>	Demonstrates ability to be present and “be true to oneself”

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

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

Name (Print) \_\_\_\_\_ Program area \_\_\_\_\_

Signature

Date

## COUNSELING PROGRAM OBJECTIVES

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

- 1 Human Growth and Development:** Upon completing the program each student shall have knowledge and understanding of the major theories of human growth and development; knowledge and understanding of the major counseling theories and their use in school and community mental health settings including the cognitive, affective, and behavioral approaches and the counseling interventions explained by these theories;
- 2 Social and Cultural Foundations:** Upon completing the program each student shall have: an acceptance and respect for individuals of varying ethnic, cultural, religious, and economic backgrounds; developed appropriate counseling skills for work with clients from a variety of special populations;
- 3 Helping Relationships:** Upon completing the program each student shall have: the ability to examine his/her personal feelings, beliefs, and behaviors in relation to his/her professional development and to be receptive to new learning and experiences; developed an individual style of counseling through the exploration and application of various counseling models and techniques; the ability to work with clients as demonstrated in closely supervised practice and internship settings appropriate to the student's areas of interest;
- 4 Group Work:** Upon completing the program each student shall have the ability to design and conduct effective structured and unstructured groups in schools/ community agency settings;
- 5 Lifestyle and Career Development:** Upon completing the program each student shall have knowledge or basic concepts and principles of career and lifestyle development;
- 6 Appraisal:** Upon completing the program each student shall have: an understanding of basic concepts and principles of measurement and evaluation and ability to select, administer, and interpret interest, aptitude, personality and intelligence tests;
- 7 Research and Evaluation:** Upon completing the program each student shall have the ability to explain and critique a research model including problem identification, objectives, hypotheses, method and design, implications and conclusions;
- 8 Professional Orientation:** Upon completing the program each student shall have knowledge and understanding of program development, including rationale, needs assessment, objectives, implementation strategies and program evaluation procedures in school/community agency settings; an understanding of the operational structure of schools or community/mental health agencies to implement a counseling program; a familiarity with, and an understanding of, the Ethical Standards of the American Counseling Association and the ability to solve ethical problems which arise in the practice of counseling; and
- 9 Specialization:** Upon completing the program each student shall have in-depth knowledge in the student's areas of special interest.

## Clinical Mental Health Counseling Objectives

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

Counselors provide professional counseling services in a preventive or remedial capacity to individuals, couples, families, groups, organizations, and communities. Counselors focus on promoting optimal mental health and satisfying lifestyles by rendering professional counseling services in educational, business, health/medical, human service, or private practice settings.

The 60-semester-hour community-counseling track provides the necessary course work and clinical training leading toward eligibility for licensing as a professional counselor in North Carolina.

Upon completion of the clinical mental health counseling masters degree program the student will:

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

### Addiction Counseling Objectives:

The goal of the Master of Arts in Addiction Counseling is to prepare highly skilled addiction counselors for work in regional and state wide agencies providing services to addicted populations and their families. The mission of this track clearly fits with the educational mission of the College of Education, which states that the College “provides instruction, research, and public service programs for persons in the fields of education, health, counseling, and human services.” Based on the CACREP Standards, “Students who are preparing to specialize as addiction counselors are expected to possess the knowledge and skills necessary to address a wide range of issues in the context of addiction counseling, treatment, and prevention programs, as well as in a more broad mental health counseling context.”

Upon completion of the Master of Arts in Addiction Counseling the student will understand:

1. history and development of addiction counseling
2. theories and models of addiction related to substance use as well as behavioral and process addictions
3. principles and philosophies of addiction-related self-help
4. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
5. neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others
6. psychological tests and assessments specific to addiction counseling
7. roles and settings of addiction counselors
8. potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders
9. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders
10. regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling
11. importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process
12. role of wellness and spirituality in the addiction recovery process
13. culturally and developmentally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process

14. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
15. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
16. cultural factors relevant to addiction and addictive behavior
17. professional organizations, preparation standards, and credentials relevant to the practice of addiction counseling
18. legal and ethical considerations specific to addiction counseling
19. record keeping, third party reimbursement, and other practice and management ~~in~~ addiction counseling
20. screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments
21. assessment of biopsychosocial and spiritual history relevant to addiction
22. assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal
23. techniques and interventions related to substance abuse and other addictions
24. strategies for reducing the persisting negative effects of substance use, abuse, dependence, and addictive disorders
25. strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, and the benefits of a life without addiction
26. evaluating and identifying individualized strategies and treatment modalities relative to clients' stage of dependence, change, or recovery
27. strategies for interfacing with the legal system and working with court referred clients.

### School Counseling Objectives

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

This program meets the needs of this region for school counselors. The 60 semester hour school counseling program provides the necessary course work and clinical training leading to licensure as school counselors in North Carolina. Upon completion of the school counseling program, the students will be able to:

Know:

1. history and development of school counseling
2. models of school counseling programs
3. models of P-12 comprehensive career development
4. models of school-based collaboration and consultation
5. assessments specific to P-12 education
6. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
7. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
8. school counselor roles in relation to college and career readiness
9. school counselor roles in school leadership and multidisciplinary teams
10. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
11. competencies to advocate for school counseling roles
12. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
13. common medications that affect learning, behavior, and mood in children and adolescents. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
14. qualities and styles of effective leadership in schools
15. community resources and referral sources
16. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
17. legislation and government policy relevant to school counseling
18. legal and ethical considerations specific to school counseling

Practice:

1. development of school counseling program mission statements and objectives b. design and evaluation of school counseling programs
2. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
3. interventions to promote academic development e. use of developmentally appropriate career counseling interventions and assessments
4. techniques of personal/social counseling in school settings g. strategies to facilitate school and postsecondary transitions
5. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
6. approaches to increase promotion and graduation rates
7. interventions to promote college and career readiness
8. strategies to promote equity in student achievement and college access
9. techniques to foster collaboration and teamwork within schools
10. strategies for implementing and coordinating peer intervention programs  
use of accountability data to inform decision making o. use of data to advocate for programs and students
11. a variety of activities that regularly employed school counselors would be expected to perform in a school setting including, but not limited to individual counseling, group work, developmental classroom guidance, and consultation.

## PRAXIS

Students seeking licensure as school counselors (K-12) in North Carolina must take the Counseling specialty section of the PRAXIS II (#5421) exam. The passing score for certification is 156. Students must register to take the PRAXIS. The Registration Bulletin is in the Office of TEAL located on the 1st floor in the College of Education (see <http://education.uncc.edu/teal/>). Students may also get the registration bulletin on the web ([www.ets.org/praxis](http://www.ets.org/praxis)). Plan to take the PRAXIS exam approximately six (6) months before certification is needed.

