
**The University
of North Carolina
at Chapel Hill
School Counseling
Program Student
Handbook
2024-2025**

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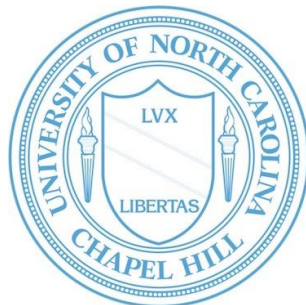
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INTRODUCTION

Welcome to the University of North Carolina at Chapel Hill School Counseling Program. Your 14 months in the program will be both rewarding and intense. This handbook was developed to provide guidelines for functioning during your time in the program. The policies set forth here are predicated on a simple assumption: Students in a professional school counseling training program should assume the attitudes and behaviors of the profession to which they aspire. This includes being punctual, showing initiative, being a self-directed learner, and establishing solid working relationships with your peers, professors, and people with whom you will be working in the field. It involves being aware of the ethical implications of your behavior. It may also mean that you will need to work toward examining and improving your intra – and-interpersonal functioning, something few students expect when they enter the program.

The task of the faculty is to provide the knowledge base that you need to succeed as a professional and the supervision that you need to develop the skills of a professional school counselor. However, you are the principal actor in your education, and ultimately, your success or failure will be dependent upon your approach to the training program.



SCHOOL OF EDUCATION MISSION AND OBJECTIVES

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings.

Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory

programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

SOE Conceptual Framework Principles

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

SOE Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
 2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.
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SCHOOL COUNSELING PROGRAM MISSION AND OBJECTIVES

Mission: Prepare high quality strengths-based professional school counselors who advocate and promote development and educational equity in diverse school communities within the context of the American School Counselor Association's (ASCA) National Model and the Council for Accreditation and Related Educational Program (CACREP) standards.

Overarching Program Objectives:

- Prepare counselors who understand and utilize strengths-based theories and research within a comprehensive school counseling program.
- Prepare antiracist school counseling practitioners who use advocacy to promote educational access and social justice.
- Prepare leaders and advocates within the school and broadly for the mental health and helping profession.
- Produce research and influence policy that enhance the school counseling field and overall helping field.

Specific Program Objectives: Student Learning Outcomes (corresponding to each of the eight 2024 CACREP foundational curriculum areas and the school counseling specialized practice area):

1. Program Objective 1: Students will demonstrate an understanding of the history and philosophy of the counseling profession and the profession of school counseling.
 2. Program Objective 2: Students will demonstrate cultural humility, cultural empathy, and culturally responsive counseling conceptualization and skill implementation..
 3. Program Objective 3: Students will demonstrate knowledge of the systemic and environmental factors that affect human development, functioning, and behavior.
 4. Program Objective 4: Students will demonstrate the ability to identify and use assessment tools and techniques relevant to career planning and decision-making.
 5. Program Objective 5: Students will demonstrate essential interviewing, counseling, and case conceptualization skills.
 6. Program Objective 6: Students will demonstrate effective group skills, including the abilities to recruit, screen, and select group members.
 7. Program Objective 7: Students will demonstrate the ability to use assessments for intervention planning purposes.
 8. Program Objective 8: Students will demonstrate the ability to effectively evaluate counseling interventions and programs.
 9. Program Objective 9: Students will use data to inform decision making and to advocate for students and programs.
-

PREPARATION MODEL

The M.Ed. program in School Counseling at the University of North Carolina is an intensive accelerated 14-month experience that prepares school counselors-in-training to become professionals who cultivate ethical, equitable, and inclusive school environments for students of diverse needs and aspirations. The program encourages precepts of an antiracist school counseling framework dedicated to recognizing and affirming the wholeness and humanness of students, families, and communities.

Due to the increased prevalence of K-12 students either having a mental health diagnosis or experiencing someone who does, we also prepare students specializing in school counseling to demonstrate many of the professional knowledge, skills, and practices in clinical mental health counseling.

This framework and focus on mental health are grounded on the Strengths-Based School Counseling (SBSC) model. A model which asserts that the Professional School Counselor's primary role is to promote and advocate positive youth development for all K-12 students and the environments that enhance and sustain this development.

The SBSC approach characterizes positive youth development as nurturing and enhancing student strengths or competencies rather than focusing on student weaknesses and problem areas.

SBSC provides a framework to guide the practice of school counseling within the 21st century that is both compatible with and operationalizes many of the features of the ASCA National Model for School Counseling Programs.

Strengths-based school counselors employ a variety of direct student services (e.g., instruction, appraisal and advisement, and counseling) and indirect student services (e.g., consultation, collaboration, referrals) level interventions to promote culturally relevant student development in the academic, personal/social, and career domains. The strengths-based perspective identifies the counselor as a school leader who works with students, teachers, administrators, parents, and other members of the community and promotes strengths-enhancing environments for all students. SBSC is guided by six principles listed below.

The Six Guiding Principles of Strengths-Based School Counseling

Promote Context-Based Development for All Students

Contemporary developmental theorists and researchers emphasize the influential and interactive role that context (e.g., culture) and environment play in human development. Thus, school counselors should acknowledge and seek to incorporate contextual factors in their efforts to facilitate positive development for all students.

Promote Individual Student Strengths

Strengths-Based School Counseling focuses on helping students build on or further enhance their current culturally relevant strengths and competencies as well as develop additional ones that have been shown to be associated with positive development.

Promote Strengths-Enhancing Environments

Strengths-enhancing environments are associated with positive youth development; therefore, an important function of the school counselor is to actively promote these types of environments through leadership, collaboration, advocacy and other system-level interventions.

Emphasize Strengths Promotion over Problem Reduction and Problem Prevention

Rather than placing the school counselor in a reactive mode of functioning by focusing on problem prevention and remediation, Strength-Based School Counseling focuses on promoting positive development which allows the school counselor to assume a more proactive role and serve a much larger number of students.

Emphasize Evidence-Based Interventions and Practice

Adhering to the premise that research knowledge provides the most reliable source of guidance in determining appropriate and effective interventions, the strengths-oriented school counselor is committed to evidence-based practice.

Emphasize Promotion-Oriented Developmental Advocacy at the School Level

In Strengths-Based School Counseling, school counselor's advocacy efforts will focus primarily on lobbying for system policies and environments that enhance development for all students and secondarily on identifying and removing barriers. The school counselor's advocacy is concerned with assuring access, equity, and educational justice for all students, with a primary focus on the school or school system.

ADMISSION AND MATRICULATION REQUIREMENTS

Applicants must submit the following application materials:

- Three letters of recommendation. The most effective letters are those from two sources: faculty from previous educational experiences and professional supervisors who know you very well and also know what it takes to succeed in graduate school, and individuals who are very familiar with your experiences and successes in working in schools or with children and youth.
- Unofficial transcripts from all universities attended. Must be in good academic standing and have a minimum cumulative GPA of 3.0. If below a 3.0, please provide justification for consideration of admission in your statement of purpose.
- Statement of Purpose (500-750 words)
- Resume
- Application fee

Required Interview:

Applicants will be required to have an interview with program faculty as part of the application process.

