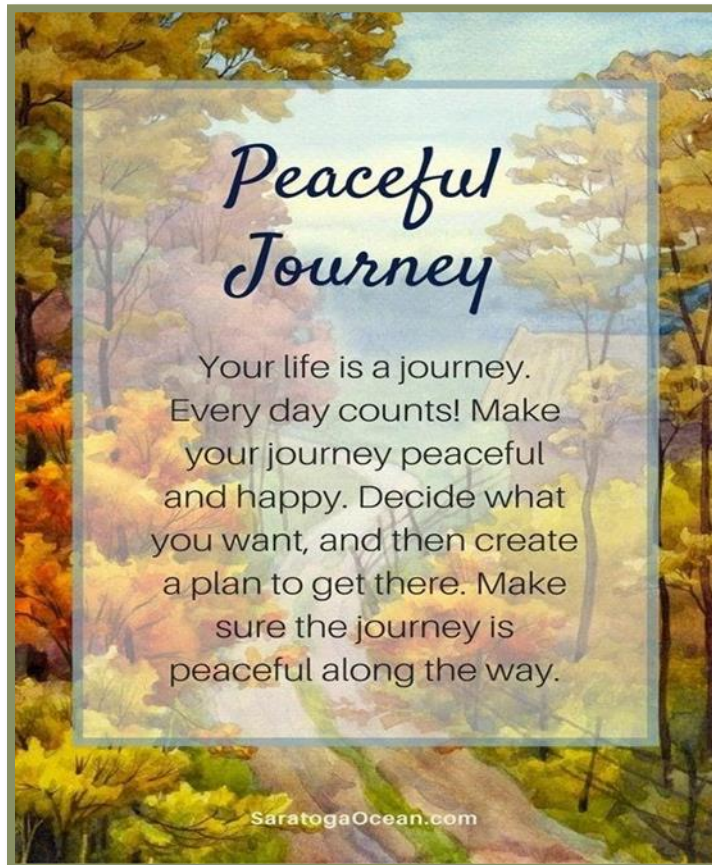




9201 UNIVERSITY CITY BLVD., CHARLOTTE NC 28223-001
T/ 704.687.8960

Department of Counseling Doctoral Program Handbook

<http://counseling.charlotte.edu/doctoral-program/>



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Inspirational Quotes

1. “You must be the change you wish to see in the world.” - Gandhi. ...
2. “Life is really simple, but we insist on making it complicated.”- Confucius
3. “When one door of happiness closes, another opens, but often we look so long at the closed door that we do not see the one that has been opened for us.” - Helen Keller
4. “When someone shows you who they are, believe them the first time.” Maya Angelou
5. “I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” –Michael Jordan
6. Minds are like parachutes, they only function when open.” Thomas Dewar
7. “We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty.” — Mother Theresa
8. “If you want happiness for an hour — take a nap. If you want happiness for a day — go fishing. If you want happiness for a year — inherit a fortune. If you want happiness for a life time — help someone else.” — Chinese proverb
9. “I would rather die a meaningful death than to live a meaningless life.” — Corazon Aquino
10. “It does not require many words to speak the truth.” Chief Joseph

Introduction

Welcome to the CACREP-accredited Doctoral Program in Counselor Education and Supervision at the University of North Carolina at Charlotte. We are pleased you have decided to pursue your doctoral education with us. We are fully committed to helping you make this a personal and professionally rewarding experience. We expect the training and preparation will equip you with new and advanced knowledge and skills that will help you make valuable contributions to the counseling profession, individuals, and the communities you will serve.

This Doctoral Program Handbook is an introduction and guide to assist you in your program planning. The Handbook describes the doctoral program, application review process, academic regulations, Department of Counseling procedures and policies, additional certificates and concentrations, comprehensive examination, dissertation, counseling program forms, and professional dispositions. You are responsible for knowing and abiding by the policies contained in this Handbook and information provided on the Graduate School web pages. Please discuss any questions you may have with your Doctoral Advisor or with other members of the faculty. Again, welcome to the program. We look forward to working with you, and we hope that you not only go through the program, but let the program go through you as well.

Sincerely,

Counseling Program Faculty

Policies and Disclaimers

The Department of Counseling Doctoral Handbook describes our policies and procedures. We will make every effort to follow the policies and disclaimers found in the Graduate School which are the policies that students must follow as stated below:

https://catalog.charlotte.edu/preview_program.php?catoid=33&poid=8858&returnto=3646

The UNC Charlotte Graduate Catalog is not an irrevocable contract. Regulations published in it are subject to change by the University at any time without notice. University regulations are policy statements to guide students, faculty, and administrative officers in achieving the goals of the institution. Necessary interpretations of these policies will be made by the appropriate authorities with the interest of the students and the institution in mind. Students are encouraged to consult an advisor if they have questions about the application of any policy.

The University reserves the right to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The University also reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees. All such changes are effective as proper authorities determine and may apply not only to prospective students, but also to those who are already enrolled in the University.

The requirements specified in this Catalog apply to students who commence their studies at UNC Charlotte during the 2022-2023 academic year and who remain in continuous enrollment at the institution until they graduate. If requirements are changed, students may elect to comply with the new requirements or to remain under the requirements by which they are governed at the time of the change. The choice to apply the new requirements must be declared by students at least one semester prior to graduation through their academic departments.

Students who change their major/minor are bound by the requirements of their new major/minor that are in effect the semester they officially begin studies in the new program. Individuals who are readmitted to the University are bound by the program and degree requirements in force at the time of readmission.

Exceptions to these policies may be necessitated by changes in course offerings, degree programs, or by action of authorities higher than the University. In that event, every effort will be made to avoid penalizing the student. Also, please be aware that you are “bound” to the policies and requirements stated in the Graduate Catalog at the time you enter your doctoral program. That is not true for this Doctoral Handbook, which is updated annually to describe changes in our program.

Department of Counseling Faculty & Staff

<u>Name, Degree, Position</u>	<u>Year</u>	<u>Teaching Areas</u>	<u>Research Interest Areas</u>
Lyndon P. Abrams, Ph.D. Associate Professor lpabrams@charlotte.edu	1997, M.Ed. Clemson University, 2001, Ph.D. Texas A&M Commerce Commerce, TX	Theory, Multicultural Counseling, Practicum/Internship & Counseling Adolescents	Racial Identity Development, Diversity in Math & Science Careers, & Social Desirability
John R. Culbreth, Ph.D., LCMHCS, LCAS, CCS Professor Coordinator of Addiction Prog & Director of McLeod Institute & Grad Cert in Substance Abuse jculbreth@charlotte.edu	1986. MA, Appalachian State University, 1996, Ph.D. UNC-G, Greensboro, NC	Supervision, Substance Abuse, Ethics, Practicum & Internship	Counseling Supervision, Substance Abuse Counseling, International Counselor Education, & Counselor Training
Dania Fakhro, PhD, NCC Assistant Professor dfakhro@charlotte.edu	2020. M.A. Rollins College; 2023. PhD. University of Central Florida	Trauma, Grief & Loss, Neuro-Counseling, and Research Methods	Mental Health of Refugees and Immigrants, Complex Trauma (i.e., collective trauma, intergenerational trauma), Ambiguous Loss, Families
Sejal P. Foxx, Ph.D. Licensed School Counselor Professor Department Chair sbparikh@charlotte.edu 704-687-8963	2002, M. Ed. University of North Florida, 2008, Ph.D., University of North Carolina at Charlotte, Charlotte, NC	Professional School Counselor, Assessment, Applied Multicultural Counseling, & Practicum/Internship	School Counseling, Urban Education, Multicultural and Social Justice, Career and College Readiness
Susan R. Furr, Ph.D. Licensed Psychologist Professor srfurr@charlotte.edu	1977, M.Ed., Wake Forest University, 1981, Ph.D., University of North Carolina at Chapel Hill Chapel Hill, NC	Group Counseling, Crisis, Grief & Loss, & Instructional Theory	Women's Issues, Group Counseling, Grief & Loss Counseling, & College Student Development

Tracey Glover Administrative Support Assistant (704) 687-8960 Tglover6@charlotte.edu			
Henry L. Harris, Ph.D., LCMHC Professor hharris2@charlotte.edu (707) 687-8971	1986, M.Ed., UNC- Chapel Hill, 1996Ph.D., University of Virginia Charlottesville, VA	Adv CSLG Techniques, Career Counseling, Assessment in CSLG, & Multicultural Counseling	School Counseling, Multiracial Issues, Student Athletic Development, Career Development, & Military Veterans
Tabitha R Haynes, Ph.D., LCMHCS, LCAS, NCC Clinical Assistant Professor Director of Testing thayne16@charlotte.edu	2010, MA, North Carolina Central University 2019, Ph.D., North Carolina State University	Supervision, Multicultural Counseling, Counseling Techniques, Practicum /Internship, Diag & Treatment, Family Counseling, Crisis Counseling	Multicultural Social Justice Counseling, Supervision & Training, Trauma-Informed Care, Intersections of Race and Gender in Help- Seeking
Clare P. Merlin-Knoblich, Ph.D. Associate Professor Director of the MA Program & Post Master's Certificate Program in School Counseling cmerlin1@charlotte.edu	2010, M.Ed. UGA, 2015, Ph.D. College of William & Mary Williamsburg, VA	Consultation in School Counseling, Internship in Counseling, Advanced Internship in Counseling, Counseling across the Lifespan, Doctoral Internship in Teaching	School Counseling and Anti-Oppressive Social Justice Advocacy, Multicultural Ed in K- 12 Schools, & Flipped Learning & Innovative Counselor Education Practices
Taryne M. Mingo, Ph.D., LPC (MO), Assistant Professor Director of the School Counseling Program tmingo@charlotte.edu	2009, M.Ed., The University of Georgia (UGA) 2010, Ed.S., UGA 2015, Ph.D., UGA	Foundations of School Counseling (SC), Consultation in SC, Data and Advocacy in SC, Life-Span Development, Practicum, & Internship	Racial Identity Perception within the Elementary Setting, Utilizing Womanist Theory in Counseling Practice, & Addressing "Weathering" in Communities of Color through Counseling

John Nance, Ph.D., LCMHC-S Clinical Assist Prof Director of Clinical Field Experience jcnance@charlotte.edu	2000, M.Ed. UNC- Charlotte, 2008, Ph.D. University of North Carolina at Charlotte, NC	Introduction to Clinical Mental Health, Techniques, Lifespan, Internship	Trauma Adult Span, Intersectionality & Marginalization
Kristie Opiola, Ph.D., LCMHC,RPT Associate Professor Director of PhD Program kopiola@charlotte.edu	2012, MA, University of North Texas, 2016, Ph.D. University of North Texas, Denton TX	Play Therapy (PT), Filial Therapy, Group &Family PT, Trauma, Counseling Techniques and Theories, Development	Play Therapy, Filial Therapy, Attachment, Trauma, Supervision
Phyllis B. Post, Ph.D., LCMHCS, RPT Professor, Director of Graduate Certificate in PT and Multicultural PT Center ppost@charlotte.edu 704-687-8961	1976 M.Ed., UNC- Charlotte,1980- Ph.D. University of Wisconsin Madison, WI	Play Therapy (PT), Contemporary Theories of PT, Multicultural and Social Justice Issues in PT, Special Topics in PT, & Prospectus Design	Play & Filial Therapy, School Counseling, AtRisk Children, & Social Justice & Diversity Issues
Natalie M. Ricciutti, Ph.D., LPCC (Ohio), NCC Assistant Professor nricciut@charlotte.edu	2018, MS Ed., Youngstown State University, 2022, Ph.D., Kent State University	Addiction counseling, Substance Abuse, Ethics, & Group Counseling	Addiction counseling, addiction education, stigma toward addictions, & community readiness
Edward A. Wierzalis, Ph.D. Associate Clinical Professor Emeritus ewierza@charlotte.edu	1977, MA, Temple University, 2001, Ph.D. University of Virginia	Career Development, Multicultural & Social Justice CSLG, Spirituality, CSLG Older Adults, & Internship & Supervision	Counselor Education & Supervision, Multicultural CSLG & Advocacy, Social Justice in CSLG, Clinical Supervision, & Counselor Self-Care
Vivian Cherry Office Manager (704)687-8966 vcherry@charlotte.edu	1989, BA, Psychology UNC Charlotte		

Doctoral Program

Mission Statement

The Doctoral Program in Counseling at UNC Charlotte is committed to preparing multiculturally competent, ethical, clinically skilled, and knowledgeable professionals for positions as counselor educators in university settings or as clinicians and/or counselor supervisors in schools and community settings. Students in the Doctoral Program strive to acquire knowledge, values, and skills, which are relevant to providing quality services to diverse populations.

Accreditation

The Doctoral Program in Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Admissions Criteria

Applicants must:

1. Possess a Master's Degree in counseling with a cumulative GPA of 3.5 (on a scale of 4.0) or higher. Students with Master's degrees in counseling or related fields requiring less than 60 semester hours may need to complete prerequisite courses. Students who graduated from non CACREP-accredited programs may need to take additional courses
2. High level of professionalism and potential for leadership (evidenced in letters of reference).
3. One year of counseling-related work experience, preferred
4. Strong writing skills (Evidenced in essay or writing sample and GRE analytic writing scores)
5. Clear objectives related to obtaining the doctorate (Evidenced in essay and interview)
6. Official and satisfactory English language proficiency scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required for non-native English language holders. A minimum score of 83 on the Internet-based TOEFL or a minimum overall band score of 6.5 on the IELTS is required and
7. Possess appropriate interpersonal skills (determined in personal interviews with program faculty).

Note: Standardized test scores, such as the GRE or MAT, are no longer required.

Applicants must also fulfill the University's general application requirements for admission which is found in the current UNC Charlotte Graduate Catalog. Information about admissions to UNC Charlotte can be found on the Graduate School's web page (<https://gradadmissions.charlotte.edu/admissions>)

Date for Review of Applications

Students must submit applications and required materials directly online to the Graduate School by the preferred December 1 deadline. Review of applications will begin no later than December 15.

Doctoral Program Admissions Process

The applicant is responsible for ensuring all application materials are submitted online by the December 01 date (<https://gradadmissions.charlotte.edu/programs/counselor-education-and-supervision-phd>). The Graduate School will refer all completed application folders to the Department of Counseling for further review following the December 1 deadline.

Documents Submitted for Application

Applications containing all the following will be considered complete:

1. An application form completed through the Online Application Portal which is accessed on the Graduate School's web page (<https://gradadmissions.charlotte.edu/admissions/doctoral>);
2. Three (3) letters of reference from individuals who know the applicant's current work and/or academic achievements in previous degree work;
3. Names and addresses of two other professionals familiar with the applicant's clinical work. Include contact information of these two persons in applicant's vita;
4. Official transcripts of all academic work attempted since high school;
5. Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required; 6. Current vita or portfolio; and
7. Professional goal statement.

Note: GRE or MAT is no longer required.

Applicant Review Process

The Doctoral Admissions Committee is comprised of the Counseling Program faculty members. The Director will assign completed application folders to the Counseling Faculty for review. Each application folder will be reviewed by at least three Faculty members who will assess academic potential and compatibility with the Doctoral Program. Applicants whose folders are evaluated as satisfactory will be invited to an on-campus interview. All faculty will be invited to attend the interviews and may provide feedback to the Doctoral Admissions Committee. Based upon the recommendations of the Doctoral Admissions Committee, the Director will provide the final admissions decisions to the Graduate School.

Interview Process

A select number of applicants will be invited to campus of UNC Charlotte for an interview typically held on the last Friday in the month of January. It is possible that the interview may occur on-line using Zoom. Regardless of the format, the interview most likely will include: (a) an orientation to the department and the program, (b) meeting with graduate school representatives, (c) interview(s) with faculty, and (d) interaction with current doctoral students. The interview provides an opportunity for faculty to interact with applicant and assess their suitability for the Doctoral Program. In addition, this meeting will allow applicants the opportunity to become more familiar with the Doctoral Program and faculty and to determine whether the Doctoral Program is compatible with their individual goals.

Notification of Doctoral Admissions Committee Decision

The Graduate School will advise applicants of the Doctoral Admissions Committee's decision. Applicants can view their admissions decision and track their application status on the Graduate School's Online Application Portal (<https://gradadmissions.charlotte.edu/apply/check-your-application-status>).

Deferring Admission

Currently, the Graduate School at UNC Charlotte does not permit deferred admissions. Students who are admitted to the Doctoral Program but are not able to immediately begin their studies will have to re-apply by the admissions deadline for the following academic year to be considered for readmission.

Financial Aid

Some financial assistance is available through the Department of Counseling in the form of Graduate Assistantships and tuition waivers for both in- and out-of-state students. The amount of these funds varies annually. When available, Graduate Assistantships in the Department receive stipend and partial tuition waiver (Graduate Assistance Support Plan- see Graduate School web page for more information). Assistantships in the Department are only awarded to full-time students. An annual renewal of a Graduate Assistantship is contingent upon a student's job performance and availability of funds. These Departmental assistantships and tuition waivers are not available during the summer sessions.

In addition, Graduate Assistantships are available in various departments and offices on UNC Charlotte's campus. However, the Department of Counseling has no control over awarding assistantships outside of the Department; therefore, doctoral students must apply for these outside assistantships with individual departments and programs on campus. Graduate Assistantships outside of the Department may require up to 20 hours per week in order for a student to receive tuition waiver and stipend. The Graduate School provides information on available Graduate Assistantships on its web page:

(<http://graduateschool.charlotte.edu/funding/assistantships-and-employment>).

Additional resources for funding Doctoral Program studies may be found on the Funding portal of the Graduate School's web page (<http://graduateschool.charlotte.edu/funding>).

Accommodations for Students with Disabilities

UNC Charlotte is committed to access to education. The Office of Disability Services (<https://ds.charlotte.edu/>) provides services and ensures a campus environment which complies with disability rights legislation. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor. Services include (but are not limited to): testing accommodations, note taking services, interpreter services for hearing-impaired students, taped textbooks, Braille and/or enlarged print for visually-impaired students, assistive technology loans, priority registration, and adaptive furniture.

Academic Regulations and University Policies

Academic Integrity

All beginning new doctoral students are required to enroll in Academic Integrity, GRAD 8990. This is a non-credit bearing online course that is comprised of an informative reading followed by a brief quiz. Students are encouraged to allow for at least two hours to complete the module and once the quiz is passed, a grade of "N" (non-graded) will be recorded at the end of the term and will be included on their official UNC Charlotte transcript. The course presentation can be downloaded from the Center for Graduate Life and Learning website at <https://gradlife.charlotte.edu/> and registration for the course may be completed at my.charlotte.edu.

University Appeal Policy

Any student or applicant may appeal any decision affecting his/her status as a graduate student by submitting a written petition to the Appeals Committee of the Graduate Council, in care of the Graduate School, after remedies have been exhausted in the appropriate college. The petition shall briefly describe the facts, which support his/her claim and the remedy being sought. The petition must be submitted within six calendar months of notification of the action being appealed. After receiving the petition, the chairperson of the Appeals Committee will schedule a hearing as soon as possible. A hearing will be held within 60 days of receipt of the written petition of appeal. Evidence will be received from the petitioner and other parties having information bearing on the appeal. The chairperson of the Appeals Committee shall report its decision on any appeals matter (a) directly to the Dean of the Graduate School, and (b) to the Graduate Council at the first board meeting following the hearing. Questions about the procedure should be addressed to the Dean of the Graduate School. See (<https://legal.charlotte.edu/policies/up-410>).

Funding for Travel

The Graduate and Professional Student Government (GPSG) and its affiliated graduate program organizations have supplemental funding available to help graduate students travel to professional conferences and workshops, which benefit their education while representing UNC Charlotte at these events. See (http://suar.orgsync.com/org/gpsguncc/Travel_Funding).

Description of Doctoral Program in Counseling

At this time, the Doctoral Program in Counseling requires completion of a minimum of 63 semester hours beyond those earned in a CACREP-accredited Master's program in counseling. Doctoral students who hold Master's degrees from programs which are not accredited by CACREP may be required to take additional coursework as a co-requisite of their programs of study.

The Doctoral Program has been designed to prepare knowledgeable, skillful, socially and culturally dedicated, and ethically responsible counseling professionals for the 21st century in the following areas that shall include:

1. Implications of the way in which diversity (e.g., race, gender, age, religion, spirituality, ethnicity, mental/physical ability, nationality, and sexual orientation) influences counseling practice and counselor education;

2. Theories pertaining to the principles and practice of counseling, career development, group work, and supervision;
3. Advanced training in counseling, supervision, teaching/counselor education, research, leadership and advocacy;
4. Clinical skill development in counseling practice, group work, and supervision;
5. Theories and practice of counselor supervision;
6. Design and implementation of quantitative research and methodology (e.g., univariate, multivariate, single subject design);
7. Design and implementation of qualitative research and methodology (e.g., grounded theory, ethnography, and phenomenological methodologies);
8. Models and methods of assessment and use of data;
9. Ethical and legal considerations in counselor education and supervision; and
10. Instructional theory and methods relevant to counselor education.

In addition, doctoral students participate in internship experiences of at least 600 clock hours which may include counselor education, supervision, advanced counseling practice, and research. Additionally, students collaborate with faculty as a part of their Professional Development Plan through teaching, supervision, counseling services, research, professional writing, and providing service to the community, region, and profession.

Doctoral Program Objectives

Doctoral students strive to:

1. Acquire, integrate, and apply empirical and theoretical knowledge in the field of counseling;
2. Apply advanced counseling skills and competencies in field-based settings;
3. Acquire, integrate, and apply models of supervision;
4. Develop leadership and advocacy skills in counselor education, supervision, advanced counseling practice, and research;
5. Conduct research and generate new knowledge in counseling;
6. Design, adapt, and evaluate teaching curricula in the field of counseling;
7. Develop depth and breadth in professional growth and continued life-long learning;
8. Examine the influence of social context and policy variables on human behavior; and
9. Show increased sensitivity and clinical skills which demonstrate awareness of the diversity of race, gender, age, religion, ethnicity, mental/physical ability, nationality, and sexual orientation as relevant to counseling professionals.

DegreeWorks

DegreeWorks is a web-based tool that helps students and faculty plan and track academic progress. It is used to automate much of the graduation clearance process. DegreeWorks gives students access to their plan of study. Students are encouraged to routinely check their progress towards completing their degree. Multiple advisors will have access to see and track student progress. Students can access DegreeWorks at <https://ninercentral.charlotte.edu/grades-transcripts-graduation/degreeworks>

Endorsement Policy

Students who enter the doctoral program without the LPC credential may add clinical coursework to their program to help them acquire clinical hours for licensure.

Residency Requirement

[Graduate Catalog \(http://catalog.charlotte.edu/mime/media/10/3496/2015-2016-GRAD-Catalog.pdf\)](http://catalog.charlotte.edu/mime/media/10/3496/2015-2016-GRAD-Catalog.pdf)

All doctoral students are required to complete a substantial residency requirement during which they have sustained contact with the graduate faculty. This requirement is specified in the program descriptions.

Time Limitation

Students will have a total of eight (8) years to fulfill the requirements of the Doctoral Program following the date of the first course to be applied towards degree requirements. Please refer to the policy in the Graduate Catalog for the details about the time limitation

Transfer Credit

With the approval of a student's Doctoral Program Advisor, the Doctoral Program Director, and the Department Chair, a maximum of six hours of transfer credit for post-Master's coursework earned within the previous five years at a regionally accredited university (not credited towards another degree) may be applied towards the doctoral degree. For students wishing to apply transfer credits, the eight-year time limitation for completing the Doctoral Program shall commence as of the first day on which the earliest transfer course began. In order to be accepted as transferable credits, the grade in these transfer courses must be an "A" or "B." Other Graduate School conditions for transfer credits may also need to be satisfied

(<http://catalog.charlotte.edu/content.php?catoid=8&navoid=456&hl=transfer+credit&returnto=search>).

Language and/or Research Requirements

The competent professional in the Doctoral Program must have a mastery of: (a) statistics and research methodologies, (b) models and methods of appraisal, and (c) computer literacy. While there are no foreign language requirements for the Doctoral Program, doctoral students may benefit from developing a foreign language proficiency, which will enable them to provide services to Spanish-speaking clients and families. Foreign language courses taken in pursuit of proficiency may be taken as electives.

Pre-registration and Registration

Pre-registration is normally scheduled in early April for fall semester and summer sessions and in early November for spring semester. Open registration is held the week preceding the first day of class. The academic calendar for the University lists pre-registration and registration dates (<http://registrar.charlotte.edu/printable-calendar>). Students are able to access their specific registration date and time through Banner Self Service accessed through their personal My Charlotte online accounts.

Academic Petitions

Actively enrolled graduate students have the opportunity to use the Graduate Academic Petition system when submitting various forms. For inactive students, they are required to submit a paper-based Special Request Form. If you have questions about this process, contact staff at Graduate Petition Inquiries at gpetitionhelp@charlotte.edu. The types of petition requests can be downloaded from this specific site at:

<https://graduateschool.charlotte.edu/current-students/academic-petitions>

Academic Suspension

Students must maintain a GPA of at least 3.0 in order to progress through the Doctoral Program. Based on Graduate School requirements, an accumulation of three marginal C grades in any graduate coursework will result in suspension of the student's enrollment. If a student makes a grade of U in any graduate course, enrollment will be suspended. A graduate student whose enrollment has been suspended because of grades is ineligible to register in any semester or summer session unless properly reinstated.

Department of Counseling Procedures and Policies

Advising

When students are accepted into the Doctoral Program, the Doctoral Program Director will initially serve as all students' advisor. During the first semester in the program, students will take the Doctoral Seminar course (CSLG 8105), which shall include formal introductions to each faculty members and their research interests in order to assist students in identifying their Doctoral Program Advisor and Advisory Committee members.

Typically, near the end of the first semester in the program, students will select a Doctoral Program Advisor and two additional faculty members in the Department of Counseling who will serve as Doctoral Advisory Committee members. The Doctoral Program Advisor will: (a) work with the student in developing the Program of Study, (b) approve the Multicultural Awareness Journal, (c) assist the students in determining appropriate activities to meet the Professional Development requirement, and (d) help students identify internship opportunities.

By the **end of their first year**, students are required to submit a Program of Study to the Doctoral Program Director which is approved and signed off by the Doctoral Program Advisor, Doctoral Advisory Committee, and the Doctoral Program Director.

The assistance of the Doctoral Program Advisor does not relieve students of the responsibility to ensure they fulfill program requirements, complete all required coursework, follow departmental and university procedures. The Doctoral Program Advisor and the Doctoral Advisory Committee will both serve through the completion of the students' course work, including the Comprehensive Exam, internships, and professional development activities.

Upon the successful completion of the Comprehensive Exam, the student will select a faculty member to serve as Doctoral Dissertation Chair and three additional members of the Doctoral Dissertation Committee (two from the Department of Counseling and one research advisor). Students may ask their Doctoral Program Advisor to serve as Chair of the Doctoral Dissertation Committee or may ask a different faculty member to serve in this role.

Program of Study

Students will work with their Doctoral Advisory Committee to develop their Program of Study and Professional Development Plan.

Total Hours Required

The Doctoral Program requires the completion of a minimum of 63 credit hours beyond the credits earned for a Master's degree in counseling. Incoming doctoral students should be aware of Standard 1.X of the 2016 CACREP standards which states, "Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and

(c) research and scholarly activity in counseling commensurate with their faculty role.” To assist students who are interested in pursuing academic positions at the completion of their degree, students may choose to add coursework to their Program of Study (Doctoral Internship: Counseling (CSLG 8440) to help acquire the required hours for professional licensure.

Substance Abuse Course Requirement

Students are required to include one Substance Abuse course in their Doctoral Program of Study if they did not graduate from a CACREP accredited program and did not complete a substance abuse course in their Master’s program. Any one of the following courses below will fulfill this requirement:

CSLG 8160 Theories of Chemical Dependence (3)

CSLG 8161 Chemical Dependence: Assessment and Diagnosis (3)

CSLG 8162 Chemical Dependence: Counseling Individuals, Families, and Groups (3)

CSLG 8163 Chemical Dependence: Treatment Planning and Relapse Prevention (3) CSLG

8164 The McLeod Institute on Substance Abuse (3)

Course Load

A course load of nine (9) semester hours during fall and spring semesters constitutes full-time enrollment status. Authorization from the Doctoral Program Advisor is required if a student wishes to enroll for more than 12 hours in a semester. A course load of six (6) hours in a summer session is considered a full load.

Course Numbering

The 8000 series of courses are open to doctoral level students only. Within the 8000-level courses, the following numbering system has been developed: 8100-8109 are courses related to counseling theory; 8110-8119 are courses related to supervision; 8120-8129 are courses related to group counseling; 8200- 8209 are courses related to professional development and instruction; 8340-8349 are seminars related to multicultural counseling; 8410-8440 are courses related to practicum and internships; 8600-8699 are elective courses; and 8990-8999 are courses related to dissertation.

There are several elective courses, which are cross-listed with both a 7000 number (for Master’s students) and an 8000 number (for doctoral students). Doctoral students should register for the 8000-level course only. However, if an elective is only listed as a 7000-level course and does not have a 8000 number, students can sign up for the 7000-level course for a maximum of two times.

Courses Based on 2022-2023 Graduate Catalog

Core Courses		
	CSLG 8100	Advanced Theories of Counseling (FA)
	CSLG 8105	Introduction to Counselor Education and Supervision (FA)
	CSLG 8110	Clinical Supervision in Counseling (FA)
	CSLG 8203	Instructional Theory in Counselor Education (FA)
	CSLG 8345	Advanced Multicultural Counseling (FA)
	CSLG 8346	Applied Multicultural Counseling (SP)
	CSLG 8998	Seminar in Prospectus Design (SP)
Clinical Courses		
	CSLG 8431	Doctoral Practicum in Counseling (SP)
	CSLG 8442	Doctoral Internship: Supervision (SP)
	CSLG 8443	Doctoral Internship: Research (FA, SP)
	CSLG 8445	Doctoral Internship: Teaching (FA, SP)
Research Courses		
	RSCH 8210	Applied Research Methods (FA, SP)
	RSCH 8110	Descriptive and Inferential Statistics (FA, SP)
	RSCH 8120	Advanced Statistics (FA, SP)
	RSCH 8140	Multivariate Statistics (FA, SP)
	RSCH 8111	Qualitative Research Methods (FA, SP, SU)
	CSLG 8999	Dissertation (FA, SP)
Electives		
	Elective 1	
	Elective 2	
Academic Integrity		
	GRAD	All newly doctoral students are required to enroll in the noncredit bearing course, Academic Integrity, GRAD 8990.

Electives Courses:

- CSLG 7142 Introduction to Play Therapy
- CSLG 7143 Child Centered Relationship Training: An Approach for Training Parents/ Caregivers/ Teachers
- CSLG 7144 Contemporary Theories of Play Therapy
- CSLG 7147 Multicultural and Social Justice Issues in Play Therapy
- CSLG 7145 Special Topics in Play Therapy
- CSLG 8111 Solution-Focused Brief Therapy
- CSLG 8154 Diagnosis and Treatment Planning in Counseling
- CSLG 8160 Theories of Chemical Dependence
- CSLG 8161 Assessment and Diagnosis of Chemical Dependency
- CSLG 8162 Chemical Dependency: Counseling Individuals, Families, and Groups
- CSLG 8163 Chemical Dependency: Treatment Planning and Relapse prevention
- CSLG 8164 McLeod Institute
- CSLG 8200 Introduction to Theories of Family Counseling
- CSLG 8201 Counseling Needs of Women
- CSLG 8600 Sexual Orientation Diversity in Clinical Practice
- CSLG 8601 Counseling: The Spiritual Dimension
- CSLG 8604 Counseling Sexual Minority Families and Couples
- CSLG 8645 Cognitive-Behavior Theory and Practice
- CSLG 8141 The School Counselor
- CSLG 8646 Administration and Leadership of School Counseling Services
- CSLG 8680 Crisis Counseling
- CSLG 8681 Grief and Loss Counseling
- CSLG 8800 Individual Study in Counseling (1-6)

Students are required to take two (2) elective courses, but they may take more if they choose to complete one of our graduate certificates or concentration in play therapy. In consultation with their Doctoral Advisory Committee, students may consider taking electives not listed (e.g., research courses, newly developed courses in counseling, or courses in other departments). Students may consider obtaining the post-Master's certificates (addiction (contact Dr. Culbreth), school counseling (contact Dr. Mingo)) or concentration in play therapy (contact Dr. Post). Credits earned in an approved certificate program may be used as Doctoral Program electives. Details of the certificate programs are available online (<http://counseling.charlotte.edu/graduate-certificates>). A gerontology certificate program is also available through the School of Social Work at UNC Charlotte. Students interested in these certificate programs should contact the respective program directors for more details.

Course Descriptions

Detailed course descriptions are available in UNC Charlotte's Graduate Catalog <https://catalog.charlotte.edu/index.php?catoid=33>

Typical Sequence of Classes (Based on 2022-2023 Graduate Catalog)

Below is a sample course sequence. The following sequences show the semesters when specific courses are currently offered. Please note that some courses are only offered in the fall semester and some only in the spring semester.

Students must take two (2) required elective courses during their Program of Study. Students may choose, or be required by their Doctoral Advisory Committee, to take additional courses based on their career goals and professional development needs.

Year	Summer	Fall	Spring
Year 1		CSLG 8100-Advanced Theories of Counseling	CSLG 8431-Doctoral Practicum
		CSLG 8345-Advanced Multicultural Counseling	CSLG 8346 -Applied Multicultural Counseling
		CSLG 8105-Introduction to Counselor Education and Supervision	RSCH 8110 -Statistics and Inferential Statistics
		RSCH 8210-Applied Research Methods	CSLG 8443-Doctoral Research 2
Year 2		RSCH 8120-Advanced Statistics	CSLG 8998 -Seminar in Prospectus Design
	RSCH 8111 Qualitative Research Methods	CSLG 8110-Clinical Supervision in Counseling	RSCH 8140- Multivariate Statistics
	CSLG 8400 Doctoral Internship: Counseling1	CSLG 8203-Instructional Theory in Counselor Education	CSLG 8442 Doctoral Internship Supervision
		CSLG 8443-Doctoral Internship: Research 2	CSLG 8443- Doctoral Research 2
Year 3		CSLG 8445-Doctoral Internship: Counselor Education	CSLG 8999 Dissertation
		CSLG 8999-Dissertation	Elective
		Elective	

*1 Elective requirement for admits with less than 1 year of counseling experience post Master's degree
2 Register 3 times for 1 credit, for a total of 3 credit hours*

Prerequisite Courses

Based on the Transcript Analysis for Applicants from non-CACRE Accredited Programs found in the Forms section of this Handbook, a student may be required to include prerequisite or co-requisite courses in his/her Program of Study. For example, doctoral students who did not graduate from CACREP accredited programs, without evidence of a course in chemical dependency, will be required to add such a course to their Program of Study. Students with deficiencies in their Master's degree course work will complete the Additional Courses Required in Doctoral Program also located in the Forms section.

Doctoral Practicum

The Doctoral Practicum in Counseling (CLSG 8431) requires the completion of 100 hours of counseling experience during a semester at an approved site in the community. Students will provide a minimum of four (4) hours per week of individual counseling and will work under the supervision of a professional at the site and the faculty assigned to the course. The practicum experience will be composed of new learning experiences for doctoral students including those who choose to do their practicum at sites where they are employed. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in all practicum and internship classes.

Doctoral Internships

The department has four (4) different internship experiences and students are covered by individual professional counseling liability insurance policies while enrolled in all practicum and internship classes. Additional information for the internships is described below:

1. Doctoral Internship: Counseling (CSLG 8440) is required only for students with less than one year of clinical counseling experience prior to entering the doctoral program or for students who do not demonstrate appropriate basic counseling skills during the Doctoral Practicum in Counseling (CSLG 8431). This 300-hour internship (CSLG 8440) is focused on further development of clinical skills.
2. All doctoral students will complete a 200-hour Doctoral Internship: Supervision (CSLG 8442). This internship provides students with the practical, experiences necessary to provide effective individual supervision of counselors and analyses of counseling audio and videotapes. The first part of the internship experience begins during the fall semester while doctoral students are enrolled in CSLG 8110 Clinical Supervision Counseling; This course also requires that they attend CSLG 6110 Counseling Techniques and help provide supervision to MA students. During the spring semester, doctoral students complete the CSLG 8442- Doctoral Internship: Supervision; this course also requires that they attend CSLG 7430 Practicum and provide supervision to 2-3 MA practicum students.
3. All doctoral students will complete a 200-hour Doctoral Internship: Counselor Education (CSLG 8445) that is designed for students to develop their knowledge and skills in counselor

education through co-teaching a Master's-level counseling course with a faculty member in the Department of Counseling. Students are required to teach a minimum of 2 MA core counseling courses with faculty typically occurring during the 3rd year and after completing CSLG 8203- Instructional Theory in Counselor Education. Students are encouraged to address questions or concerns with their doctoral program advisor.

4. All doctoral students will complete 200 hours of internship devoted to research. These hours will be accumulated through the Doctoral Internship (CSLG 8443). Students are required to take the 1 graduate hour course three times over three semesters beginning the second semester of enrollment. Students are required to select a faculty research mentor, participate in a research project, and submit the research paper to a preferably national referred journal for publication over this three-semester time frame. Students may work collaboratively with another student or faculty member, use archival data, or collect data themselves. The ultimate goal is to increase student's research skills.

Multicultural Awareness Journal

Doctoral students will keep a Multicultural Awareness Journal while enrolled in Advanced Multicultural Counseling (CSLG 8345) and Applied Multicultural Counseling (8346). This journal will include weekly entries which reveal reflections on individual awareness of bias and prejudice and insights gained as a result of class materials. The expectation is that the student will reflect: (a) on a personal level about self, (b) on an interpersonal level about both positive and negative interactions with culturally-different others, (c) on a professional level about multicultural counseling interventions and practices, and (d) on a societal level about ways counselors can influence the larger community to be affirmative about diversity and multiculturalism. The final entry in the Multicultural Awareness Journal will be an analysis of the student's changed personal and professional constructs relative to diversity and multiculturalism. The final entry will be due following the completion of Applied Multicultural Counseling (CSLG 8346).

The depth and quality of the analysis paper are expected to exceed those of Master's level work. Students are expected to demonstrate the ability to reflect upon advanced multicultural knowledge, skills, and values in relation to personal experience beyond articulation of reflections and impressions. Students are encouraged to be creative in presenting their final analysis. When completed the Instructor of the Multicultural courses (CLSG 8345 and 8346), Doctoral Program Advisor and the Doctoral Program Director will sign off on the Multicultural Counseling Journal: Completion Form. A copy of the signed form will be kept in the students' record folder in the Department of Counseling.

Progressing Through the Program

The Doctoral Program serves both traditional and non-traditional students, and it can be tailored to meet students' individual needs. Doctoral students should:

1. Become familiar with the policies and procedures of the University and the Graduate School which are outlined in the Graduate Catalog at <https://catalog.charlotte.edu/content.php?catoid=33&navoid=3515>

2. Know the academic year, both for the University and for the program. This includes various deadline dates such as registration, add/drop, filing for graduation, etc.
3. Some of the doctoral coursework require a commitment of time beyond the actual class meeting times. For example, students in the Clinical Supervision (CSLG 8110) course will assist with the Master's level Counseling Techniques courses, which will require an additional three (3) hours per week of class time on campus. Students are required to run a personal growth group and receive supervision. There may be other expectations for out-of-class activities as well, including immersion and social advocacy projects in the advanced multicultural counseling courses (CSLG 8106, CLSG 8345, and CLSG 8346).
4. Students should get to know their Doctoral Program Advisor and use the Advisor for advice and counsel.
5. Course work frequently requires students to deal with personal and professional issues, both situational and developmental in nature. Students' openness to self-examination and constructive feedback are integral parts of professional development. Moreover, as professionals who adhere to the Code of Ethics (American Counseling Association), the Department of Counseling faculty are committed to an on-going screening process designed to assist students whose issues interfere significantly with their progress in the program. Students may refer to the Professional Dispositions section for additional information.
6. Seek opportunities to collaborate with faculty members in research projects, conference presentations, professional organization involvement, and other professional and scholarly activities. This will enrich students' experiences and enhance their professional standing.

Professional Organizations

Students and graduates are encouraged to join and to become active in professional organizations (or associations). One method to remain current in the profession is by presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership. Student involvement with professional counseling organizations reflects commitment to the students' professional identity. While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here.

As a member of a professional organization, students:

- Receive the organization's publications.
- Are entitled to reduced membership rates and reduced registration rates for professional meetings sponsored by the organization.
- Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.).
- Have a method of direct involvement with activities and issues directly or indirectly pertinent to the profession.
- Are affiliated with other professionals who have similar interests and areas of expertise.

- May remain current in the knowledge, practices, and research findings in the field.

The primary national organizations to join is the American Counseling Association (ACA) and Association for Counselor Education and Supervision (ACES). The primary state organization is the North Carolina Counseling Association (NCCA) and the regional organization is Southern Region of Association for Counselor Education and Supervision (SACES). There are also divisions within the organizations for counseling specialties (e.g., School Counselors, International Play Therapy Association, Association for Specialists in Group Work, Career Counselors, International Association of Marriage and Family Counselors, and Mental Health Counselors).

Chi Sigma Iota is an international honor society of counseling professionals and students dedicated to excellence in scholarship, research, and clinical practice. Its purpose is to promote and recognize exemplary achievement in the study and practice of counseling. All doctoral students are encouraged to join Mu Tau Beta, UNC Charlotte's multi-year award-winning local chapter of Chi Sigma Iota. Applications for ACA, NCCA, and Chi Sigma Iota are available in the departmental office.

Record of Progress

Doctoral students will submit various forms to document their progress through the Doctoral Program. Some of these forms are generated by the Graduate School and are available online (<https://graduateschool.charlotte.edu/current-students/forms>) In each instance it is the student's responsibility to: (a) initiate the approval process for each of these forms, (b) secure the appropriate signatures on the forms, (c) submit the completed forms to the relevant offices (e.g., Department of Counseling, Graduate School), (d) keep the Record of Progress form up to date, and (e) make sure all the forms are submitted to their record folder in the Department of Counseling.

Certificate Programs and Concentrations

Substance Abuse Program

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

Post Master's Certificate in Substance Abuse Counseling

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

Certificate Requirements

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

CSLG 8160 Theories of Chemical Dependency (required) *

CLSG 8161 Chemical Dependency: Assessment and Diagnosis (required)

CSLG 8162 Chemical Dependency: Counseling Individuals, Families, and Groups (required) *

CSLG 8163 Chemical Dependency: Treatment Planning and Relapse Prevention

OR

CSLG 8164 McLeod Institute on Substance Abuse* (a one-week summer institute offered for graduate credit covering a broad array of topics relevant to substance abuse counseling and prevention)

CSLG 8440 Internship in substance abuse counseling (6 graduate hours-600 hours of supervised experience). Supervision must be provided by a person who Master's degree in Counseling or its equivalent, is a Certified Clinical Supervisor (CCS) or a Clinical Supervisor Intern (CSI) under NCSAPPB, and has at least two years of post-Master's degree experience in the field of substance abuse counseling.

Substance Abuse Certificate Requirements

Students are required to be enrolled in the Doctoral Program. Courses for the certificate program are relevant to both school counseling and community counseling. Students who enroll in the Substance Abuse Certificate program and take four courses and 600 hours of internship in substance abuse counseling are eligible to receive a Certificate in Substance Abuse Counseling from UNC Charlotte. In some cases, based on prior approval of the Addictions Program Director, students may only need to complete 300 hours of internship in addictions counseling if they completed a 600 hour internship from a CACREP approved master's program.

Post Master's Certificate in School Counseling

This is an online certificate designed to meet the needs of students who have completed a Master's degree in clinical mental health, community counseling or addictions counseling and now desire to become a licensed school counselor in North Carolina. The certificate consists of a minimum of 12-credit hours.

Successful completion of the program requirements and passing the PRAXIS II Specialty Area Test for School Counselors will enable the student to be recommended for licensure in school counseling to the North Carolina Department of Public Instruction (NCDPI).

Minimum course requirements (12 credit hours), which are based on review of transcript:

- CSLG 8141 (The Professional School Counselor)
- CSLG 7140 (Consultation in School Counseling)
- CSLG 8646 (Admin and Leadership)
- CSLG 7436 (Advanced Internship)

Play Therapy Concentration

The Play Therapy Concentration consists of 4 courses play therapy courses. The program is available for students currently enrolled in the master's or doctoral program in the Department of Counseling at UNC Charlotte. This concentration is optional.

Program Description: A minimum of 4 courses (twelve credit hours) is required.

All students are required to take the following courses: CSLG 7142

Introduction to Play Therapy (FA, SP, SU)

All students are required to select two (2) of the three (3) courses:

CSLG 7143* Child-Centered Relationship Training: An Approach for Training Parents/Caregivers/Teachers (SP)

CSLG 7144* Contemporary Theories of Play Therapy (FA)

CSLG 7147* Multicultural and Social Justice Issues in Play Therapy (SP)

**Pre-requisite: CSLG 7142*

Elective: Students must select one (1) elective course from the following courses:

CSLG 7145 Special Topics in Play Therapy (SU)

CSLG 7148 Expressive Arts Through the Lifespan (SU)

Gerontology Certificate Program

The Graduate Certificate Program in Gerontology was designed to provide supplementary graduate education in Gerontology for those who already have a graduate degree in another field or those completing a graduate degree in another field, who are interested in working with older adults. It requires the completion of a set of core and elective courses related to the study of aging. The Graduate Programs are both interdisciplinary and multidisciplinary. Interdisciplinary Gerontology courses will integrate materials from various disciplines, including counseling. Multidisciplinary courses will also be included, requiring students to study aging from a variety of disciplinary perspectives. The core of essential material included in the required course sequence will be augmented by selection of elective courses in an individually designed program for each graduate student. The University link for the Certification in Gerontology is:

<https://gerontology.charlotte.edu/graduate-programs/graduate-certificate-program>

Comprehensive Examination

The main objective of the Comprehensive Exam is to ensure that students demonstrate an in-depth understanding of the counseling professions by exhibiting adequate preparation to write a dissertation and to be counselor educators. Examinees must be able to analyze and synthesize information obtained from coursework and research within a multicultural counseling context.

Courses to be completed before the Comprehensive Examination

With advice and consent of the students' Doctoral Program Advisor, students choose when to take the Comprehensive Examination. Students will meet with their Doctoral Program Advisors near the end of the semester in which they will have accrued at least 36 hours of doctoral course credit to verify their eligibility to take the exam and discuss the questions they may have about the exam. Courses to be completed before the Comprehensive Examination (36 credits):

CSLG 8105	Introduction to Counselor Education and Supervision (3)
CSLG 8100	Advanced Theories of Counseling (3)
CSLG 8110	Clinical Supervision in Counseling (3)
CSLG 8203	Instructional Theory in Counselor Education (3)
CSLG 8345	Advanced Multicultural Counseling (3)
CSLG 8346	Applied Multicultural Counseling (3)
CSLG 8998	Seminar in Prospectus Design (3)
RSCH 8210	Applied Research Methods (3)
RSCH8110	Descriptive and Inferential Statistics (3)
RSCH8120	Advanced Statistics (3)
RSCH8111	Qualitative Research Methods (3)
RSCH8140	Multivariate Statistics (3)

Doctoral Comprehensive Examination Schedule

Each year the comprehensive exam is scheduled in January, May, and August and students taking the exam during one of the dates must:

1. Submit the application materials for the comprehensive exam by the first Monday of December for the January exam. The exam will be administered on the week prior to the first day of class in January for the spring semester.
2. Submit the application materials for the comprehensive exam by the first Monday of April for the May exam. The exam will be administered the week between spring and summer semester finals.
3. Submit the application materials for the comprehensive exam by the first Monday of July for the August exam. The exam will be administered on the week prior to the first day of class in August for the fall semester.

4. Application materials for the comprehensive exam:
 - a) Complete the Comprehensive Examination Application.
 - b) Submit the signed Comprehensive Examination Application to the Doctoral Program Director by the deadline date of the exam administration stated above.
 - c) In TaskStream, select the Doctoral Program Director as an evaluator for each comprehensive exam question you are taking (e.g., if you are taking all four (4) questions, you would select the Doctoral Program Director as the evaluator for 4 questions).
5. The faculty member who is scheduled to coordinate the exam (usually the Doctoral Program Director) will be in charge of scheduling, administering, and coordinating the grading of the exam. The exam coordinator will inform students regarding the outcomes of the exam.

Doctoral Comprehensive Examination Procedures

Doctoral students will complete the written qualifying examination only after completing all required coursework. The exam must be taken and passed prior to enrollment in dissertation credits (CSLG 8999). The student must complete the follow tasks and submit the application for Comprehensive Examination in Taskstream. Please identify the Director of the Doctoral Program as the evaluator in Taskstream for all of the questions for comprehensive exam.

For the Doctoral Comprehensive Examination, the doctoral student will respond to four comprehensive questions by writing individual papers in each identified area. Students taking the Comprehensive Exam in each administration will respond to a common set of questions selected by the Doctoral Program Committee. The Doctoral Program Committee will select a total of eight questions, two per each content area, before a specific exam administration. Students shall only respond to one question per content area.

Each response will be no less than 10 complete pages of content (double-spaced, 12 pt. font, page numbers, headings, in APA format) and should draw on a minimum of 10 references. The title page or reference page do not count towards 10-page minimum. Papers are framed around four curricular areas: (a) theories, (b) supervision, (c) multicultural counseling, and (d) research. Each paper must demonstrate depth and breadth in areas outlined in the rubric that will be provided prior to the exam and should clearly answer all parts of the question. Students are allotted eight business days (2 days per question) for the written component of the exam. The exam will be open resources, but the student must not seek consultation or assistance from anyone during the examination. This violation will result in a failing comps exam grade. The student may seek limited clarification about the process of the examination from the director of the doctoral program. Students will be required to sign a statement of integrity indicating they have followed all the rules of the exam.

The student should prepare for the exam by developing a reading list covering a broad range of knowledge in each designated area. Each list can be organized by topic and include specific books, chapters, peer referred journal articles, and on-line resources. These resources can be used in preparation of the exam answers. The references utilized need to be attached to each exam answer and are not counted in the page requirements for the answers.

The exam will be sent electronically to the student at 10:00 a.m. EST on the designated date for each setting. Students submit their written exam to Doctoral Program Director in an email by 10:00 a.m. EST the following week. The specific dates will be given in advance of the exam. During this time period, students are expected to attend any class in which they are enrolled. All four papers should be submitted at the same time by email to the director of the doctoral program. Each individual paper and all supporting documents must be submitted as separate files in PDF format and the files must be named (i.e. "save as") using assigned code and curricular area (i.e. CSLG1234-theory, supervision, multicultural, or research). Late papers (those not time stamped by 10:00a.m. in director of doctoral program's email) will not be accepted and will count as a failed attempt, no exceptions. Students who qualify for accommodations from the Office of Disability Services should work with the director of the doctoral program to make the necessary adjustments. **Do not include your name on exam submissions.**

If a student is retaking a section of comps for a second time, that student will follow the same procedures but will have two (2) days per retake question. Students who receive a provisional grade should refer to the procedures established for responding to a provisional grade.

Content and Scope of the Comprehensive Exam

1. Counseling Theories

- Knowledge of theory relevant to counseling
- Integration of theories
- Conceptualization of client from multiple theories
- Methods for evaluating counseling effectiveness

2. Counseling Supervision

- Purpose of supervision theoretical frameworks
- Roles and relationships
- Legal and ethical considerations

3. Research

- Research designs
 - Quantitative
 - Qualitative
- Data analysis methods
- Appropriate research questions/hypothesis testing
- Cultural and ethical considerations

4. Multicultural Counseling

- Multicultural counseling competencies
- Help-seeking behaviors of diverse clients
- Strategies for eliminating barriers
- The impact of heritage, attitudes, beliefs, and acculturation

Scoring and Evaluation

1. Faculty will have one week to evaluate the written exam. Each question will be evaluated independently. The passing grade is shown on each rubric. For a response to be considered adequate, it must receive a "Pass" rating by at least two of three readers. Students will receive notice of written exam results within two weeks of the exam.
2. A score of 14 is required to “pass” each question. Students will earn a “provisional” with a score of 12-13. Examples of outcomes for the 3 raters are:

Rater 1	Rater 2	Rater 3	Outcome:
Pass	Pass	Any rating	Pass
Provisional	Provisional	Pass	Provisional
Provisional	Provisional	Fail	Provisional
Pass	Provisional	Fail	Provisional
Fail	Fail	Any rating	Fail

Process for Provisional Comps

1. The student’s program advisor will meet with the student to review the reader’s comments and provide feedback.
2. Students receiving a grade of Provisional to any comprehensive exam question will provide a written response. The written response will address each of the comments from the readers who did not pass the student.
3. The advisor will not review the student’s new (revised) written responses to the reader’s comments.
4. Students will have one week from the time comps results are communicated to prepare each provisional response. The program advisor will set time for the student to retake and submit to their advisor. The student must use Track Changes to make edits using their original response.
5. Students will respond to all comments from the reader using a table of all comments provided by the program advisor in the sample table provided below.
6. The student’s response(s) should use a clear structure (using the table) to indicate how the comments were addressed on a point-by-point basis.
7. Grading the revised responses should only come from graders (readers) who failed or gave them a provisional; (person/reader who passed them does not grade again).

8. Each reader (grader) only grades responses to the comments they provided and must use the comps rubric (found in doc handbook) to determine if the response(s) meet the expectations for a “pass”.
9. The readers (graders) must complete the grading of provisional comps within the one-week time frame from the communication of original comps scores. See below for example timeline.
10. The program advisor will collect the provisional scoring rubrics (same as comps rubrics) and email them to the Doctoral Program Director, who will notify the student of the final outcome.
11. After first Provisional, if student does not pass, they must retake that comps section during the next scheduled sitting.

Example Table of Comments

Comment from reader	Student – comments on how s/he addressed reader’s comments/feedback	Where this response is shown in the edited response (page number)

The program may, in rare circumstance and with compelling evidence, allow a student to, within four months, retake the exam (or portion of the exam). In such cases, the program must document the circumstances under which the student is allowed to retake portions of the exam and demonstrate that the student's committee unanimously supports the decision. Documentation must be submitted to the Graduate School for review prior to the exam date. In no instance will the student be allowed to take the exam (or portion of the exam) a fourth time. Students may only appeal a termination to the Graduate School if their appeal to retake the exam is based on a procedural error or discrimination (please see the Category 2 appeal description under Appeal for Academic Termination) and their initial appeal to the program was denied.”

Students who receive a “pass” on the written exam will proceed to the proposal phase of the dissertation. Students will submit the Report of Comprehensive/Qualifying Exam, Portfolio Presentation, and Study report for Doctoral and/or Master's student (<https://graduateschool.charlotte.edu/current-students/forms>) to the Graduate School.

Dissertation

The dissertation is the final example of the candidate's readiness for the degree. In close consultation with the Doctoral Dissertation Committee, students will develop a research study as approved in the Dissertation Proposal. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of counseling. Under the direct supervision of the Doctoral Dissertation Committee Chair, students are encouraged to consult regularly with their Doctoral Dissertation Committee members during the planning, conducting, and writing of the dissertation.

Following the approval of the dissertation topic, students are required to maintain continuous enrollment (CSLG 8999; fall and spring semesters) for dissertation study until all work is completed. Continuous enrollment begins with the semester after the dissertation topic is approved. If the dissertation is not completed after a successful completion of 12 dissertation credit hours, students can enroll in GRAD 7800 or GRAD 9800 to maintain continuous enrollment.

Summer dissertation enrollment is optional. However, if students wish to engage their Doctoral Dissertation Chair and Doctoral Dissertation Committee in dissertation-related work during the summer sessions, students must enroll in at least one (1) credit hour of dissertation in the summer session.

The following policies guide the dissertation process:

1. Students are responsible for ensuring that all forms associated with doctoral study are submitted to the Graduate school in a timely manner.
2. Assistant Professors may serve as a Doctoral Dissertation Chair after they have served as a member of at least three dissertation committees and have successfully completed their first reappointment.
3. Clinical Professors may serve as a Doctoral Dissertation Co-Chair after they have served as a member of at least three dissertation committees and have successfully completed their first reappointment.
4. Students are responsible for knowing the deadline dates in the dissertation process (application for graduation, application for candidacy, date dissertation is due to the Graduate school). It is recommended that dissertation defenses be completed at least three (3) weeks before the approved dissertation is due to the Graduate School.
5. The Doctoral Dissertation Committee must have one member who is familiar with the literature on the dissertation topic chosen by the student. A faculty member who is not familiar with the literature on the dissertation topic may choose not to serve as Doctoral Dissertation Chair.
6. Two weeks prior to the proposal defense, students will provide Doctoral Dissertation Committee members with either a hard or electronic copy of the proposal based on each individual member's preference.
7. All departmental faculty members and students are invited to attend a proposal defense.

8. All university and departmental faculty members, as well as students in the department, are invited to attend dissertation defenses.
9. It is the responsibility of the Doctoral Dissertation Chair to provide the necessary information regarding (a) the proposal defense event to the Department of Counseling faculty and (b) to submit information about the Dissertation final defense to this website: announcement. Students need to provide Chairs with the following information required on this form by the deadline for the semester they graduate (noted in the Academic Calendar) and/or two weeks in advance of the defense: title of dissertation, all committee members, abstract, date of defense, and place of defense.

<https://graduateschool.charlotte.edu/current-students/graduation-clearance/submit-dissertationdefense-announcement>

Doctoral Dissertation Chair

After students complete their Comprehensive Exams, they select a faculty member to serve as the Doctoral Dissertation Chair. The Doctoral Dissertation Chair will provide advisement as it pertains to the completion of the dissertation. Students' Doctoral Program Advisors and Doctoral Advisory Committees continue to provide advisement for students' coursework and field and professional experiences.

Doctoral Dissertation Chairs are specifically responsible for seeing that the students' progress in an expeditious manner towards completion of the doctoral degree. Doctoral Dissertation Chairs will assist students in organizing committee meetings, conducting original research, presenting the proposal, and organizing the dissertation defense. Eligible faculty members are all Department of Counseling faculty who have successfully progressed through their first reappointment during their third year as an Assistant Professor. Clinical faculty who serve as Chairs will co-chair with tenure track faculty.

Doctoral Dissertation Committee

The Doctoral Dissertation Committee is comprised of at least 5 members and formed under the advisement of a student-selected Doctoral Dissertation Chair after students have successfully completed their Comprehensive Exam. At least three committee members must be from the Department of Counseling faculty. The Graduate school appoints a university representative and a person outside the University may serve as a full member of the Doctoral Dissertation Committee in situations where knowledge or expertise of a particular nature is desired. These individuals must attain consult with the Department Chair to attain graduate faculty status.

Once the committee members have informally agreed to serve, the students should submit the Appointment of Doctoral Dissertation Committee form (<https://graduateschool.charlotte.edu/current-students/forms>) to the Doctoral Program Director for signature before turning it in to the Graduate School. The Graduate School will then appoint a faculty representative outside the College of Education. The Graduate School will issue a letter to formally confirm the appointment with the Doctoral Dissertation Committee members.

Each appointed Doctoral Program Committee member will have a voice and vote on all relevant matters pertaining to doctoral students' progress towards the degree. All Doctoral Program Committee

members should be present for the oral defense of the dissertation proposal as well as the final dissertation defense. The Graduate School provides guidelines in cases where this becomes impossible. The oral defense is considered satisfactory upon the positive vote of a majority of the Doctoral Program Committee members.

Typical Proposal Format

1. Introduction
 - a) Overview
 - b) Need and purpose for the study
 - c) Statement of the research problem
 - d) Statement of hypotheses/questions
 - e) Delimitations
 - f) Limitations
 - g) Assumptions
 - h) Operational Definitions
 - i) Summary

2. Literature Review
 - a) Introduction
 - b) Literature Review
 - c) Summary

3. Methodology
 - a) Introduction
 - b) Participants
 - c) Procedures
 - d) Instrumentation
 - e) Research Design
 - f) Data Analysis
 - g) Summary

4. References

Preparation Steps for the Proposal

1. Enroll in CSLG 8998 (Seminar in Prospectus Design). Students will learn the process for developing a proposal for dissertation in this course.

2. Work closely with the Doctoral Dissertation Chair and other Doctoral Dissertation Committee members. It is important during the preparation phase that the leadership of the research idea comes from the students. While the dissertation is developed in collaboration with a faculty committee, the purpose of this project is for students to lead a research endeavor. Dissertation research should be of sufficient quality to make contributions to the field of counseling.

3. If the intended research involves human subjects, students must familiarize themselves with the policies, guidelines, and deadlines of the University's Institutional Review Board (IRB) for Research with Human Subjects in order to be in compliance. Approval to conduct research from the IRB must be obtained before the defense. (<http://www.research.charlotte.edu/comp/human.cfm>)
4. In consultation with all Doctoral Dissertation Committee members, the students will reserve a time and place for the proposal defense with the Department's office manager.
5. At least two weeks prior to the dissertation proposal defense date, students will provide Doctoral Dissertation Committee members with either a hard or electronic copy of the proposal based on the individual member's preference. At the Doctoral Dissertation Chair's discretion, electronic copies of the proposal could also be emailed to members of the counseling faculty.
6. Questions or concerns from faculty will be relayed to the Doctoral Dissertation Chair at least two full days prior to the scheduled proposal meeting. Electronic copies of the proposal should also be e- mailed to members of the counseling faculty.

Dissertation Proposal Defense

A formal Dissertation Proposal is presented after the students and their Doctoral Dissertation Committee are satisfied that the students' proposals are ready for defense. The proposals shall include the first three chapters of the dissertation, which are the Introduction, Literature Review, and Methodology. The proposal and the final dissertation should be in compliance with the guidelines in the Graduate School's Dissertation Manual or the Publication Manual of the American Psychological Association

(<https://graduateschool.charlotte.edu/current-students/thesis-and-dissertation/manuals-and-templates>)

The proposal presentation is open to all university faculty members. The students and the Doctoral Dissertation Chair together may give permission to allow other doctoral students to attend the presentation as observers.

The proposal presentation will last about one and one-half hours. Standard format should include introductions, introductory remarks by the students regarding their interest areas, and an explanation of the proposed study. At the discretion of the Doctoral Dissertation Chair, all present may ask for clarifications and/or offer suggestions regarding the proposed study. After the students have concluded the presentation, the students and any other student observers leave the room and the Doctoral Dissertation Chair allows faculty members a time for additional comments. The student then returns to the session and is informed of the Doctoral Dissertation Committee's recommendation(s) regarding the proposed study.

Subject to review by the Dean of the College of Education and the Dean of the Graduate School, the students' Doctoral Dissertation Committee has final recommending authority. The outcome of the proposal may be Pass or Fail. Upon approval, the students submit the Dissertation Proposal Defense

Report form found on the Graduate School Forms website with the signature of the Dissertation Chair to the Doctoral Program Director for his/her signature. This form must be submitted to the Graduate School with the IRB approval. After this form has been submitted, students may begin the data collection phase of the study. (<https://graduateschool.charlotte.edu/current-students/forms>)

The Doctoral Dissertation Chair must complete the Dissertation Proposal Rubric and submit it to the Doctoral Program Director.

Dissertation Defense Announcement Format

The graduation checklist can be found at the link and know the form changes (to provide appropriate dates and deadlines each semester). <https://graduateschool.charlotte.edu/current-students/graduationclearance/doctoral-checklist>

Doctoral students defending their dissertations should complete this form in order to announce their defense through the academic listserv-see Final Defense (with links to all forms) at <https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist>

Two weeks before the defense date, students will distribute to the Doctoral Dissertation Committee hard or electronic copies of the completed dissertation which has also been reviewed by the Graduate School for format. The defense will be conducted by the Doctoral Dissertation Committee, which includes a graduate faculty representative. Following the candidate's presentation and questions posed by Doctoral Dissertation Committee members, the Committee will render a decision. Decisions require a majority vote. The following options are available to the Committee: approve, approve contingent upon specific changes being made, defer pending an additional defense, and disapprove. Students will get the appropriate signatures on the Dissertation Defense Report to send to the Graduate School. See <https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist> Following the successful completion of the defense, doctoral candidates must schedule a meeting with the Graduate School to arrange for a final review of their dissertation before they submit an error-free manuscript to the Graduate school electronically. For dissertation formatting information, please contact Julie Green (jhgreen@charlotte.edu).

See the Graduate School's web site on electronic submission of dissertation for details at: <https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist>

It is customary for students to ask their Dissertation Advisor if they would like a hard bound or electronic copy of your completed dissertation. Students are responsible for complying with all deadlines and fees related to the dissertation.

Dissertation Defense

Each candidate must pass a final oral examination regarding the completed dissertation, often referred to as the "dissertation final defense". This meeting is public and open to members of the University community. The Graduate School must be informed of the date and place of the defense at least three weeks in advance. At least two weeks prior to the defense, students must share their

dissertation and iThenticate report with committee and submit dissertation announcement. Upon completion, a final Defense Report must be submitted—see Final Defense (with links to all forms-Docusign) at <https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist>

Graduation

DegreeWorks

DegreeWorks is the definitive record for graduation clearance. Students must fulfill all of requirements that were in the Catalog at the time of their admission into the Doctoral Program, or if there was a revision in the Catalog, they may update their program to the current/revised Catalog. Students are encouraged to routinely check their degree progress. Students, faculty, and staff may access DegreeWorks via <http://my.charlotte.edu>. For graduation clearance information, contact gradgraduation@charlotte.edu

Students are required to be registered in the term of graduation and submit the Graduation Application see Graduation Application (with links to all forms) at <https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist>

Commencement

The degree is conferred at the commencement following the fulfillment of all requirements. Candidates are expected to be present at the ceremony and will be accompanied to the stage with their Doctoral Dissertation Chair. Candidates are responsible to find out from the Graduate School details and requirements of the commencement. Graduation information is available at (<https://graduateschool.charlotte.edu/currentstudents/graduation>).

Counseling Program Forms

Record of Progress

Name		Student Id Number:	
	When	Where it is?	Date Completed
Transcript Analysis for Applicants from Non-CACREP Accredited Programs	Before entering program for students who did not graduate from CACREP accredited program	Doctoral Handbook	
Additional Courses Required in Doctoral Program		Doctoral Handbook	
DegreeWorks		DegreeWorks	
Appointment of Doctoral Advisory Committee	End of first fall semester	Doctoral Handbook	
Professional Dispositions: Entry (CSLG 8105)	During first fall semester	Counseling Professional Dispositions	
Program of Study	Beginning of first spring semester	Doctoral Handbook	
Professional Development Plan	Beginning of first spring semester	Doctoral Handbook	
Professional Development: Completion Form		Doctoral Handbook	
Multicultural Counseling Journal: Completion Form	At the of semester of CSLG 8346	Doctoral Handbook	
Professional Dispositions: Midpoint (First Internship class: CSLG 8440 or 8445 during year 2 or 3)	Midpoint of program	Doctoral Handbook Counseling Professional Dispositions	
Application for Comprehensive Exam	Consult with Doctoral Program Advisor	Doctoral Handbook	

Report of Qualifying Exam or Comprehensive Exam (Doctoral)		https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist	
Appointment of Doctoral Committee Form	After comps	https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist	
Proposal Defense Report (with IRB attached)		https://graduateschool.charlotte.edu/current-students/graduation-clearance/doctoral-checklist	
Human Subjects in Research website (IRB)		https://research.charlotte.edu/departments/office-researchprotections-and-integrityorpi/human-subjects/ninerresearch-irb	
Professional Dispositions: Exit (Final Internship class: CSLG 8440 or 8445)	At end of program	Counseling Professional Dispositions	
Approval of Remote Committee Participation - Doctoral		https://graduateschool.charlotte.edu/current-students/forms	
Final Dissertation Defense Report		https://graduateschool.charlotte.edu/current-students/forms	
ETD Signature Form		https://graduateschool.charlotte.edu/current-students/forms	
Application for Graduation		https://graduateschool.charlotte.edu/current-students/forms	
Academic Petition	Only if necessary	https://graduateschool.charlotte.edu/current-students/forms	

<http://graduateschool.charlotte.edu/current-students/forms>

DocuSign

DocuSign is a nationally recognized leader in the field of eSignature providers for UNC Charlotte students, faculty, and staff for official business purposes. This on-line process permits users to electronically upload documents and attain signatures in a rank order format created by the submitter using any web browser of choice. Users may also create customized templates by contacting Help Desk and collaborating with the Content Services. See <https://account.docuSign.com/#/username>

COUNSELNG PROGRAM FORMS

Transcript Analysis for Applicants from Non-CACREP Accredited Programs

Applicants who have graduated from programs not approved by CACREP are required to complete the following form. Please indicate the courses in your master's degree that correspond to the topics in the left-hand column. In addition, please provide an unofficial copy of your transcript and syllabi for the courses identified below.

Applicant's Name:

Specific Course	Course Number
Counseling Theory	
Counseling Techniques	
Human Growth and Development	
Professional Ethics	
Multicultural Counseling	
Group Counseling	
Career and Lifestyle Development	
Testing and Assessment	
Research	
Substance Abuse/Addiction	
Practicum	
Number of Practicum Supervised hours	
Internship	
Number of Internship Supervised hours	

Additional Courses in Doctoral Program

Entering doctoral students who have not had clinical experience following completion of their Master's programs, who have graduated from programs non-CACREP accredited program, those and/or those who have not completed a substance abuse class will need to include the classes identified below as a part of their Doctoral Program.

The Doctoral Program Director will complete the form, based on the recommendations of the Doctoral Committee, and inform the admitted student of these additional requirements. At the end of the first semester in the program, Doctoral Program Advisor will also sign the form to ensure the courses are included in the student's Program of Study. A copy should be placed in the student's file in the Department.

Additional Internships:	
Equivalent CACREP courses:	
Substance Abuse course:	
Doctoral Student Advisor (print name, sign, & date)	
Doctoral Program Director (print name, sign, & date)	

Appointment of Doctoral Advisory Committee

Student Name	
Student ID Number	
Department	
Telephone Number	
E-mail Address	
Student Signature/Date	
Doctoral Program Advisor	print, sign, & date
Advisory Committee Member 1	print, sign, & date
Advisory Committee Member 2	print, sign, & date
Doctoral Program Director	print, sign, & date

Ph.D. Program of Study

Core Courses:			Involvement with MA level courses:
	CSLG 8105	Introduction to Counselor Ed & Supervision (3 credits)	
	CSLG 8100	Advanced Theories of Counseling (3 credits)	Supervision in CSLG 6110
	CSLG 8110	Clinical Supervision in Counseling (3 credits)	Observe MA level instruction
	CSLG 8203	Instructional Theory in Counselor Education (3 credits)	
	CSLG 8345	Advanced Multicultural Counseling (3 credits)	
	CSLG 8346	Applied Multicultural Counseling (3 credits)	
	CSLG 8998	Seminar in Prospectus Design (3 credits)	
Clinical Courses:			
	CSLG 8431	Doctoral Practicum in Counseling (3 credits)	
	CSLG 8440	Doctoral Internship: Clinical (3 credits) ¹	
	CSLG 8442	Doctoral Internship: Supervision (3 credits)	Supervise students in CSLG 7430 (200 hours)
	CSLG 8443	Doctoral Internship: Research (3) ²	
	CSLG 8445	Doctoral Internship: Counselor Education (3 credits)	Co-teach 2 classes (200 hours) and complete TGroup experience under supervision

1 Elective requirement for admits with less than 1 year of counseling experience post Master's degree

2 Register 3 times for 1 credit, for a total of 3 credit hours

Research Courses:		
	RSCH 8210	Applied Research Methods (3 credits)
	RSCH 8110	Descriptive and Inferential Statistics (3 credits)
	RSCH 8120	Advanced Statistics (3 credits)
	RSCH 8140	Multivariate Statistics (3 credits)
	RSCH 8111	Qualitative Research Methods (3 credits)

	CSLG 8999	Dissertation (1-9; minimum requirement of 9 credit hours)
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Electives: Minimum two elective courses. If students chose courses that are not within the ranges CSLG 7000-8999 or RSCH 7000-8999, with the approval of their Doctoral Advisory Committee, they must submit an Academic Petition requesting the change.

Elective 1		
Elective 2		

Pre/Co-requisite Courses (i.e. additional internships, CACREP core areas and/or SA course):

Student (Print, sign & date)	
Advisory Com Chair	
Doctoral Program Director	

Professional Development Plan

Name	
Student ID	
Date	
Professional Goals	
Developmental Needs	
Professional Identity	
Date Multicultural Awareness Journal due	
Anticipated date of Comprehensive Exam	
Anticipated semester to begin residency	

Selected areas of professional development (at least 20 clock hours; must include research and scholarly as well as departmental/program activities):

Teaching	
Research/Submission of Article	
Presentation at Professional Meeting	
Grant Submission	
Professional Advocacy	

Service to Counseling Program	
Other Areas	
Doctoral Program Advisor (sign & date)	
Doctoral Advisory Committee Member (sign & date)	
Doctoral Advisory Committee Member (sign & date)	

Professional Development: Completion Form

Student Name:	
Date:	

The Professional Development, as outlined in my program of study, has been completed.

Student Signature:	
Date:	

Approved

Doctoral Program Advisor (sign & date)	
Doctoral Advisory Committee Member (sign & date)	
Doctoral Advisory Committee Member (sign & date)	
Doctoral Program Director (sign & date)	

Multicultural Counseling Journal: Completion Form

Student Name & Date	
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Attached is the copy of my multicultural journal, submitted as partial completion of the requirements of my Program of Study.

Student Signature & Date	
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Approved

Instructor (sign & date)	
Doctoral Program Advisor (sign & date)	
Doctoral Advisory Committee Member (sign & date)	
Doctoral Program Director (sign & date)	

Application for Doctoral Comprehensive Exam

Student Name & ID Number (print)	
Number of Credit hours completed	
Semester Entered Program	

Please follow the steps below:

- 1) Attach to the application an unofficial copy of your transcript.
- 2) In Taskstream, identify Doctoral Program Director as the evaluator for all of the questions for comprehensive exam.
- 3) Indicate in the table below the date you completed the required classes prior to taking the comprehensive exam. For any courses you have completed where grades do not appear, have the professor of the class, initial the class to indicate that you will earn an A, B, or P in the class.

Semester Completed	Course Prefix	Course Name	Credits
	CSLG 8105	Introduction to Counselor Education and Supervision	3
	CSLG 8100	Advanced Theories of Counseling	3
	CSLG 8110	Clinical Supervision in Counseling	3
	CSLG 8203	Instructional Theory in Counselor Education	3
	CSLG 8345	Advanced Multicultural Counseling	3
	CSLG 8346	Applied Multicultural Counseling	3
	CSLG 8998	Seminar in Prospectus Design	3
	RSCH8210	Applied Research Methods	3
	RSCH8110	Descriptive and Inferential Statistics	3
	RSCH8120	Advanced Statistics	3
	RSCH8111	Qualitative Research Methods	3
	RSCH8140	Multivariate Statistics	3

Please indicate that you have identified the Doctoral Program Director in Taskstream as the Evaluator for all sections on the comprehensive exam:

Indicate yes or no	
Student Signature & Date	

Doctoral Program Advisor Signature

By signing this form, the Doctoral Program Advisor and each member of the Doctoral Advisory Committee attests that he/she has verified the applicant has completed at least 35 credit hours of coursework and is proficient in research tools and methodology.

Doctoral Program Advisor (print, sign, & date)	
Doctoral Program Director (print, sign, & date)	

Comprehensive Exam Statement of Integrity General Guidelines

Your response should be no less than 10 complete pages of content (double-spaced, 12 pt. font, pages numbered, with headings, following the most recent APA formatting) and should draw on a minimum of 10 references. The title page or reference pages do not count towards the 10-page minimum. Papers are framed around four curricular areas: (a) theories, (b) supervision, (c) multicultural counseling, and (d) research. Each paper must demonstrate depth and breadth in areas outlined in the rubric provided in the doctoral handbook. Students are allotted twelve days to complete the exam. The exam is open-resource, but you must not seek consultation or assistance from anyone during the examination. This violation will result in a failing comps exam grade. The student may seek limited clarification about the process of the examination from the director for the doctoral program. Students will be required to sign a statement of integrity indicating they have followed all the rules of the exam.

Guidelines

1. Do not alter the headings as they contain your exam code.
2. Submit your exam in a PDF format.
3. Be careful to answer only one of the two questions in each area.
4. All responses are due via Email to the Doctoral Program Director on or before the specified date.
5. Answer **ALL** parts of each question.

Comprehensive Exam Rubric: Counseling Theory

	Expectations Not Met 0	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Answer Presents Relevant Literature	Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory	Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory	Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory	Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory
Criterion Score				
Comments:				
Addressed all parts of question with accuracy	Student demonstrates inadequate ability to accurately address each part of the question with accuracy	Student demonstrates inconsistency in ability to accurately address each part of the question with accuracy	Student demonstrates acceptable and appropriate ability to accurately address each part of the question with accuracy	Student demonstrates exceptionally strong ability to accurately address each part of the question with accuracy
Criterion Score				
Comments				
Demonstrated both depth and breadth of knowledge regarding the question asked,	Student did not demonstrate depth and breadth of knowledge regarding the question asked.	Student demonstrates inconsistent depth and breadth of knowledge regarding the question asked	Student demonstrates acceptable depth and breadth of knowledge regarding the question asked	Student demonstrates strong depth and breadth of knowledge regarding the question asked
Criterion Score				
Comments				
Integration of Multiple Theories	Student did not demonstrate ability to integrate multiple theories	Student demonstrates inconsistent ability to integrate multiple theories	Student demonstrates ability to integrate multiple theories	Student demonstrates strong ability to integrate multiple theories

(CACREP 6:B, 1B)				
Criterion Score				
Comments				
Organization & Presentation	Lack of organization with no apparent structures or transitions.	Inconsistently organized with regard to structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized with apparent structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized exceptionally strong with structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).
Criterion Score				
Comments				

	Expectations Not Met 0	Below Expectations 1	Meets Expectations: 2	Exceeds Expectations: 3
Quality of Writing	Writing shows inadequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing).	Writing inconsistently demonstrates standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Writing demonstrates adequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Exceptional writing demonstrates exceptional quality of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).
Criterion Score				
Comments				
Adherence to APA Style as appropriate for the structure of the	Writing does not demonstrate adherence to APA style	Writing inconsistently demonstrates adherence to APA style	Writing demonstrates adherence to APA style	Writing demonstrates exceptional adherence to APA style

comprehensive exam				
Criterion Score				
Comments				
Total Must receive minimum of 14 pts to pass				

Comprehensive Exam Rubric: Counseling Supervision

	Expectations Not Met 0	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Answer Presents Relevant Literature	Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory.
Criterion Score				
Comments:				
Addressed all parts of question with accuracy	Student demonstrates inadequate ability to accurately address each part of the question with accuracy	Student demonstrates inconsistency in ability to accurately address each part of the question with accuracy	Student demonstrates acceptable and appropriate ability to accurately address each part of the question with accuracy	Student demonstrates exceptionally strong ability to accurately address each part of the question with accuracy
Criterion Score				
Comments				
Demonstrated both depth and breadth of knowledge regarding the question asked.	Student did not demonstrate depth and breadth of knowledge regarding the question asked.	Student demonstrates inconsistent depth and breadth of knowledge regarding the question asked	Student demonstrates acceptable depth and breadth of knowledge regarding the question asked	Student demonstrates strong depth and breadth of knowledge regarding the question asked
Criterion Score				
Comments				

Theoretical frameworks (CACREP, 2016; Section 6; B, 2b)	Student did not demonstrate an understanding of theoretical frameworks.	Student demonstrates inconsistent understanding of theoretical frameworks.	Student demonstrates understanding of theoretical frameworks.	Student demonstrates strong understanding of theoretical frameworks.
Criterion Score				
Comments				
Organization & Presentation	Lack of organization with no apparent structures or transitions.	Inconsistently organized with regard to structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized with apparent structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized exceptionally strong with structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).
Criterion Score				
Comments				
	Expectations Not Met 0	Below Expectations 1	Meets Expectations: 2	Exceeds Expectations: 3
Quality of Writing	Writing shows inadequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing).	Writing inconsistently demonstrates standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Writing demonstrates adequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Exceptional writing demonstrates exceptional quality of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).
Criterion Score				
Comments				

Adherence to APA Style as appropriate for the structure of the comprehensive exam	Writing does not demonstrate adherence to APA style.	Writing inconsistently demonstrates adherence to APA style .	Writing demonstrates adherence to APA style.	Writing demonstrates exceptional adherence to APA style.
Criterion Score				
Comments				
Total Must receive minimum of 14 pts to pass				

Comprehensive Exam Rubric: Research

	Expectations Not Met 0	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Answer Presents Relevant Literature	Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory.
Criterion Score				
Comments:				
Addressed all parts of question with accuracy	Student demonstrates inadequate ability to accurately address each part of the question with accuracy.	Student demonstrates inconsistency in ability to accurately address each part of the question with accuracy.	Student demonstrates acceptable and appropriate ability to accurately address each part of the question with accuracy.	Student demonstrates exceptionally strong ability to accurately address each part of the question with accuracy.
Criterion Score				
Comments				
Demonstrated both depth and breadth of knowledge regarding the question asked	Student did not demonstrate depth and breadth of knowledge regarding the question asked.	Student demonstrates inconsistent depth and breadth of knowledge regarding the question asked.	Student demonstrates acceptable depth and breadth of knowledge regarding the question asked.	Student demonstrates strong depth and breadth of knowledge regarding the question asked.
Criterion Score				
Comments				

Appropriate research questions (CACREP, 2016; Section 6; B, 4g)	Student did not demonstrate understanding of appropriate research questions.	Student demonstrates inconsistent understanding of appropriate research questions.	Student demonstrates understanding of appropriate research questions.	Student demonstrates strong understanding of appropriate research questions.
Criterion Score				
Comments				
Organization & Presentation	Lack of organization with no apparent structures or transitions.	Inconsistently organized with regard to structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized with apparent structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized exceptionally strong with structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).
Criterion Score				
Comments				

	Expectations Not Met 0	Below Expectations 1	Meets Expectations: 2	Exceeds Expectations: 3
Quality of Writing	Writing shows inadequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing).	Writing inconsistently demonstrates standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Writing demonstrates adequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Exceptional writing demonstrates exceptional quality of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).
Criterion Score				
Comments				

Adherence to APA Style as appropriate for the structure of the comprehensive exam	Writing does not demonstrate adherence to APA style.	Writing inconsistently demonstrates adherence to APA style.	Writing demonstrates adherence to APA style.	Writing demonstrates exceptional adherence to APA style.
Criterion Score				
Comments				
Total Must receive minimum of 14 pts to pass				

Comprehensive Exam Rubric: Multicultural Counseling

	Expectations Not Met 0	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Answer Presents Relevant Literature	Student demonstrates inadequate knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates inconsistency in knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates acceptable and appropriate knowledge of the relevant literature as evidenced by references to research and theory.	Student demonstrates exceptionally strong knowledge of the relevant literature as evidenced by references to research and theory.
Criterion Score				
Comments:				
Addressed all parts of question with accuracy	Student demonstrates inadequate ability to accurately address each part of the question with accuracy.	Student demonstrates inconsistency in ability to accurately address each part of the question with accuracy.	Student demonstrates acceptable and appropriate ability to accurately address each part of the question with accuracy.	Student demonstrates exceptionally strong ability to accurately address each part of the question with accuracy.
Criterion Score				
Comments				
Demonstrated both depth and breadth of knowledge regarding the question asked	Student did not demonstrate depth and breadth of knowledge regarding the question asked.	Student demonstrates inconsistent depth and breadth of knowledge regarding the question asked.	Student demonstrates acceptable depth and breadth of knowledge regarding the question asked.	Student demonstrates strong depth and breadth of knowledge regarding the question asked.
Criterion Score				
Comments				

Multicultural counseling and social justice competencies (CACREP, 2016; Section 2; F, 2c)	Student did not demonstrate understanding of multicultural counseling and social justice competencies as related to the question.	Student demonstrates inconsistent understanding of multicultural counseling and social justice competencies as related to the question.	Student demonstrates understanding of multicultural counseling and social justice competencies as related to the question.	Student demonstrates strong understanding of multicultural counseling and social competencies as related to the question.
Criterion Score				
Comments				
Organization & Presentation	Lack of organization with no apparent structures or transitions.	Inconsistently organized with regard to structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized with apparent structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).	Organized exceptionally strong with structures and transitions (e.g., introduction, middle, conclusion, other organizational headings).
Criterion Score				
Comments				

	Expectations Not Met 0	Below Expectations 1	Meets Expectations: 2	Exceeds Expectations: 3
Quality of Writing	Writing shows inadequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing).	Writing inconsistently demonstrates standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Writing demonstrates adequacy in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	Exceptional writing demonstrates exceptional quality of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).
Criterion Score				
Comments				

Adherence to APA Style as appropriate for the structure of the comprehensive exam	Writing does not demonstrate adherence to APA style	Writing inconsistently demonstrates adherence to APA style	Writing demonstrates adherence to APA style	Writing demonstrates exceptional adherence to APA style
Criterion Score				
Comments				
Total Must receive minimum of 14 pts to pass				

Dissertation Proposal Rubric

Rating Scale	Criteria
1	Does not meet expectations: The document must be significantly revised and resubmitted because one or more areas are not appropriately written. Quality of writing is not acceptable in most aspects. Specific suggestions on how to enhance the quality are provided for the appropriate area(s).
2	Meets Expectations: The majority of critical elements are appropriately addressed and adequately described. Some grammatical errors exist and minor revisions required along with specific suggestions.
3	Exceeds Expectations: The level of scholarship is exceptional for this section. Virtually free of grammatical errors and only minor edits suggested.

Chapters	Section	Rating
1: Introduction	This section has a clear statement demonstrating that the focus of the inquiry is on a significant issue worthy of exploration. The purpose of the study, specific research question, and hypotheses, are and clearly described.	
2: Literature Review	The introduction is concise describing the content of the review. The review is also comprehensive, analytical and clearly related to the problem statement expressed in the research question and hypotheses	
3: Methodology	This section appropriately describes the research design and a clearly stated data collection process congruent with the specific research question and hypotheses.	
Final Score		

In order for the candidate to Pass the dissertation proposal and defense all sections on the rubric must score a minimum rating of 6. Ratings less than 2 are considered a Fail.

Date	
Dissertation Chair (print & signature)	

Dissertation Final Defense Rubric

Student Name & Date	
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Directions: The examining committee members need to perform the following tasks:

1. Review the "Dissertation Defense" section listed below prior to the exam.
2. Read the student's dissertation and participate in the student's dissertation defense.
3. Assess the quality of the student's written work and its defense by completing the score sheet below.
4. Tally up the points awarded and enter the students total score for the seven (7) dimensions.
5. Sign the score sheet.
6. Give the completed score sheet to the committee chair to fulfill all data collection requirements.

Dimensions	Expectations Not Met (0pts)	Meets Expectations (1pt)	Exceeds Expectations (2pts)	Score
1. Develops clear and appropriate research questions or hypotheses that guide the study.	Has a weak, inconsistent, self-contradictory, unconvincing, or invalid argument.	Research questions guide the study and all questions are aligned to analyses.	Research questions guide the study and all questions are aligned to analyses. Peer-reviewed publication quality is evident.	
2. Demonstrates how these research questions or hypotheses have been examined in previous studies.	Unclear how the research questions were derived.	Provides perspective on previous research, refers back to the introduction, and ties everything together.	Provides perspective on previous research, refers back to the introduction, and ties everything together. Peer-reviewed publication quality is evident.	
3. Analysis is comprehensive, complete, sophisticated, and convincing.	Has wrong, inappropriate, incoherent, or confused analyses.	The analysis is comprehensive, complete, sophisticated, and convincing.	The analysis is comprehensive, complete, sophisticated, and convincing. Peer-reviewed publication quality is evident.	

4. All pertinent results reported in clear and concise manner. Tables/figures are labeled appropriately.	Results are obvious, already known, unexplained, or misinterpreted.	Results are clear and concise. Tables and figures are easy to interpret and understand.	Results are scholarly presented and interpreted. Peer-reviewed publication quality is evident.	
5. Draws clear conclusions based on the collected data that answer the research questions or test the hypotheses.	Has unsupported or exaggerated interpretation.	Draws clear conclusions based on data and answers all research questions.	Pushes the disciplines boundaries and opens new areas for research. Peer reviewed publication quality is evident.	
6. Makes recommendations for further research that can build on this project	Does not make a contribution and has little to no recommendations for future research.	Recommendations for further research are discussed.	Makes clear recommendations for advancing research in area. Peer-reviewed publication quality is evident.	
7. Provides a reflection of the problems or errors in the study and discuss how they could be avoided in subsequent studies.	No reflections or errors when discussing results.	Reflects on findings and informs future researchers.	Makes a significant contribution to the field. Peer-reviewed publication quality is evident.	
Total number of 1pt scores				
Total number of 2pt scores				
Total Score				
Name Signature of Member				

Professional Dispositions

The Cato College of Education, in collaboration with the Colleges of Liberal Arts and Sciences and Arts and Architecture, is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions to become effective educators. Therefore, the Department of Counseling has developed a process, described below, to prepare students to develop and model the knowledge, skills, and dispositions expected of excellent professionals. Faculty and/or clinical personnel will evaluate students' demonstration of these professional dispositions and provide feedback about progress.

Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of fairness and the belief that all students can learn. The Code of Ethics for North Carolina Educators, the UNC Charlotte Code of Academic Integrity, and the College of Education's Conceptual Framework more specifically articulate characteristics expected for all education professionals. Dispositions are assessed indirectly, based on candidates' observable behavior in educational settings (NCATE, 2008)

Department of Counseling Assessment of Professional Dispositions

Professional dispositions are evaluated throughout the counseling program for all students. The goal of the Professional Dispositions policy is to help students develop the behaviors necessary for success after graduation. There are specified courses in which students self-assess dispositions as well as being assessed by faculty. In addition, a faculty member may assess, coach, and remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the Assessment of Counseling Dispositions and the Conference with Student-Candidate form when a problem has not been resolved through informal meetings.

Students need to be familiar with the expectations in the Professional Dispositions. After reviewing the Professional Dispositions in the Doctoral Seminar class, students will complete their first self-assessment, which will acknowledge their awareness of the expectations in the program. If a student receives a rating of "Needs Improvement" in either a designated course or in any area from an assessment by a faculty member outside of the designated courses, the faculty member may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both.

In many cases, awareness of the dispositional concerns may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

Dispositions Process

1. Students may be terminated for academic failure, violation of professional dispositions, ethical violations and/or personal unsuitability for the counseling profession.

2. Faculty members will use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. The Plan of Action will include student's expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the Plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms.

The link on the UNC Charlotte website to complete the Professional Dispositions assessment along with a detailed description of these procedures, including the Candidate's Right of Appeal, can be found at this link: <https://education.charlotte.edu/resources/professional-dispositions-plan-and-information>

Professional Disposition Plan

Entry, Midpoint, and Completion Assessment Overview

Description of Activities	By Whom	Ph.D. CSLG
Entry-Level Course Inform and teach professional dispositions during orientation, advising, and/or seminar Overview of assessment procedures and documents Candidate self-assessment	Program Coordinator Candidate	CSLG 8105
Mid-point Course Review of professional dispositions, procedures, and documents Candidate self-assessment Faculty assessment of candidate dispositions Application of dispositions in a professional setting Faculty initiated plan of action, with candidate initiated actions (as needed)	Program faculty Candidate Instructor	Supervision Internship CSLG 8442
Any time: If concerns are identified during courses or clinicals, or as required by department Information discussed with the candidate Professional Disposition Plan of Action is initiated by faculty member, in consultation with public school/agency representative when applicable	Instructor	Optional
Exit: Candidate affirms commitment to dispositions	Candidates	Teaching internship: CSLG 8445

When and How Are Candidate Dispositions Assessed?

Candidates are assessed on dispositions in one of two ways:

1. Dispositions for PhD candidates will be assessed at three points, referred to as "dispositional decision points," within programs using the Assessment of Professional Dispositions document. The three dispositional decision points will include: a) CSLG 8105 when candidates assess themselves take early in the program ("entry point"), b) first

internship (CSLG 8440/8445) when a candidates have typically completed approximately half of the program courses (“midpoint”), and c) during second internship (CSLG 8440/8445) (“exit point”) when candidates affirm their commitment to the dispositions.

1. Points of assessment

A. Entry Point: Candidates will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point course. Candidates will be provided information for accessing the Professional Dispositions Plan for the Department of Counseling at UNC Charlotte (available on the College of Education website).

During the entry point course, candidates will complete the first of two dispositions self-assessments using the *Assessment of Professional Dispositions* and indicate their commitment to displaying professional dispositions during CSLG 8105. Faculty are responsible for creating Assignments for students to complete these assessments. Candidates will use the Taskstream Online System for this purpose (Help Sheets for this task are available on the College of Education Dispositions Website). Instructors will assess candidates ONLY on their timely completion of these assignments at the entry point.

B. Midpoint: CSLG 8442 is the midpoint dispositional decision point. The course instructor will assess professional dispositions for each candidate using the Assessment of Professional Dispositions document rubric and record these ratings in Taskstream at the end of these courses.

C. Exit: Candidates will self-assess their final dispositions assessments in CSLG 8445.

D. Anytime: Faculty may assess, coach, and remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the Assessment of Counseling Dispositions and the Conference with Student-Candidate form when a problem has not been resolved through informal meetings.

2. If a faculty member plans to use the formal disposition process using the Assessment of Professional Dispositions with either the Conference with Student-Candidate or Plan of Action procedure, they should consult with one of the department disposition co-chairs, Dr. Furr or Dr. Post, who will consult with each other.

Who Monitors the Candidates' Disposition Assessments?

Monitoring of candidate dispositions is a crucial step in maintaining the both the integrity of the dispositional process and the best interests of our candidates. Department chairs will designate faculty members to assist in this process.

Department Dispositions Faculty Coordinator

Each academic department will appoint a faculty coordinator for dispositions. The current department coordinators are Drs. Furr and Post. They will: a) coordinate and monitor dispositions procedures within the department, b) serve as a resource person to faculty and students, c) maintain and forward documentation to the College Dispositions Coordinator, and d) serve on the College Dispositions Appeals Board when appropriate. In addition, to assure that candidate assessment, coaching, and remediation is coordinated and communicated between the academic departments and the Office of Field Experiences (OFE), an OFE faculty member will be appointed as the OFE faculty coordinator for disposition matters that affect or arise during clinical experiences or student teaching. The departmental dispositions faculty coordinators will share all received candidate dispositional documentation with the College Dispositions Coordinator (housed in the Dean's Office).

College Dispositions Coordinator

The Dean's Office will designate a College Dispositions Coordinator who will ensure all dispositions incidences are logged in a local database and documentations maintained in order to monitor candidate dispositional progress and follow-up with faculty when necessary. The College Dispositions Coordinator will be supervised by the Senior Associate Dean in the College of Education, who will maintain oversight of all candidate disposition matters and will convene the College Dispositions Appeals Board when appropriate. The College Dispositions Coordinator will work with faculty coordinators and department chairs to communicate and meet with candidates as needed.

Assessment of Counseling Dispositions

Date & Program	
Candidate Name & ID	
Evaluator Name	

1. This form is to be used by any faculty member or community partner at any time during a candidate's program of study. Please circle or highlight one number for each disposition using the descriptors listed below the disposition as the basis for your rating. Highlight/mark individual bullets as needed. Add comments in the blank space under the disposition or on a separate page if more space is necessary.
2. The faculty member who initiates the assessment should schedule a conference with the student to discuss and document the concern (see p. 2 below)

Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (3)	Meets Expectations / Demonstrates Competencies (2)	Does Not Meet Expectations (1)	Not Observed
	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, and NBCC; including practices within competencies.	Demonstrates consistent and advanced (i.e., exploration and deliberation) ethical behavior and judgments.	Demonstrates consistent ethical behavior and judgments	Demonstrates limited ethical behavior and judgment, and a limited ethical decision-making process.	
	Professional Behavior	Understands limits of confidentiality when acting in role of instructor or supervisor	Demonstrates consistent and advanced understanding and application of the role of confidentiality in teaching and supervision.	Demonstrates consistent and application of the role of confidentiality in teaching and supervision.	Demonstrates limited ethical behavior and judgment, and a limited ethical decision-making process in relations to	

					teaching and supervision	
	Professional and Personal Boundaries	Maintains appropriate boundaries with supervisors, instructors, peers, and clients and when acting in role of instructor or supervisor	Demonstrates consistent and strong appropriate boundaries.	Demonstrates consistent and appropriate boundaries.	Demonstrates inappropriate boundaries.	
	Knowledge and Adherence to Program and Site Policies	Demonstrates an understanding and appreciation for all counseling program /site policies and procedures.	Demonstrates Consistent adherence to all counseling program/ site policies and procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling program/ site policies and procedures, including strong attendance and engagement.	Demonstrates limited adherence to all counseling program/ site policies and procedures, including attendance and engagement.	

Task Completion	Completes all weekly record keeping and tasks correctly and promptly (e.g., class lectures, grading, case notes, psychosocial reports, treatment plans, supervision report).	Completes all required record keeping, documentation, and assigned tasks related to teaching, supervision and counseling in a thorough, timely, and comprehensive fashion.	Completes all required record keeping, documentation, and tasks related to teaching, supervision and counseling in a competent and timely fashion.	Completes required record keeping, documentation, and tasks related to teaching, supervision and counseling inconsistently and in a poor fashion.
Multicultural Competencies	Demonstrates awareness, appreciation, and respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)	Demonstrates consistent and advanced multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with instructors, peers, counseling students, and supervisors/supervisees.

Emotional Stability and Self-control	Demonstrates emotional stability (i.e., congruence between mood and affect) and self- control (i.e., impulse control) in relationships with instructors, peers, counseling students, and supervisors/ supervisees.	Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with instructors, peers, counseling students, and supervisors/supervisees.	Demonstrates emotional stability and appropriateness in interpersonal interactions with instructors, , peers, counseling students, and supervisors/Supervisees.	Demonstrates limited emotional stability and appropriateness in interpersonal interactions with instructors, , peers, counseling students, and supervisors/ supervisees.
Motivated to Learn and Grow / Initiative	Demonstrates engagement in learning and development of his or her teaching, supervision, and counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development.	Demonstrates Consistent openness to Supervisory feedback and implements suggested changes.	Demonstrates limited engagement in promoting his or her professional and personal growth and development.
Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory feedback.	Demonstrates consistent and strong openness to supervisory feedback and implements suggested changes.	Demonstrates Consistent openness to Supervisory feedback and implements suggested changes.	Demonstrates a lack of openness to supervisory feedback and does not implement suggested changes.
Flexibility & Adaptability	Demonstrates ability to flex to changing circumstance, unexpected	Demonstrates consistent and strong ability to adapt and adjust appropriately	Demonstrates consistent ability to adapt and adjust appropriately students’,	Demonstrates a limited ability to adapt and adjust to his or her students’,

		events, and new situations.			
			students', supervisees' or clients' diverse changing needs	supervisees' or clients' diverse changing needs	supervisees' or clients' diverse changing needs.
	Congruence & Genuineness	Demonstrates ability to be genuine and accepting of others	Demonstrates consistent and strong ability to be genuine and accepting of self and others.	Demonstrates consistent ability to be genuine and accepting of self and others.	Demonstrates a limited ability to be genuine and accepting of self and others (incongruent).

First Review – Department Level

Periodically, the College Dispositions Coordinator will review the dispositional tracking database to monitor candidate dispositional incidents. In addition, department chairs, departmental dispositions faculty coordinators, or faculty from the Dean's Office may also review dispositional incidents at any time. If two or more negative assessment incidents are recorded for a candidate, the College Dispositions Coordinator will work with the department faculty coordinator and the department chair to convene the department dispositions committee to review the situation. The department dispositions committee may, at the discretion of the department chair, be appointed or elected. The department committee membership may alter as is appropriate to the dispositional situation. It is expected that the faculty member/s involved in reporting and documenting the original dispositional concerns would not be part of the department dispositions review. The total number of members on the committee should be an uneven number. The College Dispositions Coordinator will serve as an ex officio member of the review and provide information to the department committee as needed.

The purpose of the department review committee is to ascertain seriousness of the dispositional infractions and make decisions regarding the candidate's advancement in the program. Notice of the departmental review will be provided to the candidate, and the candidate will be provided an opportunity to speak on his/her own behalf (the candidate may choose not to do so). The departmental dispositions committee has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Recommend to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the department review committee, oversight of the candidate's dispositional progress will remain at the department level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee. The department chair will send written notification of the departmental decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the department review committee, the recommendation for denial of advancement is referred to the Senior Associate Dean (see below). The department chair and the College Dispositions Coordinator will jointly send written notification of the departmental decision to the candidate, and include information regarding the candidate's right of appeal of the decision. A copy of this letter will be provided to the Dean's Office. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

¹ In special circumstances, dispositions infractions deemed serious or egregious may result in convening of the departmental review before two assessments are recorded.

Rating of “Needs Improvement”

In keeping with the values articulated in the College of Education Conceptual Framework, dispositional expectations for education candidates at UNC Charlotte are a central tenet of our programs. The vast majority of our candidates emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking candidate dispositions within the College of Education.

Candidates may receive a rating of “Needs Improvement” in one of two ways:

1. From a program-midpoint course assessment as recorded in Taskstream. When a candidate receives a rating of "Needs Improvement" in any area on a program-midpoint dispositional course assessment (as indicated on the Taskstream-generated report), the candidate will receive an email from the College Dispositions Coordinator stating that this has occurred, and that at least one rating of “needs improvement” has been recorded for the candidate. Dispositional program-midpoint results may be reviewed by course instructor, the College Dispositions Coordinator, department chairs, program coordinators, or faculty from the Dean’s office.

If the nature of the “needs improvement” area for the candidate is such that further intervention is warranted, any of these faculty may request a conference with the candidate to directly discuss the issue OR initiate a Professional Disposition Plan of Action OR both. If a conference is called or a Plan of Action is initiated, the department dispositions faculty coordinator and the College Dispositions Coordinator should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating candidates on Professional Education Dispositions.

2. From a faculty member or school/agency on-site supervisor outside of a midpoint-course Taskstream assessment:

When a candidate receives a rating of "Needs Improvement" in any area from an assessment by a faculty member outside of a designated Taskstream dispositions course, the faculty member will conference with the candidate to discuss the concern and provide guidance for improvement. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in conferencing with the candidate. If a faculty member concludes that the concern requires formal documentation, the Conference with Student-Candidate and Assessment of Professional Dispositions forms should be completed. If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Candidates will receive a copy of all

completed disposition assessment forms. A copy of all documentation should be shared with the department dispositions faculty coordinator and the College Dispositions Coordinator.

Formulating a Professional Dispositions Plan of Action

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the candidate in addressing the disposition concern. This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single conference with the candidate. The Professional Dispositions Plan of Action will include the candidate's expected behavioral changes and responsibilities and outline any additional supports to be provided by the faculty. The Professional Disposition Plan of Action may require the faculty member to periodically follow-up with the candidate until the remediation process is complete. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Candidates will receive a copy of all completed Professional Disposition Plan of Action forms. The faculty member will provide the department dispositions faculty coordinator and the College Dispositions Coordinator with a copy of all documentation regarding the dispositional concern. Forms for the Professional Dispositions Plan of Action are available on the COED website. The faculty member or the candidate may request assistance from the department chair, department faculty coordinator for dispositions, advisor, or other faculty member in formulating the Plan of Action and/or meeting with the candidate.

Coaching Model

This discussion takes place in a face-to-face format. Try to be in a private space with no interruptions.

Step 1: Getting agreement a problem exists. The professor/supervisor needs to have a specific description of the problem behavior that is going to be discussed (i.e., if tardiness is an issue, need to have data on how often, minutes late, etc. as well as the norms of the class where 2-3 minutes late may be acceptable). You want the candidate to agree that the behavior is a problem. There are two categories of reasons that will convince a person that a behavior is problematic:

- a. If the candidate understands the impact of their behavior on others
- b. If the candidate understands the consequences to himself or herself if there is no change in behavior

Step 2: Mutually discuss alternative solutions. The professor/supervisor and candidate together need to identify as many alternative solutions as may be necessary to solve the problem. The goal is to identify what the candidate can do differently so that his or her behavior is acceptable.

Step 3: Mutually agree on action to be taken to solve the problem. The student needs to determine which action he or she plans to take. The role of the professor/supervisor is to help candidate make a concrete plan that includes what they will do and when they will do it.

Step 4: Follow up to ensure that agreed-upon action has been taken. Set specific points for follow-up. Follow-up should occur on more than one occasion. Change may occur in small steps so the candidate needs to get continuous feedback on performance.

Step 5: Reinforce any achievement. Your reinforcement of improvement is critical to sustaining improvement.

Coaching Discussion Plan

1. Problem behavior (what is candidate doing wrong or not doing right):

2. Results of that behavior (who is affected by the behavior)

3. Consequences to the candidate if behavior does not change.

4. What is the desired behavior?

Adapted from:

Fournies, F. (2000). *Coaching for improved work performance*. New York: McGraw Hill.

Assessment of Professional Dispositions – Conference with Student - Candidate

Date:	Candidate Name:
Student Id:	Program
Faculty/Others Present:	

Directions

A faculty member(s) or school partner(s) will complete the **Assessment of Counseling Dispositions**. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.

Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.

A copy of this documentation should be provided to the candidate once the conference is completed.

1. Description of behavior that is of concern: Using measurable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.

Discussion Points:

2. Expected behavior changes: What will the candidate be expected to do differently in the future?

Will a Plan of Action be initiated as an intervention for this candidate? (circle one)

Yes ___ The Dispositions Plan of Action Form should be completed and turned into the College Dispositions Coordinator.

No ___

*Check "Yes" if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).

3. Consequences of unchanged behavior: For all candidates: Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).

Required Signatures

Candidate:	Title:	Date:
Faculty:	Title:	Date:
Faculty:	Title:	Date:
Other:	Title:	Date:
Other:	Title:	Date:

A copy of this document should be given to the candidate, the department disposition liaison, and the College Disposition Coordinator.

Professional Dispositions Plan of Action

(only used if any interventions are planned that are beyond the *scope of the single conference meeting or require long-term monitoring/follow-up by faculty*)

Date:	Candidate Name:
Student Id:	Program
Faculty/Others Present:	

Directions

A faculty member(s) or school partner(s) will complete the **Assessment of Counseling Dispositions**.

If a candidate receives a rating of "**Needs Improvement**" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement. The Conference Form will be completed as part of the Assessment (p.2).

If any interventions are planned that are beyond the scope of the single conference meeting or require long term monitoring/follow-up by faculty (examples: required readings, required workshops, other), the Disposition Plan of Action should be completed. This form should be used in conjunction with the Assessment of Dispositions Conference Form.

Plan of Action: In collaboration with the candidate, the appropriate faculty member(s) will propose and write the action plan for successfully achieving expected behavior changes. It is expected that candidates will be an integral part of developing strategies for targeted improvement.

a. Candidate actions and responsibilities:

b. Faculty Role(s)

c. Time Frame for Implementation & Reassessment:

d. Date and Time for the Follow-up Conference to evaluate candidate completion of the Plan: The candidate will be responsible for confirming these conference plans at least one-week in advance, according to the faculty member's preferred method of communication.

5. Consequences of unchanged behavior: - should be identical to what is also on the Conference form. **For all candidates:** Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).

This plan was formulated by the candidate and faculty member and agreed to by all parties:

Candidate:	Title:	Date:
Faculty:	Title:	Date:
Faculty:	Title:	Date:
Other:	Title:	Date:
Other:	Title:	Date:

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Required Plan of Action Follow-Up

Date:	Candidate Name:
Student Id:	Program
Faculty/Others Present:	

<p>6. Follow-up Evaluation and Outcome (once the plan has been completed):</p> <p>Has the candidate successfully completed the Plan of Action? (circle one)</p> <p>Yes</p> <p>No*</p> <p>*Please explain why the Plan of Action was not successfully completed, attaching documentation as needed.</p>

Signatures indicate attendance at the conference detailed above.

Candidate:	Title:	Date:
Faculty:	Title:	Date:
Faculty:	Title:	Date:
Other:	Title:	Date:
Other:	Title:	Date:

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Multiple Dispositions Assessments

Second Review – College Level

A candidate denied progression in the program or recommended for removal from the program may file an appeal with College Dispositions Appeals Board via the College of Education Dean's Office. The College Dispositions Appeals Board will consist of the dispositions faculty coordinators from each academic department (or their designee as determined by the department chair), the director of the Office of Teacher Education, Advising, Licensure, and Recruiting (TEALR or designee), and the director of the Office of Field Experiences (or designee). The College Dispositions Coordinator will serve as an ex officio member of the board.

The candidate's written request to appeal the department dispositions decision must be received in the Office of the Dean of the College of Education within 10 business days from the date of the written notification to the candidate of the departmental decision. Forms for the appeal are available on the College of Education website. The right of appeal lies solely with the candidate.

Upon receipt of any written appeal, the Senior Associate Dean shall convene the College Dispositions Appeals Board within 15 business days. The candidate will be informed in writing as to when and where the Appeals Board will convene. The Appeals Board will review all documentation related to the dispositional history of the candidate. The candidate will be provided an opportunity to speak on his/her own behalf. The Appeals Board may opt to interview any stakeholders, including but not limited to faculty member(s) who assessed the candidate's progress as "Needs Improvement."

The College Dispositions Appeals Board has three options for action:

1. Allow the candidate to progress in the program without conditions;
2. Allow the candidate to progress in the program with conditions (this may include a new or more intensive remediation plan for the candidate to complete before moving forward in the program); or
3. Uphold the departmental recommendation to the dean that the candidate be denied advancement in the program.

If Options 1 or 2 are selected by the College Dispositional Appeals Board, oversight of the candidate's dispositional progress will be referred back to the departmental level. The College Dispositions Coordinator will continue to assist the department coordinator and faculty chair with monitoring to keep the department committee aware of the candidate's dispositional status. Further negative dispositional reports may result in a re-convening of the departmental committee, and a subsequent re-convening of the College Dispositional Appeal Board. The Senior Associate Dean will send written notification of the College Dispositional Appeal Board decision to the candidate, outlining any additional steps for action on the part of the candidate as appropriate. A copy of this letter will be provided to the Dean's Office.

If Option 3 is selected by the College Dispositional Appeal Board, the recommendation for denial of advancement is referred to the designated Senior Associate Dean. The Senior Associate Dean will review all the documentation available and make a final decision regarding the candidate's status in

the program within 10 business days. If the recommendation for termination in the program is upheld, the Senior Associate Dean will send written notification of the decision to the candidate. A copy of this letter will be added to the candidate's dispositional file. The College Dispositions Coordinator will also send notice of this decision to the Dean of Students.

² Candidates who opt not to pursue the appeal process should understand that in these cases, the departmental review decision will become the final decision.

Candidate Disposition Right of Appeal Form

Candidates: read carefully and complete all information requested below.

1. A candidate has the right to appeal a decision by the Department Dispositions Committee that the candidate be denied advancement in his/her program of study. This Candidate Disposition Appeals Form must be received in the Office of the Senior Associate Dean of the College of Education either as an electronic file attachment via email or as a mailed hard copy within ten (10) business days of the date of the letter sent from the chair of the candidate's academic department notifying the candidate of the department review decision. ***Complete all requested information on this form. Incomplete forms may result in denial of appeal.***
2. Upon receipt of the completed Candidate Disposition Appeals Form to appeal the decision, the Senior Associate Dean or his/her designee shall convene the College Dispositions Appeals Board within 15 (fifteen) business days. This group is comprised of faculty from each academic department in the College of Education, the director of the Office of Teacher Education Advising, Licensure, and Recruiting (TEALR), and the director of the Office of Field Experiences. You will be notified as to the time and place of the hearing. You will be provided an opportunity to speak on your own behalf. The Appeal Board may interview any stakeholders including, but not limited to faculty and staff members who have previously assessed your dispositions or provided documentation of your dispositions in the past. Your absence from this meeting will be taken as acknowledgement that you do not wish to speak on your own behalf.

The College Dispositions Coordinator serves as an *ex officio* member of the board. Any questions you have about this process should be directed to the College Dispositions Coordinator.

The Cato College Dispositions Coordinator is Dr. Brad Smith. He may be reached by email at bradleysmith@charlotte.edu or by phone at 704-687-8815.

3. After reviewing all documentation, and interviewing the candidate (if the candidate so chooses) and any other stakeholders, the College Dispositions Appeal Board will submit a recommendation to the Senior Associate Dean of the College of Education regarding the candidate's enrollment status. The board may decide either to uphold the decision of the Department Dispositions Committee to deny the candidate advancement in the program or to allow the candidate to advance in the program, with or without conditions.
4. If the Senior Associate Dean upholds the decision of the Board, such decision shall be final. If the Senior Associate Dean reverses the decision, the Board will formulate an appropriate course of action in consultation with the department chair and the department dispositions committee chair. All documentation related to the appeal will be forwarded to College Dispositions Coordinator for inclusion in the confidential electronic record. See the Professional Education Dispositions Plan for more information.

Candidate:	Student ID:
UNCC E-mail:	Best Phone Contact:

Member, College Disposition Appeals Board	Date
Member, College Disposition Appeals Board	Date

I have reviewed the recommendation of the Appeals Board and make the following recommendation:
 Uphold the Board decision Reinstatement with conditions* Reinstatement without conditions

Senior Associate Dean, College of Education

Date

*Suggestions for conditions should be directed to the department review committee/department chair

Resources for Coaching and Remediation

Resources for Faculty
<p>Dean of Students http://dso.charlotte.edu/ The Dean of Students provides consultation to faculty members on how to respond to problematic student behavior and how to intervene when inappropriate behaviors occur in the academic setting.</p>
<p>Code of Student Responsibility https://legal.charlotte.edu/policies/up-406</p>
<p>Academic Integrity (faculty guidelines) http://integrity.charlotte.edu/</p>
<p>Center for Teaching and Learning http://teaching.charlotte.edu/ The CLT provides instructional consultation on issues such as civility in the classroom.</p>
<p>Center for Counseling & Psychological Services http://counselingcenter.charlotte.edu/ The UNC Charlotte Counseling Center offers all faculty an opportunity for free online training to help identify students who are at risk. This includes one-on-one consultation with faculty and staff members as well as parents and fellow students concerning ways to respond to student problems.</p>
<p>Disability Services http://ds.charlotte.edu/ The Office of Disability Services works closely with faculty and staff to address program and campus accessibility. Faculty and staff working with students with disabilities are strongly encouraged to contact Disability Services with questions or issues that arise.</p>
<p>International Programs http://oip.charlotte.edu/ Workshops are provided to assist faculty members who work with international students. Consultation on various learning styles and student expectations based upon non-U.S. educational systems is also provided.</p>
<p>Police and Public Safety http://police.charlotte.edu Campus Police can provide risk assessment and support in situations where there is a potential for violence.</p>

Resources for Students
<p>Dean of Students http://dso.charlotte.edu/ The Dean of Students is available to help students understand their rights and responsibilities, academic and behavioral policies, the student conduct process, and consequences for violating University policies.</p>
<p>Code of Student Responsibility https://legal.charlotte.edu/policies/up-406</p>
<p>Academic Integrity (student guidelines) https://accountability.charlotte.edu/academicintegrity</p>
<p>Student Health Center http://studenthealth.charlotte.edu Enrolled students can access services that address alcohol and substance use issues as well as primary medical care, psychiatric care, disease prevention, health education, and wellness promotion.</p>
<p>Center for Counseling & Psychological Services http://counselingcenter.charlotte.edu/</p>

The UNC Charlotte Counseling Center offers individual counseling to assist students with concerns of a personal nature by helping them develop better coping strategies, resolve conflicts, and handle crisis situations.

Disability Services <http://ds.charlotte.edu>

The Office of Disability Services works with current undergraduate and graduate students to ensure equal access to UNC Charlotte's campus and educational programs. All services are dependent upon verification of eligibility. Once approved for services, students receive appropriate and reasonable accommodations which are based upon the nature of an individual's disability and documented needs.

International Programs <http://oip.charlotte.edu> Numerous educational programs are provided to assist international students in achieving academic and personal success on campus.

University Center for Academic Excellence <http://ucae.charlotte.edu>

The UCAE provides skill workshops (e.g., procrastination prevention, time management), free peer tutoring, and assistance for students on academic probation.

Dean of Graduate School <http://graduateschool.charlotte.edu/>

The Graduate School provides an Ombudsperson whose goal is to stop problems before they become difficult issues. The Ombudsperson will listen to a student's concerns and provide confidential advice, when appropriate, which may include referring students to existing resources. Any interactions are considered informal and not part of an established University process.

Office of Multicultural Academic Diversity &

Inclusion <https://oadi.charlotte.edu/>

Multicultural Academic Services consists of a variety of distinct programs collaborating to reach a singular objective: to provide academic support services that foster the recruitment, retention, and graduation of students, especially underrepresented students at UNC Charlotte. Services rendered include, but are not limited to, academic advising, academic issues workshops, peer counseling and tutoring, and personal counseling.

Office of Identity, Equity, & Engagement

<https://identity.charlotte.edu/>

The Office of Identity, Equity, and Engagement supports educate, develop, and engage students regarding their various intersecting identities (gender identity, socioeconomic status, race, ethnicity, religion, sexual identity, etc). The mission is to provide students an affirming and equitable environment committed to fostering a campus community that celebrates and supports expansion of identities.

Writing Resources Center

<https://writing.charlotte.edu/writing-resourcescenter>

The Center provides one-to-one writing instruction to students, faculty, and staff from first-year to graduation in any discipline. The Center's goal is not to fix papers, but to develop better

The Office of Adult Students and Evening Services oases@charlotte.edu

The Office of Adult Students and Evening Services provides academic advice and information to adult, evening and week-end students. Designed to enhance student success and promote academic excellence, OASES works collaboratively with academic units to provide the 49er Finish program, re-entry programs, advising, scholarships, a nontraditional student organization, a mentoring program, newsletters, and an honor society for adults.

