



The University of North Carolina at Charlotte

Student Handbook

Master of Arts in Counseling  
Department of Counseling  
(704) 687-8966

College of Education  
University of North Carolina at Charlotte  
9201 University City Blvd.  
Charlotte, North Carolina 28223-0001

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## Introduction

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

This is the Student Handbook for the Master's degree in the Department of Counseling. It has been prepared to assist you in your program planning. You are responsible for knowing and abiding by the policies contained in this handbook. We urge you to discuss questions you may have with your advisor or with other members of the faculty. The information in this handbook is specific to the two program specializations: community counseling and school counseling. It includes course and clinical requirements, course sequencing, curriculum planning, procedures, comprehensive examination process, forms and policies. Once again welcome and do not just experience or go through the program only to attain your degree, let the program experience you as well. We look forward to working with you as you progress through the program and pursue your career in the counseling profession.



## General Program Information

The Counseling Program is in the Department of Counseling within the College of Education. The purpose of the program is to provide graduate training at the Master's level for counselors in schools and community agencies.

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

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

The American Counseling Association defines counseling as the application of mental health, psychological, or human development principles to cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, or career development as well as pathology.

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

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

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

### Mental Health Professionals

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

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

## Department of Counseling Faculty

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

<b><u>Name, Degree, Position</u></b>	<b><u>Year &amp; Source of Doctoral Degree</u></b>	<b><u>Teaching Areas</u></b>	<b><u>Research Interest Areas</u></b>
Lyndon P. Abrams, Ph.D. Associate Professor lpabrams@uncc.edu	2001-Texas A&M Commerce	Theory, Multicultural Counseling Practicum/Internship & Counseling Adolescents	Racial Identity Development, Diversity in Math & Science Careers, & Social Desirability
Valerie G. Balog, Ph.D., LPC Clinical Assistant Professor vbalog@uncc.edu	2003-University of Virginia	Grief & Loss, Community Agency, Practicum/Internship, & Basic Techniques	Grief Issues, Terminal Chronic Illness, Women & Trauma, Gender Issues, & Supervision
Robert F. Barret, Ph.D. Professor & Licensed Psychologist rlbarret@uncc.edu	1971-Georgia State University	Community Agency, Practicum, Internship, Multicultural counseling	Developmental Counseling & Therapy, Counselor Training, Crisis Assessment & Intervention, Gender Issues
Jack Culbreth, Ph.D., LPC Associate Professor jculbreth@uncc.edu	1996-University of North Carolina at Greensboro	Supervision, Substance Abuse, Ethics, & Practicum/Internship	Counseling Supervision, Substance Abuse Counseling, International Counselor Education, Counselor Training
Susan R. Furr, Ph.D. Associate Professor Licensed Psychologist srfurr@uncc.edu	1979-University of North Carolina at Chapel Hill	School Counseling, Group Counseling, & Instructional Theory	Women Issues, Group Counseling Grief & Loss Counseling, College Student Development
Henry L. Harris, Ph.D., LPC Associate Professor hharris2@uncc.edu	1996-University of Virginia	School Counseling, Counseling Techniques, Ethics, Career, & Practicum/Internship	School Counseling, Multiracial Issues, Student Athletic Development, & Career Development

<b>Name, Degree, Position</b>	<b>Year &amp; Source of Doctoral Degree</b>	<b>Teaching Areas</b>	<b>Research Interest Areas</b>
Pam S. Lassiter, Ph.D., LPC Assistant Professor plassite@uncc.edu	2004-Georgia State University	Substance Abuse Counseling, Multicultural Counseling, Group Counseling, Practicum/Internship	Sexual Minority Parenting, Multicultural Supervision, Substance Abuse Counselor Training, Women's Issues, Historical Narratives & Counseling
Phyllis B. Post, Ph.D., LPC Professor ppost@uncc.edu	1980-University of Wisconsin	Play Therapy, Filial Therapy, School Counseling, Counseling Techniques, Internships, & Research Design	Play & Filial Therapy, School Counseling, At-Risk Children, Diversity Issues
Kok-Mun Ng, Ph.D., LPC Assistant Professor kokmunng@uncc.edu	1999-Texas A&M Commerce	Counseling Techniques, Family/Couple Counseling, Advanced Multicultural Counseling, Supervision, Solution Focused, & Clinical Courses	Marriage & Family Issues, Multicultural/Cross-cultural/International Issues, Attachment Theory, Emotional Intelligence & Well Being, Assessment Issues, Supervision & Training
Clarrice Rapirsarda, Ph.D.,LPC Assistant Professor carapisarda@uncc.edu	2005-Kent State University	Assessment, Group Counseling, Techniques, Practicum, Supervision	Multicultural Supervision, Bilingual Issues, Women's Issues, Sanctioned Supervision, Developmental Supervision
Edward A. Wierzalis, Ph.D.,NCC Assistant Professor eawierza@uncc.edu	2000-University of Virginia	School Counseling, Career Development, Multicultural Counseling, Advanced Theory, Counseling: The Spiritual Dimension	School Counseling, Multiculturalism, Spirituality & Counseling, Counseling & Philosophy

**Department of Counseling**

**Mission Statement**

The mission of the Department of Counseling is to prepare excellent counseling professionals who are compassionate, reflective, proactive, and effective change agents for the promotion of greater human understanding, dignity, and positive relationships. The mission is accomplished by faculty working together in partnerships with schools, communities, and university colleagues in response to the University of North Carolina at Charlotte's commitment to children, families, schools, and other settings.

Revised May 14, 2004

**The goals of the Department of Counseling are to continue:**

- ◆ to develop and maintain a curriculum based on current knowledge concerning the counseling and human development needs of a multicultural society.
- ◆ to challenge and support the student's and faculty's growth in human understanding, dignity, and positive interactions on all levels.
- ◆ to achieve excellence defined by maintaining CACREP accreditation at both the Masters and Doctoral levels.
- ◆ to enhance the communities appreciation of the additive nature of multiculturalism.
- ◆ to provide excellent instruction, research and community service

## Counseling Program Overview

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

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

### Description of the Program

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

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

The M.A. degree is awarded to students who successfully complete the 60 hr Counseling Program in school or community counseling. The counseling program also has graduate certification programs in school counseling, substance abuse, and gerontology.

### **Master's Degree Track**

Individuals who are seeking to become a professional counselor yet do not have a master's degree or are seeking a second master's degree, the Master of Arts (MA) degree is offered in the two tracks of study that include school counseling and community counseling. Students pursuing either of the tracks must submit a degree plan to their assigned advisor by the end of their first semester of enrollment.

### School Counseling

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

### Community Counseling

The community counseling track prepares students for counseling positions in various community agencies such as mental health centers, private counseling agencies, substance abuse treatment facilities, centers for counseling the elderly, children, and families, business and industry. This track meets the academic specifications for North Carolina licensure as a Professional Counselor.

