



# DEPARTMENT OF COUNSELING

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

**Student Handbook  
2024 – 2025**



School of Education  
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Dear Student,

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

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

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

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

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

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

Cordially,

Whitney Akers, PhD  
**Program Director**  
Clinical Mental Health Counseling

Jonathan Ricks, PhD  
**Program Director**  
Professional School Counseling



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

Dear Students,

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

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

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

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

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

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

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## THE COUNSELING PROGRAMS AT UNCP

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

We have unique qualities, including:

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

### **Mission of the University**

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

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

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

### **Program Mission**

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

### **Program Objectives**

1. Demonstrate knowledge in the core areas of professional counseling for the purposes of conceptualizing the self, the counselor, and diverse clients. Students will analyze major psychological concepts, theoretical perspectives, evidence-

based practices, and historical trends in counseling, including those associated with the following common core areas:

- Professional Counseling Orientation and Ethical Practice: Students will adopt a professional orientation appropriate to beginning counselors and practice ethically as counselors.
  - Social and Cultural Diversity: Students will display cultural sensitivity and flexibility to clients who are both similar and different to the counselor across all dimensions of personal identity.
  - Human Growth and Development: Students will use developmental theory to facilitate the growth and development of children and adults as related to wellness, mental health, education, and career goals and objectives.
  - Career Development: Students will understand career development factors as related to counseling relationships and theory.
  - Counseling and Helping Relationships: Students will create effective helping relationships using generalist helping skills.
  - Group Counseling and Group Work: Students will be able to apply and adapt counseling knowledge to group work with clients.
  - Assessment and Testing: Students will use assessment and tests to better understand their clients and to assist clients in better understanding themselves.
  - Research and Program Evaluation: Students will use research and program evaluation to effectively adapt counseling practice.
2. Develop specialized knowledge and skills in either professional school counseling or clinical mental health counseling and apply this knowledge and skills to professional practice.
    - Students will develop a professional identity as a counselor and as either a Professional School Counselor or Clinical Mental Health Counselor.
    - Within their specialized professional identity, students will implement knowledge, skills, and practices to be effective counselors in a specialized setting.
    - In preparation for practice within the school setting, students within the Professional School Counseling program will select from research-driven specialty courses aimed at improving professional practice and impacting professional identity.
  3. Provide evidence of ongoing and progressive commitment to personal and professional growth, self-reflection, and self-evaluation.

### **History of the Counseling Programs at UNCP**

The Counseling Programs at UNCP have been training and preparing counselors to work in the schools and communities of Southeastern North Carolina since the mid-1990s. The Counseling Programs began as two graduate degree programs: a Master of Arts in School Counseling and a Master of Arts in Service Agency Counseling and were among the first programs to be included in what was then known as Pembroke State University's graduate degree programs. Enrollment for both programs began in the summer/fall of 1994.

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

The programs were originally housed under the Psychology Department within the College of Arts & Sciences; however, in 2009, the programs were relocated to the School of Education, and the Professional School Counseling Program was formally recognized as a program within Teacher Education. The profession of counseling originated in education in the early 1900s when Mr. Frank Parsons was the first vocational counselor and matched students with jobs that best used their unique skills and talents.

During the fall of 2010, the counseling programs began a formal process of self-study as the department prepared to pursue accreditation with the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The self-study prompted numerous program improvements including, but not limited to, increasing the required number of credit hours for the Professional School Counseling degree from 48 to 60 credit hours and focusing on student learning outcomes for assessment across both curricula. The self-study was submitted to CACREP in December 2011 and a site visit was conducted in October 2012. The counseling programs received a two-year CACREP accreditation in January 2013 with a start date of July 14, 2011. In January 2015, CACREP extended the accreditation to March 2021, and in March 2021 we were extended for eight more years through 2029. During the 2016-2017 academic year the Counseling Programs expanded course offerings to the Wilmington area.

In the fall of 2018, the Counseling Programs established the Department of Counseling and became a founding member of the College of Health Sciences. The Department of Counseling returned to its home in the School of Education in the fall of 2021. Today, the Department of Counseling is located within the School of Education and includes two master-level programs in counseling and five graduate certificates (Addictions, Advanced School Counseling for Postsecondary Success, Play Therapy, Post-Master's in Clinical Mental Health Counseling, and Post-Masters for Licensure in Professional School Counseling).

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

### **Organizational Structure and Physical Location**

The counseling programs are located under the Department of Counseling within the School of Education located in the education building. Dr. Nicole Stargell is the chair of the Department of Counseling. Dr. Whitney Akers is the Program Director of the Clinical



Mental Health Counseling Program. Dr. Jonathan Ricks is the Program Director of the Professional School Counseling Program. Dr. Stephanie Robinson is the coordinator of the Wilmington Initiative. Dr. Cara Thompson is the Field Placement Coordinator for the Clinical Mental Health Counseling Program. Dr. Billy Friedrich is the Field Placement Coordinator for the Professional School Counseling Program.

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

### **Meet the Faculty**

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

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

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

*Contact information:* [william.friedrich@uncp.edu](mailto:william.friedrich@uncp.edu)

**Keith Huffman, PhD, LPC, NCC** is an Assistant Professor in the Department of Counseling. He completed his doctoral degree in Counselor Education at Auburn University. He earned his master's degree in Clinical Mental Health Counseling, as well as a master's degree in Community Journalism, at the University of Alabama (UA). He also completed his bachelor's degree in Psychology at UA. Prior to teaching at UNCP, he served as the director of inpatient crisis services at East Alabama Mental Health Center (EAMHC), where he also gained experience as the clinical coordinator and therapist for EAMHC's forensic group home program. Dr. Huffman's research interests include the therapeutic effects of nostalgia, creativity and humor, as well as the influence of news media on mental health stigma.