Immediately after the application deadline, all complete applications are given careful consideration to determine which applicants will be invited for an interview. The top applicants are invited to interviews during late January and February. During the interview process, recommendations for admittance are made by the faculty and sent to the Graduate School for final approval. In some cases, a student may be put on a wait list, with a decision on admittance deferred until we receive replies from other admitted students. Final word on admission status comes from the Graduate School, usually by mid-March.

Because of the competitive application process and the early start date of the School Counseling program, we ask that students offered admission to inform us of their decision in approximately three (3) weeks. After accepting an admission offer, students must submit official transcripts to SOE.transcripts.edu in order to register for classes.

CACREP STANDARDS
2024 Council for Accreditation of Counseling and
Related Educational Program Standards
(A full description of the standards is located at CACREP)

FOUNDATIONAL COUNSELING CURRICULUM

The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates and include:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES
3. LIFESPAN DEVELOPMENT
4. CAREER DEVELOPMENT
5. COUNSELING PRACTICE AND RELATIONSHIPS
6. GROUP COUNSELING AND GROUP WORK
7. ASSESSMENT AND DIAGNOSTIC PROCESSES
8. RESEARCH AND PROGRAM EVALUATION

SCHOOL COUNSELING
SPECIALIZED PRACTICE AREA

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

1. Models of school counseling programs
2. Models of PK-12 comprehensive career development
3. Models of school-based collaboration and consultation
4. Development of school counseling program mission statements and objectives
5. Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. School counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. Qualities and styles of effective leadership in schools
8. Advocacy for comprehensive school counseling programs and associated school counselor roles
9. School counselor roles and responsibilities in relation to the school crisis and management plans
10. School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. Skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement

12. Skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. Strategies for implementing and coordinating school-based interventions
14. Techniques of social-emotional and trauma-informed counseling in school settings
15. Evidence-based and culturally sustaining interventions to promote academic development
16. Approaches to increase promotion and graduation rates
17. Interventions to promote postsecondary and career readiness
18. Strategies to facilitate school and postsecondary transitions
19. Strategies to promote equity in student achievement and access to postsecondary education opportunities

As mentioned in the description of the preparation model, the School Counseling program also prepares students specializing in school counseling to demonstrate many of the professional knowledge, skills, and practices in clinical mental health counseling. Although this is a part of our focus, the School Counseling program does NOT have a CACREP accredited specialized practice area in Clinical Mental Health Counseling though we use the aspects identified by CACREP in this area as a guide in working with students.

CLINICAL MENTAL HEALTH COUNSELING SPECIALIZED PRACTICE AREA

All entry-level students are enrolled in at least one specialized practice area. Students are expected to develop and demonstrate the knowledge and skills necessary to address a wide range of issues in their specialized practice area in consideration of culturally sustaining practices across service delivery modalities. Counselor education programs must document where and in what manner each of the numbered standards listed for that specialized practice area is covered in the curriculum. The standards may be addressed in the foundational curriculum or in experiences specifically designed for each specialized practice area.

1. Etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders
2. Mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare
3. Legislation, government policy, and regulatory processes relevant to clinical mental health counseling
4. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
5. Techniques and interventions for prevention and treatment of a broad range of mental health issues
6. Strategies for interfacing with the legal system regarding court-referred clients
7. Strategies for interfacing with integrated behavioral healthcare professionals

8. Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions
 9. Third-party reimbursement and other practice and management issues in clinical mental health counseling
 10. Strategies for interfacing with integrated behavioral health care professionals
 11. Strategies to advocate for persons with mental health issues
-

PROGRAM OF STUDIES

1. Thirty three (33) hours of content courses.
2. Twenty four (24) hours of skill/clinical courses
3. Three (3) hours of graduate level electives, approved by the advisor.

Semester One – Summer

Summer Session I

EDUC 702: Introduction to Strengths-Based School Counseling, 3 hrs

EDUC 808: Foundations of Mental Health Counseling, 3 hrs

Summer Session II

EDUC 712: Pre-Practicum in School Counseling, 3 hrs

EDUC 714: Guidance and Group Counseling, 3 hrs

Semester Two – Fall

EDUC 703: Theories and Techniques of Counseling, 3 hours

EDUC 705+: Internship in School Counseling & Consultation (F), 3 hrs

EDUC 707: Promoting Cultural Competence and Social Justice in School Counseling, 3 hrs

EDUC 766+: Practicum in School Counseling, 6 hrs

EDUC 827: Human Development, 3 hrs

About the Practicum and Internship Courses

Fall Practicum runs August through October (10 weeks).

Fall Internship runs (End of October) November through December. Internship continues in spring and summer.

Students must spend a minimum of 100 (40 direct service) clock hours in practicum and 600 (240 direct service) in internship in their field experiences during the August to June K-12 public school year. The schedule for accumulating the required 700 hours is typically completed in three full time days per week at the school site and/or arranged with both the field supervisor and the EDUC 766 and 705 instructors.

Semester Three – Spring

EDUC 704: Promoting Career Development / College Access & Admissions, 3 hrs

EDUC 705+: Internship in School Counseling & Consultation (S), 9 hrs

EDUC 709: Seminar in Applied Investigations, 3 hrs

EDUC 762: Diagnosis of Psychological Disorders & Treatment Planning, 3 hrs

Semester Four – Summer

Summer Session I

EDUC 705+: Internship in School Counseling & Consultation (Su), 3 hrs
EDUC 826: Seminar in Mental Health and School-Based Counseling, 3 hrs

Summer Session II

Students typically take their elective course during Summer Session II, but other options are possible.

EDUC 713: Tests and Measurement, 3 hrs
Elective course, 3 hrs

Electives

There are a number of ways to get the three (3) graduate credit hours required for the Master of Education in School Counseling. Students may choose from a wide range of graduate-level courses and are encouraged to select those that enhance the student's ability and readiness for service as a professional school counselor. Students should work with their advisor to find appropriate electives.

Courses may be taken elsewhere and transferred in. You may consider online courses in the UNC system, or an independent study with a faculty member. All courses must be considered at the graduate level at UNC-CH and you must get approval from your advisor in writing. The majority of courses numbered 400 to 600 are combined graduate/undergraduate courses and are counted as graduate level credit hours. If you are unsure about a course, check with the Office of Student Affairs to verify that it is at the graduate level.

EDUC 611: Black Families in Social & Contemporary Contexts or another graduate level course related to cultural exploration and practice is highly recommended.

EDUC 689: Foundations of Special Education or another graduate level course in special education is highly recommended.

SOWO 700: Alcohol, Tobacco, and Other Drugs (ATOD): Abuse and Dependence or another graduate level course in substance use and abuse is highly recommended.

EDUC 790: Trauma and Crisis Management or another graduate level course addressing practice-related applications in educational settings is highly recommended.