## **Certificate Programs**

### Post Masters Certificate in School Counseling

The post-masters certificate in school counseling will meet the needs of students who have a master's degree in counseling but have not met the requirements for licensure as a school counselor in the state of North Carolina. Successful completion of the program requirements will enable the student to be recommended for licensure in school settings from the North Carolina Department of Public Instruction. Also see the School Counseling website

### Substance Abuse Graduate Certificate

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

### Graduate Certificate in Gerontology

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

## Beginning the Master's Degree Track

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

The University link for Deadlines, Instructions, and Forms for Applying to Graduate School is <http://uncc.edu/gradmiss/subindex.htm>. The counseling program's admissions process occurs one time each year during the spring semester. The deadline for submitting applications for Fall 2008 admissions to the Counseling Program is December 1, 2007. Once students are accepted to enter the program during the Fall semester, they have the option of starting the program during Summer Sessions.

The Application for Admission is available at the Graduate School. Students must submit a completed application to the Graduate School. Our admissions requirements are as follows following:

- 1) possession of a bachelor's degree from a regionally accredited university
- 2) overall GPA of 3.0
- 3) acceptable GRE or MAT scores
- 4) brief typed essay- typically 1-2 pages in length describing your experience & objective for pursuing graduate study in counseling
- 5) 3 professional references
- 6) 2 official transcripts
- 7) an on-campus group interview for invited applicants
- 8) your completed application along with the application fee

Only complete applications are sent to the Counseling Program for consideration. Also see [www.uncc.edu/gradmiss/p\\_admin\\_info.html](http://www.uncc.edu/gradmiss/p_admin_info.html)

Some students may choose to take 6 credits as a post-baccalaureate (**make post bac a link**) student prior to entering the program. However taking such courses will not guarantee admission into the program. Applications to take courses as a post-baccalaureate student are available in the Graduate School.

### Academic Integrity

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

## Statement of Dispositions

### College of Education and Department of Counseling

#### Candidate's Statement of Commitment Regarding Dispositions

The Department of Counseling is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective counselors. Therefore, your course work and clinical experience will prepare you to demonstrate the knowledge, skills, and *dispositions* expected of beginning counselors. Faculty and on-site supervisors will evaluate your demonstration of these dispositions and provide you with feedback about your progress.

**Dispositions** are defined as the values, commitments, and professional ethics that influence behavior toward students, families, clients, colleagues, and communities and affect your learning, motivation, and development as well as your professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The dispositions listed below are expected of professional counseling candidates while in the university and in their future work sites.

#### Professionalism

- **Timeliness** is consistent in class, clinicals, group work, appointments, completion of assignments.
- **Attendance** is consistent at class, during clinical experiences, group meetings, appointments, practicum and internships.
- **Appearance and dress** matches dress standards or expectations present in clinical sites.
- **Poise/attitude** reflects planning, preparation, and engagement in university classes and at clinical sites.
- **Initiative** is demonstrated by offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials.
- **Ethics** is demonstrated by following the codes of ethics for the American Counseling Association, American School Counseling Association, and American Mental Health Counselors Association. While at the university abiding by the UNC Charlotte Code of Academic Integrity and disclosing any unlawful activity upon application to or continuation in the counseling program that might adversely affect ability to obtain licensure, as well as passing criminal background checks and drug screening required by the school systems and clinical sites.

#### Counseling Qualities

- **Values diversity** through creating counseling relationships that are inviting to diverse clients and providing equitable access to services. While a student, demonstrates an understanding of multicultural knowledge and willingness to be transformed through experiences.
- **Demonstrates flexibility** in modifying ideas, materials, plans, clinical work.
- **Demonstrates organization** through planning, selection and preparation of materials, time management.

**Relationships with Others:**

- **Cooperates** with instructors, staff, and other university and clinical site personnel; resolves differences and misunderstandings respectfully.
- **Responds to feedback** from instructors, supervisors, and mentors productively and respectfully.
- **Establishes rapport** with peers, faculty, and other persons.
- **Collaborates** with peers, faculty, and site personnel; sharing responsibilities and ideas.
- **Provides leadership** to peers, faculty, and site personnel; initiates, suggests, contributes to collaborative relationships.
- **Affirms** perspectives and contributions of diverse peers, faculty, supervisors, and site personnel.

**Professional Development**

- **Engages in reflection** by using various forms of feedback about one’s own effectiveness, including assessment data and supervision.
- **Engages in life-long learning** through reading, observing, critical thinking, questioning, and assessing.
- **Promotes success for all counseling students** through best practices, informative assessments, and inclusive environments.
- **Counseling students demonstrate** involvement with appropriate stakeholders within their clinical work.

I have read the dispositions and indicators above and I value their importance as how they relate to becoming an effective professional counselor. I am committed to both growth and excellence in demonstrating these dispositions and I understand that my progress in the counseling program depends upon successful demonstration of these significant elements.

\_\_\_\_\_  
Clearly Print Your Name

\_\_\_\_\_  
Advisor Signature

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

\_\_\_\_\_  
Date

- Intent to Enroll: Summer Session I-**
- Summer Session II-**
- Fall Semester-**
- Other-contact Counseling Dept.**

## Advising

Each student is assigned a faculty advisor once admitted into the program. The advisor assists students in developing a Program of Study ([make this a link](#)), chairs the graduate committee, and assists in on-going assessment of the student's academic, personal, and professional development. Prior to completing the first semester, the student and advisor should complete the Program of Study and place a signed copy in his/her file in the Departmental Office. Students should keep in mind that the Program of Study may be revised, as needed. The assistance of the advisor does not relieve the student of responsibility for completing required work and following departmental and university procedures. In situations where evaluations indicate a student's inappropriateness for this program, program faculty assists in facilitating a change for the student.

### Advising Information for Beginning MA Students

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

- The pre-requisites for enrolling in Practicum are:
  - Completion of 5 courses (15 credits).
  - FIVE of the courses (15 credits) must be: Counseling Theories (CSLG 6100), Ethical Issues in Counseling (CSLG 6101), Counseling Techniques (CSLG 6110), Group Counseling (CSLG 6120) may be taken concurrently with or after CSLG 6110 however not before. CSLG 6120 may also be taken concurrently with Practicum but not after), The School Counselor (CSLG 7141) or Community Counseling & Management (CSLG 7170).
- When courses are offered:
  - CSLG 6100 and CSLG 6101 are offered during the first summer session and the fall semester.
  - CSLG 7141 and CSLG 7170 are offered during second summer session and the fall semester.
  - CSLG 6110 is offered on during the fall and spring semesters only.

If you desire to complete the program within two academic years (in addition to the three associated summer sessions), you need to enroll in Practicum (CSLG 7430) during your first spring semester. You must enroll in Internship (CSLG 7435) during your second fall and enroll in Internship (CSLG 7435) during your second spring. This is because Practicum and Internship classes are offered **ONLY** during the fall and spring semesters – not during the summer sessions.

### Pre-registration and Registration for Courses

Pre-registration is normally scheduled in early April for fall and summer terms and in early November for spring semester. Open registration is held the week preceding the first day of classes. See the term Schedule of Classes for specific registration policies and procedures.