*Contact information:* [keith.huffman@uncp.edu](mailto:keith.huffman@uncp.edu)

**Mia Kennedy, MS, LCMHCA, NCC, GCDF** is an Assistant Professor in the Department of Counseling. She is a doctoral candidate in the Counseling and Counselor Education program at North Carolina State University. She earned her master's in School Counseling from North Carolina A&T University. Her research interests include school counselor preparation, career development, career-focused counseling, and anti-racist and social justice counseling. She has presented at local, state, and national education and counseling conferences on these topics. She is a member of the Chi Sigma Iota International Counseling Honor Society, American Counseling Association, American School Counselor Association, North Carolina School Counselor Association, National Career Development Association, North Carolina Career Development Association, Association of Counselor Education and Supervision, Southern Association of Counselor Education and Supervision, Association for Career and Technical Education (ACTE), Association for Career and Technical Education Research, ACTE Counseling and Career Development Division, and North Carolina ACTE Counseling and Career Development Division. She is a National Certified Counselor (NCC), Global Career Development Facilitator (GCDF), and holds licensure as a professional school counselor and Licensed Clinical Mental Health Counselor-Associate (LCMHCA) in North Carolina.

Contact information: [mia.kennedy@uncp.edu](mailto:mia.kennedy@uncp.edu)

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

Contact information: [jonathan.ricks@uncp.edu](mailto:jonathan.ricks@uncp.edu)

**Stephanie Robinson, PhD, LCMHCS, LCAS, CCS, AADC, NCC** is an Associate Professor in the Department of Counseling. Stephanie earned her doctorate in Counselor Education and Supervision from the University of Holy Cross in New Orleans, her Master of Science in Counseling from Loyola University New Orleans, and her Bachelor of Arts in Psychology from Tulane University. Dr. Robinson is dually licensed as a LCMHCS and LCAS, CCS in North Carolina. She is also nationally recognized as an Advanced Alcohol and Drug Counselor (AADC), and a board certified National Certified Counselor (NCC). Dr. Robinson is active in many professional counseling organizations, currently serving on the North Carolina Addictions Specialists Professional Practice Board (NCASPPB) as the Vice Chair and Chair of the Standards Committee. Dr. Robinson is an International Certification & Reciprocity Consortium (IC&RC) Subject Matter Expert and is a member of the IC&RC Board of Directors and serves as AADC credential Co-Chair. Dr. Robinson's research interests are in addiction counseling education and counseling licensure policy. Dr. Robinson has worked in addiction treatment centers, college counseling centers, and in private practice. Dr. Robinson lives in Wilmington, NC with her family.

Contact information: [stephanie.robinson@uncp.edu](mailto:stephanie.robinson@uncp.edu)

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

the school counseling profession, multicultural competencies, intersectionality within the school counseling profession, and serving transient at-promise youth.

Contact information: [ashley.smith@uncp.edu](mailto:ashley.smith@uncp.edu)

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

Contact information: [nicole.stargell@uncp.edu](mailto:nicole.stargell@uncp.edu)

**Cara Thompson, PhD, LMFT, LMFT/S** is an Assistant Professor in the Department of Counseling. She earned her master's degree from Columbia International University in Clinical Counseling with a Child and Family concentration. She earned her PhD in Counselor Education and Supervision from University of South Carolina. Cara's current clinical specialties focus on the neurobiological sequelae of early life stress, the resulting stress response adaptations, and how these adaptations affect individuals within the context of relationships. She has experience in community mental health settings and school-based settings working both in direct care specializing in PTSD, mood disorders, ADHD, and parent-child relationships and in leadership roles addressing discipline disparities and crisis response. Cara's research focuses on neuroscience-informed relational therapies, trauma-informed education, and interdisciplinary collaboration. Cara serves on the editorial board of the ACA IAMFC's *The Family Journal* and is the Field Placement Coordinator for UNCP's Clinical Mental Health Counseling students. Cara grew up in the foothills of North Carolina and now lives in the Wilmington, NC area with her family.

Contact information: [cara.thompson@uncp.edu](mailto:cara.thompson@uncp.edu)

### **Clinical Mental Health Counseling Program Description**

Program Director: Dr. Whitney Akers

The Master of Arts in Education (M.A.Ed.) in Clinical Mental Health Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of professional counselor in a variety of settings. The M.A.Ed. in Clinical Mental Health Counseling meets the standards established by the North Carolina Board of Licensed Clinical Mental Health Counselors for licensure as a Licensed Clinical Mental Health Counselor (LCMHC; Associate level is the first step) and the National Board of Certified Counselors' standards for national certification as a National Certified Counselor (NCC). The American Counseling Association Code of Ethics, the American Mental Health Counselors Association Code of Ethics, and the CACREP Standards are used as guides in developing and revising the program's developmental curriculum. The program is located in the Department of Counseling, School of Education and shares a

common core of classes with the Professional School Counseling Program. This program does not prepare students to be school counselors. Students interested in careers in k-12 school counseling should apply to the Professional School Counseling Program at UNCP.