GENERAL POLICIES

1. The School Counseling Program is a 14-month, CACREP accredited, accelerated experience that prepares professionals to cultivate ethical, equitable, and inclusive school environments for students of diverse needs and aspirations. As such, it is critical that students are present and participate in all training opportunities. Therefore, you should be aware that:
 - a. Two or more unexcused absences will result in no credit for the courses that are 3 credits or more. For 2 credit courses, one or more unexcused absences will result in no credit for the course. For 1.5 credit (or less) courses, no unexcused absences are permitted (<https://attendance.unc.edu>).
 - b. Lateness to or leaving early from class can count towards someone's absence and/or participation grade. If you must miss a class or arrive late, please notify the instructor before the class meeting. Contacting the instructor for absences, late arrivals, or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If a scheduling conflict interferes with your attendance during any portion of the class, students will need to see the instructor on the first day of class to discuss continuing in the class.

2. The School Counseling Program is governed by the policies of the Graduate School of the University of North Carolina at Chapel Hill. Therefore, you should be aware that:
 - a. An F in any course disqualifies you from graduate study.
 - b. Nine hours of L (Lowest Passing Grade) in your courses disqualifies you from graduate study.
 - c. In order to appeal a grade, you should follow the procedure for Grade Appeals described in detail in the Graduate School Handbook. The School of Education follows this policy. The School Counseling program also follows the Graduate School policies for student retention. Please review at <http://handbook.unc.edu>
 - d. Dismissal from your internship site disqualifies you from graduate study.
 - e. Up to 12 credit hours of graduate level courses toward the M. Ed. may be transferred into the UNC-CH School Counseling program. These credits must relate to school counseling and require approval by the School Counseling program **and** the Graduate School. *See Transfer of Graduate Credits Policy (p.16).*

- f. During the summer semesters, the Program Director will be your temporary advisor. During the regular year, all students will be assigned to a core faculty member for program related information and support. Your university supervisor will be your advisor for all things related to your fieldwork experiences.
- g. Electives must be approved by the School Counseling program.
- h. You must pass the Professional School Counselor subject assessment (Test Code 5422 [5421 no longer accepted after August 31, 2023]) of the PRAXIS II to qualify for the M.Ed. degree. The PRAXIS is a standardized test that is required for licensure in North Carolina; it is also used as the program's comprehensive examination. The PRAXIS should be taken in either March or April. Before registering for the PRAXIS exam, you should review the information on the SOE website: (<https://ed.unc.edu/academics/programs/school-counseling/licensure/>) as well as the information on the PRAXIS website: (<http://www.ets.org/praxis/prxtest.html>).

When registering for the PRAXIS, be sure to include UNC's school code (5816) in both items 11 AND 12 (College where training was received AND Agencies to receive score reports, respectively). This is VERY important, as it is the only way that the University can receive your scores.

- 3. The School Counseling Program is approved by the North Carolina Department of Public Instruction to prepare licensed school counselors. For more information about licensure, click here: <https://ed.unc.edu/academics/licensure/>. To qualify for the NC K-12 School Counselor Licensure you must:
 - a. Complete the training program without receiving an F or three L's in your course work.
 - b. Complete the training program by earning P's (Passing Grade) or better in your fieldwork. An L in either EDUC 766 Practicum in School Counseling or EDUC 705 (Fall, Spring, Summer) Internship in School Counseling precludes you from licensure as a school counselor.
 - c. Pass the examinations prescribed for school counselors by the North Carolina Department of Public Instruction. As discussed above, students who will be licensed for the first time in North Carolina must take the PRAXIS II Subject Assessment. Students who currently hold, or have ever held, licensure in another concentration licensed by the North Carolina State Department of Public Instruction must also take the PRAXIS II specialty area examination for school counseling.
 - d. File an application for licensure through the School of Education Office of Student Affairs. Information on Licensure can be found online at:

<https://ed.unc.edu/academics/licensure/>). The Office of Student Affairs is located in 1028 Peabody Hall.

- e. Students who hope to be licensed in states other than North Carolina should also contact the School of Education Office of Student Affairs (1028 Peabody) or check the ASCA website to see about reciprocity. The link to ASCA's information regarding state certification requirements is: <https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs>
4. Related to licensure and certification, principles C.2.a., b., and c. of the *ACA Code of Ethics: As approved by the ACA Governing Council 2014* state that:

Counselors practice only within the boundaries of their competence, supervised experience, state and national professional credentials, and appropriate professional experience...C.2.a

Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience...C.2.b

Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience...C.2.c

Accordingly, the School Counseling Program will endorse graduates for licensure as school counselors only if they have successfully completed the program and met the requirements specified in General Policies #1 and #2 above.

Moreover, graduates will only be recommended for professional counseling positions (i.e., school counseling) for which they are qualified by virtue of their education, training, and supervised experience.

Individual faculty members do not “automatically” provide verbal and/or written endorsement (e.g., letters of recommendation); therefore, if you want a faculty member to provide a verbal and/or written endorsement for you, please make a specific request to that faculty member for an endorsement or letter of recommendation. In making a request, it is important to determine that the faculty member is knowledgeable about your performance in the program and is able to comment on the extent to which your qualifications are compatible with and appropriate for the position to which you are applying. In general, faculty members are happy to provide both verbal and written endorsements/recommendations for students and program graduates, as long as the endorsements are appropriate as described above. However, faculty are not obligated to write a recommendation and have the right to not provide recommendations if performance cannot be accurately evaluated. Please contact the UNC University Career Services office to inquire about having letters of

recommendations put on file for future use. For more information on the Career Services Office, visit their website at: <https://careers.unc.edu/>

TRANSFER OF GRADUATE CREDITS POLICY

Up to 12 credit hours of graduate level courses toward the M. Ed. may be transferred into the UNC-CH School Counseling program. These credits **must** relate to school counseling and require approval by the School Counseling program **and** the Graduate School.

Students desiring to transfer credit(s) into the School Counseling program must fully complete the UNC-CH School Counseling Transfer Credit Request form and submit it to the program director via email by no later than 11:55 PM (EST) on the last Exam Day of Summer Session II in the summer they **enter** the 14-month program.

A course that was completed at a college or university may be considered for transfer into the UNC-CH School Counseling master's program for ***elective credit*** provided that:

1. The course is classified as a graduate course.
2. It was completed while the student was in a graduate or post-baccalaureate classification.
3. It was not taken as a part of a previous master's degree program at another institution for which a student earned a degree.
4. The grade in the course is B or better. Courses with grades of B- or lower will not be allowed to transfer.
5. The college or university is accredited by one of the six major U.S. regional accrediting agencies.

Exceptions are allowed for transfer from international institutions if the department or program provides both the School Counseling program **and** Graduate School with adequate documentation that the course is relevant to the graduate degree and comparable to an equivalent course at UNC-CH, and that the course was taught by faculty who are qualified to teach at the level of a master's degree. Where the grading system and grading culture in such institutions differ from that at UNC-CH, students may (with the help of the Study Abroad Office) provide a letter to both the School Counseling program **and** the Graduate School establishing the minimum average grade required for a graduate degree from that institution. That grade will be taken as the minimum grade for transfer in lieu of the "B" noted in Provision (4) above.

