

**UNC Chapel Hill-Department of Health Sciences
Division of Clinical Rehabilitation & Mental Health Counseling
Student Handbook 2025-2026**

IMPORTANT:

IT IS THE STUDENT'S RESPONSIBILITY TO READ, BE AWARE OF, UNDERSTAND AND FULLY COMPLY WITH ALL REGULATIONS, POLICIES, PROCEDURES, AND DEADLINES. PLEASE KEEP THIS HANDBOOK AND ALL YOUR SYLLABI. YOU WILL NEED THESE DOCUMENTS FOR LICENSURE IMMEDIATELY AFTER GRADUATION AND POSSIBLY MANY YEARS FROM NOW IF YOU MOVE TO A DIFFERENT STATE. THE DEPARTMENT DOES NOT RETAIN THESE DOCUMENTS LONG TERM.

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SECTION I: GENERAL INFORMATION

Division Mission Statement

The mission of the Division of Clinical Rehabilitation and Mental Health Counseling (the “Division”) is to serve the people of North Carolina by educating clinical rehabilitation counselors (“CRCs”) and clinical mental health counselors (“CMHCs”) with the knowledge and expertise to serve the state’s citizens with mental, behavioral, or neurodevelopmental disorders with an emphasis on those citizens who have psychiatric and/or developmental disabilities. The mission is based on the fundamental belief in the dignity and worth of all people, and in the rights of people with disabilities to live self-determined lives in inclusive communities of their choice. The CRCs and CMHCs will use the counseling relationship and their skills to work collaboratively with individuals to: (i) maximize functional capacity, productive and independent living skills, and quality of life; (ii) provide access to culturally sensitive and evidence-based counseling practices; and (iii) manage personalized services to support the unique needs and preferences of each individual, their family, and community. Fundamental to this effort is a focus on the whole person---their psychological, vocational, spiritual, and physical aspects---as well as family, social, work, and community relationships. Furthermore, The Division is dedicated to inclusive practices, appreciating diversity, reducing health disparities, and serving marginalized and under-represented communities.

The Division seeks to educate CRCs and CMHCs who possess the knowledge, skills and personal and professional qualities required to forge new models of community practice that address the diverse needs of individuals with disabilities now and in the future. In carrying out this mission, the faculty of the Division has the obligation to acquire, discover, preserve, synthesize, and transmit knowledge, to serve as models of professional leadership, and to create a culture of educational excellence that will nurture students’ intellectual and ethical development. Students have the responsibility to fully engage in an educational process of research, free inquiry, and personal responsibility and to become foremost practitioners, scholars, researchers, and leaders in the professions of clinical rehabilitation counseling and mental health counseling.

The University of North Carolina at Chapel Hill is recognized, nationally and internationally, as a leading center of scholarship, research, and creative work with a mission to serve the people of North Carolina and the nation. The mission of the Division is to contribute actively and substantively to this tradition.

Mission and Objectives of the MS in Clinical Rehabilitation Counseling Program

MS CRC Mission

The mission of the Clinical Rehabilitation Counseling master’s program at UNC is to develop professional counselors who have the knowledge, skills, and dispositions necessary to provide state-of-the-art services to culturally diverse individuals with physical, psychiatric, developmental, and/or intellectual disabilities in diverse settings (e.g., public vocational rehabilitation, high school and/or college, disability management, private-for-profit rehabilitation, assisted living facilities). The curriculum provides extensive training in evidence-based practices and service delivery models

aimed at optimizing consumers' functioning in major life areas (i.e., physical, vocational, educational, developmental, psychosocial, independent living). Counselors trained at UNC will serve individuals of transition age and beyond through developmentally appropriate and culturally responsive work. Graduates combine clinical rehabilitation counseling expertise with skills in individual, professional and systemic advocacy, leadership, consultation, and collaboration to assess consumer needs, goals, potential, resources, and barriers to empower and fully promote consumers' quality of life, community inclusion, and personal fulfillment.

MS CRC Objectives

Graduates of the CRC Master's Program will:

1. Learn and effectively apply current best practices in rehabilitation counseling within the continuum of care using a community-inclusion model;
2. Accurately assess the rehabilitation counseling needs of people with disabilities and work in partnership with consumers, families, and affiliated agencies to provide the most appropriate rehabilitation services and supports needed;
3. Acquire specific knowledge and skills to address the counseling and case management needs of people with disabilities with an emphasis on strategies and techniques for serving people with psychiatric and/or developmental disabilities; this includes assessing the impact of crisis and trauma, the impacts of biological and neurological mechanisms, and the effects of co-occurring disabilities;
4. Demonstrate multicultural and social justice counseling competencies, including cultural humility practices;
5. Work collaboratively with professionals as members of an interdisciplinary treatment team, family members, community providers, employers, and agency policy and decision makers to achieve optimal rehabilitation outcomes for people with disabilities;
6. Engage in a process of lifelong learning, collaboration, collegiality, and ethical relationships as part of ongoing professional development as CRCs;
7. Have the necessary leadership, business and management, and public policy skills to assume leadership roles;
8. Promote and support consumer empowerment and self-advocacy, with a focus on inclusion and removal of environmental, attitudinal, and individual barriers for individuals with disabilities.

Mission and Objectives of the MS in Clinical Mental Health Counseling:

MS CMHC Mission

The Clinical Mental Health Counseling master's program at UNC prepares students with knowledge, clinical practice expertise, cultural humility, knowledge, dispositions, and skills to work with diverse individuals with a broad range of mental health issues. Graduates are prepared to be successful in careers in mental health treatment, human services, education, research, private practice,

government, military, business and industry. The curriculum provides extensive training in principles of mental health counseling, the nature and etiology of mental health and behavioral disorders, culturally responsive counseling approaches, and evidence-based practices. Graduates achieve mastery in clinical mental health counseling and are competent in clinical practice, individual, professional, and systemic advocacy, leadership, consultation, and collaboration to assess client's mental health needs, goals, resources, and barriers. Graduates of the UNC program will be proficient in developing and implementing mental health treatment and prevention programs and in providing consultation, leadership, and advocacy to individuals across the age spectrum and to groups, organizations, and communities. Counselors trained at UNC will successfully fulfill their professional counselor roles in practice, research, leadership, and community advocacy in the clinical mental health counseling specialty area.

MS CMHC Objectives

Graduates of the CMHC Master's Program will:

1. Effectively apply established counseling theories and evidence-based practices in clinical mental health counseling within a community-inclusion model;
2. Accurately assess the mental health counseling needs of individuals with mental health and behavioral disorders, including substance use and provide mental health services within the continuum of care (e.g., inpatient, partial-hospitalization, outpatient);
3. Acquire specific knowledge and skills to address the mental health counseling needs of individuals, including the impact of biological and neurological mechanisms, and the impact of crisis and trauma on mental health;
4. Work collaboratively with professionals, family members, community providers, and policy makers to achieve optimal treatment outcomes for individuals with mental health and behavioral disorders;
5. Demonstrate multicultural and social justice counseling competencies, including cultural humility practices;
6. Demonstrate strong clinical skills in mental health counseling (biopsychosocial case conceptualization, diagnosis, and treatment planning and delivery);
7. Engage in a process of lifelong learning, collaboration, collegiality, and ethical relationships as part of ongoing professional development for CMHCs;
8. Have the necessary leadership, business and management, and public policy skills to assume leadership roles in CMHC; and
9. Promote and support consumer empowerment and self-advocacy of individuals with a broad range of mental health issues.

PROGRAMS OVERVIEW & ACCREDITATION

In July 2024, the CACREP Board accredited both of our master's degree programs until 2032. ([CACREP Program Directory](#)) The Division of Clinical Rehabilitation and Mental Health Counseling is a program within the Graduate School, and we are governed by the policies and procedures of the UNC-CH Graduate School. Graduate School policies and procedures are included in the publications available through the Graduate School at 200 Bynum Hall or on-line at [Graduate School Handbook](#).

AREAS OF SPECIALIZATION

We offer two separate Master of Science degree programs in (1) Clinical Rehabilitation Counseling (CRC) and (2) Clinical Mental Health Counseling (CMHC).

The **MS in CRC program** is designed for students who seek specialization in rehabilitation counseling, including disability advocacy, psychosocial adjustment to disability, independent living counseling, and vocational rehabilitation counseling for people with physical disabilities, psychiatric disabilities, and developmental disabilities in public, private, research, hospital/clinical, or community-based settings, or who desire continued research and training in a doctoral program. The CRC program combines academic preparation with direct field experience in different public and private clinical rehabilitation counseling settings, thus providing students with a strong applied base in service delivery.

The **MS in CMHC program** is designed for students who seek specialization in providing professional mental health counseling services involving the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illness and dysfunctional behavior to individuals, couples, families, and groups, for the purposes of treating psychopathology and promoting optimal mental health. The CMHC program combines academic preparation with direct field experience in many different public and private clinical counseling settings, thus providing students with a strong applied base in service delivery of evidence-based, culturally responsive interventions that are grounded in theory and current research.

The first year of the curriculum emphasizes the development of core knowledge and counseling skills across the disability and practice continuum while also introducing all students to the specialized populations of individuals with developmental disabilities (DD) and psychiatric disabilities (PD). At the end of the first semester, each student selects a specialty track in the program or pursues a dual track which specializes in both. Coursework during the first year focuses on rehabilitation or mental health counseling preparatory work while offering students the framework to begin to narrow their focus. DD and PD specialty track coursework begins in the second year. The specific clinical and research requirements related to each track are noted later in the Curriculum section of this handbook.

Faculty & Staff Directory

| NAME/TITLE | ADDRESS | PHONE | EMAIL ADDRESS |
|---|--|-----------------------|--|
| Eileen J. Burker, PhD, CRC, LP Division Director, Professor | 4103 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599 | 919-966-9125 | eburker@med.unc.edu |
| Damaris Bates, MA, LCMHCA, NCC Clinical Assistant Professor | 4106 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599 | 919-966-8788 | damaris_bates@med.unc.edu |
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| Judy Schmidt, EdD, CRC, LCMHCA Clinical Assistant Professor Program Coordinator-MS CMHC | 4101 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599 | 919-966-5980 | judy_schmidt@med.unc.edu |
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| NAME/TITLE | ADDRESS | PHONE | EMAIL ADDRESS |
|---|---|--------------|--|
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| Brenda Hodges Administrative Assistant | 4100 Bondurant Hall Chapel Hill, NC 27599 | 919-966-8788 | brenda_hodges@med.unc.edu |
| Perry Studevent, Sr. Asst Dir Financial Aid & Student Svcs | Bondurant Hall #7121 Chapel Hill, NC 27599 | 919-966-4708 | Perry_studevent@med.unc.edu |

2025-2026 Academic Calendar

| EVENT | DATE |
|---|---|
| CRMH Orientation | Monday, August 18 |
| Fall Semester Classes Begin | Monday, August 18 |
| Last day for 2 nd year students beginning practicum to complete/update requirements in CastleBranch and notify coordinator | Friday, August 22 |
| Labor Day Holiday | Monday, September 1 (No classes) |
| Last day for all incoming students to complete/update requirements in CastleBranch and notify coordinator | Friday, September 27 |
| Annual Alumni Networking Event | TBD |
| University Day | October 12 (No classes during ceremony) |
| Well-being Day (No classes) | September 22 |
| Well-being Day (No classes) | October 14 |

| EVENT | DATE |
|---|--|
| Fall Break | October 16 – October 17 (No classes) |
| Thanksgiving Recess | November 26 – November 28 (Holiday, no classes) |
| Fall Semester Classes End | December 3 |
| Reading Days | December 4, December 10 |
| Exams Days | December 5, 6, 8, 9, 11, 12 |
| Spring Semester Classes Begin | January 7 |
| Martin Luther King Day | January 19 (Holiday, no classes) |
| Well-being Day | University schedule: February 9 (tentative) |
| Spring Break begins 5:00 PM | Friday, March 13 (No classes; internship attendance is required) |
| Classes resume 8:00 AM | Monday, March 23 |
| Well-being Day | University schedule: April 2 (tentative) |
| Spring Holiday | April 3 (Holiday, no classes) |
| ACA Conference | April 9-11 |
| Spring Semester Classes End | April 27 |
| Reading Days | April 28, May 1, May 6 |
| Exam Days | April 29, April 30, May 2, 4, 5, 7 |
| Clinical Rehabilitation & Mental Health Counseling Graduation Celebration | To Be Determined |
| University Spring Commencement | Saturday, May 9 |
| Summer Semester 1 Classes Begin | May 13 |
| AMHCA Conference | TBD |
| Memorial Day | May 25 (Holiday, no classes) |

| EVENT | DATE |
|---------------------------------|-------------------------------|
| Summer Semester 1 Classes end | June 16 |
| Reading Day | June 17 |
| Juneteenth | June 19 (Holiday, no classes) |
| Exam Days | June 18, June 20 |
| Summer Semester 2 Classes Begin | June 22 |
| Independence Day Holiday | July 3 (Holiday, no classes) |
| Summer Semester 2 Classes end | July 23 |
| Reading Day | July 24 |
| Exam Days | July 27-July 28 |

ADDITIONAL STUDENT EXPENSES

There are a few additional expenses students can expect to incur as costs associated with graduate study. Students will be asked to access electronic reserves and journal articles from the library. If students wish to have their own hard copies of these readings, they can print them to their own printer, or they can print them in the library which will incur a cost. Assignments in various classes and field placements require students to engage in experiential activities in the community. Travel expenses will be the responsibility of each student. Courses and related activities' expenses include practicum, internship, conferences, and other experiential activities.

ACA Membership

All CRMH students are required to be members of the American Counseling Association (ACA). Among other benefits, the students' ACA membership provides eligibility for complimentary liability insurance during clinical training as required by CACREP. Any student who has difficulty paying for the ACA membership should contact their advisor.

[ACA Membership Enrollment](#)

EDUCATION AND TECHNOLOGY FEES

Students pay Education and Technology fees as assessed by the University. This money is used to defray the costs associated with therapeutic procedure labs and clinical experiences. The State Legislature determines the amount students are billed.

FACULTY MEETINGS

Division faculty meets twice monthly to discuss Division business. The Future Counselors Association may appoint a student representative to present any concerns or issues at faculty meetings. The faculty may also invite student representative(s) to attend.

SAFETY

Division faculty strongly discourages any student from working in Bondurant Hall or the classrooms alone after 5:00 p.m. Monday through Friday, or on the weekends unless authorized by faculty. Students should plan their work, so they are not in the building at these times. Course scheduling is arranged for students to have time during working hours to complete coursework. When assignments require additional time on campus, study areas are available in the campus libraries and should be used for evening and weekend research/study sessions.

When it is necessary to come to campus for evening classes or to use the libraries in the evenings or on weekends, the Division stresses the use of safety precautions and available University services. When walking at night, plan your routes in advance, stay in adequately lit areas, remain alert to your surroundings, and never walk alone! If possible, meet your classmates at a central location or at someone's home and ride to campus together. The Bell Tower deck opens to the public at 5 pm, with reduced rates for evening parking permits, so you can park there for evening classes, but drive with your classmates so that you don't have to walk alone in the dark.

Alert Carolina ([Alert Carolina website](#)) is a safety awareness initiative that plays an instrumental role in supporting the University of North Carolina at Chapel Hill's overall efforts to communicate about an emergency or a situation affecting the safety and health of the campus community.

In an emergency or dangerous situation, the University will post safety-related announcements at the Alert Carolina website along with updates, information, and other resources. The sirens will only sound during a life-threatening emergency or a test. Scenarios for siren activation are: 1) armed and dangerous person on or near campus, 2) a major chemical spill or hazard, or 3) a tornado sighting. Be prepared to go inside or take cover immediately in an actual emergency.

All students are encouraged to download the [Carolina Ready Safety app](#) on their mobile devices. The Carolina Ready Safety App is designed to make your experience on campus as safe as possible. The app includes emergency alerts, tools for staying safe on campus, emergency response guides, campus maps and a variety of health, wellness and campus accessibility resources, including a notification option for elevator outages. More information about the app can be found on their website at [Carolina Ready Safety](#).