NOTE: The Counseling section of the PRAXIS is not offered on every examination date. You may contact ETS at [praxis@ets.org](mailto:praxis@ets.org) to learn when the counseling section will be offered and to obtain a study guides for the test.

## Progressing through the Graduate Program

The Counselor Education program serves both traditional and non-traditional students, and it can be tailored to meet a student's individual needs. It may be helpful for a student to consider the following:

1. Become familiar with the procedures of the University (See UNCC Catalog).
2. Know the academic year, both for the University and for the program.
3. Get to know your advisor. Meet personally with your advisor early in your course work, and use them for advice and counsel. If your advisor is not available, schedule an appointment with the program director or department chair.
4. 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 (ACA)), the faculty members are committed to an on-going screening process designed to assist students whose issues interfere significantly with their progress in the program. Part of this process includes the use of the Counseling Dispositions (page #15) and the Counselor Competency Scale-Revised (CCS-R)

## Registration for Courses

The university calendar identifies the days and times for students to register for classes. The class schedule is typically made available to students the semester prior to registration for planning purposes.

## Registration for Counseling Courses

The Counseling Program is designed to offer clinical training and supervision. Therefore, class size is limited to provide maximum feedback for students. For example, all clinical courses (CSLG 6110, 6111, 6120, 6121, 7430, 7435, 7436) are limited enrollment classes. Because of this, the clinical classes all require that the student work with the Director of Clinical Field Placements regarding signing up for all Practicum and Internship sections.

Also, because two classes (RSCH 6101 and RSCH 6109) are taught through a different department, students need to inform the MA Program Director of their intent to enroll in the classes to receive a permit from the department.

Announcements regarding permits for both Clinical and Research classes are sent out through the Counseling Department List-Serve.

## Advising

Each student is assigned a faculty advisor once admitted into the program. The advisor assists students in developing a Program of Study, chairs the graduate committee and assists in on-going assessment of the student's academic, personal, and professional development. All incoming students are expected to attend the New Student Orientation and Advising Day held in the Spring prior to their start of their program.

Students should contact their advisors during their first Fall semester to complete the student's projected Program of Study. The student and advisor should both retain copies of the student's completed Program of Study form. Students should keep in mind that the Program of Study may be revised, as needed. The assistance of the advisor does not relieve the student of responsibility for completing required work and following departmental and university procedures. In situations where evaluations indicate a student's inappropriateness for this program, appropriate program faculty assists in facilitating the evaluation and potential change for the student.

### Changing Assigned Advisor:

Students do have the option to change advisors. The Change of Advisor Form is available in the Appendix section of the MA Student Handbook. Below is the process a student must follow to change their advisor:

- 1) Student initiates contact with current advisor noting the desire to change.
- 2) Current advisor either meets or communicates discussion regarding this request and if in agreement- completes their portion of the change of advisor form.
- 3) If the current advisor does not agree with the change- the student is able to meet with the department chair to discuss this request being denied.
- 4) Student contacts potential new advisor- is able to show they have met and received signature of the current advisor for the change.
- 5) New advisor either accepts or does not accept new advisee- if accepts completes their portion of the form.

## Course Requirements

The M.A. in counselor education consists of three 60 credit hour programs in school, clinical mental health and addiction's counseling. These programs are composed of a core of required courses and specialization courses relevant to the student's specific track. Please see the Program of Study in this document for a listing of required courses in each track.

## Course Sequencing

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



Department of Counseling  
Master's Degree - Program of Study

Name:  
UNCC ID:  
Cell:  
E-mail:

Advisor:

Concentration: School Counseling    Clinical Mental Health Counseling    Addiction Counseling    Play Therapy

Indicate below the semester you plan to take the appropriate courses. You should keep a copy and your advisor will place a copy in your file.

Semester planned/taken:		
	<b>Core courses:</b>	
	CSLG 6104	Counseling Across the Lifespan (FA, SP, SU)
	RSCH 6101	Educational Research Methods (FA, SP, SU)
	RSCH 6109	Assessment and Evaluation Methods (FA, SP, SU)
	CSLG 6100	Theories of Counseling (FA, SU)
	CSLG 6101	Ethical and Professional Issues in Counseling (FA, SU)
	CSLG 6110	Counseling Techniques (FA, SP)
	CSLG 6111	Advanced Counseling Techniques (FA, SP, SU)
	CSLG 6120	Group Counseling (FA, SP)
	CSLG 6145	Multicultural Counseling (FA, SP, SU)
	CSLG 6150	Career Development and Counseling (SP, SU)
	CSLG 7430	Practicum in Counseling (FA, SP) (150 hours)
	CSLG 7435	Internship I (FA, SP) (300 hours)
	CSLG 7435	Internship II (FA, SP) (300 hours)
	<b>School:</b>	
	CSLG 7141	The Professional School Counselor (FA, SU)
	CSLG 7646	Advocacy & Leadership in Professional School Counseling (FA, SP)
	CSLG 7140	Consultation in School Counseling (SU/SP)

	<b>Clinical Mental Health:</b>	
	CSLG 7170	Introduction to Clinical Mental Health Counseling (FA, SU)
	CSLG 6153	Diagnosis & Treatment in Counseling (SP, SU)
	CSLG	Addictions Elective
	<b>Electives</b> (Select 4 for School Concentration & 4 for Clinical Mental Health Concentration):	
	<b>Addiction Counseling:</b>	See when courses are offered below.
	CSLG 7170	Introduction to Clinical Mental Health Counseling (SU, FA)
	CSLG 6153	Diagnosis & Treatment in Counseling (SU, SP)
	Four Substance Abuse Courses and Completion of the Internship I & II experience in a Substance Abuse Facility/Location.	
	CSLG 6160	Theories of Addiction ** (SU 17) (FA 18)
	CLSG 6161	Assessment and Diagnosis of Addictive Disorders ** (FA 17) (SP 19)
	CSLG 6162	Interventions in Addiction Counseling ** (SP 18) (SU 19)
	CSLG 6163	Treatment Planning and Relapse Prevention in Addictions Counseling (SU 18) (FA 19)
	CSLG 6164	McLeod Institute on Addiction (SU 1)
		**Courses required for Addictions Counseling Concentration
	<b>Play Therapy Concentration:</b>	
	CSLG 7142	Intro to Play Therapy (FA, SP, SU)
	CSLG 7143	Filial Therapy: An Approach to Parent Education (SP)
	CSLG 7144	Contemporary Theories of Play Therapy (FA)
	Elective	To be approved by Director of Play Therapy Concentration

Note: If you plan to work in the elementary school setting or with small children under age 10 or younger, you must take CSLG 7142: Introduction to Play Therapy as one of your electives prior to or concurrent with your Practicum or Internship experience.