Department of Counseling
Master's Degree - Program of Study

Name: \_\_\_\_\_ UNCC ID: \_\_\_\_\_

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

Phone: Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_ E-mail: \_\_\_\_\_

Track (Check One): School [ ] Community [ ] Advisor: \_\_\_\_\_

Indicate below the semester you plan to take and complete the class. Please place copy in your file in Departmental Office.

Plan Semester Completed

Core courses:

- \_\_\_\_\_ \_\_\_\_\_ CHFD 6102 or EDUC 6100 Learning and Development (FA, SP, SU)
\_\_\_\_\_ \_\_\_\_\_ RSCH 6101 Educational Research Methods (FA, SP, SU)
\_\_\_\_\_ \_\_\_\_\_ RSCH 6109 Assessment and Evaluation Methods (FA, SP, SU)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6100 Counseling Theories (FA, SU)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6101 Ethical and Professional Issues in Counseling (FA, SU)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6110 Counseling Techniques (FA, SP)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6111 Advanced Techniques (FA, SP, SU)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6120 Group Counseling (FA, SP)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6121 Structured Groups (FA, SP)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6145 Multicultural Counseling (SP, SU)
\_\_\_\_\_ \_\_\_\_\_ CSLG 6150 Career and Lifestyle Development (SP, SU)
\_\_\_\_\_ \_\_\_\_\_ CSLG 7430 Practicum in Counseling (FA, SP) (150 hours)
\_\_\_\_\_ \_\_\_\_\_ CSLG 7435 Internship (FA, SP) (300 hours)
\_\_\_\_\_ \_\_\_\_\_ CSLG 7435 Internship (FA, SP) (300 hours)

Community Track:

- \_\_\_\_\_ \_\_\_\_\_ CSLG 7170 Community Counseling and Management (SU, FA)
\_\_\_\_\_ \_\_\_\_\_ PSYC 6153 Classification of Psychological Dysfunctions (SP)

School Track:

- \_\_\_\_\_ \_\_\_\_\_ CSLG 7141 The School Counselor (SU, FA)
\_\_\_\_\_ \_\_\_\_\_ CSLG 7646 Administration and Leadership of School Counseling Services (FA, SP)
\_\_\_\_\_ \_\_\_\_\_ School Based Elective

Electives (Select 3 for School Track: 4 for Community Track):

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

APPROVED: \_\_\_\_\_

Advisor

Date

Date of first Master's course: \_\_\_\_\_ Date by which degree must be completed: \_\_\_\_\_

## School Track Electives

CSLG 6000	McLeod Institute* (SU)
CSLG 6000	Counseling Adolescents
CSLG 6160	Theories of Chemical Dependency* (Alternate even FA)
CSLG 6161	Assessment and Diagnosis of Chemical Dependency* (Alternate odd SP)
CSLG 6162	Chemical Dependency: Counseling Individuals, Families, and Groups* (Alternate odd FA)
CSLG 6163	Chemical Dependency: Treatment Planning and Relapse Prevention* (Alternate even SP)
CSLG 6200	Introduction to Family Counseling* (SP)
CSLG 7142	Introduction to Play Therapy* (SP SU)
CSLG 7143	Advanced Play Therapy* (Alternate even FA)
CSLG 7160	Solution-Focused Brief Therapy* (SU)
CSLG 7600	Sexual Orientation Diversity* (SP)
CSLG 7601	Counseling: Spiritual Dimension* (SP)
CSLG 7645	Cognitive-Behavior Theory and Practice* (SU)
CSLG 7680	Crisis Counseling* (SU)
CSLG 7681	Grief and Loss Counseling* (FA)
ADMN 6107	School Law for Counselors and Related Professionals (SP)
CHFD 6100	Adjustment Issues: Children in Family Context
CHFD 6120	Creativity, Learning Environments and Experiences
CHFD 6130	Concepts of Teaching and Learning: Children's Play
CJUS 6160	Juvenile Justice Systems
HPKD 5126	Adolescent Sexuality
PSYC 6153	Classification of Psychological Dysfunctions
SOCY 5631	Seminar in Family Violence
SOCY 5632	Changing American Family
SPED 5100	Introduction to Special Education
SPED 5173	Diagnostic Assessment
SPED 6112	Learning Disabilities

\* These classes are also appropriate electives for the Community Track.

## Community Track Electives

CSLG 6000	Counseling Adolescents
CSLG 6000	Couples Counseling
CSLG 7646	Administration & Leadership of School Counseling Services
CJUS 6100	Criminal Justice System
GRNT 6600	Current Issues in Gerontology
PSYC 6124	Psychology of Aging
SOCY 6130	Sociology of Aging: Theory and Research
NURS 6275	Health Promotion and Wellness for Older Adults
HPKD 5126	Adolescent Sexuality
SOCY 5130	Sociology of Health and Illness
SOCY 5134	Families and Aging
SOCY 5150	Older Individual and Society
SOCY 5632	Changing American Family

Dates/notes of meetings with advisor:

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<b><i>PROGRAM CORE COURES REQUIREMENTS</i></b>		
EDUC 6100 or CHFD 6102	Learning and Development	3 (FA, SP, SU)
RSCH 6101	Educational Research Methods	3 (FA, SP, SU)
RSCH 6109	Assessment and Evaluation Methods	3 (FA, SP, SU)
CSLG 6100	Theories of Counseling	3 (SU, FA)
CSLG 6101	Ethical & Professional Issues in Counseling	3 (SU, FA)
CSLG 6110	Counseling Techniques	3 (FA, SP)
CSLG 6111	Advanced Counseling Techniques	3 (FA, SP, SU)
CSLG 6120	Group Counseling	3 (FA, SP)
CSLG 6121	Structured Groups (must have completed CSLG 6120)	3 (FA, SP)
CSLG 6145	Multicultural Counseling	3 (FA, SU)
CSLG 6150	Career & Lifestyle Development	3 (SP, SU)
CSLG 7430	Practicum in Counseling	3 (FA, SP) 150 hrs
CSLG 7435	Internship	3 (FA, SP) 300 hrs
CSLG 7435	Internship	3 (FA, SP) 300 hrs
<b><i>SPECIFIC SCHOOL COUNSELING REQUIREMENTS</i></b>		
CSLG 7141	The School Counselor	3 (SU, FA)
CSLG 7646	Administration and Leadership of School Counseling Services	3 (FA, SP)
ELECTIVE # 1	Must be a School Based Elective	3
ELECTIVE # 2		3
ELECTIVE # 3		3
ELECTIVE # 4		3
	<b>TOTAL</b>	<b>60 HRS.</b>
<b><i>SPECIFIC COMMUNITY COUNSELING REQUIREMENTS</i></b>		
CSLG 7130	Community Counseling & Management	3 (FA, SU)
PSYC 6153	Classification of Psychological Dysfunctions	3 (SP)
ELECTIVE # 1		3
ELECTIVE # 2		3
ELECTIVE # 3		3
ELECTIVE # 4		3
	<b>TOTAL</b>	<b>60 HRS.</b>

