

University of North Carolina at Charlotte

CSLG 3-10-09

New Graduate Courses

Course and Curriculum Proposal from the Department of Counseling

Title: *Establishment of Three 1-Credit Courses in the Doctoral Program in Counseling*

A. Proposal Summary and Catalog Copy

1. Summary

The Department of Counseling proposes to add three 1-credit required courses to the doctoral graduate curriculum: CSLG 8105, CSLG 8106, and CSLG 8107.

2. Proposed Catalog Copy

CSLG 8105 Doctoral Seminar (1). Prerequisites: None. Required in the first semester of doctoral study. The course serves as an orientation for doctoral students about the doctoral program, doctoral culture, the counseling faculty, and current and emerging professional issues in counselor education and supervision. Students will become familiar with CACREP standards and how they apply to counselor education. In addition, students will have the opportunity to learn about the research trends in the field of counseling. Finally the course will address professional development as a scholar. Fall.

CSLG 8106 Advanced Multicultural Career Counseling (1). Prerequisites: CSLG6150 or equivalent and CSLG8345. This course is designed to help advance student's level of knowledge by examining the most recent career development theory and research practices. It will provide knowledge and require students to use higher level critical thinking skills needed to enhance the quality of the career development interventions delivered to diverse populations in our global economy. Students should have completed an introductory course in career development and counseling before enrolling in this course. Spring.

CSLG 8107 Advanced Group Seminar (1). Prerequisites: CSLG 6120 or equivalent and CSLG 8431. The purpose of this course is to enhance understanding of group theory and practice. This course will integrate advanced group theory with application of group leadership skills. Students will develop counseling skills by providing leadership to small laboratory counseling groups. Group leadership skills will be linked to theoretical stages of group development. Fall, Spring.

B. JUSTIFICATION

1. Need

The doctoral program in the Department of Counseling is in its 8th year. When we conceptualized our program, we incorporated the study of advanced career and advanced groups as components of other required courses. Addressing these content areas is consistent with both the national accreditation standards outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and to be more consistent with the offerings of other doctoral programs. However, as our doctoral program has evolved we have learned that we need to have specific one credit courses to address these content areas.

The addition of the three one credit classes will address the need for having an introductory doctoral seminar, a seminar in Advanced Career, and a seminar in Advanced Groups.

2. Prerequisites/Corequisites

One prerequisite is acceptance into the doctoral program in the Department of Counseling at UNC Charlotte. There are no course prerequisites for the Doctoral Seminar (CSLG 8105). A prerequisite for Advanced Career Seminar (CSLG 8106) is CSLG 6145 or equivalent and CSLG8345. A prerequisite for Advanced Group Seminar (CSLG 8107) is CSLG 6120 or equivalent and CSLG 8431.

3. Appropriateness of Course Numbering

CSLG 8105, CSLG 8106, CSLG 8107 are doctoral graduate-level designations, therefore appropriate for students enrolled in the doctoral level of graduate programs.

4. Improvement of Scope and Quality of Counseling Program

As stated above, Advanced Career Seminar (CSLG 8106) and Advanced Group Seminar (CSLG 8107) are areas of study required by our accreditation body, CACREP. Specifically, the standards state, "Learning experiences beyond the entry-level are required in all of the following content areas: theories pertaining to the principles and practice of counseling, *career development*, *group work*, systems, and consultation." As mentioned above, with the evolution of our program, we have found that these areas have not been address specifically or consistently, so we believe we will strongly improve the quality of our program with these two seminars. With regard to the Doctoral Seminar (CSLG 8105), the course has been taught as an 8000 course for the last two years. It provides a structured forum for entering students to learn about the program and become oriented toward current issues related to counselor education and supervision.

C. IMPACT

1. Students Served

The audience for the three proposed courses are doctoral students in the Department of Counseling.

