# TABLE OF CONTENTS

## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Program Information</td>
<td>5</td>
</tr>
<tr>
<td>Department of Counseling Faculty</td>
<td>6-8</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>8</td>
</tr>
<tr>
<td>Program Mission Statement</td>
<td>9</td>
</tr>
</tbody>
</table>

## ADMISSIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for Admission</td>
<td>10</td>
</tr>
<tr>
<td>Admissions Criteria</td>
<td>10-11</td>
</tr>
<tr>
<td>Post-Baccalaureate Program</td>
<td>11</td>
</tr>
<tr>
<td>Recruitment Policy</td>
<td>11</td>
</tr>
<tr>
<td>Statement of Professional Dispositions</td>
<td>11-12</td>
</tr>
<tr>
<td>Counseling Listserv (emails)</td>
<td>12</td>
</tr>
</tbody>
</table>

## COUNSELING PROGRAM OVERVIEW

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the Program</td>
<td>13</td>
</tr>
<tr>
<td>• Counseling Program Objectives</td>
<td>13-14</td>
</tr>
<tr>
<td>• Clinical Mental Health Counseling Program Objectives</td>
<td>14-15</td>
</tr>
<tr>
<td>• Addictions Counseling Program Objectives</td>
<td>15-16</td>
</tr>
<tr>
<td>• School Counseling Program Objectives</td>
<td>16-17</td>
</tr>
<tr>
<td>The Master’s Degree</td>
<td>18</td>
</tr>
<tr>
<td>• School Counseling Concentration</td>
<td>18</td>
</tr>
<tr>
<td>• Clinical Mental Health Counseling Concentration</td>
<td>18</td>
</tr>
<tr>
<td>• Addictions Counseling Concentration</td>
<td>18</td>
</tr>
<tr>
<td>• Play Therapy Concentration (Add-on)</td>
<td>18-19</td>
</tr>
<tr>
<td>• Certificate Programs</td>
<td>20</td>
</tr>
<tr>
<td>• Post-Masters Certificate for School Counseling Licensure</td>
<td>20-21</td>
</tr>
<tr>
<td>• Play Therapy Certificate</td>
<td>21-22</td>
</tr>
<tr>
<td>• Addictions Counseling Certificate</td>
<td>22-23</td>
</tr>
<tr>
<td>• Gerontology Certificate</td>
<td>23-24</td>
</tr>
</tbody>
</table>
PROGRAM PROCEDURES & POLICIES

Progressing Through the Graduate Program ..............................................................24
Information about Courses .......................................................................................24-25
Registration for Courses (General Directions) ........................................................25
Registration for Counseling Courses ......................................................................25
Advising .......................................................................................................................25
Changing Assigned Advisor ....................................................................................26
Course Requirements ...............................................................................................26
Course Sequencing .....................................................................................................26
Grade of Incomplete (I) .............................................................................................26
List of MA Counseling Program Courses .................................................................26-31
Clinical Courses & Field Placement
  • Procedures for Registering for Clinical Courses ................................................31
  • CSLG 7430 Practicum & CSLG 7435 Internship .................................................32
  • Procedures for Progression to Clinical Placement ..............................................32-33
  • Overview of Student Responsibility for Clinical Placements ..............................33-34

Taskstream FAQs .......................................................................................................34
Directed Independent Study ......................................................................................35
Graduate Committee ................................................................................................35
Review of Student Progress .....................................................................................35
Policy/Procedure for Withdrawal/Return .................................................................35-36
Requesting Letters of Recommendation ..................................................................36
Professional Organizations .........................................................................................36-37
Important Websites ..................................................................................................37

PROGRAM TESTING, CERTIFICATION, & LICENSURE

IMPORTANT ADVISORY ...............................................................................................37-38
Description of the CPCE ..........................................................................................38
Criterion for Passing ..................................................................................................38-39
Cancellation & Rescheduling Policy .........................................................................39
Retest Policy ...............................................................................................................39
Directions for Registration (CPCE) ..........................................................................39
National Certifying Exam (NCE) ..............................................................................42
PRAXIS .......................................................................................................................42-43
Licensure & Certification .........................................................................................43
LPC-A: Licensed Professional Counselor Associate ................................................43
NCC: National Certified Counselor ...........................................................................43
GRADUATE SCHOOL POLICIES

Center for Graduate Life...........................................................................................................43
Academic Integrity ................................................................................................................44
Code of Student Responsibility .............................................................................................44
Appeal Procedure (UNCC Policy) .........................................................................................44
DegreeWorks ..........................................................................................................................44
Graduate Application for Degree and/or Certificate ...............................................................44
Time Limit for Graduation .......................................................................................................44
Family Educational Rights & Privacy Act (FERPA) .................................................................45
Nondiscrimination Policy .......................................................................................................45
Equal Educational Opportunity ..............................................................................................45

APPENDIX:

Commitment to Professional Dispositions...............................................................................47-48
Core, Concentration, & Elective Courses ..............................................................................49-50
Program of Study Worksheet .................................................................................................51-52
Form for Receiving Grade of Incomplete (I) ........................................................................53
Request for Change of Advisor ...............................................................................................54
Request for Individual Study ....................................................................................................55
Welcome to the Department of Counseling graduate program at University of North Carolina at Charlotte. We are pleased that you have selected our program to pursue your graduate education in counseling and we are committed to helping you make this a positive educational and personal growth experience. We hope to engage you in a professional preparation program that will be challenging and rewarding - challenging in the new knowledge and skills you will develop and rewarding as you become a culturally competent individual, both personally and professionally.

This Student Handbook has been prepared to assist you to be well informed about program policies and procedures and assist you in your individual program planning. You are responsible for knowing the procedures and policies contained in this handbook that affect your successful progress through the program. You should stay connected to program news and information by signing up to be on the counseling Listserv. We urge you to discuss any 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 degree concentrations, including the certificate programs. It includes course and clinical field placement information, course sequencing, planning your program of study, comprehensive exam information, applying for graduation, and much more. There is also an Appendix where you can find a few samples of important forms to be familiar with and use as needed.

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

The Counseling Faculty
Program Information

The Counseling Program in the Department of Counseling is located in the Cato College of Education. The purpose of the program is to provide graduate training at the Masters level for counselors in schools, clinical mental health agencies and facilities that specialize in working with individuals 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: school, university, community agency, private practice, business and industry.

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

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

Counseling is a relatively short-term, interpersonal, theory-based (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. (Glading, 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. Therapists may use their knowledge of theory of personality and psychotherapy or counseling to help the patient/client improve functioning. The therapist's approach to helping must be legally and ethically approved.

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

A full time faculty member's job consists of three parts: teaching, research and service to the University and community. A counselor educator typically enters the field as an Assistant Professor. After an established length and quality of work, the Assistant Professor is promoted to Associate. After a further length and quality of work, the Associate Professor is promoted to Full Professor. Clinical Assistant Professors’ primary focuses are on teaching and service to the department, University, and community. After a period of time, a Clinical Assistant can apply for promotion to Clinical Associate and then to Full Clinical Professor.