***Pre-requisites For Enrolling In Practicum CSLG 7430***

CSLG 6100	Theories of Counseling	3 (SU, FA)
CSLG 6101	Ethical & Professional Issues	3 (SU, FA)
CSLG 6110	Counseling Techniques	3 (FA, SP)
CSLG 7141	The School Counselor ( <b>School Track Only</b> )	3 (SU, FA)
CSLG 7130	Community Counseling/Management ( <b>Community Track Only</b> )	3 (FA, SU)
CSLG 6120	Group Counseling (may be taken concurrently with Counseling Techniques, but not before . May also be taken concurrently with Practicum, but not after completing Practicum)	3 (FA, SP)
	<b>Courses below do not have prerequisites</b>	
EDUC 6100 or CHFD 6102	Learning and Development	3 (FA, SP, SU)
RSCH 6101	Educational Research Methods	3 (FA, SP, SU)
RSCH 6109	Assessment and Evaluation Methods	3 (FA, SP, SU)
CSLG 6145	Multicultural Counseling	3 (FA, SU)
CSLG 6150	Career & Lifestyle Development	3 (SP, SU)
ELECTIVE # 1		3
	<b>TOTAL</b>	<b>18 HRS.</b>

**Important Points to Remember-Students:**

- 1) may enroll in CSLG 6120-Group Counseling concurrently with or after completion of CSLG 6110-Counseling Techniques, however not before. Group Counseling may also be taken concurrently with CSLG 7430 Practicum, but not after.
- 2) must complete CSLG 6120-Group Counseling before CSLG 6121-Structured Groups.
- 3) must enroll in CSLG 7646 Administration & Leadership of School Counseling Services concurrently with CSLG 7435 Internship (preferably 1st internship).
- 4) must complete CSLG 7430 prior to enrolling in CSLG 6111 Advanced Techniques
- 5) if you plan to work in the elementary school setting or with small children under age 10 or younger, you must take CSLG 7142 Play Therapy.



### CSLG 7430 Practicum & CSLG 7435 Internship

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

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

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

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

### Appeal Procedure (UNCC policy):

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

### Application for Candidacy

Upon successful completion of a minimum of 18 semester hours of graduate work and in no case later than four weeks prior to the beginning of the semester in which he/she expects to complete all requisites for the degree, a student should complete the Application for Admission to Candidacy Form supplied by the Graduate School (the form can be found in the Department). This form, a listing all course work to be offered for the degree (included transferred credit and courses in progress), is approved by Dr. Harris, Coordinator of the Master's Program. The deadline for submitting this form is November 1 for Spring graduation.

Application for Degree Deadlines

Students must submit an Application for Degree to the Registrar's Office after paying the required fee at Student Accounts/Cashier. Graduation announcements and cap and gowns are ordered through the campus bookstore. Check with the bookstore regarding dates and prices after you have submitted your degree application.

To graduate in December: August 1

To graduate in May: October 1

To graduate in August: May 1

Comprehensive Exams, Final Projects, Directed Study Deadlines

Comprehensive exams, final projects, and directed study deadlines must be completed by the last day of classes of the graduating term. Report of completion is due in the Registrar's Office by the end of the final examination period.

All forms are available either in the departmental office or Registrar's Office, second floor of the Reese Building. The University catalog and semester schedule of classes also contain valuable information and should be read carefully and referred to frequently. If you have any questions concerning the above information, please contact the Registrar's Office at (704) 687-2287 or The Graduate School at (704) 687-3371.

<u>Counseling Program Calendar</u>	
Practicum and Internship sign-up	Wednesday and Thursday, 4th week of semester at 3:30 p.m.
Submission of contract for clinical courses (Practicum and Internships)	One week prior to registration for classes
Written Comprehensives	On the Monday before fall and spring semesters begin

Course Offerings by Semester

You can find a two year schedule for counseling program courses at the following link:

<http://education.uncc.edu/counseling/> .

Course Requirements

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

### Course Sequencing

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

### Directed Independent Study

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

### Equal Educational Opportunity

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

### Graduate Committee

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

### Information about Courses

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

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

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

### Listserv

One of the major ways we communicate with students is through our student listserv. Please make sure that you check your emails regularly to see information that is critical to you (e.g., time and place of comprehensive exams; time and place for required clinical meeting prior to registering for Practicum or Internship classes). You must use your UNCC email address for this.

### Master's Project

Students may submit a Master's Project as an alternative to the Comprehensive Examination as a culminating experience for the program. Students should consult with their faculty advisors to discuss the Project option and to obtain a copy of the Guidelines for the Master's Project.

### Important Web Sites

[UNCC Counseling Program](#)

[American Counseling Association](#)

[American School Counseling Association](#)

[Chi Sigma Iota](#)

[Counseling Graduates Website](#)

[National Board for Certified Counselors](#)

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

[North Carolina Counseling Association](#)

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

[North Carolina School Counselor Association](#)

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

## Certificate Programs

### Post-Masters Certificate In School Counseling

The Post-Masters Certificate in School Counseling ([make a link](#)) consists of a coherent program in school counseling. Successful completion of the program requirements will enable the counselor to be recommended for licensure in school counseling from the North Carolina Department of Public Instruction. A minimum of twelve credit hours is required for the post-masters graduate certificate. All course work applied to a certificate must be completed within four years. Transfer credit is not normally accepted into the certificate program.

### Program Description

This program has been designed for counselors who want to become eligible for licensure as school counselors by the Department of Public Instruction in North Carolina. The completion of this program, in addition to passing the PRAXIS II Specialty Area Test for School Counselors, will qualify students to become licensed School Counselors. Requirements for completion of the program are CSLG 7141. The School Counselor (Fall & Summer), CLSG 7646. Administration & Leadership of School Counseling Services (Fall/Spring), CSLG 7435. Internship (School-based Clinical) (Fall/Spring), a School-based Elective (Fall, Spring, Summer) and any additional course work based on an individual review of each applicant's graduate transcript(s) and selected program option.

### Additional Admission Requirements

- 1) A master's degree in counseling from an accredited university.
- 2) Written application to Graduate Admissions accompanied by the application fee in effect.
- 3) GPA required for entry into a master's degree program.
- 4) Official transcripts

### Program Options

**OPTION A:** For counselors who graduated from a 60 credit CACREP accredited program.

#### *Program Requirements:*

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

CSLG7141 The School Counselor (3 credits)

CSLG7646 Administration and Leadership of School Counseling Services (3 credits)

CSLG7435 School-based Internship (3 credits)

An additional school-based elective (3 credits)

**OPTION B:** For counselors who graduated from CACREP accredited programs with less than 60 credits.

#### *Program Requirements:*

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

CSLG7141 The School Counselor (3 credits)

CSLG7646 Administration and Leadership of School Counseling Services (3 credits)

CSLG7435 School-based Internship (3 credits)

An additional school-based elective (3 credits)

**OPTION C:** For counselors who graduated from non-CACREP accredited programs.

*Program Requirements:*

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

CSLG7141 The School Counselor (3 credits)

CSLG7646 Administration and Leadership of School Counseling Services (3 credits)

CSLG7435 School-based Internship (3 credits)

An additional school-based elective (3 credits)

Additional Program Requirements

In addition to completing required courses, students must pass the PRAXIS II Specialty Area Test for School Counseling to qualify for state licensure.

