



DEPARTMENT OF COUNSELING

**CLINICAL MENTAL HEALTH COUNSELING PROGRAM
PROFESSIONAL SCHOOL COUNSELING PROGRAM**

Student Handbook

2023 – 2024



School of Education
P.O. Box 1510
Pembroke, NC 28372-1510
910-521-6221

Dear Student,

As Program Directors of the Professional School Counseling Program and the Clinical Mental Health Counseling Program, let us extend a warm welcome to you on behalf of the faculty and staff of the School of Education, Department of Counseling, and UNCP!

Professional counseling is an exciting career field that offers many rewarding opportunities for personal and professional development. As you work towards becoming a Professional Counselor in a school or clinical mental health setting, please take advantage of the many opportunities available to you, on and off campus, which will help fulfill your academic and professional goals.

This handbook is meant to serve as your roadmap to UNCP's Counseling Programs. It provides information about each program of study and requisite field placement experiences – practicum and internship. Consult this handbook, the [university student handbook](#), [UNCP Academic Catalog](#), [The Graduate School](#), and your academic advisor often to ensure successful progression through your chosen program of study. We also encourage you to become active in professional organizations such as the [American Counseling Association \(ACA\)](#), [American School Counselor Association \(ASCA\)](#), the [North Carolina Counseling Association \(NCCA\)](#), and the [North Carolina School Counselor Association \(NCSCA\)](#).

There are several ways to keep up to date with the Counseling Programs:

- Check out our website: <https://www.uncp.edu/departments/counseling>
- connect with us on Twitter and instagram: UNCPcounselorEd
- like us on Facebook: <http://www.facebook.com/UNCPcounselored>
- read emails from the listserv: UNCPcounselingPrograms
(students are automatically registered upon program admission)

The Counseling Programs at UNCP are committed to excellence in counselor preparation and we welcome feedback about your program experience. If we can be of any assistance, please do not hesitate to contact us.

Cordially,

Whitney Akers, PhD
Program Director
Clinical Mental Health Counseling

Jonathan Ricks, PhD
Program Director
Professional School Counseling



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Dear Students,

Welcome to the Department of Counseling! We are a group of individuals working to help others toward their mental health and wellness goals. It is a rewarding profession. We are proud of our department and the contributions we make to support the mission of the School of Education, UNC Pembroke, and the UNC System. Our educational programs, faculty, and students in the Department of Counseling are "changing lives through education".

We offer two distinct graduate-level, hybrid counseling programs: Clinical Mental Health Counseling (CMHC) and Professional School Counseling (PSC). We also offer a licensure-only program in Professional School Counseling as well as a graduate certificate in Advanced School Counseling for Postsecondary Success (ASCPS) for individuals holding the appropriate credentials. Additionally, we offer a Graduate Certificate in Addictions Counseling, as well as a Play Therapy Graduate Certificate. Our programs are led by experienced, award-winning scholars and educators who hold licenses and credentials in their respective fields. Directors of each program maintain a rigorous curriculum that prepares students for work in an ever-changing society. Our CMHC and PSC programs are nationally accredited by CACREP and we are committed to professionalism at the highest level.

The University of North Carolina at Pembroke is known for its diversity, personal touch, celebrated heritage, and strong support for regional initiatives. The Department of Counseling embodies these characteristics through its rich history of academic excellence. Our core faculty engage in a wide range of activities including student mentoring, research, scholarship, grant projects, and service that advance their respective fields and contribute to the larger community. These efforts are tied to our educational mission and integrated throughout our coursework. We also are committed to integrating departmental scholarly efforts with colleagues throughout the campus as well as the regional, state and national levels.

In summary, the Department of Counseling prepares clinical mental health counselors and professional school counselors who are competent, collaborative, and committed to meeting the needs of the diverse students, families, and clients they serve.

Thank you for joining us. I look forward to the year to come!

Nicole Stargell, PhD, LCMHC, LSC, NCC, BC-TMH
Associate Professor & Chair
Department of Counseling

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THE COUNSELING PROGRAMS AT UNCP

This student handbook contains general and program specific information about the two CACREP-accredited counseling degree programs offered at UNCP: Clinical Mental Health Counseling and Professional School Counseling. The information in this handbook is subject to change periodically, and students should be sure to consult with their advisors throughout their program of study for updated information. In addition, the counseling program faculty encourages students to frequently consult the policies of the Graduate School, UNCP academic calendars, and UNCP Academic Catalog available at: <http://www.uncp.edu>.

Mission of the University

Founded in 1887 as a school for the education of American Indians, UNCP now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNCP exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

Mission of the Department of Counseling

The mission of the Department of Counseling is to improve the mental health and well-being of individuals across the region and beyond through innovative, interdisciplinary, and effective research, service, and teaching that prepares culturally-responsive clinical mental health counselors and professional school counselors.

We have unique qualities, including:

- a hybrid model in which class meets nine times per semester from 5:30-8:30,
- an evening program that can cater to working-students' needs,
- a foundation in multicultural and social justice (a lot of students say this is why they apply),
- a deeply supportive faculty who are available to and supportive of students as they matriculate through the program, and
- three certificate programs that can lead to certification and licensure post grad.

Programs' Goal

The primary goal of the Counseling Programs is to prepare effective professional counselors. To this end, upon completion of the graduate counseling program students, will be able to:

Programs' Objectives

1. Demonstrate knowledge in the core areas of professional counseling for the purposes of conceptualizing the self, the counselor, and clients. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following common core areas.
 - Professional Counseling Orientation and Ethical Practice: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
 - Social and Cultural Diversity: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
 - Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
 - Career Development: Students will understand career development factors as related to counseling relationships and theory.
 - Counseling and Helping Relationships: Students will create effective helping relationships using generalist helping skills.
 - Group Counseling and Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
 - Assessment and Testing: Students will use assessment and tests to better understand their clients and to assist clients in better understanding themselves.
 - Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
2. Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.
3. Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

History of the Counseling Programs at UNCP

The Counseling Programs at UNCP have been training and preparing counselors to work in the schools and communities of Southeastern North Carolina since the mid-1990s. The Counseling Programs began as two graduate degree programs: a Master of Arts in School Counseling and a Master of Arts in Service Agency Counseling and were among the first programs to be included in what was then known as Pembroke State University's graduate degree programs. Enrollment for both programs began in the fall of 1994. The programs were originally housed under the Psychology Department within the College of Arts & Sciences; however, over time, the programs were relocated to the School of Education, and the Professional School Counseling Program was formally recognized as a program within Teacher Education. In the fall of 2018, the Counseling Programs established the Department of Counseling and became a founding member of the College of Health Sciences. The Department of Counseling returned to the School of Education in the fall of 2021. Today, the Department of Counseling is located within the School of Education and includes two master-level programs in counseling and three graduate

certificates (Addictions, Advanced School Counseling for Postsecondary Success, and Play Therapy).

From 2005-2008, each Counseling Program taught distinct and separate core counseling courses. In 2008, counseling program faculty revised each program's curriculum to reflect a shared vision that emphasized cohesive counselor education identity, common core coursework, and a mission to prepare excellent counselors. In 2009, the Service Agency Counseling Program was phased out and replaced with a comprehensive 60-credit hour Clinical Mental Health Counseling Program that included coursework specific to mental health counseling issues and an additional semester of internship experience to total 700 hours of field placement experience upon graduation.

During the fall of 2010, the counseling programs began a formal process of self-study as the department prepared to pursue accreditation with the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The self-study prompted numerous program improvements including, but not limited to, increasing the required number of credit hours for the Professional School Counseling degree from 48 to 60 credit hours and focusing on student learning outcomes for assessment across both curricula. The self-study was submitted to CACREP in December 2011 and a site visit was conducted in October 2012. The counseling programs received a two-year CACREP accreditation in January 2013. In January 2015, CACREP extended the accreditation to March 2021, and in March 2021 we were extended for eight more years through 2029. During the 2016-2017 academic year the Counseling Programs expanded course offerings to the Wilmington area. Today, students can complete course work and graduate from either degree program through the Wilmington Initiative.

The CACREP standards, state licensure standards, faculty expertise, student feedback, and unique needs of the region have provided valuable, ongoing sources of program development inspiration. To date, both counseling programs remain accredited by CACREP. Additionally, the Professional School Counseling Program is accredited by the National Council for the Accreditation of Educator Preparation (CAEP) and approved by the NC Department of Public Instruction (NCDPI).

Organizational Structure and Physical Location

The counseling programs are located under the Department of Counseling within the School of Education located in the education building. Dr. Nicole Stargell is the chair of the Department of Counseling. Dr. Whitney Akers is the Program Director of the Clinical Mental Health Counseling Program. Dr. Jonathan Ricks is the Program Director of the Professional School Counseling Program. Dr. Stephanie Robinson is the coordinator of the Wilmington Initiative. Dr. Sam Simon is the Field Placement Coordinator for the Clinical Mental Health Counseling Program. Dr. Billy Friedrich is the Field Placement Coordinator for the Professional School Counseling Program.

All programs that offer graduate degrees at UNCP are coordinated by the Graduate School located in Hickory Hall. The Graduate School sets university-wide policies and procedures for graduate programs.

Meet the Faculty

The core faculty of the UNCP Counseling Programs are listed in alphabetical order below. Core faculty teach classes and advise students during the Fall and Spring semesters, and on a limited basis during Summer semesters.