<table>
<thead>
<tr>
<th>Name, Degree, Position</th>
<th>Year &amp; Source of Doctoral Degree</th>
<th>Teaching Areas</th>
<th>Research Interest Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyndon P. Abrams, PhD Associate Professor <strong>Director of the Doctoral Program</strong></td>
<td>2001-Texas A&amp;M Commerce, Commerce, TX</td>
<td>Theory, Multicultural Counseling Practicum/Internship &amp; Counseling Adolescents</td>
<td>Racial Identity Development, Diversity in Math &amp; Science Careers, &amp; Social Desirability</td>
</tr>
<tr>
<td>John R. Culbreth, PhD, LPCS Professor</td>
<td>1996-University of North Carolina at Greensboro Greensboro, NC</td>
<td>Supervision, Substance Abuse, Ethics, &amp; Practicum/Internship</td>
<td>Counseling Supervision, Substance Abuse Counseling, International Counselor Education, Counselor Training</td>
</tr>
<tr>
<td>Sejal Parikh Foxx, PhD Associate Professor <strong>Department Chair</strong></td>
<td>2008- University of North Carolina at Charlotte Charlotte, NC</td>
<td>School Counseling, Assessment, Multicultural, Internship</td>
<td>School Counseling: College Access, Social Justice Advocacy, Multicultural Training and Development</td>
</tr>
<tr>
<td>Susan R. Furr, PhD Professor</td>
<td>1981-University of North Carolina at Chapel Hill Chapel Hill, NC</td>
<td>Loss &amp; Grief Counseling, Crisis Counseling, Group Counseling, Instructional Theory</td>
<td>Group Counseling Grief &amp; Loss Counseling, College Student Development, Crisis Intervention and Suicide</td>
</tr>
<tr>
<td>Henry L. Harris, PhD, LPC Professor <strong>CACREP Liaison</strong></td>
<td>1996-University of Virginia Charlottesville, VA</td>
<td>School Counseling, Counseling Techniques, Ethics, Career, &amp; Practicum/Internship</td>
<td>School Counseling, Multiracial Issues, Autism, Student Athletic Development, Career Development, Military Veterans</td>
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<tr>
<td>Name, Degree, Position</td>
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</tr>
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<tr>
<td>Pam S. Lassiter, PhD, LPCS Professor <strong>Director of the Addiction Counseling Program</strong> <a href="mailto:plassite@uncc.edu">plassite@uncc.edu</a></td>
<td>2004 - Georgia State University Atlanta, GA</td>
<td>Addiction Counseling, Multicultural Counseling, Supervision Group Counseling, Practicum/Internship</td>
<td>Sexual Minority Parenting, Multicultural Supervision, Substance Abuse Counselor Training, Women's Issues, Historical Narratives &amp; Counseling</td>
</tr>
<tr>
<td>Clare Merlin-Knoblick, PhD Assistant Professor <strong>Director of the Master’s Program and Post-Master’s Certificate in School Counseling</strong> <a href="mailto:cmerlin1@uncc.edu">cmerlin1@uncc.edu</a></td>
<td>2015 - College of William and Mary, Williamsburg, VA</td>
<td>Advanced Counseling Techniques, Advocacy and Leadership in Professional School Counseling, Consultation in School Counseling, Internship</td>
<td>School Counseling and Multicultural Education, Prejudice Reduction in Schools, Flipped Learning in Counselor Education</td>
</tr>
<tr>
<td>Taryne M. Mingo, PhD Assistant Professor <strong>Director of the School Counseling Program</strong> <a href="mailto:tmingo@uncc.edu">tmingo@uncc.edu</a></td>
<td>2015 - The University of Georgia, Athens, GA</td>
<td>Foundations of School Counseling, Group Counseling, Counseling Theories and Techniques, Life-Span Development, Internship</td>
<td>Racial Identity Development at the Elementary Level, Intersectional Approaches across P-16 Settings, Womanist Theory in Counseling</td>
</tr>
<tr>
<td>John C. Nance, PhD, LPC, LPCS, ACS Clinical Assistant Professor <strong>Director of Clinical Field Experience &amp; Testing</strong> <a href="mailto:jcnance@uncc.edu">jcnance@uncc.edu</a></td>
<td>2008 - The University of North Carolina at Charlotte, Charlotte, NC</td>
<td>Counseling Across the Lifespan, DSM, Practicum, Internship, Counseling Techniques, Ethics</td>
<td>Dissociative Disorder, LGBTQ++, Clinical Supervision</td>
</tr>
<tr>
<td>Kristie Opiola, PhD, LPC, RPT, CCLS Assistant Professor Assistant Director Multicultural Play Therapy Center <a href="mailto:kopiola@uncc.edu">kopiola@uncc.edu</a></td>
<td>University of North Texas Denton, TX</td>
<td>Play Therapy, Child-Centered Relationship Training, Counseling Across the Lifespan, Expressive Arts in Play Therapy</td>
<td>Play Therapy with Children &amp; Child-Centered Relationship Training, Attachment, Adoption, Chronic Illness &amp; Trauma, Expressive Arts</td>
</tr>
<tr>
<td>Name, Degree, Position</td>
<td>Year &amp; Source of Doctoral Degree</td>
<td>Teaching Areas</td>
<td>Research Interest Areas</td>
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<tr>
<td>Phyllis B. Post, PhD, LPCS, RPT Professor, <strong>Director of the Play Therapy Concentration, Graduate Certificate in Play Therapy, and Multicultural Play Therapy Center</strong></td>
<td>1980 - University of Wisconsin Madison, WI</td>
<td>Play Therapy, Contemporary Theories of Play Therapy, Special Topics in Play Therapy, Child-Centered Relationship Training, Counseling Techniques &amp; Prospectus Design, Doctoral Seminar</td>
<td>Play Therapy &amp; Child-Centered Relationship Training, School Counseling, At-Risk Children, Social Justice &amp; Diversity Issues</td>
</tr>
<tr>
<td>Bryan G. Stare, PhD, LPC (TX) Assistant Professor <strong>Director of the Clinical Mental Health Counseling Program</strong></td>
<td>2016 - University of North Texas, Denton, TX</td>
<td>Ethics &amp; Professional Issues, Internship, Clinical Mental Health Counseling, Addictions Theory</td>
<td>Counseling &amp; Advocacy in Judicial Settings, Humanistic Counseling, Addictions Education</td>
</tr>
<tr>
<td>Edward Wierzalis, PhD, ACS Associate Clinical Professor Emerita</td>
<td>2001 - University of Virginia Charlottesville, VA</td>
<td>Ethics &amp; Professional Issues, Career Development, Multicultural &amp; Social Justice Counseling, Counseling and Spirituality, Counseling Older Adults, Doctoral Practicum, Advanced Theory, Internship</td>
<td>Multiculturalism, Social Justice Advocacy, Spirituality &amp; Counseling, Counseling &amp; Philosophy, Supervision, Counseling &amp; Aging, LGBTQ++ Issues</td>
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**Adjunct Faculty**

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

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

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

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

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

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

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 multi-culturally conscious practitioners and educators who actively engage in critical self-reflection, scholarship, and practice in an effort to effectively transform communities, institutions, and systems.
Admissions

Application for Admission

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

Application for Admission is available online at https://gradadmissions.uncc.edu

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

1. Possession of a bachelor's degree from a regionally accredited university
2. Overall GPA of 3.0
3. Statement of Purpose – The statement of purpose is typically 2-3 pages in length and should 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 and our program, your chosen concentration (school, addiction, or clinical mental health counseling), how you believe diversity and social justice advocacy play a role in being an effective counseling professional, and any other information that you believe would benefit your application.
4. Three (3) professional references
5. Official transcripts
6. A completed application and application fee

All applications must be completed online through UNC Charlotte’s Graduate School Admissions Office. Applications are not forwarded to the Department of Counseling for review until they are completed. Once students begin the application process, they are able to check their status through the application portal.