APPROVED: \_\_\_\_\_  
 Advisor Date

Date of first Master's course:  
 Expected date to graduate:

### Directed Independent Study

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

### CSLG 7430 Practicum & CSLG 7435 Internship

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

In practicum, the primary focus is becoming oriented and integrated in a clinical placement and demonstrating individual counseling skills. Students complete a supervised practicum that totals a minimum of 150 clock hours. The experience provides for the development of counseling skills under the supervision of a faculty member, an opportunity to perform some of the activities that a regularly employed staff member in the setting would be expected to perform, and a chance to become familiar with professional activities other than direct service work.

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

Please note students are required to complete both of their internships experiences at the same site. In another section of the Handbook, the procedures for finding placements are detailed (See Procedures for Registering for Clinical Courses). If you have any questions concerning a clinical placement contact Dr. Valerie Balog ([vbalog@uncc.edu](mailto:vbalog@uncc.edu)) or Hank Harris ([hharris2@uncc.edu](mailto:hharris2@uncc.edu))

### Procedures for Progression to Clinical Placement

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

- The pre-requisites for enrolling in Practicum are:
  - Completion of 5 courses (15 credits).
- *For students admitted in the Summer/Fall 2017* the **FIVE** courses (15 credits) must be: either The Professional School Counselor (CSLG 7141) or Introduction to Clinical Mental Health Counseling (CSLG 7170), Counseling Theories (CSLG 6100), Ethical Issues in Counseling (CSLG 6101), Multicultural Counseling (CSLG 6145) and Counseling Techniques (CSLG 6110)
- **For students admitted prior to Summer/Fall 2017** the **FOUR** (12 credits) must be: either The Professional School Counselor (CSLG 7141) or Introduction to Clinical Mental Health Counseling

(CSLG 7170), Counseling Theories (CSLG 6100), Ethical Issues in Counseling (CSLG 6101) and Counseling Techniques (CSLG 6110). Any other class or elective can count as the 5<sup>th</sup> course.

- If a student intends to work with clients under the age of 10 years old- they have to complete Introduction to Play Therapy (CSLG 7142) course prior to or concurrently with their placement.
- When courses are offered:
  - CSLG 7141, CSLG 7170 and CSLG 6100 are offered during the first summer session and the fall semesters.
  - CSLG 6101 is offered during the second summer session and the fall semester.
  - CSLG 6110 is offered during the fall and spring semesters only.
  - CSLG 6145 is offered during the summer, fall and spring semesters.
  - CSLG 7142 is offered during the summer, fall and spring semesters.
  -

If you desire to complete the program within two academic years (in addition to the three associated summer sessions), you need to enroll in Practicum (CSLG 7430) during your first spring semester. Individuals completing the CMHC or AC concentrations can complete a Summer Internship. Internship for School Counseling students is limited to Fall/Spring only.

Students should not assume that they will be able to complete the program in 2 years, but should plan on a potential completion time of 2-3 years. Completion of the program depends on various factors: the student's success in coursework, course offerings, and the clinical experiences.

Placement in a clinical site represents the culmination of successful completion of the necessary academic Work and the achievement of the basic skills needed to work with clients.

### Information about Courses

Flexibility is provided within the program's curriculum to accommodate for individual differences in student competencies and understandings acquired before entering the program (See Credit by Exam).

Course syllabi are available for review by all students enrolled in the program in the references area in the department. The syllabi include objectives, content areas, required texts and/or readings, and student performance evaluation criteria and procedures for each course in the curriculum.

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

### Appeal Procedure (UNCC 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.

### Graduate Committee

Graduate students are advised and evaluated by their Graduate Committee. This committee is comprised of three faculty members. The student's faculty advisor serves as chairperson of the committee and the student may ask any two other members of the faculty to serve on his/her committee. If a student opts to take the written comprehensive exam, all members of the committee must be composed of members of the counseling faculty. If a student decides to do a project, one member of the committee may be selected from other academic departments.

### Comprehensive Exam:

Students are required to take the CPCE or Comprehensive Examination as part of their requirements for graduation. Students typically take the exam the semester they are starting Internship #1. The exam is given in: May, August and January on the Saturday prior to the first day of the semester. If the student takes the exam two times and is unsuccessful they will not be able to move forward toward graduation. If a student takes the exam once and is unsuccessful, but can show that they have passed the National Counseling Exam (NCE) their exam score will serve as an alternative to the CPCE. All students must take the CPCE at least one time.

### Criterion for Passing

The scoring for the CPCE uses the Total Score (not a score for each section). The criteria for passing the exam during 2009-2010 will be one standard deviation lower than the mean score of all students taking the exam (e.g., if the mean score is 100 and the standard deviation is 10, a passing score would be 90). As we have done in the past, students will be able to re-take the exam if they do not pass it the first time. The retake will involve the entire exam.

Students should consult with their advisors regarding their readiness to take the exam. It is advisable that students complete the courses that cover the eight core areas listed below.

### Oral Exam

If a student is unsuccessful in taking the exam the first time and will not be taking the NCE, the student can work with their graduate committee to schedule an oral exam that would count toward successful completion of the Comprehensive Exam requirement.

### Test Accommodations:

Students requiring accommodations should consult with Disability Services ( <http://ds.uncc.edu> ) to obtain documentation to allow for accommodations to be made.

### Application Process

Applications for the examination are sent via listserv.

Below is an overview of the CPCE/COMPS exam:

### Purpose

The purpose of the comprehensive examination process is to help students synthesize their learning about counseling and to ensure that students have a thorough understanding of professional attitudes, skills, and knowledge related to eight common-core areas as defined by CACREP's Standards for Preparation. Evaluation of students' examinations will provide students' graduate committees' opportunities to appraise students' academic preparation.

### Content

#### Description of the CPCE

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

The CPCE consists of 160 items with 20 items per CACREP area. The exam is administered in whole and not by sections.

The 8 core curriculum areas of the CPCE are:

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

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

### Application for Candidacy/Graduation:

A student must complete the Application for Candidacy for Graduate Students Form and the On-line Graduation Application form by the 2<sup>nd</sup> -3<sup>rd</sup> week of the semester they intend to graduate. Both the Application for Candidacy for Graduate Students Form and the On-Line Graduation Application are available through the students My UNCC/Banner Account.

Announcements will be sent out to through the Department of Counseling List-Serve with deadlines related to applying for graduation, but ultimately it is up to the student to complete the appropriate on-line forms.

### Equal Educational Opportunity

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

### Listserv

One of the major ways we communicate with students is through our student listserv. Incoming students have to contact the MA Program Director, Dr. Valerie Balog at [vbalog@uncc.edu](mailto:vbalog@uncc.edu) or the Department Chair, Dr. Hank Harris at [hharris2@uncc.edu](mailto:hharris2@uncc.edu) to request to be added to the Departmental Listserv.