Whitney P. Akers, PhD, LCMHC, NCC, ACS is an Assistant Professor in the Department of Counseling and the Director of the Clinical Mental Health Counseling Program and the University of North Carolina at Pembroke. She completed her doctoral work in Counseling and Counselor Education with a cognate in Women's and Gender Studies at the University of North Carolina at Greensboro. She also earned a MS/EdS in Couple and Family Counseling and School Counseling at UNC Greensboro and a BA in Psychology and Sexuality Studies at UNC Chapel Hill. Her research interests center on the ways in which people who identify as LGBTQ+ experience outness, and how their intersectionally diverse lived-experiences are impacted by the current sociopolitical climate in terms of access to safety, survival, connection, and personhood. Additionally, Whitney engages in participatory action research strategies in an effort to support marginalized populations, challenge oppressive power structures, and enhance communal resiliency. Whitney's passion for examining ethical research practices facilitated collaboration with a team of counselors affiliated with the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC) and the Association for Assessment and Research in Counseling (AARC) to create standards for assessment and research with LGBTQ+ populations. Whitney received the 2016-2017 ALGBTIC Graduate Student Award and was selected as the 2018-2019 ALGBTIC New Professional Emerging Leader. Whitney also serves on the editorial board for the *Journal of LGBTQ Issues in Counseling* and *Teaching and Supervision in Counseling*, serves as the Professional Trustee for Research and Scholarship on the Society for Sexual, Affective, Intersex, and Gender Expansive Identities (SAIGE) Board, and serves as the President on the SAIGE-NC Board. A Nationally Certified Counselor and an Approved Clinical Supervisor, Whitney's clinical experience includes counseling in community agency, inpatient, spiritual care, hospital/integrated care, detention center, school, equine therapy, and private practice settings. Embedded within her clinical work is a deep dedication to and passion for social justice and advocacy. In her daily life, this passion extends to challenging the social construction of power through art, performance, and activism. Whitney lives joyfully with her partner, Victoria, in Greensboro, NC.

Contact information: whitney.akers@uncp.edu

Billy Friedrich, PhD, LCMHC, PSC is an Assistant Professor in the UNCP Department of Counseling and the Field Placement Coordinator for the Professional School Counseling Program at Pembroke. He completed his doctoral work in Counselor Education and Supervision with a cognate in Grief Counseling at North Carolina State University. He also earned a MS in School Counseling at East Carolina University and a BA in Psychology at The University of Wisconsin – Eau Claire. His research interests include, but are not limited to topics related to grief, death and dying, and first-generation college students. Billy also serves as the secretary and Executive Board member for the non-profit organization APLB (Association for Pet Loss and Bereavement), and continues to work with a caseload of clients at his private practice. Billy has experience working at both public schools and charter schools as a school counselor. In addition, he has also worked clinically as an outpatient therapist, intensive in-home team leader,

school based therapist, clinical intake specialist and private practice counselor. Billy has worked with a wide variety of client issues and has worked with clients ages five to adult. Billy grew up in Wisconsin, however he has lived in North Carolina for over ten years and now calls Raleigh, NC home.

Contact information: william.friedrich@uncp.edu

Gary W. Mauk, PhD, NCSP is a Professor in the Department of Counseling. Dr. Mauk completed his doctoral work in Psychology (child–adolescent development) at Utah State University in Logan, UT. He also holds a Master of Arts (M.A.) degree in Developmental Psychology and a Certificate of Advanced Graduate Study (CAGS) in School Psychology with a specialization in children and adolescents who are deaf and hard of hearing from Gallaudet University in Washington, DC. He also maintains the Nationally Certified School Psychologist (NCSP) credential issued by the National School Psychology Certification Board. Prior to joining the Department of Counseling faculty, Dr. Mauk worked as the Coordinator of Grants Development in the UNCP Office of Sponsored Research and Programs, a school psychologist in North Carolina and Utah, a Senior Research and Evaluation Consultant and Funding Acquisition Specialist at Spectrum Consulting (now SpectrumRED) in Utah, a research project coordinator/grant proposal developer at the National Center for Hearing Assessment and Management (NCHAM) at Utah State University, and a research and evaluation consultant/grant proposal developer at the SKI–HI Institute at Utah State University. Dr. Mauk’s research, scholarship, and service have focused on child and adolescent mental, emotional, and behavioral health issues (e.g., loss and grief, school-based suicide prevention), implementation science in schools, social and emotional learning (SEL), earlier identification of hearing loss and early intervention services, learning disabilities among deaf and hard of hearing students, professional development for regional school districts, and grant proposal development consultation with regional school districts and UNCP faculty. He is a member of the National Association of School Psychologists (NASP), the North Carolina School Psychology Association (NCSPA), and the North Carolina School Counselor Association (NCSCA). Dr. Mauk enjoys listening to 1970s-era music.

Contact information: gary.mauk@uncp.edu

Jonathan Ricks, PhD, LPC, NCC, RPT is an Assistant Professor and Program Director of the school counseling program at UNC Pembroke. He received his PhD in Counseling and Counselor Education from North Carolina State University and Master of Arts in School Counseling from North Carolina Central University. Dr. Ricks has served as a school counselor in high school and elementary school settings as well as an academic advisor and counselor at the college level. Dr. Ricks' research interests include social-emotional learning and development, school counselor preparation, and play therapy. He has presented at state and national conferences on these topics. He is a member of the American Counseling Association, the American School Counselor Association, the Chi Sigma Iota International Honor Society, the Association for Play Therapy, and Association for Child and Adolescent Counseling. Dr. Ricks is a National Certified Counselor (NCC) and Registered Play Therapist and holds licensure as a Professional School Counselor and Licensed Clinical Mental Health Counselor (LCMHC).

Contact information: jonathan.ricks@uncp.edu

Stephanie Robinson, PhD, LCMHCS, LCAS, CCS, AADC, NCC is an Assistant Professor in the Department of Counseling. Stephanie earned her doctorate in Counselor Education and Supervision from the University of Holy Cross in New Orleans, her Master of Science in Counseling from Loyola University New Orleans, and her Bachelor of Arts in Psychology from Tulane University. Dr. Robinson is dually licensed as a LCMHCS and LCAS, CCS in North Carolina. She is also nationally recognized as an Advanced Alcohol and Drug Counselor (AADC), and a board certified National Certified Counselor (NCC). Dr. Robinson is active in many professional counseling organizations and is currently the Immediate Past President of the North Carolina Addictions and Offender Counselor Association (NCAOCA). Dr. Robinson is also a member of the North Carolina Addictions Specialists Professional Practice Board (NCASPPB) and an International Certification & Reciprocity Consortium (IC&RC) Subject Matter Expert. Dr. Robinson's research interests are in addiction counseling and counseling licensure policy. Dr. Robinson has worked in addiction treatment centers, college counseling centers, and in private practice. Dr. Robinson lives in Wilmington, NC with her family.
Contact information: stephanie.robinson@uncp.edu

Sam Simon, PhD, LCMHC, NCC is an Assistant Professor in the Department of Counseling. She serves as the Field Placement Coordinator for the Clinical Mental Health Counseling Program. Sam earned their undergraduate degree from East Carolina University in Psychology with a minor in Child Development and Family Relations. She received her MA.Ed. in Clinical Mental Health Counseling from UNC Pembroke, and her Ph.D. in Educational Leadership, Policy, and Human Development specializing in Counselor Education from NC State University. She is a Licensed Clinical Mental Health Counselor and Nationally Certified Counselor serving the Raleigh area. Her clinical focus is on the LGBTQ+ and gender expansive populations. Her research focus is on entry-level counselor wellness, social justice and wellness, and counselor supervision. She is a member of the Phi Sigma Chapter of Chi Sigma Iota, as well as being on the Wellness Committee for Chi Sigma Iota International. She is the Member-at-Large for Graduate Students/New Professionals for the American College Counseling Association, and an active member of the North Carolina Counseling Association (NCCA), American Counseling Association (ACA), Licensed Professional Counselors Association of North Carolina (LPCANC), and the Southern Association for Counselor Education and Supervision (SACES). She currently resides in Raleigh, NC with her partner Matthew and her two fur-children, Smoke and Arco.

Contact information: samantha.simon@uncp.edu

Ashley Smith, PhD, LCMHCA, NCC is an Assistant Professor in the Department of Counseling. She is the Chapter Faculty co-Advisor of the Phi Sigma Chapter of Chi Sigma Iota. Ashley earned her masters' and educational specialist degree in Counseling and Educational Development with a concentration in School Counseling and her doctoral degree in Counseling and Counselor Education. She is currently engaged in scholarly activities focused on the implementation of post-degree clinical supervision within the school counseling field. She is a Licensed Professional School Counselor in the state of North Carolina. Her counseling specialties include children and adolescents, the school counseling profession, multicultural competencies, intersectionality within the school counseling profession, and serving transient at-promise youth.

Contact information: ashley.smith@uncp.edu

Nicole Stargell, PhD, LCMHC, LSC, NCC, BC-TMH is an Associate Professor in the Department of Counseling. She serves as the Chair and is the department Testing Coordinator. She is the Chapter Faculty co-Advisor of the Phi Sigma Chapter of Chi Sigma Iota. Nicole earned her master's degree in Clinical Mental Health Counseling and Professional School Counseling and her doctoral degree in Counseling and Counselor Education. She serves as the Editor of NCCA's *Carolina Counselor* and is on the editorial board for *Counseling Outcome Research and Evaluation*. She is a member of the UNCP Institutional Review Board. Her counseling specialties include children and adolescents and grief and loss.

Contact information: nicole.stargell@uncp.edu

Cara Thompson, PhD, LMFTS is an Assistant Professor in the Department of Counseling. She earned her master's degree from Columbia International University in Clinical Counseling with a Child and Family concentration. She earned her doctoral degree in Counselor Education and Supervision from University of South Carolina.

Clinical Mental Health Counseling Program Description

Program Director: Dr. Whitney Akers

The Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of professional counselor in a variety of settings. The M.A.Ed. in Clinical Mental Health Counseling meets the standards established by the North Carolina Board of Licensed Professional Counselors for Professional Counselor licensure (LPC) and the National Board of Certified Counselors' standards for national certification as a professional counselor (NCC). The American Counseling Association Ethics and Professional Standards and the American Mental Health Counseling Association principles are used as guides in developing and revising the program's developmental curriculum. The program is located in the Department of Counseling, School of Education and shares a common core of classes with the Professional School Counseling Program. This program does not prepare students to be school counselors. Students interested in careers in K-12 school counseling should apply to the Professional School Counseling Program at UNCP.