**For More Information Contact:**

Dr. Edward A. Wierzalis  
Department of Counseling  
UNC-Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223-0001  
(704) 687-8970  
[eawierza@uncc.edu](mailto:eawierza@uncc.edu)

## **Graduate Certificate in Substance Abuse Counseling**

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

### The Program

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

### Certificate Requirements

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

- CSLG 6160 Theories of Chemical Dependency \*
- CLSG 6161 Chemical Dependency: Assessment and Diagnosis
- CSLG 6162 Chemical Dependency: Counseling Individuals, Families, and Groups\*
- CSLG 6163 Chemical Dependency: Treatment Planning and Relapse Prevention
- CSLG 6000 McLeod Institute on Substance Abuse\* (a one-week summer institute offered for graduate credit covering a broad array of topics relevant to substance abuse counseling and prevention)

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

### Required for completion of Certificate

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

### Additional Admission Requirements

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

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

For more information go to our **FAQ** page or contact:

Dr. Pam Lassiter  
Department of Counseling  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223-0001  
(704) 687-8972 or  
[plassite@uncc.edu](mailto:plassite@uncc.edu)

The University Catalog, application forms and materials can be obtained from:

The Graduate School  
UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223-0001  
(704) 687-3366  
(704) 687-3279 (Fax)

**[Graduate Admissions Office Web Site](#)**

## **Gerontology Certificate Program**

The Graduate Certificate Program in Gerontology was designed to provide supplementary graduate education in Gerontology for those who already have a graduate degree in another field or those completing a graduate degree in another field, who are interested in working with older adults. It requires the completion of a set of core and elective courses related to the study of aging.

The Graduate Programs are both interdisciplinary and multidisciplinary. Interdisciplinary Gerontology courses will integrate materials from various disciplines, including counseling. Multidisciplinary courses will also be included, requiring students to study aging from a variety of disciplinary perspectives. The core of essential material included in the required course sequence will be augmented by selection of elective courses in an individually designed program for each graduate student.

The University link for the Certification in Gerontology is:

<http://www.uncc.edu/geront/gradcert.htm>

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

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

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

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

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

Upon completion of the community counseling masters degree program the student will:

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

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

1. Demonstrate knowledge of the history, philosophy, and trends in school counseling.
2. Identify the various roles and functions of the school counselor in conjunction with the roles of other professional and support personnel in the school.
3. Demonstrate knowledge of the school setting and curriculum.
4. Demonstrate an understanding of the ethical standards and guidelines of the American School Counselor Association (ASCA), of policies, laws, and legislation relevant to school counseling.
5. Implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling
6. Demonstrate an understanding of referral procedures of children and adolescents for specialized help and knowledge of coordinating efforts with resource persons, specialists, businesses, and agencies outside the school.
7. Explain and implement methods of integration of guidance curriculum in the total school curriculum and thereby promote the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.
8. Demonstrate methods of planning and presenting guidance-related educational programs for school personnel and parents.
9. Use surveys, interviews, and needs assessments appropriate within a school setting.
10. Design, implement, and evaluate a comprehensive developmental school program.
11. Implement and evaluate specific strategies designed to meet program goals and objectives.
12. Prepare of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program.
13. Develop the ability to utilize individual and group counseling and systematic guidance approaches appropriate for the developmental stage and needs of children and adolescents.
14. Design appropriate developmental structured activities for small groups, peer helper groups, classroom guidance, and programs for the total school community.
15. Demonstrate knowledge of issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorders).
16. Identify developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational, and career options).
17. Demonstrate methods of enhancing teamwork within the school community.
18. Demonstrate methods of consulting with parents, teachers, administrators, support staff and community agency personnel.
19. Perform a variety of activities that regularly employed school counselors would be expected to perform in a school setting including, but not limited to individual counseling, group work, developmental classroom guidance, and consultation.

Students seeking licensure as school counselors (K-12) in North Carolina must take the Counseling specialty section of the PRAXIS (#20420) exam. The passing score for certification is 570. Students must register to take the PRAXIS. The Registration Bulletin is in the Office of TEAL located on the 1st floor in the College of Education (see <http://education.uncc.edu/teal/>). Students may also get the registration bulletin on the web ([www.ets.org/praxis](http://www.ets.org/praxis)). Plan to take the PRAXIS exam approximately six (6) months before certification is needed.

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

### Progressing through the Graduate Program

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

1. Become familiar with the procedures of the University (See UNCC Catalog).
2. Know the academic year, both for the University and for the program.
3. Get to know your advisor. Meet personally with your advisor early in your course work, and use him/her for advice and counsel. If your advisor is not available, leave a note, and s/he will return the call as soon as possible.
4. Course work frequently requires students to deal with personal and professional issues, both situational and developmental in nature. Students' openness to self-examination and constructive feedback are integral parts of professional development. Moreover, as professionals who adhere to the Code of Ethics (American Counseling Association (ACA)), the faculty members are committed to an on-going screening process designed to assist students whose issues interfere significantly with their progress in the program (See Procedural Guidelines for Screening Students).

### Professional Organizations

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

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

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

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

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

Applications for ACA, NCCA, and Chi Sigma Iota are available in the department office. You can also log on to <http://www.counseling.org> to obtain membership information.

### Registration for Counseling Courses

The Counseling Program is designed to offer clinical training and supervision. Therefore, class size is limited to provide maximum feedback for students. For example, all clinical courses (CSLG 6110, 6111, 6120, 6121, 7430, 7435, 7436) are limited enrollment classes. Taking advantage of Pre-registration is advised, since most classes are full by the time of Registration. The academic calendar for the University lists Pre-Registration and Registration dates.

### State Licensure & National Certification

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

#### NCC: National Certified Counselor

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

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

LPC: Licensed Professional Counselor (make a link) <http://www.ncblpc.org/>

This state-level credential is achieved upon completion of the following criteria:

1. Hold a masters degree in counseling from a regionally accredited institution of higher education which includes a minimum of 48 semester hours.
2. Has had no less than two years of masters or post-masters counseling experience, or of both, in a professional setting, including a minimum of 2000 hours of supervised professional practice as defined by the Board. Supervisors must be licensed professional counselors or equivalently credentialed mental health professionals, as determined by the Board, with at least five years of counseling experience who meet qualifications established by the Board.
3. Has passed the NCE.
4. Submits an acceptable Professional Disclosure Statement.

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

## **Program Policies**

### Time Limit

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

### Admissions Policy

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

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

The most recent group of admitted students had an average undergraduate GPA of 3.34, avg.47th percentile on the GRE and 62nd percentile) on the MAT. We have a variety of students that enter the program each academic year. Some enter graduate school directly from their undergraduate study, some work a few years before retuning to school, and a few have retired from one career. Even so, most students have had no previous work experience in the field of counseling.