### **Program Objectives**

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

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

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

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS 6120 Clinical Mental Health Counseling Internship. The CPCE is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling



practices. Specialty area courses may be taken concurrently with clinical field placement courses. Students consult with their academic advisors to determine the specialty and elective courses that will meet degree requirements and be best suited to the students' needs and interests.

3. **Clinical field placement courses:** Clinical field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved community agency, mental health clinic, college counseling center, and private practice settings and include on-site supervision and university-based supervision. The Counseling Practicum is a 3-credit-hour course that consists of a 100-hour field placement experience in an approved site and on-campus group supervision and instruction. The Counseling Internship is a 3-credit-hour course completed twice over two semesters and consists of a total of 600 hours of field placement experience, 300 hours per semester in an approved site with on-campus group supervision and instruction. Students must submit applications for participation in the clinical field placement courses during the semester prior to beginning their practicum courses.

Access the 2024-2025 Catalog to see descriptions of each course: <https://catalog.uncp.edu/>

### **Requirements for M.A.Ed. in Clinical Mental Health Counseling**

#### **Core Counseling Courses**

**27 Sem. Hrs**

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

#### **Specialty Area Courses**

**18 Sem. Hrs**

*Complete all of the following:*

CNS 5450	The Clinical Mental Health Counselor
CNS 5360	Diagnosis and Treatment Planning
CNS 5850	Theory and Process of Family Counseling
CNS 5080	Gender and Sexuality Issues in Counseling
CNS 5900	Issues in Addictions
CNS 5060	Crisis Intervention

#### **Elective Courses**

**6 Sem. Hrs**

*Select two elective courses from the following:*

- CNS 5070 College Counseling and Student Affairs
- CNS 5250 Counseling Children and Adolescents
- CNS 5310 Mental Health Issues in Childhood and Adolescence

- CNS 5810 Introduction to Play Therapy
- CNS 5820 Theories and Techniques of Play Therapy
- CNS 5830 Play Therapy for Specific Challenges
- CNS 5840 Filial and Family Play Therapy
- CNS 5860 Contemporary Issues and Special Populations in Addictions
- CNS 5870 The Family and Addiction
- CNS 5890 Diagnosis, Treatment, and Psychopharmacology in Addiction
- CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).

### **Clinical Field Placement Courses**

**9 Sem. Hrs**

CNS 6100 Counseling Practicum (Clinical Mental Health Setting)

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

**Total: 60 Sem. Hrs**

### **Professional School Counseling Program Description**

Program Director: Dr. Jonathan Ricks

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of competencies necessary for functioning in the role of school counselor in public and private elementary, middle, and secondary schools to serve students in grades Pre-Kindergarten through 12<sup>th</sup> Grade (P-12). The M.A.Ed. in Professional School Counseling meets the North Carolina Professional School Counseling Standards established by the North Carolina Department of Public Instruction for Professional School Counselor licensure as well as National Board of Certified Counselors' standards for national certification as a National Certified Counselor (NCC). The American Counseling Association Ethics and the American School Counseling Association standards are used as guides in developing and revising the program's developmental curriculum. The program is accredited by CACREP, CAEP, and approved by NCDPI.

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

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

## **Program Objectives**

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

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

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

1. **Core counseling courses:** Core counseling courses provide a foundation of professional knowledge and skills for all counseling students. Students are required to take and pass a comprehensive examination before beginning CNS 6130 School Counseling Internship. The CPCE is a standardized counseling exam that assesses student learning in the core areas. Students must submit the application and pay the application fee by the required deadline.
2. **Specialty area and elective courses:** Specialty area and elective courses build on the foundation of knowledge and skills established in the core counseling courses by providing instruction in setting-specific and population-specific counseling practices. Specialty area courses may be taken concurrently with field placement courses. Students consult with their academic advisors to determine the specialty



and elective courses that will meet degree requirements and be best suited to the students' needs and interests.

- 3. Field placement courses:** Field placement courses integrate the knowledge and skills addressed during academic course work with real world, supervised experience. The clinical field experiences occur in university-approved elementary, middle, and secondary school settings and include on-site supervision and university-based supervision. The Counseling Practicum consists of a 100-hour field placement experience in an approved site and a 3-credit hour course with on campus group supervision and instruction. The Counseling Internship consists of a total of 600-hours of field placement experience taken over two semesters, 300-hours per semester in an approved site and two 3-credit hour courses with on campus group supervision and instruction. Students must complete applications for participation in the field placement courses during the semester prior to beginning their practicum courses.

Access the 2024-2025 Catalog to see descriptions of each course: <https://catalog.uncp.edu/>

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

#### **Core Counseling Courses**

**27 Sem. Hrs**

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

#### **Specialty Area Courses**

*Complete all of the following:*

**18 Sem. Hrs**

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

#### **Elective Courses**

**6 Sem. Hrs**

*Select two elective courses from the following:*

*\*highly recommended \*\*GCAC Students Given Priority*

- CNS 5070 College Counseling and Student Affairs,
- CNS 5080 Gender and Sexuality Issues in Counseling,
- CNS 5360 Diagnosis and Treatment Planning,
- CNS 5650 School Counselor as Leader, Advocate, and Consultant \*
- CNS 5770 Evidence- Based School Counseling\*

- CNS 5780 The Achievement Gap and Issues of Social Justice\*
- CNS 5810 Introduction to Play Therapy
- CNS 5820 Theories and Techniques of Play Therapy
- CNS 5830 Play Therapy for Specific Challenges
- CNS 5840 Filial and Family Play Therapy
- CNS 5850 Theory and Process of Family Counseling,
- CNS 5870 The Family and Addiction,
- CNS 5900 Issues in Addictions\*\*, or
- CNSS 5xxx Special Topics in Counseling (may be repeated for different topics).