Program Objectives

Upon completion of the Counseling Program, students will show evidence of being reflective practitioners and critical thinkers who seek to respect diverse worldviews, demonstrate self-evaluation and self-reflection strategies, and engage in ongoing interpersonal skill development. Students will develop professional identities as counselors. Furthermore, each student will develop knowledge and demonstrate competency in the areas of:

1. Human growth and development, including an understanding of biopsychosocial models of development;
2. Personal characteristics, professional orientation, and ethical practices of counselors consistent with the American Counseling Association Code of Ethics and state and federal laws that govern the practice of counselors;
3. Theoretical approaches to counseling and case conceptualization, including articulation of a personal theory of counseling and an integrative approach to wellness and prevention as a professional counselor;
4. Helping relationships, counseling skills and techniques;
5. Group dynamics, process, and counseling, including process-oriented groups and psychoeducational groups;
6. Career development and practice that is appropriate to the student's employment setting;
7. Multicultural and social justice issues in counseling, including an approach to advocacy for the profession and diverse client populations;
8. Appraisal and assessment, including application of developmental theory;
9. Crisis intervention, including skills necessary to communicate and collaborate with, or refer to, multidisciplinary teams in professionals in schools, agencies, and other appropriate settings;
10. Issues in addictive use disorders;
11. Research and program evaluation methods, including use of research and evaluation methods necessary to identify and critique evidence-based practices and to use data to improve program outcomes; and

12. Clinical Mental Health Counseling specific roles, skills, duties, and issues.

The M.A.Ed. in Clinical Mental Health Counseling is organized into three curriculum components:

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS 6120 Clinical Mental Health Counseling Internship. The CPCE is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved community agency, mental health clinic, college counseling center, and private practice settings and include on-site supervision and university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction occurring weekly. The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction occurring weekly. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

Requirements for M.A.Ed. in Clinical Mental Health Counseling **27 Sem. Hrs**

Core Counseling Courses

CNS 5000	Professional and Ethical Issues
CNS 5050	Counseling Skills and Techniques
CNS 5500	Research and Program Evaluation
CNS 5400	Theories of Counseling
CNS 5700	Career Counseling and Development
CNS 5025	Lifespan Development
CNS 5100	Groups in Counseling
CNS 5600	Assessment Practices in Counseling
CNS 5800	Multicultural and Social Justice Counseling

Specialty Area Courses

18 Sem. Hrs

Complete all of the following:

CNS 5450	The Clinical Mental Health Counselor
CNS 5360	Diagnosis and Treatment Planning

CNS 5850	Theory and Process of Family Counseling
CNS 5080	Gender and Sexuality Issues in Counseling
CNS 5900	Addictions Counseling
CNS 5060	Crisis Intervention

Elective Courses

6 Sem. Hrs

Select two elective courses from the following:

- CNS 5070 College Counseling and Student Affairs
- CNS 5250 Counseling Children and Adolescents
- CNS 5310 Mental Health Issues in Childhood and Adolescence
- CNS 5810 Introduction to Play Therapy
- CNS 5820 Theories and Techniques of Play Therapy
- CNS 5830 Play Therapy for Specific Challenges
- CNS 5840 Filial and Family Play Therapy
- CNS 5860 Contemporary Issues and Special Populations in Addictions
- CNS 5870 The Family and Addiction
- CNS 5890 Diagnosis, Treatment, and Psychopharmacology in Addiction
- CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).

Clinical Field Placement Courses

9 Sem. Hrs

CNS 6100	Counseling Practicum (Clinical Mental Health Setting)
CNS 6120	Clinical Mental Health Counseling Internship (course is repeated once to earn a total of 6-credit hours)

Total: 60

Professional School Counseling Program Description

Program Director: Dr. Jonathan Ricks

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of school counselor in public and private elementary, middle, and secondary schools. The M.A.Ed. in Professional School Counseling meets the North Carolina Professional School Counseling Standards and standards established by the North Carolina Department of Public Instruction for Professional School Counselor licensure as well as National Board of Certified Counselors’ standards for national certification as a professional counselor (NCC). The American Counseling Association Ethics and Professional Standards and the American School Counseling Association standards are used as guides in developing and revising the program’s developmental curriculum. The program is accredited by CACREP, NCATE, and approved by NCDPI.

The Professional School Counseling Program aligns with the UNCP Teacher Education Conceptual Framework and embraces the theme of “preparing professional educators who are committed, collaborative, and competent.” The program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. The Professional School

Counseling Program's primary responsibility in that noble effort is to prepare competent and collaborative professional school counselors committed to the mission of public education.

The Professional School Counseling Program is located in the Department of Counseling, School of Education, and shares a common core of classes with the Clinical Mental Health Counseling Program. This program does not prepare students to be clinical mental health counselors. Students interested in careers in clinical mental health counseling should apply to the Clinical Mental Health Counseling Program at UNCP.

Program Objectives

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1. Human growth and development, including an understanding of biopsychosocial models of development;
2. Personal characteristics, professional orientation, and ethical practices of counselors consistent with the American Counseling Association Code of Ethics and state and federal laws that govern the practice of counselors;
3. Theoretical approaches to counseling and case conceptualization, including articulation of a personal theory of counseling and an integrative approach to wellness and prevention as a professional counselor;
4. Helping relationships, counseling skills and techniques;
5. Group dynamics, process, and counseling, including process-oriented groups and psychoeducational groups;
6. Career development and practice that is appropriate to the student's employment setting;
7. Multicultural and social justice issues in counseling, including an approach to advocacy for the profession and diverse client populations;
8. Appraisal and assessment, including application of developmental theory;
9. Crisis intervention, including skills necessary to communicate and collaborate with, or refer to, multidisciplinary teams in professionals in schools, agencies, and other appropriate settings;
10. Issues in addictive use disorders;
11. Research and program evaluation methods, including use of research and evaluation methods necessary to identify and critique evidence-based practices and to use data to improve program outcomes; and
12. Professional School Counseling specific roles, skills, duties, and issues.

The M.A.Ed. in Professional School Counseling is organized into three curriculum components:

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS

6130 School Counseling Internship. The CPCE is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.

2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.
3. **Field placement courses:** Field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved elementary, middle, and secondary school settings and include on-site supervision and university-based supervision. The Counseling Practicum consists of a 100-hour field placement experience in an approved site and a 3-credit hour course with on campus group supervision and instruction. The Counseling Internship consists of a total of 600-hours of field placement experience taken over two semesters, 300-hours per semester in an approved site and two 3-credit hour courses with on campus group supervision and instruction. Students must complete applications for participation in the field placement courses during the semester prior to beginning their practicum courses.

Requirements for M.A.Ed. in Professional School Counseling

Sem. Hrs 27

Core Counseling Courses

- CNS 5000 Professional and Ethical Issues
- CNS 5050 Counseling Skills and Techniques
- CNS 5500 Research and Program Evaluation
- CNS 5400 Theories of Counseling
- CNS 5700 Career Counseling and Development
- CNS 5025 Lifespan Development
- CNS 5100 Groups in Counseling
- CNS 5600 Assessment Practices in Counseling
- CNS 5800 Multicultural and Social Justice Counseling

Specialty Area Courses

Complete all of the following:

18 Sem. Hrs

- CNS 5350 The Professional School Counselor
- CNS 5550 Seminar in School Counseling
- CNS 5250 Counseling Children and Adolescents
- CNS 5310 Mental Health Issues in Childhood and Adolescence
- CNS 5750 College and Career Readiness
- CNS 5060 Crisis Intervention

Elective Courses

6 Sem. Hrs

Select two elective courses from the following:

**highly recommended **GCAC Students Given Priority*

- CNS 5070 College Counseling and Student Affairs,
- CNS 5080 Gender and Sexuality Issues in Counseling,
- CNS 5360 Diagnosis and Treatment Planning,
- CNS 5650 School Counselor as Leader, Advocate, and Consultant *
- CNS 5770 Evidence- Based School Counseling*
- CNS 5780 The Achievement Gap and Issues of Social Justice*
- CNS 5810 Introduction to Play Therapy
- CNS 5820 Theories and Techniques of Play Therapy
- CNS 5830 Play Therapy for Specific Challenges
- CNS 5840 Filial and Family Play Therapy
- CNS 5850 Theory and Process of Family Counseling,
- CNS 5870 The Family and Addiction,
- CNS 5900 Issues in Addictions**, or
- CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).

Field Placement Courses

9 Sem. Hrs

CNS 6100 Counseling Practicum (School Counseling Setting)

CNS 6130 School Counseling Internship (course is repeated once to earn a total of 6-credit hours)

Total: 60

The Wilmington Initiative

Coordinator: Dr. Stephanie Robinson

The Department of Counseling offers courses that satisfy graduation requirements for both degree programs via a satellite campus at Cape Fear Community College – North Campus in Castle Hayne, NC (just North of Wilmington). Students enrolled in the Clinical Mental Health Counseling (CMHC) and Professional School Counseling (PSC) programs via the Wilmington Initiative are students at the University of North Carolina at Pembroke. These students are bound by all policies outlined in handbook as well as other university policies. However, students enrolled in the counseling programs via the Wilmington initiative are considered distance education students and do not have access to UNCP healthcare.

A cohort of approximately 20 students per academic year (CMHC and PSC combined) are admitted via the Wilmington Initiative and their coursework is completed in Wilmington and online. Courses for Wilmington-based students are designated in Braveweb by a section number that begins with a 4 and a location that says “CFCC.” These courses are initially open only to Wilmington-based students.