Admission decisions are made in the following way:

1. Each student is given a rating for their:

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

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

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

Essay (1-5 points)

Work/Life experiences (1-5 points)

Other degrees or course work (1-5 points)

References (1-3 points)

3. Scores of all applicants retained in the pool are computed and rank ordered. At a specified meeting, faculty members are able to advocate for particular applicants whose rank order does not reflect the applicant's appropriateness for the program.

4. The applicants with the highest rankings are then invited to campus for group interviews. This process typically occurs on the last Friday in February of the Spring semester and lasts from 8:30a.m.-Noon.

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

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

5. Following the small group interviews faculty evaluate the prospective applicants based on communication skills and quality of discussion.
6. Based upon the group interview experience and the overall scores of the applicants, the faculty then **recommends** to the Graduate School the applicants the Counseling Program would like to offer admissions to.
7. Next the Graduate School sends out official letters to recommended applicants during next weeks. New students are required to send their **intent to enroll card** back to the Graduate School two weeks after receiving official letters.
8. Finally, the Department of Counseling sends congratulatory letters to all recommended students for admissions with additional program information which includes the **Statement of Dispositions** that all students are required to sign. They are given two-three weeks to return the signed **Statement of Dispositions** to Counseling Department and they **must** indicate if they intend to enroll during the Summer session, Fall Semester, or not all. If the applicant fails to return the signed Statement of Dispositions within the time frame allotted by the Department of Counseling, the next applicant on the **Wait List** will be offered their slot.

### Recruitment Policy

The faculty is committed to the recruitment of students who both have the potential for success as a counselor and represent a variety of societal subgroups and subcultures. As a result, a two stage admission's process has been implemented. In the first stage, the admissions committee, composed of 3 program faculty, make a determination of applicants' aptitude for graduate-level study (Grade Point Average, test scores, essay, and work experience) and vocational goals. Applicants who meet these criteria are invited to campus for the second stage of the process: a group exercise and an individual discussion with a faculty member. Based on applicants' interactions in these contexts, faculty take into consideration each applicants' potential success in forming effective interpersonal relationships and openness to self-examination and development. With this information, faculty rank order the applicants and those with the highest overall ranking are invited to attend.

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

### Procedural Guidelines for Staffing Enrolled Students

1. Students may be terminated for academic failure, ethical violations and/or "personal unsuitability for the counseling profession."
2. All students will be evaluated two times per year by the entire faculty. The focus will be on clinical, professional, interpersonal, and academic functioning. Where there is sufficient concern, the evaluation will be written and oral, with a copy, signed by the student, placed in the student's file.
3. From this discussion, the faculty may decide that further monitoring is needed and a committee will be formed, consisting of the student's advisor and two other faculty members who are familiar with the student's academic performance and personal attributes.
4. Next, a meeting will be held with the student. This meeting may include the students and the entire screening committee or only the student's advisor. The faculty's concerns are clearly explained (both verbally and in written form) to the student. The student will be allowed to discuss his/her thoughts, feelings, and reactions to the report.
5. The student will be given an opportunity to address the faculty's concerns and will be made aware of the possible consequences of not taking sufficient remedial action.
6. If there is insufficient improvement within the specified time period, the student will be so advised and given a period of two weeks to prepare his/her side of the case.
7. If the decision is to terminate the student's affiliation with the program, the student will be notified in writing. The nature of the problem and the basis for the final decision will be clearly stated.
8. The committee and/or the student are free to consult with others who may offer supportive data.
9. The results of all meetings and consults will be documented and kept in the student's confidential file.
10. The student may choose to comply with the recommendations or use the appeals process already in place at the university.

## Guidelines for Master's Comprehensive Exams

Students may take the Comprehensive Examination in the semester prior to the semester they plan to graduate. For example, students planning to graduate in May are permitted to take the exam during the preceding fall semester. Students planning to graduate in December will be permitted to take the exam during the preceding spring semester.

### Purpose

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

### Format and Description

The exam is an objective test, the Counselor Preparation Comprehensive Examination (CPCE).

The CPCE was developed by the Center for Credentialing & Education (CCE), an affiliate of the National Board for Certified Counselor (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The exam is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE will help prepare for the NCE. Currently, there are about 100 master's programs using the CPCE.

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

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

Detailed descriptions of the core areas are found at <http://www.counseling.org/cacrep/2001standards700.htm> .

Students may pick up a copy of the CPCE brochure (that contains detailed description of the exam) and a list of textbooks used in each category in the Departmental office.

### Date & Cost of the CPCE

The exam will be given on the Monday prior to beginning of fall and spring semesters & the fee charged each student for the CPCE is \$40.00.

### Criterion for Passing

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

Students should consult with their advisors regarding their readiness to take the exam.

### Graduate Committee

Advisors provide advice about preparation for the exam. Students with special needs should consult with their advisors to obtain assistance in arranging individual examination requirements.

In the event a student does not pass the comprehensive examination two times, the graduate committee whom the student has previously selected meets with the student to devise a plan. The student's advisor chairs the graduate committee.

### Oral Exam

The student's graduate committee may determine that an oral exam is necessary for completion of the degree.

### Application Process

Applications for the examination may be obtained in the main office of the Department of Counseling. Return the application to Keitha Callanan in the department's main office. Each semester, the date that the application is due will be posted on the student listserv ([add link](#)).

### Administration of Comprehensive Examination

**Time and Date:** The Comprehensive exam is given on the Monday prior to the first day of classes during fall and spring semester from 9:00 a.m. to 1:00 p.m. The site of the exam will be posted on the student listserv ([add link](#)).

- The examination will begin promptly at the posted times. Please bring 2B pencils and erasers.
- Food and drinks are not allowed in the examination room.
- Please bring a picture ID for identification purposes.

Please address any questions you may have either to your advisor or to Annie Dagon at 704-687-8966 or [abdagons@uncc.edu](mailto:abdagons@uncc.edu)

## Practicum and Internship Information

### Practicum/Internship Meeting Dates

All students who plan to take Practicum or Internship during spring semester must attend a meeting on the Wednesday or Thursday of the 4th week of the fall semester at 3:30 p.m. The location of this meeting will be posted on the student listserv. **(add link)**

During these meeting students will obtain information about acquiring a placement and registering for the course. If you have any questions concerning school placements contact the School Placement Coordinator Dr. Ed Wierzalis at [ewierza@uncc.edu](mailto:ewierza@uncc.edu) and for Community Placements contact Dr. Valerie Balog at [vbalog@uncc.edu](mailto:vbalog@uncc.edu).

Students must attend this meeting each semester prior to the semester they plan to take Practicum, Internship I, or Internship II. In order to make sure that all the necessary forms are completed. Sections of practicum and internships are planned to meet the needs expressed at these meetings.

### Procedures for Registering for Clinical Course

1. Attend the clinical meeting on Wednesday or Thursday during the 4th week of the fall or spring semester at 3:30 p.m. **Students registering for Practicum and their *first Internship experience*** are required to attend the meeting and those who fail to do so will not be allowed to enroll in the clinical courses. Students enrolling in their ***second Internship experience*** are required to stop by the Counseling Office at the announced time (which will be provided by Dr. Balog and Dr. Wierzalis) sign up for internship sections

Students attending this meeting enroll in a Practicum/Internship section and if they subsequently drop the course they will not be allowed to register for clinical courses the following semester until all other students have registered.