Admissions Criteria

In addition to the general requirements for admission to the Graduate School, the criteria for admission to the M.A. in Counseling program include an applicant's potential success in forming effective interpersonal relationships in individual and small-group contexts; aptitude for graduate level study; career goals and objectives; openness to self-examination; and potential for personal and professional self-development. Students are not required to have an undergraduate major in any particular field to enter the counseling program. Admission decisions are based on applicants’ individual profiles and are made by a committee of program faculty. Applicants with the highest profile rankings are invited to campus for an interview process; the number invited is determined by the number of anticipated openings in the program. Students are admitted to the program in the Spring of each year, and they are expected to begin their studies in either the Summer or Fall semester.

Admission decisions are made based on a rating of an applicant’s GPA, Statement of Purpose, any life experience/volunteer experience, other possible degrees or course work and their references. Three
Counseling Department faculty members independently review and rate the components of each applicant's file. Scores of all applicants are computed and rank ordered. Faculty members are able to advocate for particular applicants whose rank order may fall below the cut-off but who show some special quality and potential for success in the program and profession.

Those applicants who succeed in making it into the initial candidate pool are invited to campus for Group Interview Day (usually the first or second Friday in February). Based upon the group interview experience and the overall scores of the applicants, the faculty then selects applicants they wish to recommend to the Graduate School for admission into the Counseling Program.

Next the Graduate School sends out official letters to recommended applicants during the following weeks. New students are asked to indicate their intent to enroll card to the Graduate School within two weeks after receiving official letters. Individuals offered an opportunity to enroll in the program must indicate their intention through the on-line application portal to officially be considered as an incoming student in the program by indicating “accept” or “decline”.

Finally, the Department of Counseling sends congratulatory letters to all recommended students for admissions with additional program information, which includes the name of the student’s advisor (faculty contact), and the date and time of the Orientation and Advising Day.

NOTE: A “wait-list” is maintained of all applicants and those not initially invited to the Group Interview Day. These applicants may still be invited to enroll depending on the number of initial acceptances and reaching the program’s enrollment numbers for the incoming class.

Post-Baccalaureate Program

Applicants seeking to take courses beyond the baccalaureate degree prior to admission to the counseling graduate degree program as post-baccalaureate/non-degree students can do so by taking courses approved by the department. Check the counseling program web page FAQs for what courses are approved for Post-Baccalaureate students. Some students may choose to take 6 credits as a post-baccalaureate (Post-Bac) student prior to entering the program. However, taking such courses does not guarantee admission.

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

Recruitment Policy

The counseling faculty is committed to the recruitment of students who have the potential for success as a professional counselor and who bring a diverse representation of society via gender, race, ethnicity, sexual orientation, religious and political views. The mission of the counseling program is to actively seek a diverse student body to represent our program and our profession in a culturally diverse society.

Statement of Professional Dispositions

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

Students need to be familiar with the expectations outlined in the Candidate Statement of Commitment to Professional Dispositions (in Appendix). Students are asked to sign this statement during Orientation & Advising Day 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 will be developed and used.

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

[link to document]

Counseling Listserv and Email

One of the primary ways we communicate with students is through our student Listserv. Incoming students have to contact the Department of Counseling Administrative Support Associate (Ms. Tracey Glover-tglover6@uncc.edu) to request to be added to the Departmental Listserv. It is essential that you receive a uncc.edu email address as soon as you are admitted. All communications are sent via your uncc.edu email ONLY.

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

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, clinical mental health counseling, addiction counseling); satisfactory performance as a member of a school or community based agency during their clinical field placement; and demonstration of the personal and professional qualities expected of entry-level counselors.
Students enrolled in the program have an opportunity to participate in workshops, seminars, or similar professional activities that facilitate students' personal and professional development. Information about these events is posted on the department bulletin board or sent out through the department's email list-serv.

**Description of the Program**

The M.A. in Counseling is a 60-hour 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 hour Counseling Program in school, clinical mental health or addiction 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 or Addiction Counseling through the department.

**Counseling Program Objectives:**

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

1. **Human Growth and Development:** Upon completing the program each student shall have: knowledge and understanding of the major theories of human growth and development; knowledge and understanding of the major counseling theories and their use in school and community mental health settings including the cognitive, affective, and behavioral approaches and the counseling interventions explained by these theories;

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

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

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

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

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

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

9. **Specialization**: Upon completing the program each student shall have in-depth knowledge in the student's areas of special interest.

### Clinical Mental Health Counseling Program Objectives

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

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

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

1. Demonstrate knowledge of the historical, philosophical, societal, cultural, economic and political dimensions of the mental health movement.
2. Understand the roles, functions, and professional identity of community counselors.
3. Understand the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of community counseling.
4. Understand the implications of professional issues unique to clinical mental health counseling including, but not limited to recognition, reimbursement, and right to practice.
5. Demonstrate awareness of the implications of socio-cultural, demographic, and lifestyle diversity relevant to community-based counseling.

6. Understand the roles of clinical mental health counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.

7. Demonstrate knowledge of the organizational, fiscal, and legal dimensions of the institutions and settings in which community-based counselors practice.

8. Demonstrate knowledge of theories and techniques of community needs assessment and other forms of information used to design, implement, and evaluate community counseling interventions, programs, and systems.

9. Demonstrate knowledge of general principles of community-based intervention, consultation, education and outreach: characteristics of human services programs and networks, public, private, and volunteerism in local communities.

10. Demonstrate knowledge of client characteristics of individuals served by institutions and agencies offering community-counseling services.

11. Demonstrate knowledge of principles of program development and service delivery for a clientele based on assumptions of normal development and an emphasis on prevention.

12. Develop effective strategies for promoting client understanding of and access to community resources.

13. Demonstrate knowledge of how to conduct an intake interview and complete a mental health history for planning counseling interventions.


15. Have satisfactorily completed 600 clock hour internships in a community based clinical mental health setting under appropriate supervision.

Addiction Counseling Program Objectives:

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

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

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

**School Counseling Program Objectives**

The purpose of the Master of Arts in School Counseling is to provide the region's schools with highly skilled, graduate level school counselors. The mission of the program clearly fits with the mission of the college which states that the college "provides instruction, research, and public service programs for persons in the fields of education, health, counseling, and human services." Also, consistent with the mission of the College of EAP, providing the community with qualified school counselors helps "schools...to improve and enrich their education services," because the role of the school counselor is to enable students to learn through facilitating their social/emotional development. School counselors are trained to focus upon students' development through both preventive (developmental) and remedial avenues. The 60 semester hour school counseling program provides the necessary course work and clinical training leading to licensure as school counselors in North Carolina.
Based on the 2016 CACREP Standards (www.cacrep.org), upon completion of the Master of Arts degree in School Counseling, the students will be able to know:

1. FOUNDATIONS
   a. History and development of school counseling
   b. Models of school counseling programs
   c. Models of P-12 comprehensive career development
   d. Models of school-based collaboration and consultation
   e. Assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS
   a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
   b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
   c. School counselor roles in relation to college and career readiness
   d. School counselor roles in school leadership and multidisciplinary teams
   e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
   f. Competencies to advocate for school counseling roles
   g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
   h. Common medications that affect learning, behavior, and mood in children and adolescents
   i. 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
   j. Qualities and styles of effective leadership in schools
   k. Community resources and referral sources
   l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   m. Legislation and government policy relevant to school counseling
   n. Legal and ethical considerations specific to school counseling

3. PRACTICE
   a. Development of school counseling program mission statements and objectives
   b. Design and evaluation of school counseling programs
   c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
   d. Interventions to promote academic development
   e. Use of developmentally appropriate career counseling interventions and assessments
   f. Techniques of personal/social counseling in school settings
   g. Strategies to facilitate school and postsecondary transitions
   h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
   i. Approaches to increase promotion and graduation rates
   j. Interventions to promote college and career readiness
   k. Strategies to promote equity in student achievement and college access
   l. Techniques to foster collaboration and teamwork within schools
   m. Strategies for implementing and coordinating peer intervention programs
   n. Use of accountability data to inform decision making
   o. Use of data to advocate for programs and students
Counseling Degree Concentrations

The Master's Degree

The Master of Arts (MA) degree is attainable through choosing from one of three concentrations of study that include: School Counseling, Clinical Mental Health Counseling, and Addiction Counseling. Students pursuing any of these concentrations are encouraged to meet with their advisor or the program director to complete an academic/advising plan during their first semester.

School Counseling Concentration

This concentration prepares students 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.

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

Clinical Mental Health Counseling Concentration

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

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

Addiction Counseling Concentration

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

Website: https://counseling.uncc.edu/substance-abuse-program
Play Therapy Concentration (Add-on)

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

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

Program Description

Students must complete four courses, as follows:

**Required courses (9 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 7142</td>
<td>Introduction to Play Therapy</td>
<td>(fall, spring, summer 1)</td>
</tr>
<tr>
<td></td>
<td>Students are required to choose 2 of the 3 courses</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to select 2 of the 3 courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 7143*</td>
<td>Child-Centered Relationship Training: An Approach for Training Parents/Caregivers/Teachers</td>
<td>3</td>
<td>(spring)</td>
</tr>
<tr>
<td>CSLG 7144</td>
<td>Contemporary Theories of Play Therapy (hybrid)</td>
<td>3</td>
<td>(fall)</td>
</tr>
<tr>
<td>CSLG 7147*</td>
<td>Multicultural &amp; Social Justice Issues in Play Therapy (hybrid)</td>
<td>3</td>
<td>(fall)</td>
</tr>
</tbody>
</table>

*Pre-requisite: CSLG 7142

**Elective courses (3 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 7145</td>
<td>Special Topics in Play Therapy (e.g., Conference (hybrid) (summer 1); Expressive Arts)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSLG ____</td>
<td>The course in the required course selection list above that you did not choose may be your elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSLG ____</td>
<td>Other Elective Course determined in consultation with the Director of the Graduate Certificate in Play Therapy</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

How to “add on” the Concentration

- The Concentration must be completed during the MA program if students want to graduate with a Play Therapy Concentration.
- To add the Play Therapy Concentration, they must submit an Academic Petition ([http://gpetition.uncc.edu/login](http://gpetition.uncc.edu/login)).
  - Select the “Add/Update Concentration” petition type.
  - Under the “Petition Description,” type this in: "Please add the Play Therapy Concentration to my MA program in the Department of Counseling."
  - On the next screen, be sure to select that this petition is for the PLAY-CERT option and click continue.
- The Academic Petition will be sent to the Director of the MA program, for recommendation.
• Please make an appointment to meet with the Director of the Play Therapy Concentration (Dr. Post) to create a Program of Study for you and to decide about your elective option.

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

Certificate Programs

Post-Masters Certificate for School Counseling Licensure

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

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

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

Additional Program Requirements & Information
In addition to completing required courses, students must pass the PRAXIS II Specialty Area Test for School Counseling to qualify for state licensure. Registration and information are available at www.ets.org.

Upon completion of all course work and passing the PRAXIS II, candidates must submit an Application for the Graduation from 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 available online through Distance Education
Contact: 704-687-3008 or visit www.distanceed.uncc.edu.
Graduate Certificate in Play Therapy

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

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

- If students take some of the play therapy classes required for the Concentration/Graduate Certificate during their MA/PhD program, they may complete the Graduate Certificate in Play Therapy after they graduate with their MA/PhD.
- Students would not add on the Play Therapy Concentration, in this case.

- Students must apply for the Graduate Certificate in Play Therapy through the Graduate School. There is a fee for the application that is like applying to your original MA/PhD program.
- Students must be co-enrolled in both the MA/PhD program and Graduate Certificate for at least one semester. This means that students must be accepted into the Graduate Certificate in Play Therapy at least one semester prior to the semester of their graduation (for example, if students graduate with the MA in the spring semester, they must be accepted into the Graduate Certificate by the prior fall semester. In this case, they would be “co-enrolled” in both programs during the spring semester).
- Students may “share” (double count) as many courses as they wish between the MA/PhD and the Graduate Certificate (for example, if students took 2 of the play therapy classes for their MA program that are a part of the Graduate Certificate, these classes would count for both their MA and the Graduate Certificate. After graduation, students would complete only the two remaining classes for the Graduate Certificate.

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

Dr. Phyllis Post  ppost@uncc.edu  704-687-8961

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

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

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

- CSLG 6160 - Theories of Addiction (required)*
- CSLG 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 years of post-master’s degree experience in the field of substance abuse counseling.

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

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

- A statement of purpose as to why the applicant seeks admission to the program
- At least three evaluations from persons familiar with the applicant's personal and professional qualifications
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 a graduate degree in another field, those currently completing a graduate degree in another field (i.e. Counseling), who are interested in working with older adults, and others seeking a credential to work in the aging field. It requires completion of a set of core and elective courses related to the study of aging. Applications for admission to the Graduate Certificate Program in Gerontology are considered as they are received and admissions are ongoing. Students are admitted to the Graduate School in a special category for certificate students.

The Graduate Certificate Program requires completion of a minimum of 15 credit hours of graduate coursework related to aging and older adults.

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

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

For more information contact: Dr. Mike Turner
Graduate Coordinator
Gerontology Program
miturner@uncc.edu
704-687-0867

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

Program Procedures & Policies

Progressing through the Graduate Program

The counseling Master's program at UNC Charlotte 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 Graduate Catalog 2019-2020 [https://catalog.uncc.edu/index.php?catoid=26]).

2. Know the academic year, both for the University and for the program.

3. Get to know your advisor. Meet personally with 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 and the Counselor Competency Scale-Revised (CCS-R).

**Information about Courses**

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

**Registration for Courses (General Directions)**

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

**Registration for Counseling Courses**

The Counseling Program is designed to offer clinical training and supervision. Therefore, class size is limited to provide maximum feedback for students. The following courses are limited enrollment classes: CSLG 6110, 6111, 6120. The clinical classes (7430, 7435, 7436) all require that the student indicate to the Director of Clinical Field Experience their preferred section prior to registration, then the director informs the main office to issue permits so students can register. Also, because two classes (RSCH 6101 and RSCH 6109) are taught through a different department, students need to contact the main office of the Department of Educational Leadership to request a permit to register.