### **Field Placement Courses**

**9 Sem. Hrs**

CNS 6100 Counseling Practicum (School Counseling Setting)

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

**Total: 60 Sem. Hrs**

### **The Wilmington Initiative**

Coordinator: Dr. Stephanie Robinson

The Department of Counseling offers courses that satisfy graduation requirements for both degree programs via a satellite campus at Cape Fear Community College – North Campus in Castle Hayne, NC (just North of Wilmington). Students enrolled in the Clinical Mental Health Counseling (CMHC) and Professional School Counseling (PSC) programs via the Wilmington Initiative are students at the University of North Carolina at Pembroke. These students are bound by all policies outlined in handbook as well as other university policies.

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

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

### **Descriptions of Graduate Certificate Programs**

#### **Advanced School Counseling for Postsecondary Success Graduate Certificate**

Coordinator: Dr. Jonathan Ricks

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

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

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

Each course is 3 credit hours.

This certificate is available for current students enrolled in the CACREP accredited, 60-credit hour Professional School Counseling (PSC) program as well as licensed school counselors (48-60 credit hours in PSC) within the region who aim to obtain advanced training in school counseling. PSC students can concurrently complete the degree program and this certificate program. PSC students can complete this certificate by satisfying elective requirements (from 60 credit hour program) and taking the remaining additional course. A PSC student who successfully completes the certificate, will graduate with a graduate degree in PSC and the Advanced School Counseling for Postsecondary Success certificate. Grade policies outlined in the Graduate Student Handbook apply to PSC students enrolled in the certificate program.

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

### **Graduate Certificate in Addictions Counseling**

Coordinator: Dr. Stephanie Robinson

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

Professional Practice Board (NCASPPB) educational requirements for the Licensed Clinical Addictions Specialist (LCAS) credential.

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

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

Each course is 3 credit hours.

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

### **Play Therapy Graduate Certificate**

Coordinator: Dr. Jonathan Ricks

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

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

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

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

**Curriculum:**

The curriculum is comprised of four synchronous online courses.

These two courses are required:

CNS 5810 Introduction to Play Therapy (3)

CNS 5820 Play Therapy Theories and Techniques (3)

Select two additional courses:

CNS 5815 Sand Tray in Counseling (3)

CNS 5825 Neuroscience and Play Therapy (3)

CNS 5830 Play Therapy for Specific Challenges (3)

CNS 5840 Filial and Family Play Therapy (3)

**Post-Master’s Graduate Certificate for Licensure in Professional School Counseling**

The Post Master’s Certificate for Licensure in Professional School Counseling provides coursework required for school counselor licensure.

Candidates for this certificate program must already possess a graduate degree in one of the following counseling areas: addictions; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family counseling; or rehabilitation. The certificate program will include a combination of online and hybrid, on-campus courses.

1. Only candidates with at least a 48-hour graduate degree\*\* in one of the qualifying counseling specialty areas listed from a regionally accredited program will be considered for this certificate.
2. Students must complete the certificate within 3 years.
3. Students must earn a “B” or better in all graded courses applied toward satisfying certificate requirements.
4. No more than two specialty classes taken at UNCP within the past seven years may be applied to the certificate curriculum. Courses taken at other colleges/universities are not eligible to transfer credit to this program.
5. Students are obligated to adhere to all other policies established by the program, school, and university.
6. Students are responsible for purchasing all course materials including a lifetime subscription to the field placement software.
7. Students must pass the Praxis II Specialty Area Test in School Counseling.
8. Students should be aware that UNCP makes recommendation for licensure only; licensure is granted by the NCDPI. Thus, there may be other requirements mandated by NCDPI before a license will be issued.

\*\*Students who did not complete the standard counseling core courses as defined by CACREP will be required to complete any missing core courses in addition to the program of study outlined for this certificate.

Required Specialty Courses: 6 Sem. Hrs.

CNS 5350. The Professional School Counselor (3 credits)

CNS 5550. Seminar in Professional School Counseling (3 credits)

Select 2 Additional Specialty Courses from this list: 6 Sem. Hrs.

CNS 5060. Crisis Intervention (3 credits)

CNS 5310. Mental Health Issues in Childhood and Adolescence (3 credits)

CNS 5650. School Counselor as Leader, Advocate, and Consultant (3 credits)

CNS 5250. Counseling Children and Adolescents (3 credits)

CNS 5750. College and Career Readiness (3 credits)

CNS 5770. Evidence-Based School Counseling (3 credits)

CNS 5780. Addressing the Achievement Gap and Issues of Social Justice (3 credits)

Field Experience Requirements: 9 Sem. Hrs.

Three classes total. Students may take one field placement course per semester. Field placement is offered each fall and spring. Students will take CNS 6100 Counseling Practicum first. Next, students will take CNS 6130 Professional School Counseling Internship I, and then students will repeat the course for CNS 6130 Professional School Counseling Internship II.

CNS 6100. Counseling Practicum (3 credits)

CNS 6130. School Counseling Internship (3 credits)

Total: 21 Sem. Hrs.