2. Effect on Existing Courses and Curricula

a. When and how often the courses will be taught

The Doctoral Seminar (CSLG 8105) will be taught during fall semester each year for incoming doctoral students. The Advanced Career Seminar (CSLG 8106) will be taught during the spring semester each year. The Advanced Group Seminar (CSLG 8107) will be taught during the fall and spring semesters each year.

b. Affect on other courses

The proposed courses would have no affect on other courses in the doctoral program.

c. Anticipated enrollment for credit and auditors

The anticipated enrollment for each class is approximately 8 students per year which is the number of desired number of doctoral students admitted each year.

d. Affect of enrollment in other courses and way of determining this

These courses will not affect the enrollment in the other required curricular offerings.

e. Experience as a special topics course

CSLG 8105, Doctoral Seminar, was taught as a special topics course during fall 2005, fall 2006, fall 2007, and fall 2008. The enrollment was 8 students. The course was received well by students because it met the need for orienting them to the doctoral program, helping to create a “doctoral culture” in the department, and helping familiarize them with trends in the field.

f. Other areas of catalog copy that would be affected

The additional courses would affect the catalog copy in the following ways:

The courses would increase the number of minimum credit hours required for the degree from 57 to 60.

The courses would need to be added to the list of required courses in the program.

D. RESOURCES REQUIRED

1. Personnel

- a. None. The current faculty can incorporate the proposed courses into their existing course loads. The one credit classes will be added to the faculty's current course load, and incorporated in the following ways: (1) Doctoral Seminar (CSLG 8105) is considered a duty of the Doctoral Coordinator; (2) Advanced Career Seminar (CSLG 8106) is an additional course and when a faculty member has taught three of the one credit courses, the faculty member will be given a course release of one course to compensate for the original overload; and (3) Advanced Group Seminar (CSLG 8107) is considered a component of CSLG 6120 Group Counseling. No additional faculty or student assistants will be required.
- b. All faculty in the department are qualified to teach the proposed courses.

2. Physical Facility

None. Existing classrooms will be used.

3. Equipment and Supplies

None. Existing equipment and supplies will be used.

4. Computer

None. Students and faculty will not require computing resources other than that currently existing.

5. Audio - Visual

None. No new audio-visual equipment will be required.

6. Other Resources

None. No additional resources will be required.

7. Additional Funding Needed

None.

E. CONSULTATION WITH LIBRARY AND OTHER DEPARTMENT AND UNITS**1. Library Consultation**

See attachment.

2. Consultation With Other Department and Units

Department of Health Promotion and Kinesiology
Social Work Program, Department of Sociology, Anthropology, and Social Work
Department of Criminal Justice
Community Health Nursing Graduate Program
Department of Special Education, and Child Development
Department of Psychology

F. INITIATION AND CONSIDERATION OF THE PROPOSAL**1. Originating Unit**

The addition of the three one credit courses has been discussed by the faculty in the Department of Counseling. There was strong support from the faculty that the courses are needed in the program.

2. Other Considering Units

None.

G. ATTACHMENTS**1. Course syllabi**

**The University of North Carolina at Charlotte
College of Education**

Course Outline

COURSE NUMBER: CSLG 8105 **CREDIT HOURS:** 1

COURSE TITLE: Doctoral Seminar

CATALOG DESCRIPTION

The course serves as an orientation for doctoral students about the doctoral program, doctoral culture, the counseling faculty, and current and emerging professional issues in counselor education and supervision. Students will become familiar with CACREP standards and how they apply to counselor education. In addition, students will have the opportunity to learn about the research trends in the field of counseling. Finally the course will address professional development as a scholar. Fall

COURSE PREREQUISITES

None

COURSE COREQUISITES

None

COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS

The rationale for the class is to orient doctoral students about the program by providing a consistent forum for discussing and presenting issues that are relevant to doctoral students as they progress through their program of study.

COURSE OBJECTIVES

Upon completion of this course, the student will

1. Understand the requirements of CACREP doctoral programs.
2. Develop a working timeline for their progress through the doctoral program.
3. Become familiar with the research interests of the faculty.
4. Address issues of professional orientation
5. Address issues in professional development as a scholar (e.g., APA style, manuscript preparation)
6. Gain knowledge on current and emerging issues in the counseling profession relevant to counselor education and supervision.

COURSE CONTENT

Upon completion of this course, the student will:

1. Gain knowledge on current and emerging issues relevant to counselor education and supervision.
2. Become proficient in APA writing style.
3. Become knowledgeable about the latest CACREP standards.
4. Become familiar with the Doctoral Handbook and program requirements.
5. Become familiar with research interests of faculty.
6. Create a tentative timeline for progressing through the program.
7. Develop tentative Program of Study. You are likely to modify this when you work with your Program Advisor (Due October 1).
8. Select Program Advisor and Committee and submit Appointment of Doctoral Advisory Committee form.

ILLUSTRATIVE COURSE ACTIVITIES

The course will operate as a seminar. While specific information will be presented (e.g., program requirements, faculty presentations of interests and expertise), the small group format will encourage student discussion about the content of the course. All classes will be opportunities for each student to share ideas and reflect upon the ideas of the other doctoral students. The class meets for 5 class sessions of 3 hours each.

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

The course will be graded Pass/Unsatisfactory. Student performance will be evaluated based on attendance in class, participation in class, submission of required forms (e.g., Program of Study, Appointment of Doctoral Advisory Committee).

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Because this is not a course focused on academic content, the bibliography for the class will only consist of:

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Doctoral Program Handbook (<http://education.uncc.edu/counseling/doctoral.html>)

McAdam III, C. R., Forster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education & Supervision*, 46(3), 212-229.

CACREP 2009 Standards.

Topical Outline of Course Content

- Week 1 Introduction
Expectations: academic, professional, relational, dispositional
Professional development: professional association involvement, listservs,
knowledge, skills; job sites.
- Week 2 Doctoral Handbook
CACREP new standards: How they impact students' program of study and job-
preparedness.
Due: Course sequence timeline.
- Week 3 APA writing format
Ethics in writing and research
Due: Tentative Program of Study
- Week 4 Current and emerging issues
Reading: McAdam III (2006).
Due: Short reflection paper on interaction with faculty
- Week 5 Current and emerging issues - continued
Due: Appointment of Doctoral Advisory Committee form

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Dr. Phyllis Post

**DATE OF APPROVAL OF THIS COURSE OUTLINE BY THE APPROPRIATE
COLLEGE CURRICULUM COMMITTEE**

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date

Chair: _____

**The University of North Carolina at Charlotte
College of Education**

Approved Course Outline

COURSE NUMBER: CSLG 8106 **CREDIT HOURS:** 1

COURSE TITLE: Advanced Multicultural Career Counseling

CATALOG DESCRIPTION

This course is designed to help advance student's level of knowledge by examining the most recent career development theory and research practices. It will provide knowledge and require students to use higher level critical thinking skills needed to enhance the quality of the career development interventions delivered to diverse populations in our global economy. Students should have completed an introductory course in career development and counseling before enrolling in this course. Spring

COURSE PREREQUISITES

CSLG 6150 or equivalent and CSLG 8345.

COURSE COREQUISITES

None

COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS

The rationale for the class is to advance student's level of knowledge by examining the most recent career development theories and research practices that may be used to enhance the quality of the career development interventions delivered to diverse populations in our global economy.

COURSE CONTENT

Upon completion of this course, students will:

- become more sensitive and knowledgeable to career counseling as applied to multicultural populations such as women, adults in transition, ethnic minorities, sexual minorities, and international populations
- increase their level of awareness to professional and ethical issues in career counseling
- obtain additional knowledge about current theories, research, and practice of career counseling

- obtain knowledge about research methods for evaluating career counseling and interventions for culturally diverse populations
- be able to review literature critically and integrate current theories, research, and practice of career counseling as it relates to our global economy
- become more skillful in their use of vocational assessments, evaluation of career counseling process and outcome, and integration of personal and career adjustment with culturally diverse populations in our global economy.

ILLUSTRATIVE COURSE ACTIVITIES

This course is based on the assumptions that learning should be an active process, using a variety of teaching strategies to help students meet the needs of potential clients from culturally diverse backgrounds. Students will be required to examine their career development process and furthermore explore how their cultural background impacted their career development. An extensive look at some of the most recent research on multicultural career counseling will be also be explored. Finally students will be required to conduct an interview with someone from a culturally different background and present their summary in class.

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

The course will be graded Pass/Unsatisfactory. Student performance will be evaluated based on class attendance and participation, ability to synthesize literature on multicultural career counseling, and presentation of their interview. The class meets for 5 class sessions of 3 hours each.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

The primary text for this class will be:

Anderson, P., & Vandehey, M. (2006). *Career Counseling and Development in a Global Economy*. New York, NY: Houghton Mifflin Company.

GENDER ISSUES

Betsworth, D. G. (1999). Accuracy of self-estimated abilities and the relationship between self-estimated abilities and realism for women. *Journal of Career Assessment*, 7, 35-43.

Cook, E. P., Heppner, M. J., & O'Brien. (2002). Career development of women of color and white women: Assumptions, conceptualization, and interventions from an ecological perspective. *The Career Development Quarterly*, 50, 291-305.

Meara, N. M., Davis, K. L., & Robinson, B. S. (1997). The working lives of women from lower socioeconomic backgrounds: Assessing prospects, enabling success. *Journal of Career Assessment*, 5, 115-135

- Meinster, M. O., & Rose, K. C. (2001). Longitudinal influences of educational aspirations and romantic relationships on adolescent women's vocational interests. *Journal of Vocational Behavior, 58*, 313-327.
- Nauta, M. M., Epperson, D. L., & Kahn, J. H. (1998). A multiple-groups analysis of predictors of higher level career aspiration among women in mathematics, science, and engineering majors. *Journal of Counseling Psychology, 45*, 483-496.
- Noonan, B. M., Gallor, S. M., Hensler-McGinnis, N. F., Fassinger, R. E., Wang, S., & Goodman, J. (2004). Challenge and success: A qualitative study of the career development of highly achieving women with physical and sensory disabilities. *Journal of Counseling Psychology, 51*, 68-80.
- O'Brien, K. M., Friedman, S. M., Tipton, L. C., & Linn, S. G. (2000). Attachment, separation, and women's vocational development: A longitudinal analysis. *Journal of Counseling Psychology, 47*, 301-315.
- Schaefer, K. G., Epperson, D. L., & Nauta, M. M. (1997). Women's career development: Can theoretically derived variables predict persistence in engineering majors? *Journal of Counseling Psychology, 44*, 173-183.
- Shilkret, R., & Nigrosh, E. E. (1997). Assessing students' plans for college. *Journal of Counseling Psychology, 44*, 222-231.
- Whiston, S. C., & Bouwkamp, J. C. (2003). Ethical implications of career assessment with women. *Journal of Career Assessment, 11*, 59-75.

CULTURAL ISSUES

- Bailey, D. F., & Paisley, P. O. (2004). Developing and nurturing excellence in African American male adolescents. *Journal of Counseling & Development, 82*, 10-17.
- Blustein, D. L., Juntenen, C. L., & Worthington, R. L. (2000). The school-to-work transition: Adjustment challenges of the forgotten half. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology* (3rd ed., pp. 435-470). New York: Wiley.
- Caldera, Y. M., Robitschek, C., Frame, M., & Pannell. (2003). Intrapersonal, familial, and cultural factors in the commitment to a career choice of Mexican American and non-Hispanic white college women. *Journal of Counseling Psychology, 50*, 309-323.
- Chung, Y. B. (2003). Ethical and professional issues in career assessment with lesbian, gay, and bisexual persons. *Journal of Career Assessment, 11*, 96-112.

- Day, S. X., & Rounds, J. (1998). Universality of vocational interest structure among racial and ethnic minorities. *American Psychologist*, *53*, 728-736.
- Farh, J., Leong, F. T. L., & Law, K. S. (1998). Cross-cultural validity of Holland's model in Hong Kong. *Journal of Vocational Behavior*, *52*, 425-440.
- Flores, L. Y., & O'Brien, K. M. (2002). The career development of Mexican American adolescent women: A test of social cognitive career theory. *Journal of Counseling Psychology*, *49*, 14-27.
- Flores, L. Y., Spanierman, L. B., & Obasi, E. M. (2003). Ethical and professional issues in career assessment with diverse racial and ethnic groups. *Journal of Career Assessment*, *11*, 76-95.
- Fouad, N. A. (2002). Cross-cultural differences in vocational interests: Between-groups differences on the Strong Interest Inventory. *Journal of Counseling Psychology*, *49*, 283-289.
- Fouad, N. A., & Walker, C. M. (2004). Cultural influences on responses to items on the Strong Interest Inventory. *Journal of Vocational Behavior*, *xx*, 1-20
- Juntunen, C. L., Barraclough, D. J., Broneck, C. L., Seibel, G. A., Winrow, S. A., & Morin, P. M. (2001). American Indian perspectives of the career journey. *Journal of Counseling Psychology*, *48*, 274-285.
- Lattimore, R. R., & Borgen, F. H. (1999). Validity of the 1994 Strong Interest Inventory with racial and ethnic groups in the United States. *Journal of Counseling Psychology*, *46*, 185-195.
- Leong, F. T. L., Kao, E. M.-C., & Lee, S.-H. (2004). The relationship between family dynamics and career interests among Chinese Americans and European Americans. (2004). *Journal of Career Assessment*, *12*, 65-84.
- McWhirter, E. H., Hackett, G., & Bandalos, D. L. (1998). A causal model of the educational plans and career experiences of Mexican American high school girls. *Journal of Counseling Psychology*, *45*, 166-181.
- Pearson, S. M., & Bieschke, K. J. (2001). Succeeding against the odds: An examination of familial influences on the career development of professional African American women. *Journal of Counseling Psychology*, *48*, 301-309.
- Rostosky, S. S., & Riggle, E. D. B. (2002). "Out" at work: The relation of actor and partner workplace policy and internalized homophobia to disclosure status. *Journal of Counseling Psychology*, *49*, 411-419.
- Spokane, A. R., Fouad, N. A., & Swanson, J. L. (2003). Culture-centered career intervention. *Journal of Vocational Behavior*, *62*, 453-458.

Trusty, J. (2002). African Americans' educational expectations: Longitudinal causal models for women and men. *Journal of Counseling and Development, 80*, 332-345.

Walsh, W. B. (2003). Diversity, flexibility, and career interventions. *Journal of Vocational Behavior, 62*, 459-463.

Topical Outline of Course Content

- | | |
|---------|--|
| Class 1 | Multicultural Career Counseling Theories
Racial/ethnic Identity Development |
| Class 2 | Multicultural Family Influence in Career Decision Making |
| Class 3 | Career Counseling for Specific Multicultural Groups |
| Class 4 | Presentations |
| Class 5 | Presentations |

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Dr. Henry L. Harris

**DATE OF APPROVAL OF THIS COURSE OUTLINE BY THE APPROPRIATE
COLLEGE CURRICULUM COMMITTEE**

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date

Chair: _____

**The University of North Carolina at Charlotte
College of Education**

Course Outline

COURSE NUMBER: CSLG 8107 **CREDIT HOURS:** 1

COURSE TITLE: Advanced Practicum in Group Counseling

CATALOG DESCRIPTION

The purpose of this course is to enhance understanding of group theory and practice. This course will integrate advanced group theory with application of group leadership skills. Students will develop counseling skills by providing leadership to small laboratory counseling groups. Group leadership skills will be linked to theoretical stages of group development. Fall/Spring

COURSE PREREQUISITES

CSLG 6120 or equivalent and CSLG 8431.

COURSE COREQUISITES

None

COURSE RATIONALE AND RELATIONSHIP TO CURRENT PROGRAMS AND PROFESSIONAL STANDARDS

The rationale for the class is to enhance understanding of the group dynamics and the stages of group development.

COURSE OBJECTIVES

Upon completion of this course, the student will have developed

1. Understanding of the leader's role in facilitating group development
2. Comprehension of the dynamics of group stages
3. Increased knowledge of group leadership skills
4. Understanding of personal skills as a group leader

COURSE CONTENT

Upon completion of this course, the student will

1. Be knowledgeable of stages of group development
2. Be able to link group theory to leadership skills that facilitate group development

3. Be familiar with ASGW Standards for Group Work
4. Have ability to assess personal skills as group leader
5. Be able to identify impact of multicultural factors in group dynamics

ILLUSTRATIVE COURSE ACTIVITIES

The course will consist of two parts. First, students will operate as leaders of the small group laboratory experience of students in CSLG 6120. Groups meet for a 10 weeks for 1 hour and 15 minutes. By being leaders in these small groups, the doctoral students will receive practical experience in group leadership. The second part of the course will consist of a small group seminar in which doctoral students will apply readings to their experience in the laboratory setting.

ILLUSTRATIVE METHODS FOR EVALUATING STUDENT PERFORMANCE

The course will be graded Pass/Unsatisfactory. Student performance will be evaluated based on attendance in class, participation in class, ability to apply readings to laboratory experience, and participation in the lab groups.

SPECIFIC POLICIES

Students will be required to have liability insurance.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

The primary text for this class will be:

Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy 5th Edition*. Cambridge, MA: Basic Books.

This book is considered a classic in the field and provides a clear theoretical framework for understanding the dynamics of group counseling.

Topical Outline of Course Content

Week 1: Curative Factors in Group Counseling

Week 2: Initial Stages of a Group (Forming)

Week 3: Content versus Process

Week 4: Transition Period in Group & Issue of Diversity

Week 5: Dealing with Resistance

Week 6: Using Conflict to Promote Growth

Week 7: Working Stage in Groups

Week 8: Working Stage Continued

Week 9: Moving toward Termination

Week 10: Termination of Group

Week 11: Reflection on Group Process

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Dr. Susan Furr

**DATE OF APPROVAL OF THIS COURSE OUTLINE BY THE APPROPRIATE
COLLEGE CURRICULUM COMMITTEE**

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date

Chair: _____

University Procedures and Policies (Included in all departmental syllabi)

Please consult the web (<http://www.registrar.uncc.edu/calendar.htm>) to see important dates regarding adding classes, withdrawing from classes, and dates the University will be closed for holidays.

Policy on a grade of incomplete. "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (UNC Charlotte Course Catalogs)

Academic integrity. Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (Policy Statement 105) (<http://www.legal.uncc.edu/policies/ps-105.html>). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

Commitment to diversity. The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. *Approved by the College of Education Faculty 1/11/05*

Special needs: Any student requiring special accommodations for successful completion of this course should register with the Office of Disability Services (704-687-4355/3531). In addition, please feel free to consult with the instructor regarding this issue.

Link to College of Education's Conceptual Framework

Counseling students at UNC Charlotte use their **knowledge** base to become excellent counselors and learn to assist clients in achieving their own goals. In addition to using **skills** that demonstrate best practices when making decisions about counseling approaches and techniques as they design programs for clients, they demonstrate appropriate **dispositions** for professional counselors. They engage in critical analysis and **reflective** thinking about the counseling work they do. They work **collaboratively** with peers and others to apply their knowledge of developmental, cultural, individual, and age appropriate strategies in the counseling role. They demonstrate their respect for human differences and diversity not only in their individual work with clients but in their **leadership** as they advocate within systems to promote the values of respect and equity.

Dispositions are the values, commitments, and professional ethics that influence behavior toward students, families, clients, colleagues, and communities. Dispositions affect your learning, motivation, and development as well as your professional growth. The dispositions of **professionalism**, **counseling qualities**, **relationships with others**, and **professional development** are expected of students in all course and clinical work throughout their training and time at the university. Each semester, faculty address the dispositions of each student in the program.

