Underlying the program include the following:

1. A strong emphasis on the normal developmental issues of the individual as opposed to an approach based on pathology, and
2. Intentionalism around challenging students to increase their self-awareness about and knowledge of diverse 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 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
Carrie Wachter Morris
Christine Elizabeth Murray
Kelly Lynn Wester
Scott Young

Associate Professor
Connie T Jones

Assistant Professor
Christian Derek Chan
Jennifer D Deaton
Jennifer K. Niles

Clinical Assistant Professor
Rebecca Mathews
Kimberly S Williams

Graduate-level faculty

- 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/)