### **Post-Master's Graduate Certificate in Clinical Mental Health Counseling**

Candidates for The Post Master's Certificate in Clinical Mental Health Counseling must already possess a CACREP-accredited master's degree from The University of North Carolina at Pembroke in Clinical Mental Health Counseling or Professional School Counseling conferred after July 2011. The certificate program includes a combination of online and hybrid on-campus courses. The certificate is not fully online.

1. Only candidates with a CACREP-accredited master's degree from The University of North Carolina at Pembroke in Clinical Mental Health Counseling or Professional School Counseling will be considered for this certificate. Consideration priority will be based upon letter of intent, resume, and interview.
2. Students must complete the certificate within 4 years.
3. Students must earn a final grade of "A", "B", or "Pass" in all courses applied toward satisfying certificate requirements.
4. No more than two specialty courses taken at UNCP within the past seven years may be transferred and applied to the certificate curriculum. No transfer credits are accepted for CNS 6100 or CNS 6120.
5. Students are responsible for purchasing all course materials including the field placement software.



6. Students are obligated to adhere to all policies established by the program, school, and university and are responsible for accessing and understanding such policies.

7. Students should be aware that licensure is granted by the state counseling board. It is the student's responsibility to complete all requirements mandated by licensing boards.

Note: Students who did not complete the standard counseling core courses as defined by current CACREP standards will be required to complete any missing core courses in addition to the program of study outlined for this certificate.

Required Specialty Course: 3 Sem. Hrs.

Must be completed before CNS 6100 Practicum, not concurrently.

CNS 5450. The Clinical Mental Health Counselor (3 credits)

Additional Required Specialty Courses: 12 Sem. Hrs.

CNS 5080. Gender and Sexuality Issues in Counseling (3 credits)

CNS 5360. Diagnosis and Treatment Planning (3 credits)

CNS 5850. Theory and Process of Family Counseling (3 credits)

CNS 5900. Issues in Addictions for Counselors (3 credits)

Field Experience Requirements: 9 Sem. Hrs.

Three field placement courses total. Students may take only one field placement course per semester. Field placement is offered each fall and spring semester. Students will take CNS 6100 Counseling Practicum first. Next, students will take CNS 6120 Clinical Mental Health Counseling Internship I, and then students will repeat the course for CNS 6120 Clinical Mental Health Counseling Internship II.

CNS 6100. Counseling Practicum (3 credits)

CNS 6120. Clinical Mental Health Counseling Internship (3 credits)

Total: 24 Sem. Hrs.

## **Information about the Department of Counseling**

### **Admissions Requirements**

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

1. Submit an essay detailing their experiences and goals relevant to professional counseling,
2. Submit three letters of recommendation from individuals with whom the applicant has professional affiliation, such as former faculty members or supervisors, and
3. Participate in an interview with program faculty.

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

### **Non-Degree Seeking Students**

Prospective students interested in registering for coursework to achieve credentialing or for continuing education in either of the graduate counseling programs should contact the

Department Chair two months prior to the start of the semester in which the students would like to register for courses. Non-degree-seeking students, including graduates of either UNCP counseling program, should apply to The Graduate School following the procedures for Enrollment for Enrichment Students or Visiting Graduate Students. Non-degree-seeking students are not permitted to take field placement courses at UNCP in either counseling program.

### **UNCP Students in Other Departments**

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

### **Transfer Credits**

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

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

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

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

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

### **Course Delivery**

Although we have some fully online certificate programs, both degree programs (PSC and CMHC) are hybrid, which means at least 50% of the meetings are in person on campus and the remainder are asynchronous online. We also have fully online asynchronous classes and fully online synchronous classes. The majority of program courses are offered in a hybrid structure which incorporates a balance of online and face-to-face instructional meeting formats. A limited number of courses meet exclusively online or face-to-face. All face-to-face instruction must be attended in person, regardless of the nature of any given emergency; no student is permitted to attend face-to-face class meetings through Skype, Webex, Zoom, phone, or other distance-learning technology.



Any student who does not attend class in person will be considered absent. No student may record class meetings without written consent of the instructor.

### **Synchronous Webex Meeting Expectations**

Some courses are held synchronously online. In those cases, as in typical face-to-face classroom meetings, it is important to maintain professionalism and demonstrate etiquette during at all times. The following points are provided for synchronous online classroom meetings:

- Arrive to the WebEx meeting 10-15 minutes in advance to ensure connectivity and that you are fully prepared.
- Use the webcam at all times so you can be seen by your instructor and peers.
- Wear appropriate attire.
- Attempt to have the most professional setting/background as possible
- Do not join class while you are driving or in a public setting
- Minimize visual and noise distractions as much as possible.
- Refrain from use of drugs, alcohol, and eating (unless medically necessary). A small snack is fine.
- If you are not speaking, please mute your microphone.
- Be sure to speak loud and clear when you are talking.
- Stay seated and remain present for the full duration of the class meeting. Take short personal breaks as needed.
- Consider the confidentiality of your classmates and use earbuds or headphones if there are other people in your home listening to the class.

### **Guests in the Classroom**

Students are not permitted to bring guests to class. Only students who are registered for a specific class may attend class meetings, with the exception of guest speakers arranged by the instructor. Individuals who would like to audit a class should contact the UNCP Graduate School.

### **University Policies**

Students are responsible for upholding the following university policies. Please visit the following website: [www.uncp.edu/universal-syllabus](http://www.uncp.edu/universal-syllabus) for the following policies:

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

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

All UNCP Department of Counseling Instructors report all instances of plagiarism through the UNCP Office of Student Conduct. The penalty for each instance of plagiarism is outlined in the UNCP Academic Honor Code Policy. Students are expected to report cases of academic dishonesty to the instructor.