6. Course(s) must have been taken within 5 years of the planned UNC-CH School Counseling program graduation year.

A course that was completed at a college or university may be considered for transfer into the UNC-CH School Counseling master's program for ***core credit*** provided that:

7. The course meets all the criteria in Provisions (1) – (6) above.
8. The course was completed at an institution whose program was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the time the course was taken and successfully completed.

UNC-CH School Counseling Transfer Credit Request

Student's Name: _____

PID#: _____ **Major:** School Counseling **Degree Intent:** M.Ed.

Course Being Considered for Transfer:

Course Abbreviation and Number: _____

Course Title: _____

Graduate Level of Course (circle one): Master's Doctoral

Number of Graduate Credit Hours: _____

Course at UNC-CH to be replaced by Transfer (if approved):

Course Abbreviation and Number (use N/A if elective): _____

Course Title: _____

Please provide a copy of your transcript showing the grade you earned in the course.

Please provide a syllabus or other documentation (from the timeframe in which you took the class) for the course you are having considered for transfer credit that includes the following:

- (a) Published course description;
- (b) Course requirements (including assignments and grading criteria);
- (c) Information on the types of tools and methods that were used to engage students in learning.

Please provide a rationale for how the course you are having considered for transfer credit meets the criteria for the UNC-CH course indicated above. Attach additional sheet(s) if necessary.

PROFESSIONAL DEVELOPMENT POLICIES AND CREDENTIALLING

The School Counseling Program is designed to train professional school counselors. The implication of this is that students entering the program are expected to develop skills necessary to work effectively with people with diverse needs. Just as importantly, they are also expected to develop and demonstrate the attitudes and behaviors of a professional counselor. Members of the School Counseling faculty expect prospective school counselors and counselors to:

- be committed to personal growth and professional development,
- be empathic and respectful of other people,
- demonstrate emotional and mental fitness in their interactions with others, and
- demonstrate the ability to give constructive feedback and receive, integrate, and utilize feedback from peers, faculty and supervisors.

Further, students are expected to adhere to ethical codes and standards published by the American Counseling Association and the American School Counseling Association. A student's acceptance in the School Counseling Program does not guarantee their fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue their program.

Key Professional Dispositions

The School Counseling faculty have identified the following fourteen key professional dispositions (KPDs) that they view as critical to establishing a student's fitness for working with students in schools. Through collaborative feedback from the entire faculty, students will be evaluated on the KPDs, as well as academic and clinical performance during their time in the program. The KPDs are as follows:

1. The student behaves in accordance with the American Counseling Association (2014) Code of Ethics and the American School Counselor Association (2016) Ethical Standards for School Counselors.
2. The student demonstrates the ability to collaborate respectfully with faculty, peers, supervisors and others.
3. Student behaves in a professional manner towards supervisors, peers, and clients/students; including appropriate dress, conduct attitudes, and boundaries.
4. Student exhibits emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients (or students).
5. Student demonstrates an awareness of their own belief systems, values, needs and limitations, and the effect of "self" on their work with others.
6. Student demonstrates an appropriate understanding of the impact their heritage, attitudes, beliefs, understandings, and acculturative experiences have on their views of others; actively work to (mitigate) potential bias.
7. Student recognizes the limits of their counseling competencies and actively seeks to improve.

8. The student demonstrates the ability to receive, integrate and utilize feedback from peers, faculty, and supervisors.
9. The student demonstrates respect for cultural and individual differences in their professional interactions.
10. Student actively engages in learning and developing their counseling knowledge, skills, dispositions, and cultural competences (e.g., takes initiative and seeks/uses growth opportunities).
11. Student demonstrates ability to adapt with changing circumstances, unexpected events and new situations.
12. Student demonstrates ability to work through personal concerns in a manner such that does not negatively impact coursework and interactions with K-12 students, supervisors, peers and faculty.
13. Student attends all required meetings and clinical practice activities in their entirety, is fully engaged, participatory and prompt.
14. Student completes all assigned tasks in an ethical and effective fashion at a level commensurate with their abilities (e.g., individual and group counseling, supervision, reports, and assignments).

Expectations of Students

Among other things being a professional school counselor means practicing ethically, participating in continuing education throughout one's career, and joining and becoming involved in professional organizations. Accordingly, it is the policy of the School Counseling Program that each student will:

1. Purchase the 4th edition of the American School Counselor Association National Model (see ASCA website). The text will be available at UNC student bookstores and can also be purchased directly from the ASCA website. The text will be used throughout the program in other counseling courses.
2. Join the American School Counselor Association (ASCA) by **as part of your Introduction to School Counseling class (EDUC 702, first summer session)**.

You will need to provide verification of your membership to Taskstream by June 20th (the end of Summer Session I).

Applications to the American School Counselor Association, the American Counseling Association, and the North Carolina School Counseling Association (and related divisions) are available online.

3. Attend at least one professional conference by **April 1, 2025**. The NCSCA annual conference is recommended by the faculty. Information about the NCSCA Fall Conference can be located here: North Carolina School Counseling Association Students are also welcomed to attend a virtual conference, if approved by their program advisor.

4. As noted elsewhere, upon successful completion of the program you will be eligible for the Advanced Graduate License in School Counseling, which is required to practice as a school counselor in North Carolina.

Another immediate implication of completing your degree requirements is that you will be eligible for certification as a National Certified Counselor (NCC) providing that you complete the application and take and pass the National Counseling Examination (NCE). UNC-CH is a participating university in the NCC process. Information about the NCE and registration information is available from the National Board for Certified Counselors (3 Terrace Way Suite D, Greensboro, NC 27403-3660. NBCC's telephone number is 336-547-0607. They can also be reached by Fax (336-547-0017) or e-mail (nbcc@nbcc.org). **It is important to note that applications to take this examination usually must be submitted five months in advance. If you are interested in taking the NCE, please see Dr. Dana Griffin, NCE campus representative.**

Once passing the NCE, you may be eligible to apply for certification as a Licensed Clinical Mental Health Counselor Associate in NC,¹ which after 3,000 hours of supervised professional practice, would make you eligible to apply for certification as Licensed Clinical Mental Health Counselor. Click here for more information: <https://www.ncblpc.org/>

Finally, you also can become eligible to become Nationally Certified by the National Board for Professional Teaching Standards (NBPTS). Information can be obtained from NBPTS.

PLEASE NOTE THAT RECOMMENDATIONS AND ENDORSEMENTS BY THE PROGRAM FACULTY FOR CREDENTIALS AND EMPLOYMENT WILL BE LIMITED TO THOSE RELATED TO STUDENTS' QUALIFICATIONS.

¹ Students enrolled in a CACREP accredited school counseling program who want to be able to apply for licensure will be required to complete an additional practicum and internship placement at a clinical mental health approved site.

PRACTICUM AND INTERNSHIP POLICIES

The field experience is the portion of your counselor preparation program that allows you to implement within the schools what you learned in your classes on campus. As such it represents the most critical portion of your educational program. Your work in the field is governed by the following policies:

1. **Field work cannot begin until arrangements have been completed for liability insurance and the completion of criminal background checks.** The School of Education pays for professional liability insurance for school counseling students, and the program coordinator makes arrangements for this coverage as each new student cohort begins the program. Professional liability insurance is also provided by membership in ASCA. For more information this service of ASCA, visit: <https://www.schoolcounselor.org/Membership/Proof-of-Insurance>

School districts require that students complete criminal background checks before they can begin their field placement (i.e., practicum and internship) experiences. The program director will direct students to complete background checks once placements have been determined.