Announcements regarding permits for Practicum and Internship classes are sent out by the Director of Clinical Field Experience through the Counseling Department Listserv one to two weeks prior to registration.

**Advising**

**ADVISING DAY**

ALL 1st year students must meet with their academic advisor prior to Fall registration (for Spring) and Spring registration (for Summer/Fall). The date for the Advising Day will be announced though the Listserv two (2) weeks prior to registration. Registration “HOLDS” will be placed on all 1st year students’ courses until they meet with their advisor.
Each student is assigned a faculty advisor once admitted into the program. The advisor assists students in developing a Program of Study, chairs their graduate committee and assists in ongoing 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 using the worksheet (in Appendix). The student and advisor should both retain copies of the student’s completed worksheet. Students should keep in mind that their Program of Study may be revised as needed.

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

**Changing Assigned Advisor:**

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

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

**Course Requirements**

The M.A. in counseling consists of three 60 credit hour programs in school, clinical mental health and addiction counseling. These programs are composed of a core of required courses and specialization courses relevant to the student's specific track. Please see the Core & Concentration courses required and Program of Study Worksheet in the Appendix.

**Course Sequencing**

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

**Grade of Incomplete (I)**

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.

**LIST OF ALL MA PROGRAM COURSES IN COUNSELING**

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

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

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

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

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

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

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

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

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

**CSLG 6153. Diagnosis and Treatment in Counseling (3)** Cross-listed Course(s): CSLG 8153. Prerequisite(s): Graduate standing in M.A. in Counseling program. Developing diagnostic skills using the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) multi-axial classification system for mental and emotional disorders. Provides an overview of theory, research, and practice related to diagnosis and treatment. Diagnostic criteria is studied with a sensitivity to cultural and ethnic issues. *(Spring, Summer)*
CSLG 6154. Couples Counseling (3) Surveys relevant theories of marriage and family therapy related to counseling couples. The major emphasis is on basic relationship processes, including healthy couple functioning, communication, developmental sequences, family of origin issues, intimacy, sexuality and conflict. Treatment planning and therapeutic strategies for specific couple problems such as divorce, marital affairs, and domestic violence are addressed. The objectives for this course are accomplished through assigned readings, seminar discussions, small group work, role plays, lectures, case presentations, audiovisual materials, guest speakers, and student assignments.

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

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

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

CSLG 6163. Treatment Planning and Relapse Prevention in Addiction Counseling (3) An introduction to the principles and practices upon which addiction treatment and relapse prevention are based. Students gain practical experience in assessment, diagnosis, treatment planning, and relapse prevention planning with addicted clients. *(Alternate Spring, Odd years)*

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

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

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

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

CSLG 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. *(Spring, Summer)*

CSLG 7141. The Professional School Counselor (3) Cross-listed Course(s): CSLG 8141. An introduction to the profession of school counseling using the ASCA National Model as a basis for practice and program development. To support the school academic mission, students identify the necessary skills needed for the integration of various counseling activities that will include classroom guidance, individual and group counseling, consultation, program design, and coordinating school and community resources. Students also begin developing their professional School Counselor E-portfolio. *(Summer, Fall)*
CSLG 7142. Introduction to Play Therapy. (3) Enhancing the counseling relationship with children by using play media to establish facilitative relationships with children under the age of ten years (Fall, Spring, Summer)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Courses available as needed:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 will be filled out online through Canvas. A link will be sent out via the Listserv by the Director of Clinical Field Experience prior to course selection for the up-coming semester.

Individuals planning to complete their Practicum or Internship in the School setting will be required to attend a meeting facilitated by the Director of the School Counseling Program. Individuals planning to complete their Practicum or Internship in a Clinical Mental Health or Addiction setting will be contacted and provided direction by the Director of Clinical Field Experience.

Procedures for Registering for Clinical Courses:

1. A student must submit the Clinical Application via Canvas if they intend to do their Practicum or internship in the up-coming semester.
2. Students will be notified of available clinical sections via email by the Director of Clinical Field Experience.
3. Students will provide their top 3 choices of a clinical section via email to the Director of Clinical Field Experience.
4. The student will receive an email with their identified section and a permit will be issued by the main office. A student cannot register for a clinical section without a permit.
5. A student who is planning on completing their placement in the up-coming semester will need to complete and submit the following documentation:
   a. Proof of Insurance (ACA or ASCA) - email copy to Director of Clinical Field Experience
   b. Site Agreement & Supervisor Contract (Canvas)
   c. Student Clinical Contract (Canvas)
   d. Confidentiality Agreement (Canvas)
6. Students cannot start at their site until the first day of classes in the semester. If sites require an “orientation” prior to the start of the semester, this is acceptable and approved. But you cannot see a student or client until the start of the semester.
7. All questions concerning clinicals should be directed to the Director of Clinical Field Experience.

CSLG 7430 Practicum & CSLG 7435 Internship

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

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

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

**Please note:** it is strongly recommended (preferred) that students complete both of their internship experiences at the same site.

If you have any questions concerning a clinical placement contact the **Director of Clinical Field Experience & Testing**

### Procedures for Progression to Clinical Placement

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

- The pre-requisites for enrolling in Practicum are:
  - Completion of 5 courses (15 credits). The **FIVE** courses (15 credits) must be: 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 & Social Justice Counseling (CSLG 6145) and Counseling Techniques (CSLG 6110)

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

If students desire to complete the program within two academic years (in addition to the three associated summer sessions), they need to enroll in Practicum (CSLG 7430) during their 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.

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

### Overview of Student Responsibility for Clinical Placements

**Responsibility for Practicum Students:**

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 (or videotape if Play Therapy) 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 (1) 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 your university faculty member.

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

Responsibility for Internship Students:

You must be at your site for a minimum of 20 hrs/week (300 clock hours during the semester)
You must have 8 hours of client contact/week (120 client contact hours during semester)
You must do counseling in a private, confidential setting.
You must be able to audiotape (or videotape if Play Therapy) 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 (1) hour per week of on-site supervision.
You must have the opportunity to become familiar with a variety of professional activities other than direct service work.

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

For more comprehensive information concerning clinical practice and placements see the

Clinical Field Experience Manual (located on the Counseling Department web page).

Taskstream FAQs:

Taskstream is an electronic program used by the Cato College of Education to collect and organize student performance data in order to inform course and program improvements.

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

2. **What if my credentials (Person ID not found) is not working?** Students: Email your credentials to taskstream@uncc.edu. You must provide student name, 800# and UNCC email.

3. **What if I don’t see any portfolios when I log into Taskstream?** You will need to enroll into the program. A list of enrollment codes can be found at https://education.uncc.edu/resources/taskstream-information/enrollment-codes There is a step by step tutorial on the enrollment process at https://education.uncc.edu/resources/taskstream-information.
4. **When submitting an assignment, I can’t find my professor’s name to send for evaluation?**
   Please email the Office of Assessment at coedassessment@uncc.edu or you can directly contact bblewis@uncc.edu or lchart1@uncc.edu.

5. **HELP! I submitted my assignment to the wrong instructor?** A student will need to cancel the submission (http://education.uncc.edu/sites/education.uncc.edu/files/media/taskstream/TaskstreamAuthorHandbook.pdf#page=16) and then resubmit to the correct instructor.