Students who require accommodations that are not given to every student should contact the UNCP Accessibility Resource center or Title IX office and provide official documentation to relevant parties

<https://www.uncp.edu/departments/accessibility-resource-center>

<https://www.uncp.edu/resources/title-ix-clery-compliance>

### **Program Orientation**

All Counseling Programs students are required to attend orientation prior to their first semester of study. Program Directors coordinate orientation with The Graduate School.

### **Advisement**

Students are assigned academic advisors during the admissions process. Academic advisor assignment is listed on the letter of acceptance to the program. Upon receiving an acceptance letter, new students should contact their academic advisors via email.

Counseling students are required to meet with their advisors during their first semester of study to design their individual program of study plan. It is the responsibility of each student to initiate initial and subsequent scheduling of advising meetings. During these meetings, the advisor and student will develop and revise a program of study plan that projects when the student will meet each program requirement. During scheduled appointments, advisors can meet with students face-to-face, online, or by phone.

### **Graduate Student Handbook**

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

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

### **Publication Manual of the American Psychological Association**

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

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

Please watch the informational video about APA and research here:

<https://www.uncp.edu/departments/counseling/chi-sigma-iota-phi-sigma-chapter>

### **Accessing Scholarly Resources**

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

### **UNCP Writing Center**

The University Writing Center staff works with UNCP students at any stage in the writing process, from brainstorming topics to drafting, revising, and editing.

<https://www.uncp.edu/departments/university-writing-center>

### **UNCP CAPS**

Students can access psychological services through UNCP's Counseling and Psychological Services:

<https://www.uncp.edu/campus-life/counseling-psychological-services>

### **Applicants and Students with Criminal Convictions**

Applicants and current students with criminal convictions are responsible for inquiring with their respective credentialing boards, licensure boards, and field placement sites about their specific circumstances.

### **Ethical Conduct**

Students should be familiar with and abide by the most recent edition of the Code of Ethics published by the American Counseling Association. Students will be evaluated based on their abilities to comprehend and apply the Code of Ethics throughout their programs of study. Violation of the Code of Ethics is grounds for remediation or dismissal from the program. A copy of the Code of Ethics and related information American Counseling Association webpage: <https://www.counseling.org/resources/ethics>

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

### **Student Diversity Policy**

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

1. recruit students representing diverse dimensions of personal identity, including developing a student body that reflects the regional diversity;
2. recruit faculty members who possess a knowledge base for teaching diverse populations and who remain committed to ongoing growth through professional development in areas of diversity and counselor education;

3. develop, teach, and assess a counselor education curriculum that provides critical analysis of the field of counseling for diverse populations; and,
4. provide field experiences that enable students to develop multicultural counseling competence.

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

### **Academic Calendars**

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

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

and the University Academic Calendar:

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

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

### **Student Expenses**

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

- Textbooks and Course Materials, including lifetime access to the department's Education Management Platform
- Counselor Preparation Comprehensive Examination (CPCE): Students are responsible for the cost of the exam and any administration fees. Students register for the CPCE using information provided by the Testing Coordinator. The first attempt of the CPCE should take place during CNS 6100 Counseling Practicum enrollment, and students may not enroll in internship without a passing CPCE score. Students may take the CPCE once per semester.
- Liability Insurance Policy: Proof of liability policy required prior to field placements, see Field Placement Manual for additional information. Many professional organizations, such as the American Counseling Association, offer free liability policy coverage with student membership
- National Counselor Exam: Not required, however students may take the NCE during internship. The NCE meets national certification exam criteria and can be used for clinical licensure in North Carolina.
- Praxis II Exam: Professional School Counseling students only.

Learn about testing in the Department of Counseling here:

<https://www.uncp.edu/departments/counseling/programs/field-placement-and-testing>

### **Graduate Assistantship Opportunities**

Numerous graduate assistantship positions are available on campus. For more information, please visit:

<https://www.uncp.edu/academics/colleges-schools/graduate-school/graduate-students/graduate-assistantships>

and

<https://uncp.edu/campus-life/career-center>

### **Email Policy**

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

### **Canvas**

All course information is located in UNCP Canvas, and all students have free access to Canvas. All grades are maintained in Canvas, and instructors will communicate via Canvas. Access Canvas at [www.uncp.edu](http://www.uncp.edu) → Quick Links.

### **Counseling Programs Social Media**

Connect with us on Instagram: [UncpCounselorEd](#),

Connect with us on Facebook: <https://www.facebook.com/uncpcounselored/>

### **Professional Memberships**

Students are encouraged to join professional organizations such as the American Counseling Association (ACA; [www.counseling.org](http://www.counseling.org)). These organizations offer professional development and strengthen our identity as Professional Counselors. Students interested in making professional presentations at a conference or attending a counseling conference are encouraged to speak with a counseling faculty member about upcoming opportunities. Organizations of interest to counseling students include, but are not limited to:

- American Counseling Association: [www.counseling.org](http://www.counseling.org)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
- American Mental Health Counseling Association: [www.amhca.org](http://www.amhca.org)
- North Carolina Counseling Association: [www.n2ca.org](http://www.n2ca.org)
- North Carolina School Counselor Association: [www.ncschoolcounselor.org](http://www.ncschoolcounselor.org)