Please make sure that you check your emails regularly to see information that is critical to you (e.g., time and place of comprehensive exams; time and place for required clinical meeting prior to registering for Practicum or Internship classes).

### Professional Organizations

Students and graduates are encouraged to join and become active in professional organizations (or associations). One method to remain current in the profession is by participating in professional organizations by presenting papers at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership.

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, you:

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

The primary national organization for clinical mental health students to join is the American Counseling Association (ACA). School Counseling students are encouraged to join the American School Counselor Association (ASCA). The primary state organizations are: North Carolina Counseling Association (NCCA), North Carolina School Counselor Association (NCSCA) and Licensed Professional Counselor Association of North Carolina (LPCANC). All of the aforementioned organizations offer student rates.

There are also divisions within the organizations for counseling specialties (e.g., Association for Play Therapy, Specialists in Group Work, Career Counselors, International Association of Marriage and Family Counselors, International Association of Addictions and Offender Counselors, 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. Mu Tau Beta is the University of North Carolina at Charlotte's local chapter, dedicated to the support of our faculty and students and the promotion of the counseling profession through a variety of activities.

#### State Licensure & National Certification

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

#### NCC: National Certified Counselor

The national counseling credential is achieved upon completion of the following criteria:

1. Hold a masters degree in Counseling from a regionally accredited university with a minimum of 48 semester hours.
2. Document 2 years of post-masters counseling experience with 3000 contact hours and 100 hours of supervision. (Waived for graduates of CACREP programs)
3. Provide 2 professional reference endorsements.
4. Pass the National Counselor's Examination for Licensure and Certification (NCE)

The NCE is offered in April and October and typically taken during the student's final semester of graduate study.

#### LPCA: Licensed Professional Counselor Associate

For requirements and application information visit the board website at:

<http://www.ncblpc.org/>

#### Important Web Sites

[UNCC Counseling Program](#)

[American Counseling Association](#)

[American School Counseling Association](#)

[Chi Sigma Iota](#)

[Counseling Graduates Website](#)

[National Board for Certified Counselors](#)

[North Carolina Board of Licensed Professional Counselors](#)

[North Carolina Counseling Association](#)

[North Carolina Substance Abuse Professional Practice Board \(www.ncsappb.org\)](#)

[North Carolina School Counselor Association](#)

[North Carolina Board of Licensed Professional Counselors](#)

## Certificate Programs

**For more information contact:**

Dr. Phyllis Post, Department of Counseling  
UNC Charlotte, 9201 University City Blvd.  
Charlotte, NC 28223-0001  
(704) 687-8961  
[ppost@uncc.edu](mailto:ppost@uncc.edu)  
<http://education.uncc.edu/playtherapy/certificate/>



### Program of Study Play Therapy Concentration

<b>Required courses:</b>		
	CSLG 7142 <sup>1</sup>	Introduction to Play Therapy (Su, Fa, Sp)
	CSLG 7144	Contemporary Theories of Play Therapy (Fa)
	CSLG 7143	Filial Therapy: An Approach to Parent Training (Sp)
<b>Select one course from the following:</b>		
	CSLG 7145 <sup>2</sup>	Special Topics in Play Therapy: Conference (Su) OR Course Approved by Director of Play Therapy Concentration

<sup>1</sup>Introduction to Play Therapy (CLSG 7142) is a pre-requisite for CSLG 7143

Coordinator's Signature

Date

## **Graduate Certificate in Addiction Counseling**

The University of North Carolina at Charlotte (UNCC) is one of five North Carolina Higher Education Institutions providing a graduate degree with an emphasis in addiction counseling. The graduate certificate in Addiction Counseling provides students with an emphasis in addictions counseling within their master's or doctoral degree in professional counseling. The goal of the program is to prepare students to work as substance abuse counselors. The 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 Addiction Counseling is designed to provide students with the coursework (180 clock hours) and a portion of the clinical experiences required for licensure as a Licensed Clinical Addictions Specialist (under Criteria C) by the North Carolina Substance Abuse Professional Practice Board. Students who hold a Master's degree and who have completed four courses from the list below in addition to a 600 hour internship/supervised work experience in a substance abuse counseling setting are exempt from 1) the written portion of the NCSAPCB licensure examination and 2) a portion of the experience requirement for licensure. (Note: Successful completion of the written exam is required for international reciprocity of licensure.) Further information on NCSAPCB licensure eligibility can be found at [www.ncsapcb.org](http://www.ncsapcb.org).

### **Certificate Requirements**

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

- CSLG 6160 Theories of Addiction (required)\*
- CLSG 6161 Assessment and Diagnosis of Addictive Disorders (required)\*
- CSLG 6162 Interventions in Addictions Counseling (required)\*
- CSLG 6163 Treatment Planning and Relapse Prevention in Addictions Counseling

OR

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

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

### **Required for completion of Certificate**

Students are required to be enrolled in either the Master of Arts in Counseling program or in the Addiction Certification program. Courses for the certificate program are relevant to both school counseling and community counseling. Students who enroll in the Addiction Certificate program and take four courses and

600 hours of internship in substance abuse counseling are eligible to receive a Certificate in Addiction Counseling from UNC Charlotte.

#### Additional Admission Requirements

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

- A statement of purpose as to why the applicant seeks admission to the program
- At least three evaluations from persons familiar with the applicant's personal and professional qualifications

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

#### **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://www.uncc.edu/geront/gradcert.htm>

#### **POST-MASTER'S CERTIFICATE IN SCHOOL COUNSELING**

The post-master's certificate in school counseling provides graduate level course work related to school counseling. Successful completion of the program requirements will enable the counselor to be recommended for licensure in school counseling from the North Carolina Department of Public Instruction. A minimum of twelve credit hours is required for the post-master's graduate certificate. All course work applied to a certificate must be completed within four years. Transfer credit is not accepted into the certificate program. Candidates must submit their application by March 15 to the Graduate School.

#### **Program Description**

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

### **Additional Admission Requirements**

- 1) A master's degree in counseling from an accredited university
- 2) Written application to Graduate Admissions accompanied by the application fee in effect
- 3) A Statement of Purpose
- 4) Letter(s) of Recommendation
- 5) Official transcripts (undergraduate/graduate)

**Program Options:** Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling

**OPTION A\*:** For counselors who graduated from a 60 credit CACREP accredited program in Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling.