6. **How can I find additional information to help with Taskstream processes?** Students can view handbooks and other instructions at https://education.uncc.edu/resources/taskstream-information. *If you need additional assistance, please email coedassessment@uncc.edu or you can contact the Office of Assessment at bblewis@uncc.edu or lchart1@uncc.edu."

**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. (See sample form in Appendix)

**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.

**Review of Student Progress**

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

**Policy/Procedure for Withdrawal/Return**

In addition to following the policy and procedures related to the University: https://withdrawal.uncc.edu/;
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 Director of Clinical Field Placement & Testing to decide the student’s appropriateness to move on to Practicum.

*If the supervisor finds the student is not suitable to move into Practicum due to skill evaluation, the student 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 Director of Clinical Field Placement & Testing to decide the student’s appropriateness to move on to Internship.

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

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

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**Requesting Letters of Recommendation**

In order for all faculty to provide you with an appropriate and timely response when you request a “recommendation” or reference, we ask that you follow these steps:

1. First, notify a faculty member prior to listing them as a reference. It is helpful if an individual faculty member has a “heads-up” before an email, call, or other notice comes to them asking for their recommendation.

2. If you need a letter of reference, please notify the faculty member two (2) weeks in advance.

3. Always provide the necessary information/details to the faculty member so they know to whom the letter is to be addressed, the date it is due, and what it is in reference to (counseling position, scholarship, award, etc.)

4. Provide a copy of your vita/resume and an outline of how you meet the criteria for the position, scholarship, etc.
**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 through participation in professional organizations by presenting papers at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership. 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 conferences and workshops.
3. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, webinars, etc.)
4. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to yours.
6. May remain current in the knowledge, practices, and research findings in the field of counseling.

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

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

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

**Important Web Sites**

- Chi Sigma Iota
  [https://www.csi-net.org/](https://www.csi-net.org/)
- American Counseling Association
  [https://www.counseling.org/](https://www.counseling.org/)
- American Mental Health Counselors Association
  [https://www.amhca.org/](https://www.amhca.org/)
- American School Counselor Association
Program Testing, Certification, & Licensure

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.

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/](http://www.cacrep.org/for-programs/2016-cacrep-standards/)

**Criterion for Passing**

The scoring for the CPCE uses the Total Score (not a score for each section). The criteria for passing the exam 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.

**IMPORTANT ADVISORY:**
All students **MUST** take the Comprehensive Exam (CPCE). There is **NO** substituting the NCE for the CPCE. If you fail the CPCE, and if you have taken the NCE and successfully passed it, then the Department Chair will determine if the NCE score can be used. Again, you must take the CPCE and pass. If you fail, and if you have taken and passed the NCE, then a decision will be made.

**Cancellation and Rescheduling Policy**

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

**Retest Policy**

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

**Questions Contact:** Director of Clinical Field Experience & Testing
Directions for Registration:

The Counselor Preparation Comprehensive Examination (CPCE)

The Counselor Preparation Comprehensive Examination (CPCE) is designed to measure a student’s level of mastery of the requisite knowledge and skills identified by the Council for Accreditation of Counseling and other Educational Professions (CACREP) for the preparation of professional counselors.

CPCE Registration Directions:

CPCE-CBT
(Testing at a Pearson VUE site)

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

NOTE: If you are also taking the NCE, this is a separate registration process that must be completed in order to take the CPCE. You must register and create an account for each exam. Do not use the same username for the two accounts.

Registering with CCE:

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

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

Registering with Pearson VUE:

(Note: The CPCE does not use private access codes.)

1. **AFTER** you receive the email from Pearson VUE, go to their website to create an account. (www.pearsonvue.com/cpce).

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

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

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

4. Enter your contact information. When putting in your email address, BE SURE to put the same email you used when you completed the CCE registration.
5. You will need to create a username, password, and answer security questions. YOUR USERNAME should be the email address used for the CCE registration.

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

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

8. “Exam Details” screen: Click on Schedule this Exam.

9. “Confirm Exam Selection” screen: Click on Proceed to Scheduling.


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

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

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

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

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

16. “Checkout-Step 4: Submit Order”: Review everything and then click on Submit Order.

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

    *Registrations cannot be expedited for any reason.

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

- If you need to make any **EDITS/CHANGES to your demographic information** that was exported to Pearson VUE, send an email to cpce@cce-global.org with the corrections and it will be updated.
• If your **ELIGIBILITY EXPIRES** and you have not paid for the exam, ask your school to email the CPCE Program Coordinator (Laura Hall) at CCE to extend your eligibility. **DO NOT COMPLETE THE CCE REGISTRATION AGAIN.**

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

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

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

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

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

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

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**National Counselor Examination for Licensure and Certification**

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

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

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

**To register for the NCE:**
Make sure you complete the UNCC Department of Counseling Application through a link in Canvas sent by the Director of Clinical Field Experience & Testing. The test will occur at an approved Pearson Test Center off-campus. Once you complete the department's application, we will send the roster to NBCC. Next they will contact you via email with additional NCE registration details. The NCE is typically taken during the student’s final semester of graduate study.

Questions about the CPCE or NCE:

Contact: Director of Clinical Field Experience & Testing

**PRAXIS** (for School Counseling Licensure)

Students seeking licensure as school counselors (K-12) in North Carolina must take the Counseling specialty section of the PRAXIS II (#5421) exam. The passing score for certification is 156. Students must register to take the PRAXIS. The Registration Bulletin is in the Office of TEAL located on the 1st floor in the College of Education (https://teal.uncc.edu/). Students may also get the registration bulletin on the web (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 to learn when the counseling section will be offered and to obtain a study guide for the test.

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

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

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

Questions about PRAXIS and k-12 Licensure:

Contact: Director of the School Counseling Program

**Licensure & Certification**

Upon graduating from UNC Charlotte’s CACREP Master’s program, there are two distinct licenses and one certification for which students are eligible.
1) Students who graduate from the School Counseling concentration are eligible, upon passing the PRAXIS exam required by the North Carolina Department of Public Instruction (DPI), to be recommended for school counseling licensure (k-12) from the North Carolina DPI.

2) All graduates are eligible to apply for the credential of Licensed Clinical Mental Health Counselor-Associate (LCMHC-A) through the NCBLCMHC. You can visit the board website (www.ncblpc.org) for requirements and application information.

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

3) The National Certified Counselor (NCC) credential is achieved upon completion of the following criteria:

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

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**Graduate School Policies**

**Center for Graduate Life**

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

Web site: https://gradlife.uncc.edu/

**Academic Integrity**

Students have the responsibility to know and observe the requirements of The Code of Student Academic Integrity http://legal.uncc.edu/policies/up-407. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity will be stated by the instructors and are binding on the students. Academic evaluations include a judgment that the student's work is free from academic dishonesty of any type; and grades, therefore, should be and will be adversely affected by academic dishonesty. Students who violate the Code will be expelled from 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 Students’ Office. Standards of academic integrity will be enforced in all courses. Students are expected to report cases of academic dishonesty to the course instructor.

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

**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.

**DegreeWorks**

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

**Graduation Application for Degree and/or Certificate**

To apply to graduate with a graduate doctoral, master's degree or graduate certificate: Log into [my.uncc.edu](http://my.uncc.edu), select Banner Self-Service, Student Services, Student Records, and Online Graduation Application. Click "Continue" if this is the first time a graduation application has been submitted, or "Create a New Application" if one has been submitted previously. After completing all sections, click the "Submit" button.

