INTRODUCTION

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

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

MISSION AND OBJECTIVES

SCHOOL OF EDUCATION
Preparing Leaders in Education
The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

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

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

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

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

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

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

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

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

SOE Conceptual Framework Dispositions
Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.
   1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
   2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

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

Objectives:
- Prepare counselors who understand and utilize strengths-based theory and research within a comprehensive school counseling program.
- Prepare culturally competent practitioners who promote educational access and social justice.
- Prepare leaders and advocates within the school and broadly for the profession.
- Produce research and influence policy that enhances the school counseling field.

Preparation Model
The M.Ed. program in School Counseling at the University of North Carolina is predicated on the Strengths-Based School Counseling (SBSC) model that asserts that the school counselor’s primary role is to promote and advocate for positive youth development for all students and for the environments that enhance and sustain that development.

The SBSC approach characterizes positive youth development as nurturing and enhancing empirically-identified student strengths or competencies rather than focusing on student weaknesses and problem areas.
SBSC provides a framework to guide the practice of school counseling in the 21st century that is both compatible with and operationalizes many of the features of the ASCA National Model for School Counseling Programs.

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

The Six Guiding Principles of Strengths-Based School Counseling

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

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

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

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

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

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

2009 Council for Accreditation of Counseling and Related Educational Program Standards (a full description of standards are located at cacrep.org).

PROFESSIONAL IDENTITY
Eight common core knowledge areas include:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. HELPING RELATIONSHIPS
6. GROUP WORK
7. ASSESSMENT
8. RESEARCH AND PROGRAM EVALUATION

SCHOOL COUNSELING PROGRAM AREA
Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS
A. Knowledge
1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge
1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices
1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT
G. Knowledge
1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices
1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION
I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.
J. Skills and Practices
1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT
K. Knowledge
1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices
1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION
M. Knowledge
1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

N. Skills and Practices
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote
student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP
O. Knowledge
1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices
1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Program of Studies

1. Thirty (30) hours of content courses.
2. Twenty four (24) hours of skill/clinical courses.
3. Six (6) hours of graduate level electives, approved by the advisor.

Semester One - Summer
Summer Session I
EDUC 605  Introduction to Strengths-Based School Counseling 3 hrs
EDUC 606  Theories of Counseling 3 hrs

Summer Session II
EDUC 608  Prepracticum in School Counseling 3 hrs
EDUC 610  Guidance and Group Counseling 3 hrs

Semester Two - Fall
EDUC 713  Tests and Measurements 3 hrs
EDUC 766+  Practicum in School Counseling 6 hrs
EDUC 827  Human Development 3 hrs
EDUC 705+  Internship in School Counseling (F) 3 hrs
EDUC 707 Cross-Cultural Counseling 3 hrs

Semester Three - Spring
EDUC 704 Promoting College Access and Career Development 3 hrs
EDUC 705+ Internship in School Counseling (Sp) 9 hrs
EDUC 709 Applied Investigations 3 hrs
EDUC 711 Promoting Academic Development 3 hrs

Semester Four - Summer
Summer Session I
EDUC 705+ Internship in School Counseling (Su) 3 hrs
--- Elective 3 hrs

Summer Session II
EDUC 706 Leadership and Collaboration in School Counseling 3 hrs
--- Elective 3 hrs

+ Practicum is a module course that runs August through October (10 weeks). Students must spend a minimum of 100 (40 direct service) clock hours in practicum field work. Fall Internship is a module course that runs November through December, and Internship continues in the spring and summer semesters. Students must spend a minimum of 600 (240 direct service) in internship field work. The schedule for accumulating the required 700 total hours is typically completed in three full time days per week at the school site and/or arranged with both the field supervisor and the EDUC 766 and 705 instructors.

Electives
The list below provides some examples of appropriate elective courses. It is not exhaustive (i.e., courses may be taken elsewhere and transferred in). All elective courses must be graded on the H,P,L system and considered at the graduate level at UNC-CH (verification of graduate level may be checked with the student service office in the School of Education.) Elective courses must also be approved by the student's advisor in writing.

++ Courses Recommended by Faculty--If possible students applying to the program may want to consider graduate coursework in special education.

From Education:
• EDUC 403 Schools, Families, and Culture
• EDUC 503 Leadership Seminar
• EDUC 506 Politics, Policymaking and America’s Schools
• EDUC 520 Early Language and Literacy Learning-Birth to 3rd Grade
• EDUC 521 Schools, Cultures and Communities I
• EDUC 532 Child and Adolescent Development
• EDUC 533 Social Justice in Education
• EDUC 689++ Foundations of Special Education
• EDUC 708++ School Consultation Methods
• EDUC 710 Statistical Analysis of Educational Data I
• EDUC 719 Behavioral Intervention in Counseling and School Psychology
• EDUC 724 Parent and Community Engagement for the School Executive
• EDUC 727 The Social Context of Educational Leadership
• EDUC 796a Independent Study
• EDUC 758 Immigration and Education
• EDUC 762 Child Development and Disability
• EDUC 763 Biological Bases of Children's Development
• EDUC 767 Seminar in Educational Studies
• EDUC 771 Seminar in Social Foundations of Education
• EDUC 772 Educational Sociology
• EDUC 774 Social and Educational History of the United States
• EDUC 776 Gender, Race and Class Issues in Education
• EDUC 779 Philosophy of Modern Education
• EDUC 781 Theories and Research in Human Development
• EDUC 782 Psychology of Learning in the School
• EDUC 784 Statistical Analysis of Educational Data II
• EDUC 785 Program Evaluation in Education
• EDUC 800 Introduction to Schools
• EDUC 811 Problems in School Counseling
• EDUC 817 Introduction to Educational Research
• EDUC 843 Representations of Education in Popular Culture
• EDMX 733 Spanish for Educators
• EDMX 782 Behavioral Support Methods

From Social Work
• SOWO 500 Human Development in Context I: Infancy to Adolescents
• SOWO 700 Alcohol, Tobacco, and Other Drugs (ATOD): Abuse and Dependence
• SOWO 850++ School Social Work: Policy and Practice
• SOWO 853 Approaches to Brief Treatment

From Psychology
• PSYC 471 The Study of Adolescent Issues and Development
• PSYC 500++ Developmental Psychopathology
• PSYC 501 Advanced Personality
• PSYC 566 Attitude Change
• PSYC 761 Advanced Social Development

From Sociology
• SOCI 425 Family and Society, Junior/Senior Section

SOCI 427 The Labor Force (MNGT 427)

GENERAL POLICIES

1. The School Counseling Program is governed by the policies of the Graduate School of the University of North Carolina at Chapel Hill. Therefore you should be aware that:
a. An F in any course disqualifies you from graduate study.

b. Nine hours of L (Lowest Passing Grade) in your courses disqualifies you from graduate study.

In order to appeal a grade you should follow the procedure for Grade Appeals described in detail in the Graduate School Handbook. The School of Education follows this policy. Please review at http://handbook.unc.edu.

c. Up to 12 credit hours of graduate level courses toward the M. Ed. may be transferred from other institutions (within last 5 years, grade of B or better, not pass/fail). These credits must relate to school counseling and must be approved by your program advisor. During the summer semester any of the core faculty can serve as your advisor. During the regular year, your on-campus fieldwork supervisor is your advisor.

d. Electives must be approved by your advisor. As noted above your advisor is your fieldwork supervisor.

e. You must pass the School Guidance and Counseling subject assessment (Test Code 0421) of the PRAXIS II to qualify for the M.Ed. degree. The PRAXIS is a standardized test that is required for licensure in North Carolina; it is also used as the programs comprehensive examination. The PRAXIS should be taken in either March or April. Before registering for the PRAXIS exam, you should review the information on the SOE website (http://soe.unc.edu/services/student_affairs/licensure/masters.php), as well as the information on the PRAXIS website (http://www.ets.org/praxis/prxtest.html). Whichever registration method you choose, you should be sure to include UNC’s school code (5816) in both items 11 AND 12 (College where training was received AND Agencies to receive score reports, respectively). This is VERY important, as it is the only way that the University can receive your scores to be evaluated for exiting from the program and for licensure. A copy of your score report must be given to the program coordinator.

2. The School Counseling Program is approved by the North Carolina Department of Public Instruction to prepare licensed school counselors. To qualify for the NC K-12 School Counselor Licensure you must:

a. Complete the training program without receiving an F or three L’s in your course work.

b. Complete the training program by earning P’s (Passing Grade) or better in your fieldwork. An L in either EDUC 766 Practicum in School Counseling or EDUC 705 (F, Sp, Su) Internship in School Counseling precludes you from licensure as a school counselor.
c. Pass the examinations prescribed for school counselors by the North Carolina Department of Public Instruction. As discussed above, students who will be licensed for the first time in North Carolina must take the PRAXIS II Subject Assessment (Test 0421 – Professional School Counselor). Students who currently hold, or have ever held, licensure in another concentration licensed by the North Carolina State Department of Public Instruction must also take the PRAXIS II specialty area examination for school counseling.

d. File an application for licensure through the School of Education Office of Student Affairs. Information on Licensure can be found online at: http://soe.unc.edu/services/student_affairs/licensure/masters.php. The Office of Student Affairs is located in 103 Peabody Hall.

e. Students who hope to be licensed in states other than North Carolina should also contact the School of Education Office of Student Affairs (103 Peabody) or check the ASCA website to see about reciprocity. The link to ASCA’s information regarding state certification requirements is: www.schoolcounselor.org/content.asp?contentid=242.

3. Related to licensure and certification, principles C.2.a., b., and c. of the ACA Code of Ethics: As approved by the ACA Governing Council 2005 state that:

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

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

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

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

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

Individual faculty members do not “automatically” provide verbal and/or written endorsement (e.g., letters of recommendation); therefore, if you want a faculty member to provide a verbal and/or written endorsement for you, please make a specific request to that faculty member for an endorsement or letter of recommendation. In making a
request, it is important to determine that the faculty member is knowledgeable about your performance in the program and is able to comment on the extent to which your qualifications are compatible with and appropriate for the position to which you are applying. In general, faculty members are happy to provide both verbal and written endorsements/recommendations for students and program graduates, as long as the endorsements are appropriate as described above. Please contact the UNC University Career Services office to inquire about having letters of recommendations put on file for future use. For more information on the Career Services Office, visit their website at: http://careers.unc.edu/aboutucs/painter/.

PROFESSIONAL DEVELOPMENT POLICIES AND CREDENTIALLING

The School Counseling Program is designed to train professional school counselors. The implication of this is that students entering the program are expected to develop the knowledge base and skills they need to fill the role of the professional school counselor. Just as importantly, they are also expected to develop and demonstrate the attitudes and behaviors of a professional counselor. Among other things being a professional school counselor means practicing ethically, participating in continuing education throughout one’s career, and joining and becoming involved in professional organizations. Accordingly, it is the policy of the School Counseling Program that each student will:

1. Purchase the textbooks *Strengths-Based School Counseling: Promoting Student Development and Achievement* and the 3rd edition of the American School Counselor Association National Model (see ASCA website). Both texts will be available at student bookstores. Both texts will be used throughout the program, e.g. Practicum / Internship, Promoting Academic Dev., Promoting Career Dev., etc.

2. Join the American School Counselor Association (ASCA) by **July 1, 2013**. You will need to provide verification of your membership to the Program Coordinator by **August 1st**.

Applications to the American School Counselor Association, the American Counseling Association, the North Carolina School Counseling Association (and related divisions) are available online. Links to the websites of these organizations can be found on the School Counseling Program website at: http://soe.unc.edu/academics/med_sch_counseling/student_resources.php.

3. Attend at least one professional convention by **April 1, 2014**. The NCSCA annual conference is recommended by the faculty. Information about the NCSCA Fall Conference can be located at the NCSCA website: http://www.ncschoolcounselor.org. You will need to provide verification of your membership to the Program Coordinator by **April 1st**.
4. As noted elsewhere, upon successful completion of the program you will be eligible for the Advanced Graduate License in School Counseling, which is required to practice as a school counselor in North Carolina.

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

After years of practice, you may be eligible to apply for certification as a National Certified Counselor and National Certified School Counselor. Information about the NCSC can be obtained from the National Board for Certified Counselors. You can also work to be eligible for licensure as a Licensed Professional Counselor in North Carolina (LPC). Information about NCLPC can be obtained from the NCLPC State Board. Finally you also can become eligible to become Nationally Certified by the National Board for Professional Teaching Standards (NBPTS). Information can be obtained from NBPTS.

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

**PRACTICUM AND INTERNSHIP POLICIES**

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

1. **Field work cannot begin until arrangements have been completed for liability insurance and the completion of criminal background checks.** The School of Education pays for professional liability insurance for school counseling students, and the program coordinator makes arrangements for this coverage as each new student cohort begins the program. Professional liability insurance is also provided by membership in ASCA. For more information this service of ASCA, visit: http://www.schoolcounselor.org/content.asp?contentid=185.
School districts require that students complete criminal background checks before they can begin their field placement (i.e., practicum and internship) experiences. The program coordinator will direct students to complete background checks once placements have been determined. Forms can be found in the Student Resources link of the left sidebar of the website under ‘Student Internship Forms’

2. Field placement sites are normally scheduled in school districts adjacent to Chapel Hill. All students are expected to provide their own transportation to these sites which tend to be located within a 30 mile radius of Chapel Hill (approximately).

3. The primary purpose of the field experience is to provide students with the opportunity to develop skills in individual and group counseling, teacher and family consultation, and classroom guidance planning as well as leadership, advocacy, collaboration, and coordination of counseling and guidance activities. Students who lag behind in skill development will be asked to engage in additional activities including extra supervision sessions to promote skill acquisition. Students who have not developed the skills needed to function effectively as a school counselor by the end of the field experience will be asked to return for at least an additional semester of field experience.

4. You will be expected to be at your school site 3 days per week throughout the entire course of the school year. School day schedules vary and professional school counselors often work beyond the student schedule. It will begin in August and typically concludes in June.

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

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

6. Students are required to monitor their direct service and total hours in the field placement very closely. Forms on which to record your hours are available on our website at http://soe.unc.edu/academics/med_sch_counseling/student_resource.php. You will be required to turn one copy of these records in to the program, and you should keep one copy for your own files. **You should always maintain an original and a copy of all records of fieldwork hours and supervisor evaluations.** In order to ensure that program requirements are met, students should meet or exceed the following direct and total service guidelines as they proceed through the program.
Guideline to Acquiring Hours

<table>
<thead>
<tr>
<th></th>
<th>Practicum Total*</th>
<th>Fall Internship</th>
<th>Spring Internship</th>
<th>Summer Internship</th>
<th>Internship Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Hours</td>
<td>40</td>
<td>60</td>
<td>140</td>
<td>40</td>
<td>240</td>
</tr>
<tr>
<td>Indirect Hours</td>
<td>60</td>
<td>140</td>
<td>160</td>
<td>60</td>
<td>360</td>
</tr>
<tr>
<td>Total Hours</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>100</td>
<td>600</td>
</tr>
</tbody>
</table>

*Please note that practicum module coursework and clinical hours are distinct from internship module/coursework and clinical hours. Practicum requirements must be successfully completed before moving on to Internship.

7. Many factors may influence students’ ability to complete the required amount of hours and thus the ability to complete the requirements specified above. Personal circumstances such as a death in the family and illness may cause students to miss work in the field placement. Inclement weather may also reduce the number of days spent in the field. Therefore students should engage in judicious planning that will result in more than the minimum number of direct and total service hours if no interruptions in the field placement occur.

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

9. The official calendar for the school district in which you have been placed is the calendar that will govern your work, not the university’s calendar. Accordingly, you should plan your winter holiday break to begin at the point that your school site adjourns for the holiday and to end when your school reconvenes. Your spring break also should be planned to correspond to your school’s calendar, not the university’s schedule. At the end of UNC’s spring semester, you will continue working three days per week through the end of the public school year.
10. You will continue to be involved in supervision throughout your clinical placement. *Deviation from this schedule for any reason other than illness or a death in the immediate family must be approved by both your campus and field supervisor.*

11. In the past it has been a common error for students to assume that when they complete 700 hours of course work they can reduce the amount of time they spend at their field sites. This is not the case! Some students spend more than 850 clock hours in the schools.

12. The school to which you are initially assigned in the fall is your primary placement, and the vast majority of your time is to be spent in this school. However, you will have assignments for some additional experiences in schools at other levels. These assignments will be described in your practicum and internship syllabi. The goal of these assignments is to make you aware of the differences in the functioning of school counselors at different levels.

13. During all phases of the field experience you will receive one hour per week of individual supervision from your field supervisor, and one and one-half hour per week of group supervision from your campus supervisor. In practicum, you will also receive an average of one hour per week of triadic supervision from your campus supervisor. CACREP defines triadic supervision as - a tutorial and mentoring relationship between a supervisor and two counseling students. In internship, you will receive an average of one hour every other week of triadic supervision from your campus supervisor. However, it is not uncommon for students to be required to spend additional time in supervisory activities with their campus supervisors. Of this supervision, only the time spent with your field supervisor should be recorded in your weekly counselor’s log. Triadic supervision hours should be recorded weekly on the Field Placement Hours Summary log. Be sure to record the supervision received in the field on the log documents provided on the program website: http://soe.unc.edu/academics/med_sch_counseling/student_resource.php.

14. Students are encouraged to keep a reflective log during their fieldwork. This log should contain questions that arise each day (Questions that arose today were ---), sources of anxiety about your practice (Today I got nervous when ----) sources of satisfaction (I felt good today when -------). This log can be shared with both your campus and field supervisor each week and can serve as the basis of some of your supervision.

15. It is the student’s responsibility to document his/her time spent in the field placement, including the types of activities engaged in while on the site. Accordingly, each student will maintain a daily log that is to be summarized and verified by the primary site supervisor. This sheet can be found on the website and is called the “Counselor’s Weekly Log.” It requires that you differentiate your time between direct and indirect service. In addition, you will be required to keep an on-going record of your hours using the “Field Placement Hours Summary” sheet which can also be found on-line.
16. It is also the student’s responsibility to document her/his skill development in the following areas: individual and group counseling; classroom guidance leadership; teacher and parent consultation; advocacy, collaboration, coordination, and the use of assessment devices. **A portion of this documentation can come through oral and written reports, but because of the nature of these skills, the bulk of the documentation must come through the presentation of audio and videorecordings.** In order to provide this documentation each student should purchase a digital recorder that delivers clearly audible voice reproduction. Additionally, each student should purchase a 2 GB (or more) flash drive to enable the transfer of recordings to faculty. Finally, many students have found it helpful to have a flip camera (or comparable item) to facilitate video recordings of groups. Failure to provide this documentation will result in either delay in completion of the program or dismissal from the program.

17. In all aspects of the field experience students are expected to follow both the rules and policies of the school in which they are working and the principles of the code of ethics of the American School Counseling Association and the American Counseling Association as well as the laws of North Carolina.
Remediation Plan for Successful Completion of EDUC 766

In order to continue on to EDUC 705, Fall Internship, you must successfully demonstrate all of the following requirements:

1) The ability to use basic counseling skills in an individual counseling session
2) Satisfactory completion of all other assignments.
3) 40 hours of direct service
4) 60 hours of indirect service

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

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

Remediation Plan for Completion of Clinical Sequence: EDUC 705 Fall, Spring, and Summer Internship

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

1. The ability to conduct a Solution-Focused session in individual counseling.
2. The ability to conduct a Cognitive Behavior Therapy session in individual counseling.
3. Satisfactory completion of all other assignments.
4. 240 hours of direct service
5. 360 hours of indirect service

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

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

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

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

____________________________            __________________
Student’s Signature    Date