2. Field placement sites are assigned with consideration given to the level (elementary, middle, or high) students share with the program and are normally scheduled in school districts adjacent to Chapel Hill, which tend to be located within a 40-mile radius of Chapel Hill (approximately).¹ All students are expected to provide their own transportation to these sites. As such, students are required to have a vehicle, including the legal ability to both own and operate said vehicle in the state of North Carolina, prior to the start of the program.
3. The primary purpose of the field experience is to provide students with the opportunity to develop skills in individual and group counseling, teacher and family consultation, and classroom guidance planning as well as leadership, advocacy, collaboration, and coordination of counseling and guidance activities. Students who lag behind in skill development will be asked to engage in additional activities including extra supervision sessions to promote skill acquisition. Students who have not developed the skills needed to function effectively as a school counselor by the end of the field experience will be asked to return for at least an additional semester of field experience.
4. You will be expected to be at your school site three days per week throughout the entire course of the school year. School day schedules vary and professional school counselors often work beyond the student schedule. Your site placement will begin in August and conclude in June.

¹ Please note that students who are a part of either the Helping Heels Grant, or Education Fellows for Inclusive Excellence, may not be placed within this 40-mile radius.

5. You must complete a **minimum** of 100 clock hours of work in practicum and 600 clock hours of work in internship. Of these, 40 hours in practicum and 240 hours in internship must be devoted to direct service (i.e. face-to-face contact in individual, group counseling or co-counseling; leading or co-leading classroom guidance units, teacher and parent consultation or co-consultation; the administration or co-administration of counseling related tests or other assessment devices; and any other experience in which you are responsible or partially responsible for the delivery of services to students, parents or teachers). It does not include the observation of others delivering services.

The CACREP definition of Direct Service is interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working with clients.

6. Students are required to monitor their direct service and total hours in the field placement very closely. Forms on which to record your hours are available on our website at <https://ed.unc.edu/academics/programs/school-counseling/supervisor-resources/>. You will be required to turn one copy of these records into the program, and you should keep one copy for your own files. **You should always maintain an original and a copy of all records of fieldwork hours.** In order to ensure that program requirements are met, students should meet or exceed the following direct and total service guidelines as they proceed through the program.

Guideline to Acquiring Hours

| | Practicum Total* | Fall Internship | Spring Internship | Summer Internship | Internship Total |
|-----------------------|-------------------------|------------------------|--------------------------|--------------------------|-------------------------|
| Direct Hours | 40 | 40 | 160 | 40 | 240 |
| Indirect Hours | 60 | 110 | 190 | 60 | 360 |
| Total Hours | 100 | 150 | 350 | 100 | 600 |

***Please note that practicum module coursework and clinical hours are distinct from internship module/coursework and clinical hours. Practicum requirements must be successfully completed before moving on to Internship. Additionally, we recommend students aim to complete 120 direct internship hours by March 1 (approximately), as direct hours become more difficult to acquire later in the academic year due to students' participation in standardized testing.**

7. Many factors may influence students' ability to complete the required number of hours and thus their ability to complete the requirements specified above. Personal circumstances such as a death in the family and illness may cause students to miss work in the field placement. Inclement weather may also reduce

the number of days spent in the field. Students should engage in judicious planning that will result in more than the minimum number of direct and total service hours if no interruptions in the field placement occur.

8. Your field experience will begin as quickly as your placement is approved. Approval of site placements usually occurs around August 1st, sometimes earlier. You are expected to begin your placements no later than one week before the K-12 students report to the school (check with your district calendar and site supervisor for exact dates). Your placement continues through the last week of the public school calendar year, **regardless of the number of hours you have accumulated**. After you have been placed in a school, you should establish a schedule of attendance that (1) adheres to the policies of the school regarding arrival and departure time, (2) is approved by your field supervisor, and (3) will allow you to surpass the minimum 700-hour requirement. Your attendance on teacher workdays is required, even though students are not in attendance, unless your field supervisor releases you from attendance. Teacher workdays provide an excellent opportunity for consultations and meetings that are otherwise impossible to schedule.
9. The official calendar for the school district in which you have been placed is the calendar that will govern your work, **not** the university's calendar. Accordingly, you should plan your winter holiday break to begin at the point that your **school site** adjourns for the holiday. However, you may plan for your break to end when **UNC** reconvenes.

Student well-being days:

These dates are important breaks for the campus community in the academic calendar, but they are not official University holidays, so campus will remain open and operational. Students in professional schools (including those in the School Counseling Program) should consult their schools' academic calendar, which may differ from the official University calendar.

In addition, when observed, the schools and deans will make clear that these wellness days are intended as breaks from the semester – not for studying – so faculty will be instructed to avoid scheduling exams, quizzes and other major assignments on days following these breaks. These dates are intended to give our community as much of a break as possible.

Spring break:

During the UNC spring break, there will be no classes. Although we are a professional school and operate on a differing calendar at times, you will **not** be required to be at your internship site if your district is in session during this time (though you may choose to be).

During your district's spring break, you have the option of not attending your UNC content course (excludes internship) classes, if you inform the professor in

writing at least 24 hours prior and include the date (districts are out different weeks) you will not be in class. However, you will still be responsible for the reading, material, and any assignments that are due. Students placed in year-round schools may take off from their internship site for spring break during the scheduled spring break for traditional schools in your district.

At the end of UNC's spring semester, you will continue working three days per week through the end of the public school year calendar.

Personal travel:

Your ability to earn clinical hours for practicum and internship is a privilege, not a right. The school system, school site, administration, and site supervisor have all entered into an agreement with UNC, the School Counseling program, and you in order for you to be on site. As part of this agreement, in addition to governing yourself professionally as well as according to the school counseling/counseling dispositions and codes of ethics, you have agreed to consistently be at the school site as a school counselor-in-training three days a week according to the days for the semester (M, W, F or T, H, F). As such, students should not plan on personal travel that does not align with all the following calendars: (a) their school site, (b) School Counseling program, and (c) UNC-CH.

10. You will continue to be involved in supervision throughout your clinical placement. **Deviation from this schedule for any reason other than illness or a death in the immediate family must be approved by both your university and field supervisor.**
11. **In the past it has been a common error for students to assume that when they complete 700 hours of course work they can reduce the amount of time they spend at their field sites. This is not the case! Some students spend more than 850 clock hours in the schools.**
12. The school to which you are initially assigned in the Fall semester is your primary placement, and the vast majority of your time is to be spent in this school. However, you will have assignments for some additional experiences in schools at other levels. These assignments will be described in your practicum and internship syllabi. The goal of these assignments is to make you aware of the differences in the functioning of school counselors at different levels.
13. During all phases of the field experiences you will receive individual/triadic supervision from your field supervisor, and one and one-half hour per week of group supervision from your university supervisor. In practicum, you will also receive an average of one hour per week of individual/triadic supervision from your university supervisor. CACREP defines triadic supervision as - a tutorial and mentoring relationship between a supervisor and two counseling students. In internship, you will receive an average of one hour every other week of triadic supervision from your university supervisor. However, it is not uncommon for

students to be required to spend additional time in supervisory activities with their campus supervisors. Of this supervision, only the time spent with your field supervisor should be recorded in your weekly counselor's log. Triadic supervision hours should be recorded weekly on the Field Placement Hours Summary log. Be sure to record the supervision received in the field on the log documents provided on the program website.