There may be times when Pembroke-based students may wish to enroll in a Wilmington-based course. Although this is technically permitted, registration preference for Wilmington-based courses must first go to Wilmington-based students. Pembroke-based students who register for Wilmington-designated courses before receiving permission or who are filling a seat needed by a Wilmington student will be removed from the class.

Descriptions of Graduate Certificate and Licensure Programs

School Counseling Add-on Licensure Program

Coordinator: Dr. Jonathan Ricks

Candidates possessing a graduate degree in a counseling area and who do not desire a degree specifically in school counseling may apply for admittance to the Professional School Counseling program for licensure-only status and will be prescribed a Plan of Study. Candidates who wish to enter the school counseling licensure-only program must have previously earned, at minimum, a 48-credit hour master's degree from a regionally accredited institution in a counseling specific degree program. Licensure-only seeking students must successfully complete each prescribed course, including three semesters of field experience, and demonstrate competence through all phases of the program.

A summary of the School Counseling Licensure Only protocol and policy is as follows:

1. Candidates seeking licensure-only status must apply for program admission through the Graduate School. All aspects of the application process must be completed (i.e., essay, letters of reference, interview, and official transcripts of all undergraduate and graduate level coursework). Licensure-only candidates are subject to the same admission criteria as degree-seeking candidates. Candidates must meet the criteria for full-standing status.
2. Only candidates with at least a 48-hour graduate degree in a qualifying counseling specialty area (i.e., addiction; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family counseling; or rehabilitation counseling) from a regionally accredited program will be considered for licensure-only status. An example of this situation is when a practicing agency counselor with a recent degree in clinical mental health counseling desires training and licensure to practice as a school counselor in a public or private school setting. Practicing teachers who hold "A" or "M" licensure in a teaching area (e.g., special education, administration, middle grades) and who desire to add counseling to their certificates are not eligible for licensure-only status, but are invited to apply for the full master's degree program.
3. Once admitted, students will be issued a Plan of Study (POS). The POS is recommended by the Counseling Programs Faculty and jointly approved by the School Counseling Program Director and the Teacher Education Licensure Officer.
4. Students must complete their POS within six years.
5. Students must earn a "B" or better in all graded coursework applied toward satisfying licensure-only requirements. In courses that are graded on a pass/fail basis, students must earn a "pass." Failure to meet this requirement will render the student ineligible to continue licensure-only study and ineligible to receive a recommendation for licensure from UNCP.
6. Students are obligated to adhere to all other policies established by the program, school, and university.

7. All courses listed below are of vital importance to the school counselor profession and are required to complete the 21 hours licensure-only process. Courses are listed in order of progression through the program. Students must, at a minimum, complete the following UNCP courses:

- I. School Counseling Specialty Courses (12 Semester Hours)
Required: CNS 5350, CNS 5550
Select 2 courses from: CNS 5250, CNS 5310, CNS 5060, CNS 5750
- II. Practicum and Internship Requirement (9 Semester Hours)
CNS 6100 (in a school setting)
CNS 6130 (course is repeated once)

TOTAL HOURS REQUIRED: 21 Semester Hours. Students must take Praxis II Specialty Area Test in School Counseling. Prior to August 31, 2023, students may take the Praxis II test #5421 and must score at least 156. After August 31, 2023, students must take Praxis II test #5422 for licensure and must score at least 159. Official scores must be submitted to the Teacher Education Licensure Officer and to NCDPI. Students who do not achieve a passing Praxis II score set by the North Carolina Department of Public Instruction (NCDPI) will be ineligible to receive a recommendation for licensure from UNCP.

9. Students should be aware that UNCP makes recommendation for licensure only; licensure is granted by the NCDPI. Thus, there may be other requirements mandated by NCDPI before a license will be issued.

Advanced School Counseling for Postsecondary Success Graduate Certificate

Coordinator: Dr. Jonathan Ricks

The Advanced School Counseling for Postsecondary Success, 12-credit hour certificate, is designed to prepare school counselors with an advanced skillset in designing and delivering services that lead to equitable educational experiences, positive outcomes, and postsecondary access and opportunity for all k-12 students. There is a dire need to advance the school counseling profession in the region, state and country. This certificate addresses the knowledge and skill gap in which many practicing school counselors face. Current students will gain advanced knowledge and skills beyond the established 60-credit hour program by completing this certificate.

Students enrolled in this certificate program will take the 4 courses listed below:

- CNS 5650 School Counselor as Leader, Advocate, and Consultant
- CNS 5750 College and Career Readiness
- CNS 5770 Evidence-Based School Counseling
- CNS 5780 Addressing the Achievement Gap and Issues of Social Justice

Each course is 3 credit hours.

This certificate is available for current students enrolled in the CACREP accredited, 60-credit hour Professional School Counseling (PSC) program as well as licensed school counselors (48-60 credit hours in PSC) within the region who aim to obtain advanced training in school counseling. PSC students can concurrently complete the degree

program and this certificate program. PSC students can complete this certificate by satisfying elective requirements (from 60 credit hour program) and taking the remaining 2 additional courses. PSC students cannot use the specialty course CNS 5750 College and Career Readiness in partial fulfillment of the certificate requirements. A PSC student who successfully completes the certificate, will graduate with a graduate degree in PSC and the Advanced School Counseling for Postsecondary Success certificate, for a total of 66 credit hours. Grade policies outlined in the Graduate Student Handbook (p.9) apply to PSC students enrolled in the certificate program.

Students enrolled in the certificate program who are licensed in K-12 School Counseling by NCDPI, must earn an A or B in each course to successfully complete the certificate. Students who are fully licensed school counselors and earn a C will be dismissed from the program. Students who are fully licensed school counselors and successfully complete the certificate program will be recommended for s-level (advanced master) licensure (NCDPI).

Graduate Certificate in Addictions Counseling

Coordinator: Dr. Stephanie Robinson

The Graduate Certificate in Addictions Counseling (GCAC) program is designed to prepare students for addiction specific professional counseling careers, leadership roles, and advocacy positions. The 12-credit hour GCAC program prepares addiction professionals to meet the increasingly complex needs of individuals and families dealing with addictive use disorders. The curriculum includes coursework in areas of substance-related and addictive use disorders, comorbid disorders, methods and theories of addiction specific assessments and interventions, psychopharmacology and addiction, family impact of substance disorders, and current issues and special populations in addiction. The online certificate program meets the North Carolina Addiction Specialists Professional Practice Board (NCASPPB) educational requirements for the Licensed Clinical Addictions Specialist (LCAS) credential.

Students enrolled in this certificate program will complete the courses listed below:

- CNS 5900 Issues in Addictions for Counselors
- CNS 5890 Diagnosis, Treatment, and Psychopharmacology in Addiction
- CNS 5870 The Family and Addiction
- CNS 5860 Contemporary Issues and Special Populations in Addiction

Each course is 3 credit hours.

The GCAC is offered to currently enrolled UNCP counseling students, graduates of UNCP's counseling program, and applicants with a master's degree (or currently enrolled) in a human services field from an accredited educational institution. Currently enrolled UNCP Clinical Mental Health Counseling students can earn the GCAC certificate while completing the CMHC degree requirements. Currently enrolled students also have the option of completing an addictions specific internship to satisfy the field placement experience required by the NCASPPB for the expedited path to the LCAS-A licensure.

Play Therapy Graduate Certificate

Coordinator: Dr. Jonathan Ricks

The Play Therapy Graduate Certificate is a 12-credit hour program designed to prepare students to work with children and families in a developmentally appropriate way in both school counseling and community settings. Play therapy is a structured, theoretically based approach to counseling that builds on the normal communicative and learning processes of children. The curative powers inherent in play are used in many ways. Counselors strategically utilize play therapy to help children express what is troubling them when they do not have the verbal language to express their thoughts and feelings. Research supports the effectiveness of play therapy with children experiencing a wide variety of social, emotional, behavioral, and learning problems, including: children whose problems are related to life stressors, such as divorce, death, relocation, hospitalization, chronic illness, assimilate stressful experiences, physical and sexual abuse, domestic violence, and natural disasters.

The Play Therapy Graduate Certificate is an online program with courses are delivered through live, virtual meetings. The curriculum includes coursework in the (1) history, contemporary theories, and clinical applications of play therapy, (2) an advanced study of child development, and (3) methods of supporting parents, caregivers, and families. The program includes an emphasis on play therapy techniques for various mental health issues including supporting children who have experienced trauma.

The certificate program is available to students who have completed a master's degree in counseling, social work, or psychology and want additional training specifically in play therapy. Current graduate students may also complete the Play Therapy Graduate Certificate.

The Play Therapy Graduate Certificate meets the educational requirements as specified by the Association for Play Therapy (APT) for the Registered Play Therapist (RPT) and School-Based Registered Play Therapist (SB-RPT) credential. The Graduate Certificate is recognition of your academic achievement and will enhance your professional standing.

Curriculum:

The curriculum is comprised of the following four synchronous online courses:

CNS 5810 Introduction to Play Therapy (3)

CNS 5820 Play Therapy Theories and Techniques (3)

CNS 5830 Play Therapy for Specific Challenges (3)

CNS 5840 Filial and Family Play Therapy (3)

Enrichment Students

Applicants who possess a baccalaureate degree from an accredited institution of higher learning, who are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as enrichment students. Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of The Graduate School. Six (6) semester hours of credit (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements (see Transfer Credit section).

Enrichment students are not permitted to register for UNCP Department of Counseling Field Placement classes. Field Placement classes include Practicum and Internship: CNS 6100, CNS 6120, CNS 6130. Field Placement classes are not permitted as part of an enrichment student's plan of study.