*Program Requirements:*

Based on a review of the applicant's transcript, a program of study will be designed that indicates the counselor has completed the following courses:

- CSLG 7141 The School Counselor (3)
- CSLG 7646 Administration and Leadership of School Counseling Services (3)
- CSLG 7436 School-based Internship (3)
- CSLG 7140 Consultation in School Counseling (3)

**OPTION B\*:** For counselors who graduated from CACREP accredited programs in Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling with less than 60 credits.

*Program Requirements:*

Based on a review of applicant's transcript, a program of study will be designed that is equivalent to a 60 credit school counseling program, including the following courses:

- CSLG 7141 The School Counselor (3)
- CSLG 7646 Administration and Leadership of School Counseling Services (3)
- CSLG 7436 School-based Internship (3)
- CSLG 7140 Consultation in School Counseling (3)

**OPTION C\*\*:** For counselors who graduated from non-accredited counseling programs in Agency Counseling, Clinical Mental Health, Community Counseling, or Rehabilitation Counseling.

*Program Requirements:*

Based on a review of applicant's transcript, a program of study will be designed that is equivalent to a 48 credit school counseling program, including the following courses:

- CSLG 7141 The School Counselor (3)
- CSLG 7646 Administration and Leadership of School Counseling Services (3)
- CSLG 7436 School-based Internship (3)
- CSLG 7140 Consultation in School Counseling (3)

*\* Candidates successfully completing Option A,B C and passing the PRAXIS II test will be eligible for M-level Licensure.*

### **Additional Program Requirements & Information**

In addition to completing required courses, students must pass the PRAXIS II Specialty Area Test for School Counseling to qualify for state licensure. Registration and information are available at [www.ets.org](http://www.ets.org).

Upon completion of all course work and passing the PRAXIS II, candidates must submit an Application for the Graduate Certificate at the start of their last semester. Candidates must also make application for their school counseling license a month prior to program completion in the TEAL Office, COED 119.

NOTE: The certificate program is now available **online** through Distance Education **Contact:** 704-687-3008 or visit [www.distanceed.uncc.edu](http://www.distanceed.uncc.edu).

For more information contact the Department of Counseling's main office (704) 687-8960 and request to speak to the Coordinator of the Post-Master's Certificate program in School Counseling.

## Program Policies

### Time Limit

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

### Admissions Policy

The program admissions criteria and selection procedures have been developed with input from regular, adjunct, and affiliate program faculty, current and former students, and personnel in cooperating and associated agencies. The faculty is committed to recruiting students representing a diverse societal subgroups and subcultures.

Admission decisions are made by a committee composed of program faculty who make their decisions based on the total profile of the candidates. Admission decisions take into consideration each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts; aptitude for graduate-level study; vocational goals and objectives; openness to self-examination; and personal and professional self-development.

Admission decisions are made in the following way:

1. Each student is given a rating for their:

Grade Point Average (GPA) (1-8 points)

Test Scores (MAT or GRE) (1-2 points)

2. Three Counseling Department faculty members independently review and rate the following components of each applicant's file:

Essay (1-5 points)

Work/Life experiences (1-5 points)

Other degrees or course work (1-5 points)

References (1-3 points)

3. Scores of all applicants retained in the pool are computed and rank ordered. At a specified meeting, faculty members are able to advocate for particular applicants whose rank order does not reflect the applicant's appropriateness for the program.
4. The applicants with the highest rankings are then invited to campus for group interviews. This process typically occurs on the first Friday in February of the Spring semester and lasts from 8:30a.m.-Noon.

Upon arrival to campus for group interviews, applicants sign in and Faculty introductions occurs from 8:30 a.m. to 9:10 a.m. From 9:15am to 9:45 a.m. current students representing Mu Ta Beta are given the opportunity to speak and answer any questions from prospective applicants from the student's perspective.

Applicants given a 10 minute break and then divided into small groups of 6-8 students. The small group experience begins at 10:00a.m. and ends around Noon. Each group is lead by a faculty member who is responsible for facilitating a series of 4 activities.

5. Following the small group interviews faculty evaluate the prospective applicants based on communication skills and quality of discussion.
6. Based upon the group interview experience and the overall scores of the applicants, the faculty then **recommends** to the Graduate School the applicants the Counseling Program would like to offer admissions to.
7. Next the Graduate School sends out official letters to recommended applicants during next weeks. New students are required to send their **intent to enroll card** back to the Graduate School two weeks after receiving official letters.
8. Finally, the Department of Counseling sends congratulatory letters to all recommended students for admissions with additional program information, which includes the name of the students advisor (faculty contact), date and time of the Orientation and Advising Day.
9. Individuals interested in enrolling in the program must indicate their intention through the on-line application portal to officially be considered an incoming student in the program.

### Recruitment Policy

The faculty is committed to the recruitment of students who both have the potential for success as a counselor and represent a variety of societal subgroups and subcultures. As a result, a two stage admission's process has been implemented. In the first stage, the admissions committee, composed of 3 program faculty, make a determination of applicants' aptitude for graduate-level study (Grade Point Average, test scores, essay, and work experience) and vocational goals. Applicants who meet these criteria are invited to campus for the second stage of the process: a group exercise and an individual discussion with a faculty member.

Based on applicants' interactions in these contexts, faculty take into consideration each applicants' potential success in forming effective interpersonal relationships and openness to self-examination and development. With this information, faculty rank order the applicants and those with the highest overall ranking are invited to attend.

The Office of Graduate Admissions actively recruits minority students. Information on UNCC's graduate programs is regularly presented at the following institutions: North Carolina A&T, Winston Salem State, Fayetteville State, Pembroke, and Johnson C. Smith.

#### Bi-Annual Review of Student Progress

1. Students may be terminated for academic failure, ethical violations and/or personal unsuitability for the counseling profession (ie. Violation of professional dispositions)
2. All students will be evaluated two times per year by faculty to assess continued progress based on academics and dispositional issues/concerns.
3. From this discussion, the faculty may decide that further coaching, monitoring and/or support are needed and the dispositional process will be utilized.
4. Details regarding the dispositions are on page #15-16
5. Information regarding the Cato College of Education Disposition Plan/Process is available through: <http://education.uncc.edu/resources/professional-dispositions-plan-and-information>

#### Policy/Procedure for Return from Medical/Family Leave

In addition to following the policy and procedures related to the University:

[http://unccdsso.uncc.edu/org/withdrawalservices/Returning\\_From\\_Withdrawal](http://unccdsso.uncc.edu/org/withdrawalservices/Returning_From_Withdrawal)

Students who take a leave of absence from the program must follow the following process to transition back into the curriculum:

1. If the student has completed coursework, but has not completed Counseling Techniques, the student needs to meet with their assigned advisor to discuss re-entry into the program/curriculum.
2. If the student has completed coursework, including Counseling Techniques, prior to enrolling in Practicum, the student must complete *at least* 5 recorded individual sessions and meet for individual supervision with a faculty member for feedback/evaluation. The faculty member will complete the CCS-R evaluation and will work with the Directors of Clinical Field Placement to decide the student's appropriateness to move on to Practicum.  
\*If the supervisor finds the student is not suitable to move into Practicum due to skill evaluation, **b** student can re-take Counseling Techniques, but that is not a guaranteed option.
3. If the student has completed coursework and has successfully completed Practicum, the student must complete *at least* 5 recorded individual sessions and meet for individual supervision with a faculty member for feedback/evaluation. The faculty member will complete the CCS-R evaluation and will work with the Directors of Clinical Field Placement to decide the student's appropriateness to move on to Internship.
4. If the student has completed coursework and has successfully completed their first Internship experience, the student must complete *at least* 5 recorded individual sessions and meet for **idh**

supervision with a faculty member for feedback/evaluation. The faculty member will complete the CCS-R evaluation and will work with the Directors of Clinical Field Placement to decide the student's appropriateness to move into Internship. Students, who leave the program after completing Internship #1, need to be aware that they may be required to complete both Internship #1 and #2 upon return.

\*If the supervisor finds the student is not suitable to move into Practicum due to skill evaluation, the student can re-take Practicum or Counseling Techniques.

### **Practicum and Internship Information**

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All students who plan to take Practicum or Internship during Fall, Spring or Summer semester must complete a Clinical Application the semester prior to anticipated enrollment. The completed Clinical Application needs to be submitted to Dr. Valerie G. Balog, Co-Director of Clinical Field Placements. Information regarding completing the Clinical Application will be sent out to the Counseling Department List-Serv.

Individuals planning to complete their Practicum or Internship in the School setting will be required to attend a meeting facilitated by Dr. Sejal Foxx, the Director of the School Counseling Program. Individuals planning to complete their Practicum or Internship in the Clinical Mental Health or Addiction's setting will need to attend a meeting facilitated by Dr. Valerie G. Balog, Co-Director of the Clinical Field Placements.

Students must attend this meeting each semester prior to the semester they plan to take Practicum or Internship I. If a student does not attend this meeting, it is their responsibility to meet individually with the designated contact for placement information.

#### Procedures for Registering for Clinical Courses:

1. The semester prior to the anticipated completion of the clinical course, the student must submit the Clinical Application.
2. Students completing Practicum or Internship #1, will attend the respective Clinical Meeting.
3. Students will be notified of available clinical sections for "sign-ups" by Dr. Valerie G. Balog, Co-Director of Field Placements.
4. Students will be provided specific times to email Dr. Balog with their top 3 choices of clinical group supervision sections.
5. The student will receive an email from Dr. Balog with their identified section and a permit will be issued.
6. Prior to the end of the semester before the student is planning on completing their placement, the student will turn in the following documents:
  - a. Proof of Insurance (ACA or ASCA)
  - b. Site Information Sheet
  - c. Site Contract
  - d. Supervision Contract
  - e. Student Clinical Contract
  - f. Certificate of Completion: Darkness to Light Training
7. Students cannot start at their site until classes start at the university. All questions concerning this should be directed to Dr. Valerie Balog, Co-Director of Clinical Field Experiences.

## Overview of Site and Student Requirements for Clinical Placements

### Requirements for Practicum Sites:

- You must be at your site for a minimum of 10 hrs./week (150 hours during the semester)
- You must be able to see at least 4 hours of individual clients each week (60 client contact hours during semester).
- You must do counseling in a private, confidential setting.
- You must have one experience leading or co-leading a group (10 hours).
- You must be able to audiotape/videotape clients with their informed consent.
- You must have an on-site supervisor who has at least a master's degree in counseling or a related field and has been counseling for at least 2 years.
- You must receive at least one hour per week of on-site supervision.
- You will receive 1.5 hours of group supervision and 1 hour of individual supervision per week with a university faculty member.
- Introduction to Play Therapy (CLSG 7142) is a pre-requisite for working with elementary school children or with children under 10 in a clinical setting.
- You must have completed or concurrently enrolled in Group Counseling while completing Practicum.

### 7. Requirements for Internship Sites:

- You must be at your site for a minimum of 20hrs/week (300 clock hours during the semester)
- You must have 8 hours of client contact/week (120 client contact hours during semester)
- You must do counseling in a private, confidential setting.
- You must be able to audiotape/videotape clients with their informed consent.
- You must have an on-site supervisor who has at least a master's degree in counseling or a related field and has been counseling for at least 2 years.
- You must receive at least one hour per week of on-site supervision.
- You must have the opportunity to become familiar with a variety of professional activities other than direct service work.
- Introduction to Play Therapy (CLSG 7142) is a pre-requisite for working with elementary school children or with children under 10 in a clinical setting.
- You must have taken or concurrently enrolled in Advanced Techniques while completing Internship #

For more comprehensive information concerning Clinical Placements see the **Clinical Handbook**

# Appendix:

## FORMS

**University of North Carolina at Charlotte: College of Record**

**concerning a grade of Incomplete (I)**

Course and section: \_\_\_\_\_ Term and year \_\_\_\_\_

Instructor \_\_\_\_\_ phone: \_\_\_\_\_ email: \_\_\_\_\_

Student's name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Student's address: \_\_\_\_\_

Student's phone (H): \_\_\_\_\_ (W): \_\_\_\_\_ Email: \_\_\_\_\_

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

**Agreements between instructor and student**

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

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

**Instructor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_



Department of Counseling
Request: Change of MA Advisor

To: Dr. Henry Harris, Department Chair

From: Name Banner ID#

Address:

Telephone: Email:

Current Advisor:

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

[Three blank lines for reasons]

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

Signature of Current Advisor Date

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

New Advisor:

Signature of New Advisor Date

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



### Request for Individual Study

Name: \_\_\_\_\_ UNC-Charlotte ID #: \_\_\_\_\_

Address: \_\_\_\_\_ Major \_\_\_\_\_

I request permission to take:

\_\_\_ CSLG 6800, Individual Study in Education for \_\_\_ semester hours credit

\_\_\_ CSLG 8800, Individual Study in Education for \_\_\_ semester hours credit

Semester requested: \_\_\_\_\_

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

**Description of Proposal - please include enough detail so that proposal methods of evaluating products can be clearly understood. Use reverse side or attach sheets if necessary.**

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

Approved: \_\_\_\_\_  
*Faculty supervisor of study*

\_\_\_\_\_  
*Date*

Approved: \_\_\_\_\_  
*Academic advisor*

\_\_\_\_\_  
*Date*

Approved: \_\_\_\_\_  
*Chairperson*

\_\_\_\_\_  
*Date*

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

## LIST OF ALL COURSES IN COUNSELING

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

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

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

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

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

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

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

**CSLG 6120. Group Counseling. (3)** Investigation of concepts of group counseling and the means for ~~creating~~ facilitative interaction in groups which will include an experiential component as a major learning activity. *(Fall, Spring)*