14. Students will be expected to keep a reflective log during their fieldwork. This log should contain questions that arise each day (Questions that arose today were ---), sources of anxiety about your practice (Today I got nervous when ----) sources of satisfaction (I felt good today when -----), which should be shared with both your university and field supervisor throughout the semester and can serve as the basis of some of your supervision. As establishing and maintaining the habit of self-care is also a component of your training, the log should also contain a section for Self-Care (Today I attended to self-care by ---- or Today I did not attend to self-care because ---- and plan to do so tomorrow by ----).
15. It is the student's responsibility to document his/her time spent in the field placement, including the types of activities engaged in while on the site. Accordingly, each student will maintain a daily log that is to be summarized and verified by the primary site supervisor. This sheet can be found on the website and is called the "Counselor's Weekly Log." It requires that you differentiate your time between direct and indirect service. In addition, you will be required to keep an on-going record of your hours using the "Field Placement Hours Summary" sheet which can also be found on our program website.
16. It is also the student's responsibility to document her/his skill development in the following areas: individual and group counseling; classroom guidance leadership; teacher and parent consultation; advocacy, collaboration, coordination, and the use of assessment devices. **A portion of this documentation can come through oral and written reports, but because of the nature of these skills, the bulk of the documentation must come through the presentation of audio and video recordings.** In order to provide this documentation each student should purchase a digital recorder that delivers clearly audible voice reproduction. Finally, many students have found it helpful to have a device with video capability to facilitate video recordings of groups. Failure to provide this documentation will result in either delay in completion of the program or dismissal from the program.
17. In all aspects of the field experience students are expected to follow both the rules and policies of the school in which they are working and the principles of the code of ethics of the American School Counseling Association and the American Counseling Association as well as the laws of North Carolina.
18. In all aspects of the field experience and in their courses, students are expected to demonstrate dispositions important to effective school counselors. Students will be evaluated on dispositions and professionalism by their university supervisors

and site supervisors twice over the course of the program as part of their practicum and internship evaluations. Students also complete a self-evaluation. The specific counselor dispositions are listed on the practicum and internship evaluations.

CLINICAL COURSE SEQUENCE PROGRESSION REQUIREMENTS

To successfully pass EDUC 766 and progress to EDUC 705 Fall Internship, students must demonstrate all the following requirements:

- 1) The ability to use basic counseling skills in an individual counseling session.
- 2) Satisfactory demonstration of the identified counselor characteristics and professionalism, assessed by university and site supervisors.
- 3) Satisfactory completion of all other required EDUC 766 assignments. Please note that if all assignments are not satisfactorily completed, a grade of either “Incomplete” or “F” will be assigned, and a student will be unable to progress.
- 4) 40 hours of direct service
- 5) 60 hours of indirect service

You cannot progress to EDUC 705 Fall Internship until you have met all five requirements. If, at the end of October, you have not met all five requirements, a remediation plan will be put in place by the school counseling program faculty and your site supervisor, if necessary. You will receive an Incomplete in EDUC 766 and you will not be allowed to continue on to Fall Internship EDUC 705, until all requirements are met. If, at the end of the Fall semester, you have not met all of the aforementioned requirements, you will receive an F in the course and will not be recommended for school counselor licensure.

******All hours over the 40 hour direct service limit and 100 total service limit will not count as internship hours until enrolled in EDUC 705.******

To complete the clinical sequence of EDUC 705 Fall, Spring, and Summer, you must successfully complete the following assignments:

1. Continued demonstration of basic counseling skills and use of theory and structure in counseling sessions.
2. Continued demonstration of effective counselor dispositions and professionalism.
3. Satisfactory completion of all assignments for EDUC 705 Fall, Spring, and Summer. Please note that if all assignments are not satisfactorily completed, a grade of either “Incomplete” or “F” will be assigned, and a student will be unable to progress.
4. 240 hours of direct service
5. 360 hours of indirect service

If you fail to meet all five expectations, you can choose one of the following two options:

1. Choose an F in the course, which means you will not be recommended for licensure, or
2. Choose an Incomplete, and return to complete the course during the next cycle of Fall Internship

Offers of Early Employment

At times, UNC school counselors-in-training may receive offers of employment while still in the process of completing their degree requirements and/or commitment to their school site for Practicum/Internship. Although this can be exciting, school counselors-in-training are ***NOT*** permitted to accept such offers unless the offer is from the school site at which they are completing their Practicum/Internship.

If a student is offered full time employment at their Practicum/Internship, it may only be considered if the following are true:

- The student is in good standing in the program, and successfully completed all course requirements thus far.
- The student is on track to complete their remaining course credits with a grade of “P” or above.
- The student has not received a course grade of “L” in any class up to said point in the program.
- The student is within acceptable parameters in terms of hours for Practicum/Internship (as outlined in the handbook).
- It is understood they can only be hired part-time with a provisional school counselor license. This is due to the student still having course credits to complete, along with gaining the remaining internship hours needed to graduate, and (possibly) still needing to pass the Praxis before completion of the program.
- It is understood if the student’s course engagement and/or work begin to drop over the course of the semester, we will need to revisit this early employment agreement.

Below is an example outline of the obligations and expectations for a student as they complete the UNC School Counseling program, and the hiring school if such an offer were to be considered.

The student must complete the following:

- Successful completion of their Spring 2025 and Summer 2025 course work.
- Continued attendance at their Monday and Wednesday courses.
- Continued participation in all program and course requirements.
- Continued supervision of an on-site counselor, including 1-hour weekly supervision.
- Continued supervision with their university supervisor.
- Successful passing of the Praxis exam.
- Completion of total internship hours as required by CACREP.

The UNC School Counseling program will provide the following:

- Continued course instruction and supervision.

School Practicum/Internship Site will provide the following:

- The hiring paperwork and providing the official provisional license.

- Ensure that the student is recognized as a pre-service school counselor and as such, continue to ensure they receive the support and supervision they need for internship completion.
 - Flexibility for the student to attend classes on Mondays and Wednesdays.
 - Agree that the student will only attend work (including via email or other electronic means) on Tuesdays, Thursdays, and Fridays through the remainder of the school year.
 - Sign and return the UNC-CH supervision contract, which also serves as agreement to the terms set forth in this letter.
-

PROGRAM SCHOLARSHIPS

Awards

Each year, we name two or more students scholarship award winners. These scholarships (described below) are awarded to students demonstrating excellence in counseling, professional dispositions, and commitment to social justice and diversity. Nominations can be made by program faculty, cohort members, and site supervisors.

