



**SCHOOL OF
EDUCATION**

**The University
of North Carolina
at Chapel Hill**

School Counseling Program

Student Handbook

2026-2027

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INTRODUCTION

Welcome to the University of North Carolina at Chapel Hill School Counseling Program. We are excited to begin this journey with you. Your 14 months in the program will be both rewarding and rigorous, and this handbook is designed to provide guidance and clarify expectations as you move through your training. Within this handbook, you will find information about program requirements, field experiences, evaluation processes, and the policies that support your development and success.

As a professional preparation program, we view your time here as the beginning of your transition into the role of a school counselor. This includes developing the attitudes, behaviors, and ethical standards of the profession. You will be expected to demonstrate professionalism, initiative, and a commitment to collaboration with peers, faculty, and field-based professionals. You will also be encouraged to engage in ongoing self-reflection and personal growth, as developing as a counselor involves both professional and personal learning.

Faculty are committed to providing the knowledge, support, and supervision necessary for you to grow into a competent, ethical, and reflective school counselor. At the same time, you are an active participant in your own development, and your success will depend on the engagement, effort, and professionalism you bring to the experience. We look forward to supporting you throughout this process.

– *UNC School Counseling Faculty*

SCHOOL OF EDUCATION

MISSION AND OBJECTIVES

We work on the leading edge of promise

Our world is propelled by people; people who imagine and persevere and create. At the UNC School of Education, we build people's minds, spirits, and resolve to make the world a better place through education. Our community of scholars, students, staff, and alumni propel the world.

We work to solve pressing problems, to better understand learning, to improve teaching, and to redefine what it means to educate lifelong and lifewide. We innovate. We ask and answer tough questions — to ensure that every learner has the opportunity to reach their maximum potential.

At the UNC School of Education, we Propel the World.

Educating the Whole

We recognize that learning is dependent on the well-being of children, their families, and their communities. With a focus on underprivileged and underserved communities, we seek work with educators, parents, schools, communities, and beyond, in partnership with other UNC-Chapel Hill units, to empower learners and communities to thrive.

Empowering Leaders of Tomorrow

We empower educators and scholars to lead; to think creatively, act with passion, and strive for excellence and equity for all. Equipped to succeed in their professions, our graduates also emerge as leaders in their institutions and communities and mindfully contribute toward continually improving and transforming them.

Collaborating for the Greater Good

We seek productive and meaningful partnerships across disciplinary and institutional boundaries, working with stakeholders within and beyond formal institutions of education. A well-educated, diverse, and empowered public is key to addressing social inequities and injustices; promoting and supporting the health and well-being of all; and ensuring the competitiveness and prosperity of our state and nation.

Advancing Knowledge, Driving Innovation

We produce cutting-edge knowledge and pursue innovative, research-based solutions to the most pressing challenges of educational theory, practice, programs, and policy in North Carolina, the nation and beyond.

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.

SOE Conceptual Framework Principles

The School of Education is committed to diverse, equitable, and 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.

SCHOOL COUNSELING PROGRAM MISSION AND OBJECTIVES

Mission: The UNC School Counseling Program prepares culturally responsive counselors who leverage strengths-based, human-centered practices to design and deliver comprehensive school counseling programs that remove barriers, expand opportunity, and support the academic, career, and social-emotional development of all students in diverse K–12 settings.

Overarching Program Objectives:

- Prepare culturally responsive school counselors who apply strengths-based, research-informed practices within comprehensive school counseling programs.
- Prepare school counselors who engage in advocacy and leadership to promote equity, access, and social justice in K–12 schools.
- Prepare school counselors to collaborate across school, family, and community contexts to support student success and well-being.
- Advance the school counseling profession through research, scholarship, and contributions to policy and practice.

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 and empathy through 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 and postsecondary 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 counseling skills, including the ability to recruit, screen, and select group members.
7. **Program Objective 7:** Students will demonstrate the ability to use assessment data for intervention planning purposes.
8. **Program Objective 8:** Students will demonstrate the ability to evaluate counseling interventions and programs.
9. **Program Objective 9:** Students will analyze and use data to inform decision making and advocate for students and programs.

PREPARATION MODEL

The Master of Education (M.Ed.) in School Counseling at the UNC School of Education is an intensive, accelerated 14-month program that prepares culturally responsive professionals to serve as K–12 school counselors. The 60-credit program integrates rigorous academic coursework with a year-long, school-based practicum and internship experience.

The curriculum emphasizes a strengths-based, human-centered approach and prepares students to design, implement, and evaluate comprehensive school counseling programs aligned with the American School Counselor Association (ASCA) National Model. Graduates develop the knowledge and skills to support students' academic, career, and social-emotional development; remove barriers to learning; and advocate for equitable educational environments across diverse school settings.

Through immersive fieldwork, close faculty mentorship, and a collaborative cohort model, students apply theory to practice from the beginning of the program. Graduates are prepared to serve in elementary, middle, and high schools and to contribute meaningfully to school communities.

Completion of the program leads to specialist-level licensure as a K–12 school counselor in North Carolina. The program is approved by the North Carolina Department of Public Instruction and has been continuously accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1984.

1.1 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, Strengths-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.

CACREP STANDARDS

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

1.2 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

1.3 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 outlined in the program's preparation model, the School Counseling program also equips students to demonstrate many of the professional knowledge, skills, and practices associated with clinical mental health counseling. However, it is important to note that this is not a dual-track program, and the School Counseling program is not CACREP-accredited in the Clinical Mental Health Counseling specialty area.

STUDENT ASSESSMENT PROCESS

The School Counseling Program is designed to prepare professional school counselors who can work effectively with students and communities representing diverse backgrounds and needs. As such, students are expected not only to develop strong counseling skills, but also to consistently demonstrate the **attitudes, behaviors, and dispositions** aligned with the professional identity of a school counselor.

Faculty expect all school counseling students to:

- Demonstrate a commitment to personal growth and professional development,
- Exhibit empathy and respect for others,
- Maintain emotional and mental fitness in interpersonal interactions, and
- Give constructive feedback and receive, integrate, and apply feedback from peers, faculty, and supervisors.