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

**CSLG 6145. Multicultural Counseling. (3)** Approaches to counseling that focus on multicultural ~~differences~~ so the counselor will be more effective in dealing with clients from a variety of cultural backgrounds. *(Spring, Summer)*

**CSLG 6150. Career Development and Counseling. (3)** A counseling-oriented course designed to help ~~the~~ counselor and/or career education teacher develop the ability to use career information with emphasis on understanding of occupational information, systems of collection and usage forms. *(Spring, Summer)*

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

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

**CSLG 6161. Assessment and Diagnosis of Addictive Disorders. (3)** Process and procedures for ~~prfsm~~ biopsychosocial assessment and diagnosis of substance abuse and dependence in adolescents and adults are studied. Implications of chemical dependence for clients and their families are addressed. *(Alternate Spring, Odd years)*

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

**CSLG 6163. Treatment Planning and Relapse Prevention in Addictions Counseling. (3)** An ~~inrdnto~~ introduction to the principles and practices upon which chemical dependence treatment and relapse prevention are based. Computerized programs will be used to aid students in assessment, diagnosis, and in planning treatment for chemically dependent clients *(Alternate Spring, Even years)*

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

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

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

**CSLG 7110. Individual Assessment. (3)** Prerequisite: RSCH 6109 or PSYC 4140. Examination of the ~~np~~ aptitude, intelligence and other psychological tests commonly used in counseling with emphasis on test theory as well as the administration, scoring and interpretation of tests and the communication of their results. *(On demand)*

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

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

**CSLG 7141. The Professional School Counselor. (3)** Development of functional skills necessary for integration of counseling activities into the school curriculum. Focus on the role of the counselor in counseling individuals, small group counseling, classroom guidance, consultation, program design, coordinating school and community resources, and administration of special programs. *(Summer, Fall)*

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

**CSLG 7143. Filial Therapy: An Approach to Parent Training. (3)** Prerequisite: CSLG 7142. ~~Th~~ Advanced play level play therapy course focuses on concepts and skills for training parents/caretakers/teachers to be therapeutic agents in their children's lives the utilization of child centered play therapy skills in regularly scheduled structured play sessions with children. *(Spring)*

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

**CSLG 7145. Special Topics in Play Therapy. (1-3)** Prerequisite CSLG 7142. This special topics course will focus on a variety of topics in play therapy such as group play therapy, diversity issues in play therapy, supervision of play therapy and using creative arts in play therapy. The course may be offer alternative formats, such as week-end sessions and distance learning options. *(TBA)*

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

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

**CSLG 7160. Solution-Focused Brief Therapy. (3)** Prerequisites: CSLG 6110; CSLG 6100; CSLG7430. An introduction to counseling in a time-limited manner while helping clients understand how they maintain their problems and how to construct solutions. *(On demand)*

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

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

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

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

**CSLG 7430. Practicum in Counseling and Guidance. (3)** Prerequisites: CSLG 6100, 6101, 6110, and 7425 if working in an elementary school setting. Supervision of individual and group counseling interventions conducted in field settings; special attention to the development of evaluative criteria for self and peer assessment. A minimum of 10 hours per week in field placement. Offered on a pass/no credit basis. May be repeated once for credit with departmental approval. *(Fall, Spring)*

**CSLG 7435. Internship in Counseling. (3)** Prerequisite: CSLG 7430 and 7142 if working in an elementary school setting. Students will participate in delivering counseling services in a field setting and receive supervision of their work in weekly seminars. A minimum of 20 hours per week in field placement. Offered on a pass/no credit basis. *(Fall, Spring)*

**CSLG 7436. Advanced Internship. (3)** Prerequisite: CSLG 7435. Continuation of CSLG 7435. Students will function as counselors in field settings and have the opportunity to demonstrate advanced level skills in weekly seminars. A minimum of 20 hours per week in field placement. *(Fall, Spring)*

**CSLG 7600. Sexual Orientation Diversity in Clinical Practice. (3)** The course considers the experience of being gay, lesbian, bisexual or transgendered in our society. Theoretical understandings of sexual orientation are covered, as well as the impact of societal prejudice on gay, lesbian, bisexual and transgendered individuals and their communities. The experience of diversity with such communities is discussed, especially racial/ethnic diversity. Exploration of

individual values combines with an emphasis on clinical practice to make this course relevant both personally and professionally. (*Alternate Spring- odd years*)

**CSLG 7601. Counseling & Spirituality. (3)** This course is designed to assist counselors in understanding and facilitating the development of their personal spirituality as well as the spirituality of others with whom they provide counseling services. Spirituality is viewed as an important component to achieving mental health and to a balanced sense of wellness. Basic beliefs and various spiritual systems including major world religions will be examined (*Spring*)

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

**CSLG 7646. Advocacy and Leadership in Professional School Counseling. (3)** This course will focus on the organization, planning, management, and evaluation of school counseling programs. Current issues impacting school counselors will be explored and intervention strategies will be examined. (*Fall, Spring*)

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

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

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

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

**CSLG 8000. Topics in Counseling. (1-6)** May include classroom and/or clinic experiences in the counseling area. With department approval, may be repeated for credit for different topics. (*Fall, Spring, Summer*)

**CSLG 8100. Advanced Counseling Theory Seminar. (3)** The principles and practices of traditional and current counseling theories are studied. Students will examine the rationale and consequences of their pre-conceived notions about conditions that influence human behavior and change. Students will develop their own theory of counseling. (*Fall*)

**CSLG 8105. Seminar in Research in Counseling. (3)** This course focuses on exploring the outcome research in counseling and career development, as well as the variables that influence the counseling process. Special focus will be on developing areas of personal expertise, developing research theses, and writing critical literature reviews. (*On Demand*)

**CSLG 8110. Clinical Supervision in Counseling. (3)** This course provides a critical overview of the current and empirical literature on counseling supervision, including models, approaches/techniques, relationship and process issues, and ethical and legal considerations. Students will develop conceptual knowledge, skills, and self-awareness concerning these topic areas through readings, seminar discussions, and application via supervising master's level students. (*Fall*)

**CSLG 8111. Solution-Focused Brief Therapy. (3)** Prerequisites: CSLG 6110; CSLG 6100; CSLG 7430. An introduction to counseling in a time-limited manner while helping clients understand how they maintain their problems and how to construct solutions. (*On demand*)

**CSLG 8160. Theories of Addiction. (3)** Introduction to the theoretical, philosophical, and historical principles upon which chemical dependence is explained and treatment and prevention are based. Biological, psychological, and sociological etiologies of substance abuse and dependence are studied. *(Alternate Fall, Even years)*