Enrichment students interested in taking specific classes offered at UNCP should apply to the Graduate School: <https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-admissions>

Information about the Department of Counseling

Course Delivery

Courses are mostly hybrid, which means at least 50% of the meetings are in person and the remainder are asynchronous online. We also have fully online asynchronous classes and fully online synchronous classes. The majority of program courses are offered in a hybrid structure which incorporates a balance of online and face-to-face instructional meeting formats. A limited number of courses meet exclusively online or face-to-face. All face-to-face instruction must be attended in person, regardless of the nature of any given emergency; no student is permitted to attend face-to-face class meetings through Skype, Webex, Zoom, phone, or other distance-learning technology. Any student who does not attend class in person will be considered absent. No student may record class meetings without written consent of the instructor.

Synchronous Webex Meeting Expectations

Some courses are held synchronously online. In those cases:

As in typical face-to-face classroom meetings it is important to maintain professionalism and demonstrate etiquette during online, WebEx meetings at all times. The following points are provided to help you prepare for your next WebEx classroom meeting.

- Arrive to the WebEx meeting 5 minutes in advance to ensure connectivity and that you are fully prepared.
- Use the webcam at all times so you can be seen by your instructor and peers.
- Wear appropriate attire.
- Attempt to have the most professional setting/background as possible
- Do not join class while you are driving or in a public setting
- Minimize visual and noise distractions as much as possible.

- Refrain from use of drugs, alcohol, and eating (unless medically necessary). A small snack is fine.
- If you are not speaking, please mute your microphone.
- Be sure to speak loud and clear when you are talking.
- Stay seated and remain present for the full duration of the class meeting. Take short personal breaks as needed.
- Consider the confidentiality of your classmates and use earbuds or headphones if there are other people in your home listening to the class.

University Policies

Students are responsible for upholding the following university policies. Please visit the following website: www.uncp.edu/universal-syllabus For the following policies:

- Americans with Disabilities Act Statement
- Absences for University-Sanctioned Events
- Religious Holiday Policy
- Academic Honor Code
- Alternative Format Statement

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Plagiarism is defined as the representation of another's words, thoughts, creative works, images or ideas as one's own without proper attribution in connection with submission of academic work, whether graded or otherwise.

Publication Manual of the American Psychological Association

Students are required to comply with the citation and referencing requirements of the APA manual in all assignments in the Counseling Programs:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

The penalty for plagiarism is up to the instructor's discretion as outlined in the UNCP Academic Honor Code Policy. Students who violate the code can be dismissed from the university. Students are expected to report cases of academic dishonesty to the instructor.

Accessing Scholarly Resources

The UNCP library provides access to scholarly resources that should be used in all coursework in the Counseling Programs. Students can access the library and request tutorials at <https://www.uncp.edu/academics/library>

Admissions Requirements

The Counseling Programs accept applications annually in February and new students start classes each fall. In addition to the Graduate School admissions requirements all applicants are required to:

1. Submit an essay detailing their experiences and goals relevant to professional counseling,

2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors, and
3. Participate in an interview with program faculty.

Dual-track degree programs of study are not available. Students must select either Clinical Mental Health Counseling or Professional School Counseling.

Non-Degree Seeking Students

Prospective students interested in registering for coursework to achieve credentialing in either of the graduate counseling areas should contact the Department Chair for more information. Requests to take courses for credentialing purposes must be made to the Department Chair and will be reviewed by program faculty. Non-degree seeking students, including graduates of either UNCP counseling program, should complete the Graduate School application form following the procedures for Enrollment for Enrichment Purposes and consult with the Department Chair prior to the start of the semester in which the students would like to register for courses. Students who are permitted to take courses as non-degree seeking students may be required to attend an orientation session with the Department Chair. Non-degree seeking students are not permitted to take field placement courses at UNCP in either counseling program.

UNCP Students in Other Departments

Students currently enrolled in a degree-seeking program in a different department on the UNCP campus (i.e., earning a degree not in the Department of Counseling) may seek permission to take a class offered by the Department of Counseling by contacting the Department Chair. Requests for non-counseling students to take counseling courses will only be approved 15 business days after registration opens and only if the given class has fewer than 10 students enrolled and with permission of the instructor. Non-Counseling students are not permitted to take field placement courses at UNCP in either counseling program.

Transfer Credits

In accordance with the Graduate School policy, new students may apply to transfer a limited number (up to 12) of credit hours of graduate study from outside CACREP-Accredited institutions. New students may apply to transfer coursework to the Graduate School immediately upon accepting an offer of admission to the university by using the Transfer Credit Request form from the Graduate School webpage:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/forms-resources>

Credits transferred into the Counseling Programs must have prior approval of the Program Director and the Graduate School. The Program Director may deny transfer of any courses at their discretion. No field placement (i.e., practicum or internship) classes may be transferred into the Counseling Programs at UNCP.

During the summer, current students may take courses at other institutions with prior written approval of the Graduate School and the Program Director. The following Transfer Credit Request form must be submitted prior to enrolling in external coursework:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/forms-resources>

Applicants and Students with Criminal Convictions

Applicants and current students should be aware that certain criminal convictions may be prohibitive to placement in some field placement settings and that some field placement settings require background checks and/or fingerprinting. Because field placement is a degree program requirement for both UNCP Counseling Programs, students should be aware that failure to meet the field placement requirement will result in an inability to graduate from either counseling program. Additionally, some criminal convictions may negatively impact a graduate's ability to obtain credentials in the field of counseling as a Professional School Counselor or a Clinical Mental Health Counselor. Applicants and current students to whom this information applies are responsible for inquiring with their respective credentialing boards and field placement sites about their specific circumstances.

Program Orientation

All Counseling Programs students are required to attend orientation. Orientation is scheduled by The Graduate School on a day prior to the start of the Fall semesters. New students should plan to attend the program orientation meeting held prior to their first semester of study. Students admitted during summer sessions should plan to attend the fall orientation. During orientation, Counseling Program Directors host introductory sessions that provide an overview of each counseling program. In addition to providing counseling program specific information, orientation provides students with an introduction to general campus services relevant to all graduate students as well as training on how to use online course software. If a new student is unable to attend orientation, alternative arrangements should be made with the student's advisor. An additional, supplemental program orientation is also conducted during CNS 5000 Professional and Ethical Issues in Counseling.

Advisement

Students are assigned academic advisors during the admissions process. Academic advisor assignment is listed on the letter of acceptance to the program. Upon receiving an acceptance letter, new students should contact their academic advisors via email. Counseling students are required to meet with their advisors during their first semester of study to design their individual program of study plan. It is the responsibility of each student to initiate initial and subsequent scheduling of advising meetings. During these meetings, the advisor and student will develop and revise a program of study plan that projects when the student will meet each program requirement. During scheduled appointments, advisors can meet with students face-to-face, online, or by phone.

Graduate Student Handbook

The Graduate School publishes an annual Graduate Student Handbook. A copy of the most recent edition contains information about graduation requirements, grade policies, and appeal policies and is available on the Graduate School webpage:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-student-handbook>

Ethical Conduct

Students should be familiar with and abide by the most recent edition of the Code of Ethics published by the American Counseling Association. Students will be evaluated

based on their abilities to comprehend and apply the Code of Ethics throughout their programs of study. Violation of the Code of Ethics is grounds for remediation or dismissal from the program. A copy of the Code of Ethics and related information American Counseling Association webpage: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Students are required to complete a Student Handbook and ACA Code of Ethics agreement form during their first semester. The links to these agreement forms will be provided by the Program Directors.

Student Diversity Policy

Diversity is an inherent value of the academic environment and student life at UNCP, both historically and presently. The Counseling Programs at UNCP are built upon a campus-wide legacy of respect for diverse perspectives and persons. Consistent with the University's Institutional Distinctiveness Statement, the Counseling Programs faculty believes that diversity provides opportunities for discovery and in this context; students learn valuable insights from each other. Therefore, a population of graduate counseling students that encompasses a wide range of dimensions of personal identity enriches the instructional and training environments of counselor education at UNCP. The faculty are committed to the development of counselors who embrace diversity and possess the knowledge, skills and dispositions necessary to promote wellness, mental health, and learning in affirmative environments. To affirm this commitment to diversity, counseling program faculty seeks to:

1. recruit students representing diverse dimensions of personal identity, including developing a student body that reflects the regional diversity;
2. recruit faculty members who possess a knowledge base for teaching diverse populations and who remain committed to ongoing growth through professional development in areas of diversity and counselor education;
3. develop, teach, and assess a counselor education curriculum that provides critical analysis of the field of counseling for diverse populations; and,
4. provide field experiences that enable students to develop multicultural counseling competence.

The student diversity policy is implemented to ensure that students are evaluated regardless of applicants' and students' characteristics, they are evaluated using the same application of University and Counseling Programs policies and procedures. The Counseling Programs faculty will evaluate the effectiveness of the policy on a regular basis to see if the diversity goals of this policy are being achieved.

Academic Calendars

Graduate students at UNCP have the responsibility of following the Graduate Academic Calendar:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-academic-calendar>

and the University Academic Calendar:

<https://www.uncp.edu/resources/registrar/undergraduate-academic-calendars-and-exam-schedules>

These academic calendars provide information about university holidays, deadlines for graduation applications, and course registration and withdrawal periods.