Once registered for a section of practicum/internship students can change sections by checking with Ms. Annie Dagon, the department Office Manager.

2. Students will submit the "Clinical Application" form at this meeting.
3. Students will obtain a copy of the "Contract for Supervised Field Experience" at this meeting.
4. Students must have liability insurance from ACA or ASCA during the entire time they are taking a Practicum or Internship. This insurance only covers students during the actual dates of enrollment in a class. Membership and insurance forms can be obtained at <http://www.counseling.org>. To receive ACA or ASCA insurance, students must also join the organizations and apply for insurance concurrently. The forms are available through the ACA or ([www.counseling.org](http://www.counseling.org)) or ASCA [www.schoolcounselor.org](http://www.schoolcounselor.org).
5. Review sites. These can be found on the Counseling Program website (<http://education.uncc.edu/counseling/>) or School Counseling Website (make link).
6. Requirements for Practicum Sites:  
You must be at your site for a minimum of 10 hrs/week (150 hours during the semester)  
You must be able to see at least 4 hours of individual clients each week (60 client contact hours during semester).

You must do counseling in a private, confidential setting.  
You must have several on-going clients that you see for 6 + sessions.  
You must have one experience leading or co-leading a group (10 hours).  
You must be able to audiotape/videotape clients with their informed consent.  
You must have an on-site supervisor who has at least a master's degree in counseling or a related field and has been counseling for at least 2 years (supervisor must be on-site during your hours).  
You must receive at least one hour per week of on-site supervision.  
You will receive one hour per week of supervision with your university faculty member.  
Play Therapy (CLSG 7142) is a pre-requisite for working with elementary school children or with children under 10 in a clinical setting.

7. Requirements for Internship Sites:

You must be at your site for a minimum of 20hrs/week (300 clock hours during the semester)  
You must have 8 hours of client contact/week (120 client contact hours during semester)  
You must do counseling in a private, confidential setting.  
You must have several on-going clients that you see for 6 + sessions.  
You must be able to audiotape/videotape clients with their informed consent.  
You must have an on-site supervisor who has at least a master's degree in counseling or a related field and has been counseling for at least 2 years (supervisor must be on-site during your hours).  
You must receive at least one hour per week of on-site supervision.  
You must have the opportunity to become familiar with a variety of professional activities other than direct service work.  
You must be able to initiate a project using data to advocate for systemic change or student learning.  
Play Therapy (CLSG 7142) is a pre-requisite for working with elementary school children or with children under 10 in a clinical setting.

8. To counsel at a site which UNCC students have used in the past:

Make an appointment with the on-site supervisor.  
Review the "Contract for Supervised Field Experience" with the on-site supervisor (note that this person may be different from the contact person).  
Discuss mutual expectations.  
When an agreement has been reached, have the on-site supervisor check the 4 questions on the last page of the Contract and sign the contract.  
If, for any reason, students are unable to attend a site for which they have signed a contract, they must contact the on-site supervisor at the earliest date possible and explain the situation in a professional way.

9. To counsel at a site which UNCC students have not used in the past:

Identify the name of the agency, the telephone number, and the person who could be your on-site supervisor (if known).  
Give this information to the Clinical Coordinators (Dr. Wierzalis or Dr. Balog).  
The Clinical Coordinator will contact the site and make sure that it will meet the requirements for a practicum/internship site.  
The Clinical Coordinator will let you know this contact has been made and whether the site has been approved, make an appointment with the on-site supervisor.  
Follow procedures outlined above (#8).

10. Students entering **Practicum or their first Internship Experience** who have attended the Clinical Meeting may register for Practicum or Internship. Students who do not attend the meeting will not be allowed to enroll.

If students miss the clinical meeting, they may submit an email appeal to the Clinical Coordinator of the Community or School Program stating the reason they were unable to attend the meeting. The faculty will consider the appeal, and students will be informed about the disposition of their appeal.

11. To register for a practicum or internship section:

1. Bring the completed "Contract for Supervised Field Experiences" to Dr. Balog and Dr. Wierzalis on or after the specified date.
2. Dr. Balog and Dr. Wierzalis will check the contract for appropriate signatures and give you a permit for a class section. If you are enrolling in practicum, you will need to sign up for individual supervision at the time you sign up for class.
3. If you register for a section and then withdraw from practicum/internship, you will not be permitted to register for the following semester until other students have registered. In order to be eligible to register, you need to notify the specific clinical coordinator immediately when you drop and your reason for dropping. Also, you are responsible for notifying the site if you had established a contract with them.

**Evidence of liability insurance effective the first day of the semester must be submitted prior to the first day of classes.**

Students are also required to bring their own copy of the **CLINICAL HANDBOOK** (see **Counseling Department Web page**) to clinical sign-up meetings.

For more comprehensive information concerning Clinical Placements see the *Clinical Handbook* (make this a link).

**Form for Screening Students**

Student: \_\_\_\_\_

Committee: \_\_\_\_\_

(Advisor)

\_\_\_\_\_  
(Faculty member)

\_\_\_\_\_  
(Faculty member)

Behavioral description of faculty concerns:

Expected changes in behavior:

Time frame:

Failure to remediate may result in termination from the program.

**Signatures:** \_\_\_\_\_

Student/ Date

\_\_\_\_\_  
Advisor/ Date

\_\_\_\_\_  
Faculty member/ Date

\_\_\_\_\_  
Faculty member/ Date



University of North Carolina at Charlotte: College of Education

Record concerning a grade of Incomplete (I)

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

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

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

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

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

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

Agreements between instructor and student

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

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



## Changing Tracks Form

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Please identify the change you desire to make:

From School Track to Community Track

From Community Track to School Track

I have discussed this issue with my advisor and I will make all the necessary changes in my curriculum to accommodate this change of tracks.

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

\_\_\_\_\_  
Date

I have discussed this issue with the student and we both have identified all modifications in their curriculum that will must to be made in order to facilitate this change of tracks as requested by the student.

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

### Practicum/Internship Checklist

Application for Admission to Program	
Acceptance Letter	
Current Program of Study	
<i>Practicum (7430) Information:</i>	
Contract	
ACA Membership/Liability Insurance Proof	
Practicum Summary Sheet	
Site Supervisor Evaluation of Student	
<i>Internship (7430) Information:</i>	
Contract	
ACA Membership/Liability Insurance Proof	
Internship Summary Sheet	
Site Supervisor Evaluation of Student	
<i>Advanced Internship (7430) Information:</i>	
Contract	
ACA Membership/Liability Insurance Proof	
Internship Summary Sheet	
Site Supervisor Evaluation of Student	
Report of Comprehensive Exam, Project, or Thesis Defense	
Application for Admission to Candidacy	
Application for Degree	
Final Transcript	
Miscellaneous Correspondence	

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Revised July 11, 2007



## Application Form for Comprehensive Exam

Date of Exam: \_\_\_\_\_

Applicant's Name: \_\_\_\_\_ UNC-Charlotte ID #: \_\_\_\_\_

Payment of \$40.00 for exam fee enclosed: Check # \_\_\_\_\_ or Cash \_\_\_\_ (Make check payable to University of North Carolina at Charlotte)

Provide below the address to which exam results should be mailed. If this address changes, please notify Annie Dagon at 704-687-8966 or [abdagons@uncc.edu](mailto:abdagons@uncc.edu)

Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

E-mail address: \_\_\_\_\_

Please state below any special accommodations you need to take this examination. Please note that special accommodations must be approved by the Office of Disability Services.