In addition, students must adhere to the ethical codes and professional standards set forth by the **American Counseling Association (ACA)** and the **American School Counselor Association (ASCA)**.

Admission into the School Counseling Program does not guarantee a student's fitness to remain in the program. The program faculty is responsible for ensuring that only those students who continue to meet academic, clinical, and dispositional standards are permitted to continue in the program.

1.4 Ongoing Evaluation of Student Performance

The School Counseling faculty evaluates students' performance and progress on an ongoing basis across the following key areas:

- **Academic Program Standards** – including course grades and performance on Key Performance Indicators (KPIs)
- **Clinical Performance** – as demonstrated in field-based settings such as practicum and internship
- **Non-Academic Program Standards** – including personal and professional dispositions evaluated through the Key Professional Dispositions (KPD) assessment

Each area is assessed using multiple measures to ensure students are developing the competencies, ethical awareness, and professional behaviors expected of school counseling professionals.

Faculty draw from a combination of the following sources when evaluating student progress:

- Observations of coursework and class participation
- Evaluation of performance in practice settings
- Site Supervisors' assessments of clinical skills

- Adherence to the ACA Code of Ethics and ASCA Ethical Standards for School Counselors

Students' personal and professional dispositions are formally assessed by core and relevant adjunct faculty, in collaboration with Site Supervisors, through the **KPD evaluation**, which occurs at the **midpoint of both the Fall and Spring semesters** during the first year of study. These evaluations are used to both recognize outstanding professional growth and identify students who may benefit from additional support.

All students receive feedback following any formal evaluation by the faculty.

If a student is not making satisfactory progress—whether due to academic performance, clinical skill development, or concerns identified through the KPD evaluation—their Faculty Advisor will, at a minimum, meet with the student to review the concerns and develop a plan for improvement. The Program Director may also participate in this meeting and/or initiate next steps outlined in the **Professional Development Plan Procedures**.

1.5 Academic Program Standards/Matriculation Requirements

To remain in good standing and be eligible for graduation from the UNC School Counseling Program, students must meet the following requirements:

1. Academic Performance

Complete the training program without earning an F or more than two L grades. Earning an F or three L's will result in disqualification from graduate study, per Graduate School policy.

2. Fieldwork Requirements

Earn a grade of **P (Pass)** in all required fieldwork courses, including:

- **EDUC 766: Practicum in School Counseling**
- **EDUC 705: Internship in School Counseling** (Fall, Spring, and Summer semesters)

A failing grade (F) or Low pass (L) in any of these courses will make a student ineligible for graduation.

3. Ethical Conduct

Adhere to the **ethical codes and professional standards** of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Violations may affect a student's standing in the program and ability to graduate.

4. Key Professional Dispositions (KPDs)

Demonstrate ongoing development and maintenance of the **9 key professional dispositions** identified by program faculty as essential for effective school counselors. Inability to uphold these dispositions may impact eligibility for continuation and graduation.

5. Professional Conference Participation

Attend **at least one professional conference** approved by your Faculty Advisor by **April 1, 2027**. Attendance at the **North Carolina School Counselor Association (NCSCA)** annual conference is strongly recommended. Students who do not meet this requirement will not be eligible to graduate.

6. Praxis II Exam Requirement

Earn a passing score on the Praxis II: School Counseling specialty area exam. Due to the clinical focus and accelerated nature of the program, no substitutions for this requirement are permitted. Students must pass this assessment to graduate. 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: (see Appendix B for link) as well as the information on the PRAXIS website: (see Appendix B for link). 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.

7. Ongoing Review of Student Fitness

Admission to the program does not guarantee continuation or graduation. Faculty are responsible for ongoing evaluation of student fitness, and students must consistently meet academic, ethical, and professional standards throughout the program.

1.6 Key Performance Indicators (KPI) Assessment

The School Counseling Program utilizes Key Performance Indicators (KPIs) to systematically assess student learning and ensure alignment with program objectives and accreditation standards established by the Council for Accreditation of Counseling and Related Educational Programs. KPIs provide a structured, program-wide approach to evaluating students' development of essential knowledge, skills, and professional competencies.

The program's nine KPIs are aligned with the eight CACREP foundational curriculum areas and the school counseling specialized practice area. These indicators are embedded across coursework and clinical experiences to assess both conceptual understanding and applied counseling skills.

1.7 KPI Assessment Process

KPI data are collected through multiple measures, including:

- Course-embedded assignments
- Skills demonstrations and recorded counseling sessions
- Practicum and internship evaluations completed by Site Supervisors and faculty

These assessments occur at designated points throughout the program and are used to evaluate student progress and overall program effectiveness.

1.8 KPI Performance Expectations

Students are expected to meet or exceed established program benchmarks on all KPI-related assessments. Benchmark performance is defined as:

- **Course-Based Assignments:** 80% or higher
- **4-Point Field Evaluation Scales:** Rating of 3 (Meets Expectations) or higher
- **3-Point Field Evaluation Scales:** Rating of 2 (Meets Expectations) or higher

Performance below benchmark may indicate the need for additional support, feedback, or targeted skill development.

1.9 Use of KPI Data

KPI results are reviewed by program faculty on an ongoing basis and aggregated annually to:

- Monitor student learning outcomes
- Identify areas of strength and growth within the program
- Inform curriculum development and program improvements

KPI data are used for program evaluation purposes and are not a standalone requirement for graduation. However, consistent performance below benchmark across multiple KPI assessments may prompt faculty review and, when appropriate, the development of a Professional Development Plan in accordance with program policies.

1.10 Additional Information

A detailed KPI alignment table (including CACREP domains, program objectives, courses, and assessment artifacts) is maintained by the program and available to students upon request or through program resources.

1.11 Clinical Performance

Students are evaluated on their ability to: (a) integrate theory and research to guide counseling practice; (b) progress in ability to work with students including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; (c) maintain appropriate documentation (d) integrate multicultural awareness, knowledge, and skills into professional interactions; (e) establish professional interactions with students, supervisors and school stakeholders (e.g. parents, administrators, teachers); and, (f) maintain professional ethics.

Clinical performance is evaluated through multiple means, including each of the following:

- Evaluative procedures and rubrics in EDUC 703 Theories and Techniques of Counseling

- Evaluative procedures and rubrics in EDUC 766 Practicum in School Counseling and EDUC 705: Internship in School Counseling (Fall)
- Mid-term and Final Site Supervisor Evaluations (practicum & internship)
- Clinical concerns portion of the Student Review Form

1.8 Non-Academic Standards

In addition to maintaining high scholastic standards, students enrolled in the School Counseling Specialty Area must develop skills necessary to work effectively with people with diverse needs. Members of the School Counseling faculty expect prospective counselors to:

- be committed to personal growth and professional development,
- be empathetic and respectful towards 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 Counselor Education Program does not guarantee her or his 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.

1.9 Key Professional Dispositions (KPI) Evaluation and Review Process

Evaluation and Review Process

Key Professional Dispositions (KPDs) are evaluated at designated time points throughout the 14-month program to support student development and ensure readiness for professional practice. Dispositions are assessed across academic and field settings and are not limited to internship experiences.

KPD ratings are reviewed by program faculty and reflect patterns of behavior over time rather than isolated incidents. When concerns arise, faculty may provide feedback, recommend strategies for growth, or initiate a Professional Development Plan in accordance with program policies. Persistent or significant concerns may result in further review, remediation, or dismissal in accordance with program retention and dismissal policies.

1.10 KPD Rating Scale

Each KPD is evaluated using the following scale:

Clear Deficit (1):

Behaviors do not reflect the expected professional disposition and require significant improvement.

Needs Improvement (2):

Behaviors reflect the disposition inconsistently, and continued growth is needed.

Meets Expectations (3):

Behaviors consistently reflect the expected professional disposition for a counselor-in-training at the student's current stage in the program.

Exceeds Expectations (4):

Behaviors consistently exceed expectations and demonstrate initiative, leadership, or professional maturity beyond the student's current stage in the program.

Not Observed:

No opportunity to observe this disposition

1.11 Interpretation of Ratings

- A rating of **Meets Expectations (3)** or higher indicates satisfactory demonstration of the disposition.
- Ratings of **Needs Improvement (2)** or **Clear Deficit (1)** may prompt faculty review.
- Ratings are based on documented patterns of behavior across time and settings.

1.12 Faculty Review and Professional Development Plan

When a student receives a rating below expectations:

1. Faculty may provide written feedback and recommend strategies for growth.
2. Faculty may initiate a Professional Development Plan outlining:
 - Specific areas of concern
 - Clear behavioral expectations
 - Timeline for reassessment
3. Persistent or significant concerns may result in further review in accordance with program retention and dismissal policies.

1.13 Developmental Nature of Dispositions

Professional dispositions are developmental and are expected to strengthen over time. Ratings reflect expectations appropriate to the student's current stage in the program.

Dispositions include behaviors related to ethical practice, professionalism, interpersonal functioning, cultural responsiveness, emotional regulation, accountability, and engagement in supervision and professional growth.

The behavioral examples listed under each disposition are illustrative and not exhaustive. Faculty may consider other behaviors consistent with each domain when evaluating professional conduct.

Key Professional Dispositions (KPDs)

KPD 1 – Ethical Practice

Adheres to the **ACA (2014) Code of Ethics** and **ASCA (2022) Ethical Standards for School Counselors** in professional decision-making and conduct.

Examples may include:

- Maintains appropriate confidentiality
- Follows mandated reporting requirements
- Seeks consultation when ethical concerns arise
- Maintains appropriate professional boundaries

KPD 2 – Professional Conduct & Communication

Demonstrates professional conduct in communication, boundaries, reliability, and interactions with faculty, supervisors, peers, students, and families.

Examples may include:

- Uses respectful and professional written and verbal communication
- Maintains appropriate professional boundaries
- Demonstrates punctuality and preparedness
- Responds to communication in a timely and professional manner
- Interacts respectfully in meetings, supervision, and classroom settings

KPD 3 – Respect for Diversity

Demonstrates respect for cultural and individual differences in professional interactions and decision-making.

Examples may include:

- Engages respectfully with individuals from diverse backgrounds
- Avoids biased, discriminatory, or stereotypical language
- Demonstrates openness to differing perspectives
- Demonstrates cultural humility in professional interactions

KPD 4 – Self-Awareness & Bias Management

Demonstrates awareness of personal beliefs, values, limitations, and cultural influences and actively works to mitigate bias in professional practice.

Examples may include:

- Reflects on personal reactions during supervision or coursework
- Demonstrates insight into how personal experiences influence professional interactions
- Identifies areas for personal and professional growth

KPD 5 – Emotional Regulation

Demonstrates emotional stability and self-regulation in academic and professional settings.

Examples may include:

- Maintains composure during challenging interactions
- Responds constructively to stress or feedback
- Avoids impulsive, reactive, or disruptive behavior

KPD 6 – Responsiveness to Feedback

Receives, reflects on, and applies feedback to improve academic and professional performance.

Examples may include:

- Implements supervisory recommendations
- Demonstrates growth following corrective feedback
- Engages constructively in supervision and evaluation processes

KPD 7 – Professional Responsibility & Accountability

Completes assigned responsibilities ethically, responsibly, and effectively at a level appropriate for a counselor-in-training.

Examples may include:

- Submits assignments and documentation on time
- Prepares adequately for class, supervision, and counseling activities
- Follows through on assigned tasks and commitments
- Demonstrates reliability in academic and professional responsibilities

KPD 8 – Recognition of Professional Limits

Recognizes the limits of personal competencies and seeks supervision or support when needed.

Examples may include:

- Requests guidance when uncertain
- Acknowledges areas requiring additional training
- Avoids practicing beyond scope of competence

KPD 9 – Adaptability & Professional Growth

Demonstrates adaptability in changing circumstances and actively engages in ongoing professional learning.