A student must complete the Application for Candidacy for Graduate Students Form and the On-line Graduation Application form by the 2nd - 3rd 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 through the Department of Counseling Listserv with deadlines related to applying for graduation, but ultimately it is up to the student to complete the appropriate on-line forms.

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

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

**Family Educational Rights & Privacy Act (FERPA)**

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

**Nondiscrimination Policy**

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

**Equal Educational Opportunity**

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

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).

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

Congruence & Genuineness  
Demonstrates ability to be present and “be true to oneself”

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

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

Name (Print) _____________________________________________

Concentration (check one): Clinical Mental Health Counseling ____

School Counseling ____

Addictions Counseling ____

Signature ________________________________________________

Date ________________________________
## DEPARTMENT OF COUNSELING

### COUNSELING PROGRAM CORE COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 6104</td>
<td>Counseling Across the Lifespan</td>
<td>3</td>
<td>(FA, SP, SU)</td>
</tr>
<tr>
<td>RSCH 6101</td>
<td>Educational Research Methods</td>
<td>3</td>
<td>(FA, SP, SU)</td>
</tr>
<tr>
<td>RSCH 6109</td>
<td>Assessment &amp; Evaluation Methods</td>
<td>3</td>
<td>(FA, SP, SU)</td>
</tr>
<tr>
<td>CSLG 6100</td>
<td>Theories of Counseling</td>
<td>3</td>
<td>(SU, FA)</td>
</tr>
<tr>
<td>CSLG 6101</td>
<td>Ethical &amp; Professional Issues in Counseling</td>
<td>3</td>
<td>(SU, FA)</td>
</tr>
<tr>
<td>CSLG 6110</td>
<td>Counseling Techniques</td>
<td>3</td>
<td>(FA, SP)</td>
</tr>
<tr>
<td>CSLG 6111</td>
<td>Advanced Counseling Techniques</td>
<td>3</td>
<td>(FA, SP, SU)</td>
</tr>
<tr>
<td>CSLG 6120</td>
<td>Group Counseling</td>
<td>3</td>
<td>(FA, SP)</td>
</tr>
<tr>
<td>CSLG 6145</td>
<td>Multicultural &amp; Social Justice Counseling</td>
<td>3</td>
<td>(FA, SU)</td>
</tr>
<tr>
<td>CSLG 6150</td>
<td>Career Development &amp; Counseling</td>
<td>3</td>
<td>(SP, SU)</td>
</tr>
<tr>
<td>CSLG 7430</td>
<td>Practicum in Counseling</td>
<td>3</td>
<td>(FA, SP) 150 hrs</td>
</tr>
<tr>
<td>CSLG 7435</td>
<td>Internship I</td>
<td>3</td>
<td>(FA, SP) 300 hrs</td>
</tr>
<tr>
<td>CSLG 7435</td>
<td>Internship II</td>
<td>3</td>
<td>(FA, SP) 300 hrs</td>
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</table>

### SPECIFIC SCHOOL COUNSELING REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 7141</td>
<td>The Professional School Counselor</td>
<td>3</td>
<td>(SU, FA)</td>
</tr>
<tr>
<td>CSLG 7646</td>
<td>Advocacy &amp; Leadership in Professional School Counseling</td>
<td>3</td>
<td>(FA, SP)</td>
</tr>
<tr>
<td>CSLG 7140</td>
<td>Consultation in School Counseling</td>
<td>3</td>
<td>(SU)</td>
</tr>
<tr>
<td>ELECTIVE # 1</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE # 2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE # 3</td>
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<td>3</td>
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<tr>
<td>ELECTIVE # 4</td>
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</table>

**TOTAL 60 HRS.**

### SPECIFIC CLINICAL MENTAL HEALTH COUNSELING REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 7170</td>
<td>Introduction to Clinical Mental Health Counseling</td>
<td>3</td>
<td>(FA, SU)</td>
</tr>
<tr>
<td>CSLG 6153</td>
<td>Diagnosis &amp; Treatment in Counseling</td>
<td>3</td>
<td>(SP, SU)</td>
</tr>
<tr>
<td>CSLG Addictions Elective</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE # 1</td>
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<td></td>
</tr>
<tr>
<td>ELECTIVE # 2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE # 3</td>
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<td>3</td>
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<tr>
<td>ELECTIVE # 4</td>
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<td>3</td>
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</table>

**TOTAL 60 HRS.**
<table>
<thead>
<tr>
<th><strong>SPECIFIC ADDICTION COUNSELING REQUIREMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSLG 7170</strong> Introduction to Clinical Mental Health Counseling</td>
</tr>
<tr>
<td><strong>CSLG 6153</strong> Diagnosis &amp; Treatment in Counseling</td>
</tr>
<tr>
<td><strong>Four Addiction Courses and Completion of the Internship I &amp; II experience in an Addiction Counseling Facility/Location</strong></td>
</tr>
<tr>
<td><strong>CSLG 6160</strong> Theories of Addiction</td>
</tr>
<tr>
<td><strong>CSLG 6161</strong> Assessment &amp; Diagnosis of Addictive Disorders</td>
</tr>
<tr>
<td><strong>CSLG 6162</strong> Interventions in Addiction Counseling</td>
</tr>
<tr>
<td><strong>CSLG 6163</strong> Treatment Planning &amp; Relapse Prevention in Addiction Counseling</td>
</tr>
<tr>
<td><strong>CSLG 6164</strong> The McLeod Institute on Addiction</td>
</tr>
<tr>
<td>**** Courses required for Addiction Counseling concentration</td>
</tr>
<tr>
<td><strong>TOTAL</strong> 60 HRS.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Play Therapy Concentration (Add-on)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSLG 7142</strong> Introduction to Play Therapy</td>
</tr>
<tr>
<td><strong>CSLG 7143</strong> Child-Centered Relationship Training: An Approach for Training Parents/Caregivers/Teachers</td>
</tr>
<tr>
<td><strong>CSLG 7144</strong> Contemporary Theories of Play Therapy</td>
</tr>
<tr>
<td><strong>CSLG 7147</strong> Multicultural &amp; Social Justice Issues in Play Therapy</td>
</tr>
<tr>
<td><strong>Elective</strong> To be approved by Director of Play Therapy Concentration</td>
</tr>
<tr>
<td><strong>CSLG 7145</strong> Special Topics in Play Therapy (e.g. Play Therapy Conference (hybrid, Pre-SU II); Expressive Arts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pre-requisites for enrolling in Practicum CSLG 7430</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSLG 6100</strong> Theories of Counseling</td>
</tr>
<tr>
<td><strong>CSLG 6101</strong> Ethical &amp; Professional Issues</td>
</tr>
<tr>
<td><strong>CSLG 6110</strong> Counseling Techniques</td>
</tr>
<tr>
<td><strong>CSLG 7141</strong> The Professional School Counselor (School Concentration Only)</td>
</tr>
<tr>
<td><strong>CSLG 7130</strong> Introduction to Clinical Mental Health Counseling (Clinical Mental Health &amp; Addiction Concentration Only)</td>
</tr>
<tr>
<td><strong>CSLG 6120</strong> Group Counseling (may be taken concurrently with Counseling Techniques, but not before. May also be taken concurrently with Practicum, but not after completing Practicum)</td>
</tr>
</tbody>
</table>

**TOTAL 18 HRS.**
Department of Counseling  
Master's Degree - Program of Study Work Sheet

**Concentration:**  School Counseling  Clinical Mental Health Counseling  Addictions Counseling

Indicate below the semester you plan to take the appropriate courses. You should keep a record to follow your progress through the program. **NOTE:** Always bring a copy when meeting with your advisor.