W. D. Perry Award

This award was named for Dr. William D. Perry, a former full professor in the School of Education who provided more than 30 years of leadership. After coming to the UNC-Chapel Hill in 1939, Dr. Perry exerted a major influence in the development both of the counseling program and the Guidance and Testing Center. The Center continued to serve the University for many years after Dr. Perry retired in 1973. The Perry award continues to recognize the student who is judged by the faculty to have demonstrated excellence of achievement in academics, outstanding performance in the counseling field placement coupled with unwavering adherence to ethical and professional standards and demonstrated student leadership within the program.

Galassi-Brown Award

This award was named for Drs. John P. Galassi and Duane Brown, both full professors in the School of Education who contributed more than 60 years of combined service. Since 1973, both Dr. Galassi and Dr. Brown have led through their research and scholarship. Most importantly, they devoted time and attention to the students of the counseling program and have been stalwart advocates for the profession. The Galassi-Brown Advocacy Award recognizes the school counseling student who is judged by the faculty to have gone beyond expectations and demonstrated exceptional advocacy for the students they serve, the schools where they work and the school counseling profession.

Temporary Grants and Fellowships

Although financial aid is available, funding for the School Counseling program is limited, and the program cannot guarantee students will receive financial aid. However, there are three possibilities for funding to which school counseling students are eligible to apply: (a) Helping Heels Grant; (b) Education Fellows for Inclusive Excellence; and (c) UNC PrimeCare Grant. Please note the application and any requested materials for each of these opportunities must be submitted on time for students to be eligible.

Helping Heels Grant

A specialized training opportunity focused on (a) reducing and mitigating inequities of mental health disparities among low-income rural students; (b) increasing the number of qualified school-based mental health services providers in high-need LEAs who are from diverse backgrounds or from communities served by high-need LEAs; and (c) promoting inclusive practices. Trainees focus on learning and implementing the Second Step

program, administration of the Behavior Assessment Scale for Children Two: Behavior and Emotional Screening Scale and providing targeted interventions.

Up to seven school counseling students will be eligible to receive in-state tuition and a \$20,000 federally funded stipend, dispersed twice throughout the academic year.

Education Fellows for Inclusive Excellence

This fellowship is a training opportunity for students pursuing a master’s degree in school counseling, teaching or educational leadership. School counselor fellowship award winners will focus on access to culturally responsive school counseling services for students and families in rural North Carolina communities, particularly those in Siler City and Roxboro.

Up to seven school counseling students will be eligible to receive in-state donor funded tuition and an internship stipend of \$7,000, dispersed during the academic year.

**Upon graduation and licensure as a professional school counselor, additional funding from the donors of this fellowship exists for UNC School Counseling program graduates (within the past 5 years) to provide up to an additional \$15,000 in salary supplements which may be earned for service as a school counselor over 3 years after graduation in an approved rural/high needs school. Please note this last opportunity is open to all UNC School Counseling program graduates within the 5-year time restriction.

UNC PrimeCare Grant

A specialized training program for students pursuing a master’s degree in social work, school counseling, and clinical rehabilitation/mental health counseling. Trainees focus on learning about integrated behavioral health care for children, youth, and their families, training in trauma informed care, and experiencing inter-professional and collaborative models of care.

Up to five school counseling students will be eligible to receive a \$10,000 federally funded stipend, dispersed twice throughout the academic year.



POLICY FOR RETENTION, DISMISSAL, and RE-ADMISSION

Students can be recommended for dismissal from the program for both academic and non-academic reasons. In addition to the clinical course sequence progression requirements outlined above, students must adhere to the following in order to continue and graduate from the school counseling program:

- 1) Demonstrate competence in counseling skills and course content knowledge. Remember, accumulating three L's or one F in any course, means automatic dismissal from the program.
 - a. Note: Earning a L in two courses does not mean automatic dismissal from the counseling program; however, you may not be recommended for school counselor licensure.
- 2) Demonstrate professional dispositions and behaviors at your practicum/internship sites, and in all courses and interactions with program faculty. Remember, being asked to leave your practicum/internship site means automatic dismissal from the program.
- 3) Pass the Professional School Counselor Praxis
- 4) Attend at least one professional conference by April 1, 2025.
- 5) Upload all required documents to Taskstream.

The members of the School Counseling faculty endorse the American Counseling Association Code of Ethics and the American School Counseling Association Ethical Standards for School Counselors that states counselor educators have a responsibility to provide regular feedback to students and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members also recognize their obligation to: consult with colleagues and document their decision to refer students for assistance or to be dismissed from the program; support students in obtaining remedial assistance; and assure that students have adequate recourse to address decisions made.

At any point when students have concerns with faculty, the student should (1) first go to the faculty whom they have the concern. If this is not possible, students may (2) ask their advisor for support in addressing the issue. If students are able to discuss the issue with the faculty member and then it is not resolved, the students may (3) address the issue with the program director. If the issue is not resolved with the program director or the program director is the faculty in which the student has an issue, the student can (4) then go to the associate dean of academic affairs. At any point, students are able to take their issue to a third party, for example, the University Ombudsman.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting student's ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a timeline for change. This should be

done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method.

All students will have the right to meet with the School Counseling Program Director and the Assistant Dean for Student Affairs if asked to be dismissed from the program. Further, before students are dismissed from the program, students will be given the opportunity to correct any issues they are having (unless the dismissal stems from being asked to leave your school site). Students may be placed on remedial plans to correct deficiencies in their counseling skill development and professional dispositions. If students are struggling in the content courses, they should seek the help of the instructor before final grades are given.

Formal Remediation Process

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for remediation and/or enforced withdrawal from the program will be initiated. These procedures are followed to ensure that the rights of the student and the integrity of the program can be protected in the process.

Students in need of remediation will receive individual remediation planning through the use of supervision and additional educational techniques. Remediation may include consultation(s) with the student, program director, university supervisor and faculty instructor, site supervisor, and may also include the Assistant Dean for Student Affairs, if needed.

Step 1

When a determination is made by a faculty member that an educational, clinical, or professional related problem exists, which could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. They will meet to discuss the problem and try to outline, verbally and in writing, ways to correct or rectify the problem. This interaction process should allow the student ample opportunity to react to the information presented regarding a problem area. If the problem is resolved, no further action is needed.

Step 2

If the problem continues, the advisor again will discuss the problem with the student. A meeting will then be held with the student's advisor, the program director, the student, and the concerned faculty member as appropriate. The meeting date will be set so that the student will have the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to determine whether the problem needs to be addressed by the program core faculty and relevant adjunct faculty.

Step 3

If during the meeting with the advisor, program director, and student it is determined that the problem should be brought to the entire program faculty, a meeting of the faculty will

be called. The student will be informed of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting in writing. The faculty will vote to decide whether further remediation is required and/or the student should be placed on probation or the student should be dismissed from the program. These actions require three quarters of the faculty present at the meeting be in agreement. The program area director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond orally and in writing to the recommendation.