Examples may include:

- Adjusts to new expectations or environments
- Demonstrates flexibility in academic and field settings
- Seeks opportunities for professional development

1.14 Professional Impairment

On rare occasions, faculty members become concerned about a student's suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work. For example, a student's personal characteristics (e.g., the way in which the student interacts with others) may be rated as a concern in the Student Review Form via the Key Professional Dispositions section. In such instances, the program faculty members have adopted specific policies and procedures (Please see **Professional Development Plan Procedures**) in order to fulfill the program's professional responsibility and to protect the rights of students. Examples of behaviors that evidence professional impairment may include the following and are not intended to be exhaustive:

- violation of professional standards of ethical codes;
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- behaviors that can reasonably be predictive of poor future professional functioning,
- such as extensive lateness to internship or poor compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impair one's professional functioning;
- inability to exercise sound clinical judgment; and

- having poor interpersonal skills and/or pervasive interpersonal problems that interfere with your ability and/or capacity to work with students in schools, perform well in classes, or function as a member of the cohort.

Possible Actions Following Manifestations of Professional Impairment

This list contains possible examples of actions following manifestations of professional impairment and is not intended to be exhaustive:

- a formal reprimand
- recommended personal counseling
- an unsatisfactory grade in a skills-based course with the requirement that the course be repeated
- reduced practicum or internship caseload
- required additional coursework or additional practicum and/or internship hours
- increased supervision (e.g., more frequent supervision meetings, more than one supervisor, more extensive use of video or audio recordings)
- formal probation
- leave of absence
- encouragement to withdraw from the program
- formal dismissal from the program

STUDENT REMEDIATION, PROBATION, AND DISMISSAL

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 state 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 request that students be put on probation or dismissed from the program; support students in obtaining remedial assistance; and assure that students have adequate recourse to address decisions made. When a student is placed on a professional development plan, they are considered to be on probation.

At any point when students have concerns with faculty, the student should first go to the faculty with whom they have the concern. If this is not possible, students may 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 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 then go to the Area Chair. If the student does not believe the issue is resolved with the Area Chair, then the student may take the issue 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.

1.15 Professional Development Plan Procedures

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of probation 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.

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 persists, the advisor will meet again with the student to discuss the concern. A meeting will then be held with the student, their advisor, the Program Director, and the relevant faculty member, as appropriate, to develop a formal professional development plan. The contents and expectations of the professional development plan will be specific to the student's identified areas of concern and designed to support their continued growth in the program. The School of Education's Office of Student Affairs will also be notified via the Assistant Dean for Student Affairs to further assist in providing the student with additional support.

Step 3:

If the problem persists, the program faculty—along with the Assistant Dean for Student Affairs and/or the Associate Dean for Academic Affairs—will meet with the student to review the concern, level of student progress regarding the professional development plan, and ensure appropriate support is provided. It is important to understand that a final determination about moving forward may not be made at this time. However, a determination will be made within one week. Once made, the Program Director and/or other designated person(s) will inform the student of the decision, both orally and in writing. Appeals may be made to the Associate Dean for Academic & Student Affairs.

An attempt will be made to clarify all of these points with the student so that the student clearly understands the issue, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

- Return the student to full graduate status;
- Continue the probation (which would necessitate preparation of another set of recommendations as specified above); **or**
- Terminate the student's program (enforced withdrawal)

The Program Director will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and in writing to this recommendation.

1.16 Enforced Withdrawal Procedure

If a student is recommended for enforced withdrawal, the Program Director and appropriate faculty will meet with the student and provide, both orally and in writing, the following information:

- Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
- A summary of the appeal options available to the student.

An attempt will be made to clarify all of these points with the student so there is an understanding on the student's part of the reasons for the termination decision, and the options available to her or him for appeal. The termination decision will be forwarded by the Program Director to the Associate Deans for Academic and Student Affairs for the School of Education.

PROGRAM OF STUDIES

Thirty (30) hours of content courses (denoted with a “C”).

Twenty-four (24) hours of skill/clinical courses (denoted with a “S”)

Six (6) hours of graduate level electives, approved by the Faculty Advisor.

Semester One – Summer

Summer Session I

EDUC 702: Foundations of School Counseling (C), 3 hrs

EDUC 790: Ethical and Legal Issues in School Counseling (C), 3 hrs

Summer Session II

EDUC 703: Theories and Techniques of Counseling (C), 3 hrs

EDUC 827: Lifespan Development (C), 3 hrs

Semester Two – Fall

EDUC 766: Practicum in School Counseling (S), 6 hrs ¹

EDUC 705: Internship in School Counseling (Fall; S), 3 hrs ²

EDUC 707: Foundations of Social and Multicultural Counseling (C), 3 hrs

EDUC 713: Assessment and Analysis in Counseling (C), 3 hrs

EDUC 714: Group Counseling (C), 3 hrs

Semester Three – Spring

EDUC 704: College and Career Readiness (C), 3 hrs

EDUC 705: Internship in School Counseling (Spring, S), 9 hrs

EDUC 709: Research and Program Evaluation in Counseling (C), 3 hrs

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

Semester Four – Summer

Summer Session I

EDUC 705: Internship in School Counseling (Su; S), 3 hrs

EDUC 903: Advanced Techniques in School Counseling: Evidence-Based Practices (E), 3 hrs

Summer Session II

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

Elective course, 3 hrs

¹ EDUC 766: Practicum in School Counseling, occurs in the Fall semester and runs August through October (10 weeks).

² EDUC 705: Internship in School Counseling also occurs in the Fall semester and typically runs from the end of October through December. Students will progress into this course following successful completion of practicum.

Elective course, 3 hrs

Electives

There are a number of ways to get the six (6) 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 Faculty 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 upper-level courses (or 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. Below are some courses open to School Counseling students that are often used to fulfill these requirements.

- EDUC 689: Foundations of Special Education
- SOWO 700: Alcohol, Tobacco, and Other Drugs (ATOD): Abuse and Dependence
- EDUC 808: Foundations of Clinical Mental Health Counseling

TRANSFER OF GRADUATE CREDITS PROCEDURE

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.

Requirements related to CACREP and School Counselor Licensure allow students to transfer up to six (6) elective credits and six (6) core credits.

Students desiring to transfer credit(s) into the School Counseling program must fully complete the UNC-CH School Counseling Transfer Credit Request form (https://unc.az1.qualtrics.com/jfe/form/SV_3Q7wewuM58XuOQS), no later than August 1st.

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 either an upper level or graduate level course.
2. A grade of **B or better** was earned in the course.
3. The college or university is accredited by one of the six major U.S. regional accrediting agencies.³
4. 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:

5. The course meets all the criteria in Provisions (1) – (4) above.
6. 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.

³ 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.

PROGRAM TIMELINE

Semester-by-Semester Overview (Summer 2026 – Summer 2027)

Semester One – Summer 2026

Timeframe	Requirement / Task	Notes
May	Submit Handbook Commitment Form	Upload signature page to EDUC 702
May	Complete Immunization Records	Admissions packet requirement
May	Health Examination Certificate + TB Test	Upload by first days of June
May	Criminal Background Check	Form provided after placements assigned
May	Obtain UNC One Card	Required for campus access
May	Purchase Required Texts	ASCA National Model (5th ed.)
May 13	Summer Session I Begins	Required
June 23	New Student Orientation	Graduate Student Center
June	Join ASCA	Upload proof to EDUC 702
June	Fall Course Registration Planning	Summer faculty guidance
August 1	Transfer Credit Deadline	Submit request form

Semester Two – Fall 2026

Timeframe	Requirement / Task	Notes
August	Practicum Placement Assigned	Usually by August 1
August	Begin Practicum	Attend site M/W/F
August 17	Fall Classes Begin	Required
November 4–6	NCSCA Conference	Strongly recommended
November	Spring Registration	TBD
December 2	Fall Classes End	Continue site placement through district end date

Semester Three – Spring 2027

Timeframe	Requirement / Task	Notes
February	Register for Praxis II	School Counselor specialty exam
March	Summer Registration Begins	Summer I + II
March	Licensure Presentation	During internship class
April	Take Praxis II	Must be completed by April
April	Apply to Graduate	Graduate School + ConnectCarolina

Semester Four – Summer 2027

Timeframe	Requirement / Task	Notes
May	Continue Internship Site Work	Required
May 8	Spring Commencement	Tentative
May	Begin Licensure Preparation	Gather documents
July	Request Final Transcripts	Select “when degree posts”
August	Program Completion	Degree posts
August	Licensure Processing Begins	DPI cannot process until degree posts

SCHOOL COUNSELING PROGRAM PRACTICES

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.

1.17 Attendance and Clinical Participation Policy

a. Course Attendance and Credit Eligibility

- For courses that are **3 credits or more**, students who incur **two or more unexcused absences** in a single course will result in no credit being awarded.
- For **2-credit courses**, **one unexcused absence** will result in no credit being awarded.
- For courses that are **1.5 credits or fewer**, **no unexcused absences are permitted**; any unexcused absence will result in no credit being awarded.

Receiving no credit means that a grade of **F** will be assigned, and the student must repeat the course in order to progress in the program.

An **unexcused absence** is defined as:

- Any absence not included on the University's official list of excused absences (see Appendix B), **and/or**
- Any absence for which the school counselor-in-training fails to provide timely notification to the course instructor.

b. Clinical Attendance and Site Expectations

For **skills-based or clinical courses** (e.g., practicum and internship), **one or more unexcused absences from the assigned school site** may result in **termination of the practicum or internship placement**. In such cases, the student may receive a grade of **F** and may become **ineligible to continue in the program**, pending faculty review.

Students are strongly encouraged to familiarize themselves with the University's attendance policy, which can be found at: (see Appendix B).

1.18 Termination from Practicum or Internship Placement

Dismissal from an internship site is a serious matter. Internship is a required culminating experience that fulfills both **CACREP accreditation standards** and **North Carolina Department of Public Instruction (NCDPI)** licensure requirements. During this placement, students are expected to demonstrate ethical practice, clinical competence, and professional dispositions aligned with national and state standards for school counselors.

Termination from a site typically occurs due to unprofessional conduct, failure to meet site expectations, or violation of ethical or legal standards. Such concerns not only compromise the program's ability to support a student's licensure recommendation but also indicate significant concerns about the student's readiness for professional practice in PK–12 school settings.

If a school counselor-in-training is terminated from their practicum or internship site—by the School of Education or, in some cases, the district partner—due to performance-related or professional dispositional concerns, the student will receive a grade of **"F"**.

Per Graduate School policy, earning an **"F"** in a clinical course renders the student **academically ineligible to continue graduate study, and clinical courses are not repeatable for credit**. For more information, refer to The Graduate Student Handbook (see Appendix B).

1.19 Advising Structure

During the **summer semesters** each student will be assigned to a **core faculty member** who will serve as their academic advisor for program-related information and support.

For all matters related to practicum and internship experiences, your **university supervisor** will act as your primary point of contact and advisor.

1.20 Elective Courses

All elective courses must be approved in advance by a student's Faculty Advisor.

1.21 Academic Standing and Program Continuation

Please note that **repeated course failures** or **failure to meet key program requirements**—including clinical performance, adherence to ethical standards, and demonstration of professional dispositions—may result in **dismissal from the School Counseling Program**, in accordance with Graduate School and program policies.

Decisions related to dismissal are made by program faculty following a formal review process. Students will be notified in writing and have the opportunity to respond or appeal in alignment with Graduate School procedures.

CLINICAL EXPERIENCES: PRACTICUM AND INTERNSHIP

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 practices:

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: (see Appendix B for link).
2. 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.
3. 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).⁴ 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.
4. 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 may be dismissed from the program.
5. You will be expected to be at your school site three days a week during practicum and three days per week during internship 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.
6. You must complete a **minimum** of 100 supervised clock hours of work in practicum and 600 supervised clock hours of work in internship. Of these, 40 hours in practicum and 240 hours in internship must be devoted to direct service.

⁴ Students who are a part of the Education Fellows for Inclusive Excellence, may not be placed within this 40-mile radius.

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. Direct service includes 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.

***Please note that the hours you spend providing services (indirect and direct) as part of your field experience are to be supervised clock hours. The School Counseling program is designed so that each week a student is on site they are receiving a minimum of one (1) hour of supervision from their Site Supervisor as well as either two and one-half (2.5) hours of Group Supervision or one (1) hour of Individual/Triadic Supervision per week.**

7. Students are required to monitor their direct service and total supervised hours in the field placement very closely. Forms on which to record your hours are available on our website at (see Appendix B). 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.**

Falsification of these documents in terms of hours completed, supervision engaged in, forging of a Site Supervisor's signature, and/or having the document signed without verification of activities with the Site Supervisor is considered both an ethical violation and violation of the UNC Student Code of Conduct (see Appendix B), which can lead to student dismissal from the program.

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.

	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
Weekly Supervision	1 hour of Site Supervision <u>and</u> 2.5 hours of Group Supervision <u>or</u> 1 hour of Individual/Triadic Supervision				

*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.

8. **Many factors can impact a student's ability to complete the required number of supervised hours, which may affect their ability to meet the program's clinical requirements.** Personal circumstances such as illness or a death in the family, as well as external factors like inclement weather, may lead to missed days at the field placement. To avoid delays in program completion, students are strongly encouraged to **plan proactively and aim to accumulate more than the minimum required number of direct and total service hours**, even if no interruptions occur

Your field experience will begin in August. You are expected to start your placement **no later than one week before K–12 students return**, based on your school district's calendar. (Be sure to confirm your exact start date with both your district calendar and Site Supervisor.)

Your placement will continue through the **final week of the public school calendar year**, regardless of whether you have already met the 700-hour minimum requirement.

Once placed in a school, you should establish a consistent attendance schedule that:

1. Follows the school's policies regarding arrival and departure times,
2. Is approved by your field supervisor, and
3. Allows you to **exceed** the 700-hour minimum.

Attendance on **teacher workdays is required**, even when students are not present, unless you are excused by your field supervisor. These days offer valuable opportunities for consultation, collaboration, and participation in meetings that are often difficult to schedule during regular instructional time.

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.

a. School District Websites:

- [Alamance-Burlington School System](#)
- [Caswell County Schools](#)
- [Chapel Hill-Carrboro City Schools](#)
- [Chatham County Schools](#)
- [Durham Public Schools](#)
- [Granville County Schools](#)
- [Orange County Schools](#)
- [Person County Schools](#)
- [Wake County Schools](#)

b. 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 the 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. ***Please note that when a well-being day falls on a day for group supervision, students do not have this time off, and are expected to be in class.***

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.

c. Spring Break and End-of Semester:

To support your professional development and meet internship hour requirements, please review the following expectations regarding spring break and semester-end schedules:

- During UNC's Spring Break:
Although UNC classes will not meet during this time, you are **expected to attend your internship site** if your assigned school district is in session.
- During Your District's Spring Break:

You are **required to attend all scheduled UNC classes**, even if your internship site is closed.

- For Students Placed in Year-Round Schools:
You may take your internship spring break during the scheduled spring break of **traditional schools** within your district, unless otherwise arranged with your Site Supervisor.
- After the UNC Spring Semester Ends:
You are **expected to continue attending your internship site three days per week** until the end of your assigned K–12 school district’s academic year.

The opportunity to earn clinical hours for practicum and internship is a **privilege, not a right**. Your placement is made possible through a formal agreement between the school site, administration, Site Supervisor, the UNC School Counseling Program, and you.

As part of this agreement, you are expected to:

- Conduct yourself professionally and in accordance with all relevant ethical codes (e.g., ACA and ASCA),
- Consistently attend your school site **three days per week**, according to your assigned schedule (M/W/F or T/Th/F), and
- Prioritize your field placement when planning any personal commitments.

Students should not schedule personal travel or activities that conflict with any of the following calendars:

- a. their assigned school site,
- b. the School Counseling Program, or
- c. UNC-Chapel Hill’s academic calendar.

10. You will continue to be involved in supervision throughout your clinical placement. Any deviation from this schedule—other than for illness or a serious family emergency—must be approved in advance by both your university and field supervisor.
11. A common misunderstanding is that reaching 700 hours allows students to leave their site early. **This is not the case**. Students are expected to remain at their sites for the full duration of the placement, regardless of when they reach the minimum hour requirement. In fact, many students complete **850 or more** supervised clock hours over the course of their practicum and internship.
12. The school to which you are initially assigned in the fall semester serves as your primary placement, and the vast majority of your time should be spent at this site. However, there may be opportunities to engage in additional experiences at schools serving other grade levels. These opportunities will be discussed during your practicum and internship

courses. The goal is to broaden your awareness of how the role and responsibilities of school counselors can differ across educational levels

13. During all phases of the field experience, you are required to receive a minimum of one hour per week of individual or triadic supervision from your field supervisor. In addition, you must receive either two and one-half hours of group supervision or one hour of individual/triadic supervision per week from your university supervisor. It is not uncommon for students to participate in additional supervisory activities with their university supervisor beyond the required minimum. **All supervision hours must be accurately documented** on *both the School Counselor-in-Training Weekly Log and the Field Placement Hours Summary Log*. These logs can be found on the school counseling website.
14. Student are responsible for documenting their time spent in the field placement, including the types of activities engaged in while on the site, using the “School Counselor in Training Weekly log, which must be verified by the Site Supervisor. 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. These logs can be found on the school counseling website.
15. Students are responsible for documenting their development in core skill areas, including individual and group counseling, classroom guidance, consultation with teachers and parents, advocacy, collaboration, coordination, and the use of assessment tools. While some documentation may be submitted through oral or written reports, the **primary form of documentation must be video recordings**, as they allow for more accurate evaluation of counseling skills. **Audio recordings may only be used when video is not feasible or appropriate**. Students are therefore expected to have access to a device with reliable video and audio recording capabilities. Failure to submit sufficient documentation may result in delayed program completion or dismissal.
16. In all aspects of the field experience, students are expected to follow the rules and policies of their assigned school, the ethical codes of the American School Counselor Association (ASCA) and the American Counseling Association (ACA), as well as all applicable laws of the state of North Carolina.
17. It is expected that students earn a grade of “**Pass**” in each of the clinical experience courses (**EDUC 766** and all offerings of **EDUC 705**). If, in any semester, a student earns a grade of “**Low Pass**” or “**Fail**” in one of these courses, they will no longer be eligible to continue in the School Counseling Program. **Incomplete (IN) and Absent (AB) grades are rarely granted** and are considered only under **extenuating circumstances**, at the discretion of the full program faculty. **If a student is issued an Incomplete (IN) grade in practicum or internship**, they will be required to complete the remaining coursework in the following academic year. **This will delay the student’s program completion and graduation timeline.**

1.22 CLINICAL COURSE SEQUENCE PROGRESSION REQUIREMENTS

This section outlines the requirements a student must meet in order to complete the clinical course sequence in the School Counseling program. The progression is as follows:

1. EDUC 766: Practicum in School Counseling;
2. EDUC 705: Internship in School Counseling (Fall)
3. EDUC 705: Internship in School Counseling (Spring)
4. EDUC 705: Internship in School Counseling (Summer)

To successfully pass EDUC 766: Practicum in School Counseling 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 professional dispositions, assessed by university and Site Supervisors.
3. Satisfactory completion of all other required EDUC 766: Practicum in School Counseling assignments.
4. 40 hours of supervised direct service
5. 60 hours of supervised indirect service

You cannot progress to EDUC 705: Internship in School Counseling (Fall) until you have met all five requirements. Students should be aware that if **all** requirements are not satisfactorily completed within the ten (10) week timeframe, a grade of “F” will be assigned. **This means you will become ineligible to continue graduate study.**

****All supervised 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: Internship in School Counseling (Fall), (Spring), and (Summer), you must successfully complete the following requirements:

1. Continued demonstration of basic counseling skills and use of theory and structure in counseling sessions.
2. Continued demonstration of effective counselor characteristics and professional dispositions.
3. Satisfactory completion of all assignments for EDUC 705: Internship in School Counseling (Fall), (Spring), and (Summer).
4. 240 hours of supervised direct service.
5. 360 hours of supervised indirect service.

If you fail to meet all five requirements, you will earn an “F”. This means you will become ineligible to continue graduate study.

LICENSURE AND CREDENTIALING

1.23 School Counselor Licensure

The School Counseling Program is approved by the North Carolina Department of Public Instruction to prepare licensed school counselors. Upon successful completion of the program you will be eligible for the Advanced Graduate License in School Counseling. For more information about licensure, see Appendix B. 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 EDUC 705: Internship in School Counseling (Fall, Spring, Summer) 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. 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.

The Professional School Counselor subject assessment (Test Code 5422 of the PRAXIS II 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: (see Appendix B) as well as the information on the PRAXIS website: (see Appendix B).

- d. File an application for licensure. Information on Licensure can be found online at: (see Appendix B for link). The Assistant Dean for Educator Preparation and Accreditation and their team members are located in 1028 Peabody Hall.

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: (see Appendix B for link)

The School Counseling Program will endorse graduates for licensure as school counselors only if they have:

- Successfully completed the program,
- Met all state and program-specific licensure requirements,
- Followed the ethical codes and standards set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA), and

- Adhered to the nine Key Professional Dispositions (KPDs) identified by the faculty as essential to a student's fitness to work with students in school settings.

1.24 National Certified Counselor

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).

If you are interested in taking the NCE, please see the UNC, NCE campus representative.

1.25 Licensed Clinical Mental Health Counselor Associate

Although we are a School Counseling program first and foremost, a student can complete the majority of coursework required to become a licensed professional counselor at the associate level as part of the program. Students would need to take EDUC 808: Foundations of Mental Health Counseling as an elective, which is offered through our program. Additionally, students would also need to pass the National Counselor Exam (NCE).

However, to complete the full requirements to become a licensed professional counselor at the associate level, students would need to complete an additional Practicum and Internship in a mental health setting.

For more information about the LCMHC-A: (see Appendix B for link)

EMPLOYMENT

Graduates will only be recommended for professional counseling positions (e.g., school counseling) for which they are qualified based on their education, training, and supervised experience.

Students should be aware that individual faculty members do not automatically provide verbal or written endorsements (e.g., letters of recommendation). If you would like a faculty member to serve as a reference or write a letter of recommendation, you must make a **specific request**.

When making your request, ensure that the faculty member is familiar with your performance in the program and is able to speak to your qualifications as they relate to the position.

In general, faculty members are happy to support students and graduates by providing recommendations—as long as the request aligns with the student’s demonstrated qualifications and the faculty member feels they can provide an accurate and appropriate evaluation. However, faculty are **not obligated** to provide recommendations and may decline if they cannot sufficiently evaluate your performance.

Students are also encouraged to contact **UNC University Career Services** to inquire about having letters of recommendation stored for future use. For more information, visit: (see Appendix B for link).

Offers of Early Employment

UNC School Counseling students may occasionally receive job offers before completing all degree requirements or fulfilling their practicum/internship commitment. While these offers can be exciting, **students are not permitted to accept employment unless the offer comes from the school site where they are currently completing their practicum or internship.**

This policy is in place to ensure students meet their full training obligations and do not compromise their professional development or licensure eligibility.

Students who receive an early employment offer from their practicum or internship site must consult with their Faculty Advisor or the Program Director before accepting the position. Approval will only be considered if the following conditions are met:

- The student is in **good academic and professional standing**, having successfully completed all course requirements to date.
- The student is on track to complete remaining coursework with a grade of **“P” or higher**.
- The student has **not received a grade of “L”** in any course prior to the time of the offer.
- The student is meeting or exceeding expectations for practicum/internship **hours and performance**, as outlined in the program handbook.
- The student understands that they may only be employed **part-time** under a **provisional school counselor license**, due to remaining course requirements, internship hours, and possible Praxis II completion.

It is also understood that if the student's **course engagement or performance declines** as a result of early employment, the program reserves the right to **revisit or revoke** the early employment agreement.

Districts interested in offering early employment to a school counselor-in-training should contact the Program Director to ensure alignment with program expectations and licensure regulations.

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 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.

Grants and Fellowships

Although financial aid may be available, funding for the School Counseling Program is limited, and the program cannot guarantee that students will receive financial assistance. One funding opportunity for which school counseling students may be eligible is the Education Fellows for Inclusive Excellence program. Students are responsible for submitting all application materials by the stated deadlines to be considered.

Education Fellows for Inclusive Excellence (see Appendix B for link)

A training opportunity for students pursuing a graduate degree in school counseling, teaching, or school leadership. School Counseling trainees focus on access to school counseling services for students and families in rural North Carolina communities – particular those in Siler City and Roxboro, according to the American School Counselor Association National Model. A framework that “guides school counselors in the development of school counseling programs that: (a) are based on data-informed decision making; (b) are delivered to all students systemically; € include a developmentally appropriate curriculum focused on the

mindsets and behaviors all students need for postsecondary readiness and success; (d) close achievement and opportunity gaps; and (e) result in improved student achievement, attendance and discipline.” (ASCA, 2019, p. xii)

Up to seven school counseling students will be eligible to receive in-state tuition plus a stipend of at least \$7,000, dispersed during the academic year.

Education Fellows for Inclusive Excellence – Post Graduation

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.

APPENDIX A: COMMITMENT FORM INSTRUCTIONS

School Counseling Program 2026 – 2027

Please read the School Counseling Program Handbook in its entirety before completing this form.

Submission Instructions (EDUC 702)

Students must submit **only the completed Commitment Form page (below)** to the designated assignment in EDUC 702. Do **not** upload the full handbook.

You may complete and submit the form using one of the following options:

Option 1: Print, Sign, and Scan

- Print the Commitment Form below
- Sign and date the form
- Scan or take a clear photo
- Upload the completed form to the designated assignment in EDUC 702

Option 2: Complete Electronically (if available)

- An electronic version of this form (e.g., Microsoft Forms) may be made available at the discretion of the EDUC 702 instructor
- If provided, follow the instructor's directions for submission

If you have questions about program expectations or policies, please contact your Faculty Advisor or the Program Director.

Commitment Form

School Counseling Program | 2026–2027

I have read the 2026–2027 School Counseling Program Handbook and agree to abide by the policies and procedures governing my training and conduct as a school counselor-in-training.

Student Name (Printed): _____

Student Signature: _____

Date: _____

APPENDIX B: IMPORTANT PROGRAM LINKS AND RESOURCES

The following links provide access to important forms, university resources, licensure information, professional organizations, and program-related materials referenced throughout the School Counseling Program Handbook. Students are encouraged to bookmark these resources and review them regularly throughout the program.

UNC School Counseling Program Resources

Resource	Purpose	Link
School Counseling Program Website	Program overview, curriculum, licensure information, and resources	https://ed.unc.edu/academics/programs/school-counseling/
Curriculum and Course Enrollment	Program of studies and course planning	https://ed.unc.edu/academics/programs/school-counseling/curriculum-and-courses/
Licensure Information	School counselor licensure requirements and process	https://ed.unc.edu/academics/programs/school-counseling/licensure/
Supervisor Resources	Practicum/internship forms, logs, and field placement documents	https://ed.unc.edu/academics/programs/school-counseling/supervisor-resources/
Transfer Credit Request Form	Request approval for transfer credits	https://unc.az1.qualtrics.com/jfe/form/SV_3Q7wewuM58XuOQS

UNC Student Resources

Resource	Purpose	Link
ConnectCarolina	Registration, tuition, transcripts, graduation application	https://connectcarolina.unc.edu
UNC Academic Calendar	University dates, holidays, registration deadlines	https://registrar.unc.edu/academic-calendar/
Tuition and Fees	Tuition payment deadlines and billing information	https://cashier.unc.edu/tuition-fees/
Campus Health Services	Health forms, TB testing, immunization records	https://campushealth.unc.edu
UNC One Card	Student identification card and campus access	https://onecard.unc.edu
University Attendance Policy	Official excused absence policy	https://attendance.unc.edu

University Career Services	Career advising and letter storage options	https://careers.unc.edu
Graduate School	Graduation requirements and policies	https://gradschool.unc.edu

Licensure and Credentialing Resources

Resource	Purpose	Link
Praxis II – School Counseling	Registration for required licensure exam	http://www.ets.org/Praxis
North Carolina Department of Public Instruction (NCDPI)	School counselor licensure processing	https://www.dpi.nc.gov
NC Board of Licensed Clinical Mental Health Counselors	LCMHC-A licensure information	https://www.ncblcmhc.org
National Board for Certified Counselors (NBCC)	NCC certification and NCE information	https://www.nbcc.org

Professional Organizations

Resource	Purpose	Link
American School Counselor Association (ASCA)	Professional membership, ethical standards, ASCA National Model	https://www.schoolcounselor.org
North Carolina School Counselor Association (NCSCA)	State professional organization and annual conference	http://www.ncschoolcounselor.org
American Counseling Association (ACA)	Ethical standards and professional resources	https://www.counseling.org

Scholarships and Fellowship Opportunities

Resource	Purpose	Link
Education Fellows for Inclusive Excellence	Fellowship funding opportunity for eligible students	https://ed.unc.edu/fellows-for-inclusive-excellence/

Important Reminder

Students are responsible for regularly reviewing university deadlines, registration requirements, licensure updates, and field placement expectations. Program policies and external licensure requirements may change, and students should consult these resources frequently throughout the program.