**CSLG 8161. Assessment and Diagnosis of Addictive Disorders. (3)** Process and procedures for a clinical biopsychosocial assessment and diagnosis of substance abuse and dependence in adolescents and adults are studied. Implications of chemical dependence for clients and their families are addressed. *(Alternate Spring, Odd years)*

**CSLG 8162. Interventions in Addiction Counseling. (3)** A counseling techniques course designed to help students who have worked as professional substance abuse counselors and those who have little or no experience working with substance dependent individuals and their families. *(Alternate Fall, Odd years)*

**CSLG 8163. Treatment Planning and Relapse Prevention in Addictions Counseling. (3)** An introduction to the principles and practices upon which chemical dependence treatment and relapse prevention are based. Computerized programs will be used to aid students in assessment, diagnosis, and in planning treatment for chemically dependent clients (3) *(Alternate Spring, Even years)*

**CSLG 8200. Introduction to Theories of Family Counseling. (3)** Examination of appropriate techniques in working with families focusing on major theorists and techniques in the field. *(Spring)*

**CSLG 8201. Counseling Needs of Women. (3)** Women's development and needs, the problems they bring to counselors, strategies for helping with them, myths about women and biases in psychological research. *(Alternate Spring-even years)*

**CSLG 8203. Instructional Theory in Counselor Education. (3)** This course will prepare the student to become a professor in counselor education. An examination of the theories and methods of teaching in higher education will be explored. Readings from professional journals, lecture, discussion, and practical application in the classroom will be used to meet course objectives. *(Summer)*

**CSLG 8345. Advanced Multicultural Counseling. (3)** An advanced exploration of fundamental issues in culturally competent counseling, this seminar course will focus on an in-depth study of various cultures seeking counseling services. Students will examine various oppression models and have an opportunity to apply them to cultures in our community. *(Spring)*

**CSLG 8346. Applied Multicultural Counseling. (3)** This course focuses on the impact of oppression on the daily lives of marginalized groups. Students conduct extensive field-based investigations into various cultures in order to gain mastery-level knowledge of the practical day-to-day experiences especially as they involve accessing mental health services. Special focus will be on counseling applications that are appropriate within and between cultures. Learning to utilize systems interventions and the mastering the skills of consultation are key components of this course. *(Fall)*

**CSLG 8410. Practicum in Clinical Supervision. (3)** This course will provide students with the practical experience necessary to provide individual supervision of counselors, including field supervision and analyses of counseling audio and videotapes. Students will have the opportunity to test their conceptual knowledge, skill, and self-awareness developed through prerequisite coursework. Offered on a pass/no credit basis. *(Spring)*

**CSLG 8431. Doctoral Practicum in Counseling. (3)** Practicum is an applied course where students will develop and/or refine their counseling skills. These skills will be conceptually linked counselor education and supervision. Working in sites throughout the community, students will produce audio and/or video tapes of individual and group counseling practice for supervision. Offered on a pass/no credit basis. *(Spring)*

**CSLG 8440. Internship I. (3)** Student will deliver counseling services in a field setting and receive individual and group supervision of their work weekly. A minimum of 300 clock hours is required. Offered on a pass/no credit basis. *(Fall, Spring)*

**CSLG 8445. Internship II. (3)** Students will participate in 300 hours internship experience in field settings that are appropriate to their career objectives under the supervision of a University program faculty member. Offered on a pass/no credit basis. *(Fall, Spring)*

**CSLG 8600. Sexual Orientation Diversity in Clinical Practice. (3)** The course considers the experience of being gay, lesbian, bisexual or transgendered in our society. Theoretical understandings of sexual orientation are covered, as well as the impact of societal prejudice on gay, lesbian, bisexual and transgendered individuals and their communities. The experience of diversity with such communities is discussed, especially racial/ethnic diversity. Exploration of individual values combines with an emphasis on clinical practice to make this course relevant both personally and professionally. *(On-demand)*

**CSLG 8601. Counseling & Spirituality. (3)** This course is designed to assist counselors in understanding and facilitating the development of their personal spirituality as well as the spirituality of others with whom they provide counseling services. Spirituality is viewed as an important component to achieving mental health and to a balanced sense of wellness. Basic beliefs and various spiritual systems including major world religions will be examined. *(On Demand)*

**CSLG 8604. Counseling Sexual Minority Families and Couples. (3)** This course will focus on the unique challenges facing the counselor who is providing clinical services to gay, lesbian, bisexual and transgendered families and couples. Topics include the impact of oppression on primary relationships, the political implications of sexual minority relationships, relationship models, parenting, and interacting with the outside world. *(On Demand)*

**CSLG 8645. Cognitive-Behavior Theory and Practice. (3)** An introduction to the theory and practice of cognitive-behavior therapy that can be applied in the school setting. The major theories (cognitive therapy, cognitive behavior modification, REBT, and reality therapy) will be examined, and treatment planning and application of techniques will be studied. *(On demand)*

**CSLG 8646. Advocacy and Leadership in Professional School Counseling. (3)** This course will focus on the organization, planning, management, and evaluation of school counseling programs. Current issues impacting school counselors will be explored and intervention strategies will be examined. *(Fall, Spring)*

**CSLG 8680. Crisis Counseling. (3)** This course will focus on a general crisis intervention model and its application to specific crisis situations. Topics include: suicide intervention, rape crisis, telephone counseling, and disaster intervention. *(Summer)*

**CSLG 8681. Grief and Loss Counseling. (3)** This course examines the theory of loss, the tasks involved in grieving, and the skills needed by a counselor working with grief and loss issues. Loss will be examined from a broad perspective and includes issues associated with death, loss of relationships, and loss of abilities. *(Fall)*

**CSLG 8800. Individual Study in Counseling. (1-6)** Prerequisite of the student's advisor. Independent study under the supervision of an appropriate faculty member. May be repeated for credit. Offered on a pass/no credit basis. *(Fall, Spring, Summer)*

**CSLG 8998. Seminar in Prospectus Design. (3)** This course will provide students the opportunity to identify and define a research area of inquiry and develop a proposal draft for the dissertation study. Students will be expected to select, plan and outline an original research study appropriate for the dissertation requirement. *(Fall)*

**CSLG 8999. Dissertation. (9)** Under the direction of a dissertation advisor and committee, the student is to design and execute an original research study. This study should address a significant issue or problem related to counseling or counselor education. Offered on a pass/no credit basis. *(Fall, Spring, Summer)*

**CSLG 9999. Graduate Residence. (1)** Meets Graduate School requirement for continuous enrollment. *(Fall, Spring, Summer)*