Student Expenses

Every effort is made by the Counseling Programs Faculty to minimize financial expenses to students. In addition to tuition, university fees, and textbooks, counseling students can anticipate the following additional expenses:

- Textbooks and Course Materials, including Tevera
- Counselor Preparation Comprehensive Examination (CPCE): Students are responsible for the cost of the exam and any administration fees. Students register for the CPCE using information provided by the Testing Coordinator. The first attempt of the CPCE should take place during CNS 6100 Counseling Practicum enrollment, and students may not enroll in internship without a passing CPCE score. Students may take the CPCE once per semester.
- Liability insurance policy (Proof of liability policy required during field placements, see Field Placement Manual for additional information.). Many professional organizations, such as the American Counseling Association, offer free liability policy coverage with student membership
- Praxis II Exam (Professional School Counseling students only. See your advisor and learn more about the Praxis and schedule your exam at <https://www.ets.org/praxis/prepare/materials/5422>)
- National Counselor Exam (Not required, however students are encouraged to take the NCE during internship after successfully passing the CPCE.) The NCE meets state licensing exam criteria and national certification exam criteria. UNCP does not offer this exam, however, it can be taken at a Pearson VUE exam site. For more information, please consult with your advisor, the Testing Coordinator and visit: <https://www.nbcc.org/licensure/examregistration>

Graduate Assistantship Opportunities

Numerous graduate assistantship positions are available on campus to full-time graduate students. The graduate assistantship contract provides a financial stipend for 20 hours of work per week during an academic semester. Working hours vary from site to site. The Counseling Programs typically employ 3-4 graduate assistants per semester to assist with program operations, faculty research and service projects. The UNCP Counseling and Psychological Services and the Career Center also employ graduate assistants and provide excellent on campus employment opportunities for graduate counseling students. The UNCP Career Center maintains Brave Opportunities, a web portal that lists campus employment opportunities. For more information on careers and employment opportunities at UNCP, please visit: <https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-students/graduate-assistantships>

Personal Counseling

Students can request personal and confidential counseling at any time by contacting the [UNCP Counseling and Psychological Services](#) at 910.521.6202. The UNCP Counseling and Psychological Services Center provides free individual counseling to all current UNCP students. Counseling programs students who contact UNCP Counseling and Psychological Services, should indicate to the receptionist that they are enrolled in a counseling program so they will not be assigned to meet with a staff member who also serves as an adjunct instructor in the Counseling Programs. This will minimize risk of dual relationships. If students prefer counseling from an off-campus resource, faculty members can provide additional local referral sources, at the student's request. The faculty members of the Counseling Programs strongly recommend that all counseling students experience personal counseling with a licensed professional counselor early in their professional development and at any time they experience personal stressors or difficulties. Seeking personal counseling is a self-care strategy that all counselors should rely on when needed. Faculty members may also make recommendations that students seek counseling services to address personal issues that impact student professional development.

Email Policy

For the duration of their course of study, students are required to register for and maintain a UNCP email account. Email accounts are provided free of charge to all UNCP students. Students should check UNCP email regularly for program and course related information and announcements. Email communication between faculty and students is considered a professional form of communication and should follow guidelines and expectations of professional etiquette.

Counseling Programs Listserv, Blog, Twitter, Facebook

Stay up to date about program events by:

- connecting with us on Twitter or Instagram: UncpCounselorEd,
- liking us on Facebook: <https://www.facebook.com/uncpcounselored/>
- engaging with the email listserv (all students are registered automatically upon initial program enrollment).

Alumni are encouraged to maintain connection to the Counseling Programs and the Department of Counseling through social media after graduation. To join the UNCP DoC Alumni listserv, email nicole.stargell@uncp.edu

Professional Memberships

Students are encouraged to join professional organizations such as the American Counseling Association (ACA; www.counseling.org) and the North Carolina Counseling Association (NCCA; <http://www.n2ca.org>). These organizations often offer reduced-price memberships for students, student liability policies, and discounted membership rates at professional conferences. Each organization also maintains divisions in specialty areas, such as multicultural counseling, that may be of interest to students. Occasionally, faculty and students may collaborate on delivering professional presentations at conferences for these organizations. Students interested in making professional presentations at a conference or attending a counseling conference, are encouraged to speak with a

counseling faculty member about upcoming opportunities. Organizations of interest to counseling students include, but are not limited to:

- American Counseling Association: www.counseling.org
- American School Counselor Association: www.schoolcounselor.org
- American Mental Health Counseling Association: www.amhca.org
- North Carolina Counseling Association: www.n2ca.org
- North Carolina School Counselor Association: www.ncschoolcounselor.org

Counseling Honor Societies: Chi Sigma Iota Chapter: Phi Sigma

The UNCP Counseling Programs maintain Phi Sigma, an active chapter of the international counseling honor society, Chi Sigma Iota. Counseling degree programs students are invited to participate in Phi Sigma and join Chi Sigma Iota once they have completed at least 9 credit hours with a 3.5 minimum cumulative GPA. Students are invited to participate by faculty chapter advisors and will receive notification of their eligibility via email. Phi Sigma hosts an annual induction ceremony for new members and is managed by student officers and two faculty advisors. Chapter activities include community service, Career Paths in Counseling Panel, new student mentor program, facilitation of focus groups about the Counseling Programs, Professional Development Academy (PDA), and NCE Prep workshops. For more information about Chi Sigma Iota:

Chi Sigma Iota: www.csi-net.org

Glen H. Walter Counseling Workshop

Each spring, the Counseling Programs host the virtual Glen Walter Counseling Workshop. This event brings a keynote speaker relevant to the field of counseling and provides high-quality continuing education relevant to clinical mental health counselors and professional school counselors. Training in counselor supervision is offered during the workshop. Following the keynote address, breakout sessions on current issues in Professional Counseling are offered. The live conference is free of charge and offered to both the community and students as a service from the Counseling Programs. Students are encouraged to attend this annual workshop. Field placement supervisors of our counseling students are also encouraged to attend the workshop. CEUs are available to attendees.

STUDENT PROGRESS AND MATRICULATION

“How much a student learns is frequently as dependent upon how much he or she invests in the process as on the conditions for learning created by institutions and program.” *CHEA Statement of Mutual Responsibilities for Student Learning Outcomes.* Retrieved September 10, 2019 from: <https://www.chea.org/sites/default/files/other-content/StmntStudentLearningOutcomes9-03.pdf>

Course Sequencing

The course sequencing for the Counseling Programs is moderately flexible. The program of study can be flexed to accommodate part-time and full-time student schedules. The program of study follows a developmental sequence of learning events. A full-time graduate student load at UNCP is 9 credit hours. Students may take fewer than 9 credit hours as preferred. Students may take up to 12 credit hours per semester with permission

of the advisor. For field placement semesters, including practicum and internship, students must obtain permission to take more the 9 credit hours from the advisor, field placement coordinator, program coordinator, department chair, and Wilmington coordinator (if applicable). Permission should be requested by the student via email in that order.

Students begin their programs of study by registering for Core Counseling Courses and CNS 5350 The Professional School Counselor (for PSC students) or CNS 5450 Clinical Mental Health Counselor (for CMHC students). The Core Counseling Courses consist of 27 credit hours of coursework.

Upon successful completion of eight out of nine Core Counseling Courses (including CNS 5000 and CNS 5050) and either CNS 5350 (for PSC students) or CNS 5450 (for CMHC students), students may apply to enroll in CNS 6100 Counseling Practicum.

Note: Students who take CNS 6100 with only 8/9 core courses previously completed must complete the final core course concurrently with practicum. Students pursuing this option will be required to take the CPCE toward the end of practicum, and they will not be fully finished (but mostly finished) with their last core course, which is tested on the CPCE. Students must pass the CPCE and complete all core courses before enrolling in CNS 6120 or CNS 6130.

After successfully completing CNS 6100 Counseling Practicum and passing the CPCE, students continue to their first semester of CNS 6120 or CNS 6130, Counseling Internship in a school or clinical mental health setting. Students who failed to pass the CPCE are not allowed to enroll in CNS 6120 or CNS 6130. They can continue to take specialty and elective courses until they pass the CPCE. Students may take the CPCE once per semester each spring, summer, and fall.

Students complete two sections of CNS 6120 (CMHC students) or CNS 6130 (PSC students). The two sections of internship must be completed during separate semesters. Field Placement courses are not available during summer months. Students may choose to register for the National Counseling Exam (NCE) during their internship II semester if so desired. The NCE is not required, but many states, including North Carolina, accept the NCE as partial fulfillment of the licensure requirements.

Students enroll in Specialty Area Courses concurrently with field placement courses, Practicum and Internship. Students are permitted to register for Electives at any point during their programs of study. Some Specialty and Elective courses are offered only once per academic year. Students design their programs of study with consultation from their advisors.

Testing and Field Placement

Field placement policies and procedures are available in the Department of Counseling Field Placement Manual.

Students take the CPCE during their practicum semesters and must pass it before completing internship I. Testing policies and procedures are available in the Department of Counseling Field Testing Manual.

The Department of Counseling Field Placement Manual and Testing Manual are available here: <https://www.uncp.edu/departments/counseling/about-our-programs/field-placement-and-testing>

Example Plans of Study

See Appendix A for the Department of Counseling Course Rotation Model

CMHC in Pembroke

- **Fall:** CNS 5000; CNS 5050; CNS 5450
- **Spring:** CNS 5100; CNS 5500; CNS 5700
- **Summer:** CNS 5025; CNS 5400; CNS 5600
- **Fall:** CNS 5800; CNS 5360; CNS 6100
- **Spring:** CNS 5080; CNS 5850; CNS 6120
- **Summer:** CNS 5900; Elective 1
- **Fall:** CNS 5060; CNS 6120; Elective 2

CMHC in Wilmington

- **Fall:** CNS 5000; CNS 5050; CNS 5400
- **Spring:** CNS 5100; CNS 5500; CNS 5700
- **Summer:** CNS 5025; CNS 5450; CNS 5600
- **Fall:** CNS 5800; CNS 5360; CNS 6100
- **Spring:** CNS 5080; CNS 5850; CNS 6120
- **Summer:** CNS 5900; Elective 1
- **Fall:** CNS 5060; CNS 6120; Elective 2

PSC in Pembroke

- **Fall:** CNS 5000; CNS 5050; CNS 54000
- **Spring:** CNS 5100; CNS 5500; CNS 5700
- **Summer:** CNS 5025; CNS 5350; CNS 5600

- *Fall:* CNS 5800; CNS 5550; CNS 6100
- *Spring:* CNS 5750; Elective 1; CNS 6130
- *Summer:* CNS 5250; Elective 2
- *Fall:* CNS 5060; CNS 5310; CNS 6130

PSC in Wilmington

- *Fall:* CNS 5000; CNS 5050; CNS 5400
- *Spring:* CNS 5100; CNS 5500; CNS 5700
- *Summer:* CNS 5025; CNS 5350; CNS 5600
- *Fall:* CNS 5800; CNS 5550; CNS 6100
- *Spring:* CNS 5750; Elective 1; CNS 6130
- *Summer:* CNS 5250; Elective 2
- *Fall:* CNS 5060; CNS 5310; CNS 6130

Student Learning Outcomes

The primary goal of the Counseling Programs is to prepare effective professional counselors. To this end, upon completion of the graduate counseling program students, will be able to:

Demonstrate knowledge in the core areas of professional counseling for the purposes of conceptualizing the self, the counselor, and clients. Students will analyze major psychological concepts, theoretical perspectives, evidence-based practices, and historical trends in counseling, including those associated with the following common core areas:

- Professional Counseling Orientation and Ethical Practice: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
- Social and Cultural Diversity: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
- Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.