<table>
<thead>
<tr>
<th>Semester planned/taken:</th>
<th>Core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSLG 6104  Counseling Across the Lifespan (FA, SP, SU)</td>
</tr>
<tr>
<td></td>
<td>RSCH 6101  Educational Research Methods (FA, SP, SU)</td>
</tr>
<tr>
<td></td>
<td>RSCH 6109  Assessment and Evaluation Methods (FA, SP, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6100  Theories of Counseling (FA, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6101  Ethical and Professional Issues in Counseling (FA, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6110  Counseling Techniques (FA, SP)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6111  Advanced Counseling Techniques (FA, SP, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6120  Group Counseling (FA, SP)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6145  Multicultural &amp; Social Justice Counseling (FA, SP, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6150  Career Development and Counseling (SP, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 7430  Practicum in Counseling (FA, SP) (150 hours)</td>
</tr>
<tr>
<td></td>
<td>CSLG 7435  Internship I (FA, SP, SU) (300 hours)</td>
</tr>
<tr>
<td></td>
<td>CSLG 7435  Internship II (FA, SP, SU) (300 hours)</td>
</tr>
<tr>
<td>School:</td>
<td>CSLG 7141  The Professional School Counselor (FA, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 7646  Advocacy &amp; Leadership in Professional School Counseling (FA, SP)</td>
</tr>
<tr>
<td></td>
<td>CSLG 7140  Consultation in School Counseling (SU)</td>
</tr>
<tr>
<td>Clinical Mental Health:</td>
<td>CSLG 7170  Introduction to Clinical Mental Health Counseling (FA, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6153  Diagnosis &amp; Treatment in Counseling (SP, SU)</td>
</tr>
<tr>
<td></td>
<td>CSLG 6160  Theories of Addiction **</td>
</tr>
<tr>
<td>Electives (4 for School Concentration &amp; 4 for Clinical Mental Health Concentration)</td>
<td></td>
</tr>
</tbody>
</table>

**Addictions Counseling:**  See when courses are offered. (1 course per semester, except SU II)

|                        | CSLG 7170  Introduction to Clinical Mental Health Counseling (FA, SU)        |
|                        | CSLG 6153  Diagnosis & Treatment in Counseling (SP, SU)                      |

Four Addiction Courses and Completion of the Internship I & II experience in an Addiction Counseling Facility/Location.

Counseling
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLSG 6161</td>
<td>Assessment and Diagnosis of Addictive Disorders**</td>
</tr>
<tr>
<td>CLSG 6162</td>
<td>Interventions in Addiction Counseling**</td>
</tr>
<tr>
<td>CLSG 6163</td>
<td>Treatment Planning and Relapse Prevention in Addiction Counseling **</td>
</tr>
<tr>
<td>CLSG 6164</td>
<td>The McLeod Institute on Addiction (Pre-SU 1)</td>
</tr>
<tr>
<td></td>
<td>**Courses required for Addictions Counseling Concentration</td>
</tr>
<tr>
<td></td>
<td>**Play Therapy Concentration:</td>
</tr>
<tr>
<td>CSLG 7142</td>
<td>Intro to Play Therapy (FA, SP, SU)</td>
</tr>
<tr>
<td>CSLG 7143</td>
<td>Child-Centered Relationship Training: An Approach for Training Parents/Caregivers/Teachers (SP)</td>
</tr>
<tr>
<td>CSLG 7144</td>
<td>Contemporary Theories of Play Therapy (FA)</td>
</tr>
<tr>
<td>CSLG 7147</td>
<td>Multicultural &amp; Social Justice Issues in Play Therapy (hybrid, FA)</td>
</tr>
<tr>
<td>Elective</td>
<td>To be approved by Director of Play Therapy Concentration</td>
</tr>
<tr>
<td>CSLG 7145</td>
<td>Special Topics in Play Therapy (e.g. Conference (hybrid, Pre-SU II); Expressive Arts)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Possible Electives</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSLG 6000</td>
<td>Topics in Counseling: (topics vary):</td>
</tr>
<tr>
<td></td>
<td>Expressive Arts across the Lifespan (SU)</td>
</tr>
<tr>
<td></td>
<td>Trauma (SU)</td>
</tr>
<tr>
<td>CSLG 6201</td>
<td>Counseling Needs of Women (Alternate SP, even years)</td>
</tr>
<tr>
<td>CSLG 6205</td>
<td>Counseling Older Adults (SU)</td>
</tr>
<tr>
<td>CSLG 7142</td>
<td>Introduction to Play Therapy (FA, SP, SU)</td>
</tr>
<tr>
<td>CSLG 7146</td>
<td>Counseling Adolescents (SU)</td>
</tr>
<tr>
<td>CSLG 7600</td>
<td>Sexual Orientation Diversity in Clinical Practice (Alternate SP, odd years)</td>
</tr>
<tr>
<td>CSLG 7601</td>
<td>Counseling &amp; Spirituality (SP)</td>
</tr>
<tr>
<td>CSLG 7680</td>
<td>Crisis Counseling (FA,SU)</td>
</tr>
<tr>
<td>CSLG 7681</td>
<td>Grief &amp; Loss Counseling (FA)</td>
</tr>
</tbody>
</table>

Date of first Master’s course: _______________________

Expected date to Graduate: _______________________

53
University of North Carolina at Charlotte: Cato College of Education

Record concerning a grade of Incomplete (I)

Course and section: __________________________ Term and year ____________
Instructor: ___________________ phone: ___________ email: ________________
Student's name: ___________________ ID Number: ________________
Student's phone (H): _____________ (C): ___________ Email: ______________

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

Agreement between instructor and student

<table>
<thead>
<tr>
<th>Assignments completed: (Please list or attach record)</th>
<th>Grade</th>
<th>Weight toward final grade</th>
</tr>
</thead>
</table>

Reason for Incomplete: ____________________________________________

<table>
<thead>
<tr>
<th>Assignment(s) to be completed: (Please list and attach syllabus, assignment sheet, or other description)</th>
<th>Weight toward final grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Due date for assignments to be submitted to the instructor:</th>
<th></th>
</tr>
</thead>
</table>

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

Instructor's signature ______________________________ Date ______________

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

Student's signature ______________________________ Date ______________

Copy to student's file and to department file
Department of Counseling
Request: Change of MA Advisor

To: Department Chair

From: ______________________
Name

________________________
Banner ID#

Telephone: _____________________

Email: ______________________

Current Advisor: _______________________________

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

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

________________________
Signature of Current Advisor

________________________
Date

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

New Advisor: _______________________________

________________________
Signature of New Advisor

________________________
Date

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

Name: ___________________________________ ID #:800 ______________________

Concentration __________________________________________________________

I request permission to take:

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

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

Semester requested: ______________________

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

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

_________________________________ _____________
Student Signature Date

Approved: ___________________________ _____________
Faculty supervisor of study Date

Approved: ___________________________ _____________
Academic advisor Date

Approved: ___________________________ _____________
Chairperson Date

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