### **Counseling Honor Societies: Chi Sigma Iota Chapter: Phi Sigma**

The UNCP Counseling Programs maintain Phi Sigma, an active chapter of the international counseling honor society, Chi Sigma Iota. Counseling degree programs students are invited to participate in Phi Sigma and join Chi Sigma Iota once they have completed at least 9 credit hours with a 3.5 minimum cumulative GPA. Students are

invited to participate by faculty chapter advisors and will receive notification of their eligibility via email. Phi Sigma hosts an annual induction ceremony for new members and is managed by student officers and two faculty advisors. Chapter activities include community service, social events, professional development, and fundraising. For more information about Chi Sigma Iota:

[https://www.csi-net.org/members/default.asp?user=phi\\_sigma](https://www.csi-net.org/members/default.asp?user=phi_sigma)

<https://www.uncp.edu/departments/counseling/chi-sigma-iota-phi-sigma-chapter>

### **Glen H. Walter Counseling Workshop**

Each spring, the Counseling Programs host the virtual Glen H. Walter Counseling Workshop. This event brings a keynote speaker relevant to the field of counseling and provides high-quality continuing education relevant to clinical mental health counselors and professional school counselors. The live conference is free of charge and offered to both the community and students as a service from the Counseling Programs. NBCC-approved contact hours are provided.

### **Safety on Campus**

Please download the LiveSafe app for instructions for all campus emergencies. UNCP uses LiveSafe to provide the most current safety information to our campus community.

UNCP Police: 910.521.6235

<https://www.uncp.edu/resources/finance-and-administration/departments/police-public-safety>

9-1-1 connects to local police

9-8-8 suicide and crisis lifeline

UNCP CARE Referral:

<https://www.uncp.edu/campus-life/care-team/send-care-report>

## **STUDENT PROGRESS AND MATRICULATION**

### **Course Sequencing**

Students may take 3 to 9 credit hours during the fall and spring semesters as preferred. Students may take up to 6 credit hours during each summer term. For field placement semesters, including practicum and internship, students must obtain permission to take more the 9 credit hours from the advisor, field placement coordinator, program coordinator, department chair, and Wilmington coordinator (if applicable). Permission should be requested by the student via email in that order.

The Core Counseling Courses consist of 27 credit hours of coursework. Upon successful completion of eight out of nine Core Counseling Courses (including CNS 5000, CNS 5050, and CNS 5100) students may apply to enroll in CNS 6100 Counseling Practicum. Students should take CNS 5350 The Professional School Counselor (for PSC students) or CNS 5450 Clinical Mental Health Counselor (for CMHC students) the semester before CNS 6100 Counseling Practicum.

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

**Note:** Students who earn a grade of C in CNS 6100 Counseling Practicum must stop field placement for at least one semester and complete a remediation plan that may require the student to repeat practicum. The student must earn a grade of B or higher to progress to CNS 6120/CNS 6130 Internships.

After successfully completing CNS 6100 Counseling Practicum and passing the CPCE, students continue to their first semester of CNS 6120 or CNS 6130, Counseling Internship. Students complete two semesters of CNS 6120 (CMHC students) or CNS 6130 (PSC students). Field Placement courses are not available during summer months.

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

### **Example Plans of Study**

Example plans of study are located on the department's website:

<https://www.uncp.edu/departments/counseling/about-our-programs>

### **Course Rotation Model**

The UNCP Department of Counseling Rotation Model is located on the department's website: <https://www.uncp.edu/departments/counseling/about-our-programs>

### **Testing and Field Placement**

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

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

Students take the CPCE during their practicum semester and must pass it before completing internship I. The CPCE is offered once each fall, spring, and summer.

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



### **Counselor Licensure and Certification**

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

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

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

### **Evaluation and Assessment Procedures**

All students are monitored from the outset of their program through graduation to ensure they are developing the necessary knowledge, attitudes, and skills required of professional counselors.

### **Personal and Professional Development**

Students' personal and professional development is assessed using the Professional Competency Assessment (PCA) and Professional Performance Review (PPR).

Students are assessed by core faculty after their first semester in the program using the PPR. At the conclusion of the fall semester, all students receive a letter from the department chair indicating their state of progression (e.g., satisfactory, satisfactory with area(s) for growth, unsatisfactory). Any documented areas for growth will be monitored during the students' second semester. If noted concerns are not alleviated, a formal remediation plan may be developed.

Each semester, the Counseling Programs faculty conducts Student Progress Meetings to review students' progression through the program. At these meetings, instructors and advisors present concerns to the faculty group for discussion and consultation. Students' academic progress and overall developmental progression as professional counselors is assessed via comprehensive review of course grades and class participation. Remedial action plans are designed as needed.

Students complete the PCA and PPR using self-report during their first semester (CNS 5000), when applying for practicum, and at the end of their last internship course.

Students' faculty advisors complete the PPR for each student's practicum application.

Students' site supervisors will provide a total of six PCA and PPR evaluations of students' personal and professional development throughout the three field placement courses (at midterm and final).

University supervisors complete a Counseling Skills Scale (CSS) and abbreviated PPR at the midterm point of practicum, internship I, and internship II, and again at finals (optionally).



The Department Chair and Program Directors review the completed scales to determine if students are demonstrating growth across the developmental sequence of coursework.

### **Course Grades**

Students receive grades for course assignments and activities, as well as final letter grades in Core, Specialty, Practicum, and Elective courses. Internship courses are graded on a Pass/Fail basis.