- Career Development: Students will understand career development factors as related to counseling relationships and theory.
- Counseling and Helping Relationships: Students will create effective helping relationships using generalist helping skills.
- Group Counseling and Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
- Assessment and Testing: Students will use assessment and tests to better understand their clients and to assist clients in better understanding themselves.
- Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.

Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.

Students will develop a professional identity as a counselor and as either a Professional School Counselor or Clinical Mental Health Counselor.

Within their specialized professional identity, students will implement knowledge, skills, and practices to be effective counselors in a specialized setting.

In preparation for practice within the school setting, students within the Professional School Counseling program will select from research-driven specialty courses aimed at improving professional practice and impacting professional identity.

Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

Evaluation and Assessment Procedures

The Counseling Programs, Clinical Mental Health Counseling and Professional School Counseling, track student performance on three standardized exams, which measure student learning and assess the programs’ success in fulfilling the mission. These exams include the Counselor Preparation Comprehensive Examination (CPCE), the National Counselor Examination (NCE), and the Praxis II exam (completed by Professional School Counseling students only). The counseling programs review composite data for each exam during counseling programs meetings and the annual advisory board meeting for program review. The programs use the data to make decisions related to curriculum, teaching and learning, and field placement activities. Review of standardized exam scores allows faculty to compare students at UNCP to national means.

Students are provided with criteria for personal and professional development evaluation during CNS 5000. Students' personal and professional development is assessed through self-evaluation using the Professional Competency Assessment (PCA) and Professional Performance Review (PPR). Students complete the PCA and PPR during their first semester (CNS 5000), when applying for practicum, and at the end of their last internship course. Also, the students' faculty advisors complete the PPR for each student's practicum application. In addition, site supervisors will provide a total of six PCA and PPR evaluations of students' personal and professional development throughout the three field placement courses (at midterm and final). University supervisors complete a Counseling Skills Scale (CSS) and abbreviated PPR at the midterm point of practicum, internship I, and internship II, and again at finals (optionally). The Department Chair and Program Directors review the completed scales to determine if students are demonstrating growth across the developmental sequence of coursework.

Course Grades

Students receive grades for course assignments and activities, as well as final letter grades in Core, Specialty, Practicum, and Elective courses. Internship courses are graded on a Pass/Fail basis. Students should consult the syllabi and instructors for each individual course they are enrolled in for specific criteria and requirements for course grades. If a student is unclear about the expectations of a particular course, they should consult the instructor. The UNCP Academic Catalog and The Graduate School are additional student resources for policies related to course grades, including procedures on the academic appeals process, course withdrawals, and the academic warning/probation/dismissal procedures related to course grades. The course instructor is the first point of contact for consultation regarding course grades. If this consultation is not satisfactory, the Chairperson of the Department of Counseling is the next point of contact. If this consultation is not satisfactory, the Dean of The School of Education is the next point of contact.

Counseling Programs Grading Policy

The Counseling Programs faculty considers course grades of "C" or below to be indicative of a concern. Students earning overall course grades of "C" or below will be subject to faculty review at Student Progress Meetings held each semester. Students who earn three final grades of "C" or one final grade of "F" will be immediately dismissed from the program.

Graduate School Grading Policy

The university academic catalog provides the following policies regarding graduate letter grades:

- A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.
- A grade of "B" designates that the graduate student's performance has been satisfactory and that the student demonstrated the level of understanding normally expected in a graduate class.
- A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what

- is normally expected in a graduate class. Graduate students who earn a third grade of “C” are dismissed from their degree programs and are ineligible to receive a graduate degree.
- A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue in the Graduate School at the University.
 - The “I”, or incomplete, grade is given when a student is unable to complete required work because of unavoidable circumstances such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade.”

(See academic catalog for additional information.)

Student Progress Evaluation

All students admitted to either the Clinical Mental Health Counseling Program or the Professional School Counseling Program are believed to possess the ability to become highly effective professional counselors. All students are monitored from the outset of their program through graduation to ensure they are developing the necessary knowledge, attitudes, and skills required of professional counselors. Each semester, the Counseling Programs faculty conducts Student Progress Meetings to review students’ progression through the program. At these meetings, instructors and advisors present concerns to the faculty group for discussion and consultation. Students’ academic progress and overall developmental progression as professional counselors is assessed via comprehensive review of course grades and class participation. Any student who earns a “C” in any core course, or a grade of “C” or below on the Signature Assignment of any Specialty Area Course, will be reviewed during the Student Progress Meeting and a remedial action plan will be designed as needed.

During the first semester of enrollment, students are monitored closely by instructors. Instructors are encouraged to address any presenting concerns that emerge directly with students and document their efforts to alleviate them. At the conclusion of the semester, all students will receive a letter from the department chair indicating their state of progression (e.g., satisfactory, satisfactory with area(s) for growth, unsatisfactory). Any documented areas for growth will be monitored during the students’ second semester. If noted concerns are not alleviated/remedied by the mid-way point of the students’ second semester, a formal remediation plan may be developed as described below.

CNS 5050 Counseling Skills and Techniques and CNS 5100 Groups in Counseling have been identified as touchstones of student progress. Student performance in CNS 5050 Counseling Skills and Techniques and CNS 5100 Groups in Counseling is used to monitor student interpersonal functioning through live observation of student engagement in classroom experiential groups and quantitative data in the Canvas gradebook.

Additionally, professional disposition will be assessed by students upon admission to the counseling programs, the semester prior to practicum, and during the last week of the second internship. Faculty will assess student professional dispositions during the first year of study and prior to practicum. Any student whom faculty raise a concern about will be discussed, an action plan developed, and documentation added to the student’s

program file. See Disposition Protocol and Remediation Procedures (below) for more information.

Disposition Protocol and Remediation Procedures

Overview of Disposition Assessments and Checkpoints

Students are provided with criteria for personal and professional development evaluation during CNS 5000. Students' personal and professional development is assessed through self-evaluation using the Professional Competency Assessment (PCA) and Professional Performance Review (PPR) in Tevera. Students complete the PCA and PPR during their first semester (CNS 5000), when applying for practicum, and at the end of their last internship course. Also, the students' faculty advisors complete the PPR for each student's practicum application. In addition, site supervisors will provide a total of six PCA and PPR evaluations of students' personal and professional development throughout the three field placement courses (at midterm and final). University supervisors complete a Counseling Skills Scale (CSS) and abbreviated PPR at the midterm point of practicum, internship I, and internship II. The Department Chair and Program Directors review the completed scales to determine if students are demonstrating growth across the developmental sequence of coursework.

Remediation Process

It is the intent of the School of Education and the Teacher Education Program, and therefore the counseling programs at UNCP, that every graduate student will be given the opportunity to remediate behaviors or dispositions that do not align with those of effective master's students/graduates, counselors and professional counseling standards.

The following outlines the procedures for addressing candidate dispositional deficiencies including reasons for remediation, criteria for identifying a concern, possible actions, and documentation. When remediation is deemed necessary to address area(s) of concern, a committee consisting of at least 2 faculty members must convene with the student to develop a remediation plan and appropriate course of action.

Reason for Remediation:

- A. Counseling student disposition is monitored on an on-going basis and during each course throughout the student's respective program. Any Department of Counseling Faculty can complete a formal evaluation of a counseling programs student at any time while the student is actively enrolled in classes. This link should be used:
https://uncp.co1.qualtrics.com/jfe/form/SV_6m9K5cDeQ2HQfCB
A counseling student identified by a course instructor, program director, or department chair as having a concern that meet any of criteria 1-4 below at any time can be required to complete a remediation plan.
- B. Should a counseling student be identified by a course instructor, site supervisor, program director, or department chair as maintaining ongoing dispositions

misaligned with the missions of the School of Education, Teacher Education Program, or their respective counseling program, a remediation plan may be developed to document the remediation and any evidences that support failure or success in addressing the deficient dispositional area(s). The remediation plan must be used to clearly document the course of action.

- C. When a student receives a grade of C in any graduate course, low ratings on a disposition assessment which are inconsistent with developmental level/matriculation through the program, or when a professor recognizes a concern, remediation may be required.

Possible Criteria for Identifying a Deficiency or Concern:

1. A graduate student receives a low rating on any line item of a self or faculty disposition-assessment; or
2. A graduate student receives low ratings within any one section of a self or faculty disposition assessment; or
3. A graduate student is identified by a UNCP Department of Counseling instructor as behaving in way that is not conducive to professional counseling or aligned with appropriate counseling/university standards; or
4. A graduate student is identified by a course instructor as being in imminent danger or receiving a grade of C or lower in a course.

Note: As failing a course is grounds for immediate dismissal from all graduate courses, a failing final grade is not immediately remediable. UNCP Graduate school allows students to apply for readmission after a suitable interval, and an action plan to remedy dispositional problems that led to the course failure would be an appropriate part of the readmission process.