Step 4

The program faculty will review the student's oral and written response to the action decided in step three and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the action taken in step three will be considered as final. A vote to reconsider may be passed by a majority of the program faculty. Final disposition of the reconsideration requires a three-quarter vote. The student will be informed of the meeting at least one week in advance and will have the opportunity to provide additional information or evidence to the faculty. The program director and the student's advisor will notify the student, in writing, of the final decision made by the faculty. Appeals may be made to the Assistant Dean for Student Affairs.

Please note that if a student declines the option of participating in this process (either in concept, by refusing to come to all expected meetings, failing to provide information by deadlines, or declining to reach an accepted collaborative agreement regarding corrective action within a reasonable amount of time), they can still be dismissed from the program.

PROGRAM TIMELINE
SUMMER 2024 - SUMMER 2025

Summer 2024

May 2024

1. Complete Immunization Records in Admissions Packet

Complete the Health Examination Certificate required by North Carolina Public Schools (sent to you via email from Program Coordinator). You must also get a TB Test. Can be done at UNC Campus Health Services:

<http://campushealth.unc.edu/index.php>

Upload the completed Health Examination form to Taskstream by the first days of classes in June by clicking here: <https://login.taskstream.com/signon/>

2. **The program director will contact you to let you know which criminal background form you need to complete when district placements are announced in June.** You will turn in the packet to the program director as soon as possible after district placements are announced.
3. Obtain UNC One Card
4. Purchase School Counseling Texts (Available at UNC-CH student stores): *The ASCA National Model (4th edition)* and can also purchase online: <https://members.schoolcounselor.org/publications>
5. Attend the School Counseling Program Orientation – **Wednesday, May 1st from 6-8pm** to be held online. Zoom information will be sent to your UNC emails.
6. Summer Session I classes begin May 15th.
7. Memorial Day Holiday – May 27th (no classes held)
8. Complete signature page from handbook and upload to Taskstream: <https://login.taskstream.com/signon/>

June 2024

1. Join the American School Counselor Association (ASCA): <http://www.schoolcounselor.org> and upload verification to Taskstream (email confirming your membership).
2. Information concerning registration for Fall Courses will be discussed in summer courses. See Program of Studies for Course Enrollment:

<https://ed.unc.edu/academics/programs/school-counseling/curriculum-and-courses/>

3. Apply for transfer credit through program director within the guidelines of the Transfer of Graduate Credits policy (p.19) utilizing the *UNC-CH School Counseling Transfer Credit Request* form (p.20).
4. Summer Session I classes end: June 18th (exam days June 21-June 22).
5. Juneteenth Holiday – June 19th. No classes held.
6. Summer Session II classes begin: June 24th.

July 2024

1. July 4th holiday. No classes held.
2. Summer Session II Classes end: July 25th (exam days July 29-July 30).

Fall 2024

August-September 2024

1. Find out placement for practicum approximately August 1st (or earlier)
2. Fall Registration TBD. See Program of Studies for Course Enrollment. See Tuition and Fees: <https://cashier.unc.edu/tuition-fees/>
3. Site Supervisor Training: Friday, August 16, 2024, from 9:00 am – 12:00 pm
Students are required to attend this meeting.
4. Begin Practicum: August TBD (depending on public school schedules). **Students are required to be at their sites, three days per week on Mondays, Wednesdays, Fridays.**
5. Fall classes begin: August 19th.
6. HOLIDAY – Labor Day: September 2nd, no classes.
7. Well-being Day – September 3rd.
8. Well-being Day – September 23rd.

October 2024

1. University Day – Friday, October 11th. {No classes during ceremony}

2. Fall Break – October 17th-18th.

November 2024

1. NCSCA conference – November 6th – 8th in Charlotte.
<http://www.ncschoolcounselor.org>
2. Spring Registration TBD. See Program of Studies for Course Enrollment.
3. Thanksgiving Recess – November 27th – 29th

December 2024

1. Fall classes end: December 4th. **You must continue going to your site on a Monday, Wednesday, Friday schedule until public schools let out for winter break.**
2. Spring Tuition and Fees TBD. See <https://cashier.unc.edu/tuition-fees/>

Spring 2025

January 2025

1. Spring classes begin: January 8th. **Resume site placement work, three days per week on a Tuesday, Thursday, Friday schedule. Please note this occurs after public schools reopen.**
2. HOLIDAY – Martin Luther King, Jr. – January 20th. No classes held.

February 2025

1. Register for Praxis II (Professional School Counselor subject assessment test code). Be sure to have scores sent to UNC-CH (5816). For more information see <http://www.ets.org/praxis>
2. Well-being Days – February 10-February 11.

March 2025

1. Spring Recess – March 10th-14th. No classes held. (Note: You are not required to continue working at your site during the UNC-CH spring break, though you may decide to do so depending on your hours).

2. Registration for Summer Session I and Summer Session II begins: **TBD**. See Program of Studies for Course Enrollment. All elective(s) need to be approved. Note: If you want to take an elective in Summer I, you must contact the Program Director for an override in order to take 9 credit hours in Summer I.
3. Begin the application process for jobs. Dr. Lys will present information on the licensure process for both NC and for out of state during Internship class the first or second week in March.

April 2025

1. Take the Praxis II by April. Be sure to include UNC's code for questions 11 and 12 (5816). Upload your score report to Taskstream.
2. Summer Session Tuition & Fees due: **TBD**.
3. Well-Being Day: April 17th. No classes held.
4. University Holiday – April 18th. No classes held.
5. Spring classes end: April 29th. Note: You must continue at your school site until the end of the public school year (traditional schedule).
6. At the end of spring academic term, apply to graduate with a M.Ed. for the Summer 2023 term via BOTH The Graduate School website and ConnectCarolina. Contact the Dean of Student Affairs with any questions.

Summer 2025

May 2025

1. Continue to work at school placement site (three days per week)
2. Summer Session I Courses begin: May 14th.
3. Begin to gather items for licensure.
4. Spring Commencement (Graduation) for School of Education – May 10th weekend. Note: schedule not solidified at this point.
5. Billing for Summer Session II begins: **TBD**
6. HOLIDAY – Memorial Day – May 26th. No classes held.

June 2025

1. Summer Session II Tuition & Fees due: **TBD**
2. Summer I Classes end: June 17th. Exam days June 20th – 21st.
3. Juneteenth Holiday – June 19th. No classes held.
4. Summer II classes begin: June 23rd.

July 2025

1. Request transcripts (available approximately two weeks after graduation) from registrar through Connect Carolina. Choose the option “when degree posts”.
2. July 4th holiday – No classes held.
3. Summer Session II Classes end: July 24th. Exam days July 28th – 29th.

August 2025

1. Program is completed!
 2. All students, regardless if they finish their coursework in Summer Session I or Summer Session II, graduate in August (degrees post around the second week of August – licenses through DPI cannot process until this time).
 3. Paper degrees will not be received in the mail until December 2025 (estimated).
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COMMITMENT

2024 - 2025

After reading the policies and procedures of the School Counseling Program please sign below.

I have read and agree to the policies governing my training in the School Counseling Program, and I agree to abide by them.

Student's Signature

Date



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL