

# COUNSELING AND EDUCATIONAL DEVELOPMENT

*School of Education*

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<https://soe.uncg.edu/academics/departments/ced> (<https://soe.uncg.edu/academics/departments/ced/>)

**Kelly L. Wester**, *Chair of the Department*

**L. DiAnne Borders**, *Graduate Program Director*

## About

There are two primary program areas in counselor education for which full-time master's and doctoral degrees are offered: clinical mental health counseling and school counseling. Within these two program areas, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation to the following programs and specializations in the Department of Counseling and Educational Development at UNC Greensboro: clinical mental health counseling (M.S.), school counseling (M.S.), couple and family counseling (M.S.), and counseling and counselor education (Ph.D.). Applicants admitted to a program are expected to enroll as full-time students, registering for 9 or more credit hours each semester.

The counseling program also offers two Post-Baccalaureate Certificates: 1) Mental Health in Children and Adolescents and 2) Addiction Treatment. For information about the two certificate offerings, please see the links to each certificate.

## Curriculum

The Counselor Education program faculty adheres to the scientist-practitioner model of training. Consistent with this approach is the program's goal of graduating students who have broad knowledge of counseling theory and process, possess a high level of competency in providing professional services to diverse client populations, and view assessment and research in counseling as a continuous cyclical activity throughout the counseling process. Research is a means of obtaining and using information to generate and establish counseling goals and strategies, and for identifying "best practices" or empirically-based practices that are integral to effectiveness in counseling. The focus of this ongoing process is to bring about client change. The major tenets underlying the program include the following:

1. Exposure to a variety of theoretical orientations to counseling,
2. Reliance on both the clinical-counseling and vocational-educational approaches in designing counseling and programmatic interventions,
3. A commitment to developing the student's skills as a clinician who uses research methodology in practice,
4. A strong emphasis on the normal developmental issues of the individual as opposed to an approach based on pathology, and
5. Intentionality around challenging students to increase their self-awareness about and knowledge of various populations, and to use culturally-appropriate interventions in an effort to become multiculturally competent practitioners.

Especially important to the program faculty are the commitment to mental "health" (or wellness) and the value attached to understanding the common developmental themes throughout a person's life. An appealing feature is the diversity of the faculty's theoretical orientations, which translates into a variety of research opportunities available to creative students, as well as varied counseling approaches and different applied settings for gaining training experience.

To achieve the program's curriculum goals of the scientist-practitioner model of training, students are required to demonstrate satisfactory knowledge in each of the following core areas: the helping relationship; group dynamics, process, and counseling; social and cultural diversity; human growth and development; career and lifestyle development; appraisal of individuals; research and evaluation; and professional orientation. Available within the program requirements are courses offered by other departments that enable students to benefit from the resources of the entire University.

Required professional core courses constitute the cognitive foundation for the development of skills in providing professional services. Also available are specialized courses dealing with particular groups and environmental settings, such as courses in family intervention, counseling children and adolescents, and substance use. Supervised clinical experience in the Vacc Counseling and Consulting Clinic is offered throughout the program parallel to core and specialty courses. Supervised experience in applied settings is available on campus as well as at off-campus sites; these include community mental health services; career counseling and placement; inpatient facilities; college counseling centers; public and private K-12 schools; child, youth, and family agencies; and sports, outreach, and alcohol and drug programs. Students are encouraged to explore internship experiences specifically tailored to their individual needs and interests. This diversity of opportunities allows students to develop programs consistent with their own particular goals and talents.

Students are given strong encouragement to participate in professional organizations and collaborate on original research projects. Opportunities for professional involvement and leadership development include the student honor association in the Department as well as state and national counseling organizations. Applied research courses are available at the entry level and required at the doctoral level. To help students design and complete high quality, relevant dissertations, doctoral students are required to take courses in research design and statistics, and quantitative and qualitative methods of data analysis. In addition to being given strong encouragement to participate in original research projects and presentations at professional meetings, students are expected to work closely with their selected professors in conducting their research projects. Close consultation with the faculty is strongly encouraged, particularly for students working on doctoral dissertations. The faculty views doctoral research as providing students with a starting point for developing an ongoing research program that continues beyond completion of their degree.

Mechanisms for student evaluation include progress evaluations by instructors, practicum supervisors, and internship supervisors - both at the University and at internship sites. Capstone projects and comprehensive exams provide valuable feedback to students regarding their progress in the program. Faculty supervisors appraise students' clinical skills, and this feedback is available to students.

A majority of M.S. students complete the required curriculum in two years. Ph.D. students generally complete their degree in three years. Although a few doctoral students complete their dissertations after their

full-time study at the University, students are strongly encouraged to complete all degree requirements before leaving.

Graduates are eligible for one or more state and national credentials. Because the program is CACREP-approved, all fully enrolled master's students can take the National Counselor Examination for Licensure and Certification (NCE) during their last semester of the program. The NCE is the first step toward becoming a National Certified Counselor (NCC) and a Licensed Clinical Mental Health Counselor (LCMHC) in North Carolina. In addition, the post-master's experience requirement for the NCC credential is waived. The NCC credential is a prerequisite for national specialty certifications offered by the National Board of Certified Counselors (NBCC), including school counseling and clinical mental health counseling. School counseling graduates are eligible for the "G" state school counseling license. Those who complete the Post-Baccalaureate Certificate in Mental Health in Children and Adolescents are eligible for the "S" state school counseling license. Those who complete the Post-Baccalaureate Certificate in Addiction Treatment are prepared to pursue North Carolina Substance Abuse Professional Practice Board (NCSAPPB) credentials.

Recent graduates of the program have accepted positions in diverse settings similar to the breadth of internships available for students. The interest and talents of the students have served as the major criteria for determining the type of internship and employment obtained.

#### **Professor**

L. DiAnne Borders, *Burlington Industries Excellence Professor*<sup>G</sup>  
 Carrie Wachter Morris<sup>G</sup>  
 Kelly Lynn Wester<sup>G</sup>  
 Scott Young<sup>G</sup>

#### **Associate Professor**

Connie T Jones<sup>G</sup>

#### **Assistant Professor**

Christian Derek Chan<sup>G</sup>  
 Jennifer D Deaton<sup>G</sup>  
 Jennifer K. Niles<sup>G</sup>

#### **Clinical Assistant Professor**

Alex Smith Cammarano  
 Rebecca Mathews<sup>G</sup>

#### *G Graduate-level faculty*

- Mental Health and Wellness Undergraduate Minor (<https://catalog.uncg.edu/education/counseling-educational-development/mental-health-literacy-wellness-minor/>)
- Counseling, M.S. (<https://catalog.uncg.edu/education/counseling-educational-development/counseling-ms/>)
- Counseling and Counselor Education, Ph.D. (<https://catalog.uncg.edu/education/counseling-educational-development/counseling-phd/>)
- Addiction Treatment, Post-Baccalaureate Certificate (<https://catalog.uncg.edu/education/counseling-educational-development/addiction-treatment-pbc/>)
- Mental Health in Children and Adolescents, Post-Baccalaureate Certificate (<https://catalog.uncg.edu/education/counseling-educational-development/mental-health-children-adolescents-pbc/>)