Possible Actions:

A remediation plan may require a student to complete any of the following tasks:

- Withdraw from the class and repeat at a later date
- Create and complete a comprehensive study plan
- Attend a formal course or therapeutic experience for which the student is responsible to pay
- Repeat a CNS course and/or courses for which the student is responsible to pay
- Complete a research paper or study project in under-performing content areas that will be graded using a predetermined rubric
- Complete a reflective paper based upon tasks outlined in the remediation plan in under-performing content areas that will be graded using a predetermined rubric

Documentation:

- A. Two Department of Counseling Faculty in collaboration with the identified student and course instructor/advisor/coordinator if applicable will develop a remediation plan. A completed remediation plan or equivalent will contain written documentation of the deficiencies and planned method of remediation, including criteria for satisfactory completion, and appropriate signatures.

- B.** The Department Chair keeps a log of names of students who have deficiencies, notes the remediation method, and places a copy of the completed remediation plan documentation in the candidate's confidential department file.

Students will be provided with due process for any consequences received as the result of failure to comply with this manual, their course syllabi, The UNCP Department of Counseling Field Placement Manual, The UNCP Code of Conduct, or the UNCP Honor Code.

Counselor Licensure and Certification

Counselor licenses vary from state to state. The Clinical Mental Health Counseling Program meets the educational requirements for LCMHCA licensure in North Carolina. The Professional School Counseling Program meets the educational requirements for LSC licensure in North Carolina.

See for more details: <https://www.uncp.edu/departments/about-our-programs/field-placement-and-testing>

Students who wish to be licensed in other states are advised to consult with the boards in those states. American Association of State Counseling Boards: www.aascb.org

UNCP Grievance and Complaint Procedures and Policies

Department of Counseling Students with a concern related to any aspect of the counseling program should first contact the faculty member who is most closely involved in the concern. If that discussion does not produce satisfactory results, students should contact the Department Chair with the concern: **Nicole Stargell, 910-521-6898, nicole.stargell@uncp.edu**

If Dr. Stargell is unable to alleviate your concerns, please email **Dean, School of Education**.

If the Dean is unable to alleviate your concerns, please visit the following website:

<https://www.uncp.edu/resources/registrar/student-complaint-process>

This website also contains information about the Code of Conduct, relationships between faculty and students, academic honor code, the drug and alcohol policy, and student judicial processes.

Letters of Recommendation for Employment, Advanced Studies, and Credentialing

Students may request faculty members to write letters and/or make recommendations on the student's behalf during and after graduate school. To complete a recommendation request, faculty will review student files, including transcripts and all other forms of evaluation data available through The University of North Carolina at Pembroke. Faculty members may decline a request for professional recommendation. Faculty members who choose to fulfill these requests may endorse students for employment, advanced study, and credentialing in their degree program areas. Students are advised to make recommendation requests to faculty members at least three weeks in advance of any requisite deadlines. Note that faculty are generally available during the academic year.

Program Evaluation

Students will be invited to participate in evaluations of the Counseling Programs during their programs of study and after graduation. Currently enrolled students are invited to participate in student evaluation of instruction (SEI) and graduate course analysis (GCA) for every class toward the end of the semester through Canvas. Students will also complete an exit evaluation through the graduate school when graduating. This evaluation process allows students to share feedback about their experiences as students in the UNCP Counseling Programs. The feedback also allows the Counseling Programs faculty to identify and assess program weaknesses and strengths and incorporate student ideas into future development plans. In addition to formally collected feedback, students are invited to provide informal feedback to program faculty members throughout their course of study.

APPENDIX A: UNCP Department of Counseling Course Rotation Model

001= come to Pembroke campus for 3 hours 8-16 times as scheduled

400= come to Wilmington campus for 3 hours 8-16 times as scheduled

800= never come to campus, might have synchronous online meetings as scheduled

Day of Week = O = asynchronous

Day of Week= **M, T, W, R**= some synchronous videoconference meetings on day indicated

Wilmington and Pembroke Students may take any 800 section

Classes meet from 5:30-8:30pm or 6:00-9:00pm

Fall

Core		Pembroke		Wilmington	
CNS 5000	Professional and Ethical Issues	001	W	400	M
CNS 5050	Counseling Skills and Techniq	001	M	400	T
CNS 5400	Theories of Counseling	001	R	400	R
CNS 5500	Research and Prog Evaluation	001	R		
CNS 5800	Multicultural and Social Justic	001	R	400	R
Specialty & Electives					
CNS 5060	Crisis Intervention	800	O		
CNS 5310	Mental Health Issues in Child	001	W	400	W
CNS 5350	The Prof School Counselor	800	O		
CNS 5450	The Clinical Mental Health Co	800	O		
CNS 5360	Diagnosis and Treatment Plan	001	M	400	M
CNS 5550	Seminar in PSC	001	O		
CNS 5810	Introduction to Play Therapy	800	M		
CNS 5840	Filial and Family Play Ther	800	R		
CNS 5890	Dx, Tx, Psychopharmacology	800	O		
Field Placement					
CNS 6100	CMHC Practicum	001	T	400	T
CNS 6100	PSC Practicum	001	T	400	T
CNS 6120	CMHC Internship	001	T	400	T
CNS 6120	CMHC Addictions Internship	001	T		
CNS 6130	PSC Internship	001	T	400	T

Every Odd Fall: CNSS 5015 Sex Therapy: Approaches and Techniques (**800 W**)

Spring

Core		Sec	Pem	Sec	Wilm
CNS 5025	Lifespan Development	001	W		
CNS 5100	Groups in Counseling	001	M	400	W
CNS 5500	Research and Program Eval	001	R	400	R
CNS 5600	Assessment Practices in Couns	001	W		
CNS 5700	Career Counseling and Develop	800	O		
Specialty & Electives					
CNS 5080	Gender and Sexuality Issues	800	W		
CNS 5250	Counseling Children and Adol	800	O		
CNS 5750	College and Career Readiness	800	O		
CNS 5780	Addressing Issues of Social Just	800	O		
CNS 5820	Play Therapy Theories & Tech	800	R		
CNS 5850	Theory & Process Family	800	O		
CNS 5900	Issues in Addictions	800	O		
Field Placement					
CNS 6100	CMHC Practicum	001	T		
CNS 6100	PSC Practicum	001	T		
CNS 6120	CMHC Internship	001	T	400	T
CNS 6120	CMHC Internship Addiction			400	T
CNS 6130	PSC Internship	001	T	400	T

Every Odd Spring: CNSS 5040 Grief and Loss Elective (001 W)

Summer I

Core		Sec	Pem	Sec	Wilm
CNS 5025	Lifespan Development	001	M/W	400	M/W
CNS 5700	Career Counseling and Dev	800	O		
Specialty & Electives					
CNS 5060	Crisis Intervention	800	O		
CNS 5070	College Counseling and Stud	800	O		
CNS 5080	Gender and Sexuality Issues	800	T/R		
CNS 5350	The Prof School Counselor	800	O		
CNS 5450	The Clinical Mental Health	800	O		
CNS 5770	Evidence-Based School	800	O		
CNS 5810	Intro to Play Therapy	800	T/R		
CNS 5860	Cont Issues and Spec Pop	800	O		
CNS 5900	Issues in Addictions	800	O		

Summer II

Core		Sec	Pem	Sec	Wilm
CNS 5400	Theories of Counseling	001	T/R		
CNS 5600	Assessment Practices in Cou	001	M/W	400	M/W
Specialty & Electives					
CNS 5250	Counseling Children and A	800	O		
CNS 5360	Diagnosis and Treatment	001	T/R		
CNS 5550	Seminar in PSC	001	O		
CNS 5830	Play Ther for Spec Challen	800	T/R		
CNS 5850	Theory and Process of Family	800	O		
CNS 5650	School Couns as Lead, Adv	800	O		
CNS 5870	The Family and Addictions	800	O		

Clinical Mental Health Counseling Elective Options:

- CNS 5070. College Counseling and Student Affairs (3 credits)
- CNS 5250. Counseling Children and Adolescents (3 credits)
- CNS 5310. Mental Health Issues in Childhood and Adolescence (3 credits)
- CNS 5810. Introduction to Play Therapy (3 credits)
- CNS 5820. Play Therapy Theories and Techniques (3 credits)
- CNS 5830. Play Therapy for Specific Challenges (3 credits)
- CNS 5840. Filial and Family Play Therapy (3 credits)
- CNS 5860. Contemporary Issues and Special Populations in Addictions (3 credits)
- CNS 5870. The Family and Addiction (3 credits)
- CNS 5890. Diagnosis, Treatment, and Psychopharmacology in Addiction (3 credits)
- CNSS 5xxx. Special Topics in Counseling (3 credits)

Professional School Counseling Elective Options:

- CNS 5070. College Counseling and Student Affairs (3 credits)
- CNS 5080. Gender and Sexuality Issues in Counseling (3 credits)
- CNS 5360. Diagnosis and Treatment Planning (3 credits)
- CNS 5650. School Counselor as Leader, Advocate, and Consultant (3 credits)
- CNS 5770. Evidence-Based School Counseling (3 credits)
- CNS 5780. Addressing the Achievement Gap and Issues of Social Justice (3 credits)
- CNS 5810. Introduction to Play Therapy (3 credits)
- CNS 5820. Play Therapy Theories and Techniques (3 credits)
- CNS 5830. Play Therapy for Specific Challenges (3 credits)
- CNS 5840. Filial and Family Play Therapy (3 credits)
- CNS 5850. Theory and Process of Family Counseling (3 credits)
- CNS 5870. The Family and Addiction (3 credits)
- CNS 5900. Issues in Addictions for Counselors (3 credits)
- CNSS 5xxx. Special Topics in Counseling (3 credits; may be repeated for different topics)