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

Students should consult the syllabi and instructors for each individual course they are enrolled in for specific criteria and requirements for course grades. If a student is unclear about the expectations of a particular course, they should consult the instructor. The UNCP Academic Catalog and The Graduate School are additional student resources for policies related to course grades, including procedures on the academic appeals process, course withdrawals, and the academic warning/probation/dismissal procedures related to course grades. The course instructor is the first point of contact for consultation regarding course grades. If this consultation is not satisfactory, the Chairperson of the Department of Counseling is the next point of contact ([nicole.stargell@uncp.edu](mailto:nicole.stargell@uncp.edu)). If this consultation is not satisfactory, the Dean of The School of Education is the next point of contact.

The UNCP Graduate School Student Handbook provides the following policies regarding graduate letter grades:

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

“An accumulation of nine (9) semester hours of “C” quality work, or a single grade of “F,” makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed.”

### **Standardized Testing**

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

### **Remediation Procedures**

#### **Overview of Disposition Assessments and Checkpoints**

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

Counseling student disposition is monitored on an ongoing basis and during each course throughout the student’s respective program. Any Department of Counseling Faculty member can complete a formal evaluation of a counseling programs student at any time while the student is actively enrolled in classes. This link to the PPR should be used: [https://uncp.co1.qualtrics.com/jfe/form/SV\\_6m9K5cDeQ2HQfCB](https://uncp.co1.qualtrics.com/jfe/form/SV_6m9K5cDeQ2HQfCB)

#### **Reason for Remediation**

A counseling student identified by a course instructor, program director, or department chair as having a concern that meets any of criteria 1-4 below at any time can be required to complete a remediation plan.

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

**Possible Criteria for Identifying a Deficiency or Concern:**

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

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

**Remediation Process**

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

Should a counseling student be identified by a course instructor, site supervisor, program director, or department chair as maintaining ongoing dispositions misaligned with the missions of the School of Education, Department of Counseling, or Professional Counseling Ethics and Standards, or their respective counseling program, a remediation plan may be developed to document the remediation and any evidences that support failure or success in addressing the deficient dispositional area(s). The remediation plan must be used to clearly document the course of action.

When remediation is deemed necessary to address area(s) of concern, a committee consisting of at least 2 faculty members must convene with the student to develop a remediation plan and appropriate course of action.

**Possible Actions:**

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

- Withdraw from the class
- Create and complete a comprehensive study plan
- Attend a formal course or therapeutic experience for which the student is responsible to pay
- Repeat a CNS course and/or courses for which the student is responsible to pay

- Complete a research paper or study project in under-performing content areas that will be graded using a predetermined rubric
- Complete a reflective paper based upon tasks outlined in the remediation plan in under-performing content areas that will be graded using a predetermined rubric

**Documentation:**

- A. Two Department of Counseling Faculty in collaboration with the identified student and course instructor/advisor/coordinator if applicable will develop a remediation plan. A completed remediation plan or equivalent will contain written documentation of the deficiencies and planned method of remediation, including criteria for satisfactory completion with a timeline, and appropriate signatures.
- B. The Department Chair keeps a log of names of students who have deficiencies, notes the remediation method, and places a copy of the completed remediation plan documentation in the candidate’s confidential department file.

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

**UNCP Grievance and Complaint Procedures and Policies**

Department of Counseling Students with a concern related to any aspect of the counseling program should first contact the faculty member who is most closely involved in the concern.

If that discussion does not produce satisfactory results, students should contact the Department Chair with the concern: *Nicole Stargell, 910-521-6898, nicole.stargell@uncp.edu*

If Dr. Stargell is unable to alleviate your concerns, please email *Dean, School of Education*: <https://www.uncp.edu/deans-office>

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

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

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

***Letters of Recommendation for Employment, Advanced Studies, and Credentialing***

Students may request faculty members to write letters and/or make recommendations on the student’s behalf during and after graduate school. Faculty members may decline a request for professional recommendation. Faculty members who choose to fulfill these requests may endorse students for employment, advanced study, and credentialing in their degree program areas. Students are advised to make recommendation requests to faculty members at least three weeks in advance of any requisite deadlines. Note that faculty are generally available during the academic year. To complete a recommendation

request, faculty will review student files, including transcripts and all other forms of evaluation data available through The University of North Carolina at Pembroke.

### ***Program Evaluation***

Students will be invited to participate in evaluations of the Counseling Programs during their programs of study and after graduation. Currently enrolled students are invited to participate in student evaluation of instruction (SEI) and graduate course analysis (GCA) for every class toward the end of every semester. Current students are asked to evaluate their advisors annually through a survey sent by the department chair. Field placement students are asked to evaluate their site and site supervisor at the end of each field placement semester.

Students will complete an exit evaluation through The Graduate School when graduating. Additionally, the Testing Coordinator will ask graduates to evaluate their experience in the programs through a survey sent to their personal emails the academic year after they graduate. The Testing Coordinator will also contact employers to gather their feedback. Annually, the Department of Counseling hosts an Advisory Board Meeting to gather additional feedback.

This evaluation process allows students and stakeholders to share feedback about their experiences as students in the UNCP Counseling Programs. The feedback allows the Counseling Programs faculty to identify and assess program strengths and areas for growth. The department faculty incorporate student ideas into future development plans. In addition to formally collected feedback, students are invited to provide informal feedback to program faculty members throughout their course of study.