\_\_\_\_\_

If this is the first time you are taking the exam, you should prepare to respond to all eight core areas as defined by CACREP's Standards for Preparation. Cut-off score for passing the CPCE is one standard deviation below the mean of the Total Score. Scores on individual sections will not be used as criteria of passing.

Semester and year you were admitted to the counseling program: \_\_\_\_\_

My three-member graduate committee is composed of:

Faculty Advisor and Committee Chair: \_\_\_\_\_

Counseling Faculty Committee Member: \_\_\_\_\_

Counseling Faculty Committee Member: \_\_\_\_\_

Note: You do not need to have prior approval of faculty members to list them.  
 Indicate which of the courses below you completed:

<input type="checkbox"/> CHFD 6102 or <input type="checkbox"/> EDUC 6100	Human Development
<input type="checkbox"/> RSCH 6101	Research
<input type="checkbox"/> RSCH 6109	Assessment/Evaluation Methods
<input type="checkbox"/> CSLG 6100	Counseling Theories
<input type="checkbox"/> CSLG 6110	Counseling Techniques
<input type="checkbox"/> CSLG 6120	Group Counseling
<input type="checkbox"/> CSLG 6101	Ethical and Professional Issues in Counseling
<input type="checkbox"/> CSLG 6150	Career and Lifestyle Development
<input type="checkbox"/> CSLG 6145	Multicultural Counseling

Please sign the statement below and return this application form to Annie Dagon in the office of the Department of Counseling.

My signature below signifies that I have read and understood the information of this Comprehensive Examination Application and General Guidelines and that you agree to abide by the UNC Charlotte Code of Student Academic Integrity (UNCC Catalog, p. 310) in taking the exam.

\_\_\_\_\_  
 Signature \_\_\_\_\_  
 Date



### Request for Individual Study

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

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

\_\_\_\_\_

I request permission to take:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Exit Assessment Form**

This confidential exit assessment gives us an opportunity to receive information from you that might help us improve our program. Please complete each item below. Thank you.

Today's date: \_\_\_\_\_

1. Age\_\_\_\_\_
2. Gender\_\_\_\_\_
3. Beginning Semester\_\_\_\_\_ Graduating Semester\_\_\_\_\_
4. Track: School Counseling\_\_\_\_\_ Community Counseling\_\_\_\_\_
5. Employment Goal\_\_\_\_\_

- |  | Low | High    |
|--|-----|---------|
| 6. The overall quality of the curriculum was   | 1   | 2 3 4 5 |
| 7. The usefulness of the comprehensive exam experience was   | 1   | 2 3 4 5 |
| 8. The availability of faculty for advising was  | 1   | 2 3 4 5 |
| 9. The quality of advising I received was:   | 1   | 2 3 4 5 |
| 10. The overall content of my classes was  | 1   | 2 3 4 5 |
| 11. List specific courses you found to be most helpful:  |     |         |
| 12. List specific courses you found to be least helpful:   |     |         |
| 13. The overall quality of my clinical experiences in terms of developing skills was:  | 1   | 2 3 4 5 |
| 14. The overall quality of my clinical experiences in terms of campus supervision was  | 1   | 2 3 4 5 |
| 15. Please rate the value of your clinical courses:  | 1   | 2 3 4 5 |
| 16. The overall quality of the program was   | 1   | 2 3 4 5 |
| 17. If you were in charge of restructuring the program identify three things you would change and indicate how they would improve the program: |     |         |

## LIST OF ALL COURSES IN COUNSELING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CSLG 7140. Elementary School Counseling and Guidance. (3)** Introduction to the guidance function in the elementary school with emphasis on the counselor's role in counseling, consulting and coordinating school and community resources for the optimum benefit of the child. *(On demand)*

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

**CSLG 7142. Introduction to Play Therapy. (3)** Examination of concepts of play therapy and the means for establishing facilitative relationship with children under the age of ten years. *(Spring Summer)*

**CSLG 7143. Advanced Play Therapy: Extending the Skills. (3)** Prerequisite: CSLG 7142. Focuses on advanced play therapy skills and introduces concepts and skills for training parents/teachers to be therapeutic agents in their children's lives through the utilization of play therapy skills. *(Alternate Fall, Even years)*

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

**CSLG 7153. Research Techniques and Computer Applications in Career Counseling. (3)** Prerequisites: RSCH 6101, 6109 and 6110. Skills in preparing a literature review upon which to base a research study; critiquing theoretical, philosophical, and research material and reports; and conducting and reporting a research study. Focus on

understanding the effective application of computer technology to the provision of career-related services in mental health, education, rehabilitative or other human services settings. *(On demand)*

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

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

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

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

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

**CSLG 7430. Practicum in Counseling and Guidance. (3)** Prerequisites: CSLG 6100, 6101, 6110, and 7142 if working in an elementary school setting. Supervision of individual and group counseling interventions conducted in field settings; special attention to the development of evaluative criteria for self and peer assessment. A minimum of 10 hours per week in field placement. Offered on a pass/no credit basis. May be repeated once for credit with departmental approval. *(Fall, Spring)*

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

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

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

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

**CSLG 7644. Theory and Practice of Play Therapy. (3)** An advanced exploration of fundamental issues involved in play therapy, this seminar course will focus on an in-depth study of various theoretical approaches underlying the practice of play therapy. Historical and theoretical foundations of play therapy are presented as are current issues in providing appropriate counseling services to children aged two to ten years old. *(On Demand)*

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

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

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

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

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

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

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

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

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

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

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

**CSLG 8142. Introduction to Play Therapy. (3)** Prerequisite: None. Co-requisite: None. Examination of concepts of play therapy and the means for establishing facilitative relationship with children under the age of ten years. *(Spring Summer)*

**CSLG 8143. Advanced Play Therapy: Extending the Skills. (3)** Prerequisite: CSLG 7142. Corequisite: None. Introduces concepts and skills for training parents to be therapeutic agents in their children's lives through the utilization of play therapy skills. *(Alternate Fall, Even years)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**CSLG 8644. Theory and Practice of Play Therapy. (3)** An advanced exploration of fundamental issues involved in play therapy, this seminar course will focus on an in-depth study of various theoretical approaches underlying the practice of play therapy. Historical and theoretical foundations of play therapy are presented as are current issues in providing appropriate counseling services to children aged two to ten years old. *(On Demand)*

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

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

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

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

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

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

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

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