Safety and security procedures:

- If you notice something suspicious or out of the ordinary--notify University Police at 911.
- For any safety concerns about a student, contact the Dean of Students' Office at 919-966-4042 or Counseling and Psychological Services at 919-966-3658.
- For safety concerns about a coworker, contact UNC Employee Assistance Program at 919-929-

2362.

- Emergency call boxes with direct lines to the University Police are around campus. Yellow and red call boxes are operated by opening the door and lifting the telephone receiver. Other call boxes are activated by pushing a button.
- The Point-to-Point Campus Shuttle (P2P) is available to transport faculty, staff, and students around campus and to their cars in campus parking lots between dusk and dawn seven days a week. To arrange a ride, call 919-962-P-TO-P (7867) (TDD 919-962-7142).
- The SAFE Escort service provides escorts (for solo students only) on the main campus during the semester from 7pm to 1am, Sunday through Thursday. Call 919-962-SAFE (919-962-7233) to arrange for an escort to meet you at your campus building or go to the SAFE Escort desk in Davis Library.

STUDENT E-MAIL ACCOUNTS

Students are required to have and maintain a UNC-CH School of Medicine email address and should check their e-mail daily throughout the workweek and are requested to respond to faculty emails within 72 hours. Faculty and staff use email for messages, announcements, and some class assignments. This account will also be used for library searches and Internet access for class assignments. The SOM email account should be activated before orientation. To do so, students should visit [the email self-service website](#). For IT assistance you can visit help.unc.edu.

STUDENT MAILBOXES

Each student is assigned a mailbox within the Division lab suite and given the door lock code to access their mailboxes 24 hours per day. Any mail, messages, memos, and announcements for a student will be placed in their box. Students are required to check their mailboxes routinely. Student mailboxes should not be used for storage and should be cleaned on a regular basis. The Division is *not responsible* for materials left in mailboxes.

STUDENT SERVICES

Health Sciences Student Services Office

([Health Sciences Student Services Website](#))

The Office of Student Services promotes positive relations between the students of the Department of Health Sciences and their many constituents on campus and in the community, as well as providing any additional student support that might be helpful. Perry Studevent is the Sr. Assistant Director of Financial Aid and Student Services and may be contacted by email at healthsciencesfinaid@unc.edu.

The Student Services Handbook is available on the Department of Health Sciences website at [DHS Student Services Handbook](#).

Graduate School

(<https://gradschool.unc.edu/>)

The Division follows all policies and procedures of The Graduate School at UNC. It is expected that students will become familiar with their website and refer to the *Graduate School Handbook* located on the [Graduate School Handbook website](#) for further clarification.

Graduate Student Center

The Graduate Student Center (GSC) is an additional resource available to all graduate and professional students as a place on campus where students can come together to share research ideas, interdisciplinary seminars, professional development activities, and hold meetings. Julie Montaigne is the Director of the Fellowships office and is responsible for coordinating internal and external fellowship support, including funding initiatives and The Graduate School fellowship review process and processes payments of tuition, grants, and fellowships. Ms. Montaigne is located at 200-B Bynum Hall and may be reached by email at julie_montaigne@unc.edu or phone at 919-962-7798. For additional contact resources in The Graduate School, please refer to their staff directory: [Graduate School Staff Directory](#)

UNIVERSITY RESOURCES

Bookstores

The Bookstore at the *UNC Student Stores* is located on 207 South Road in the Daniels Building. The bookstore also has a considerable selection of UNC merchandise and stocks popular books, UNC logo items and office supplies. The Student Store is open every day of the week. Call 919-962-5066 or 919-962-5024 for specific hours, additional information is provided on their website ([UNC Student Stores website](#).)

Campus Health Services

Campus Health Services (CHS) ([Campus Health Services website](#)) is a department in the Division of Student Affairs and offers quality medical care to the UNC student community at a very low cost. You may contact them directly at 919-966-2281. CHS offers wellness and preventative care, care for injury, acute or chronic medical conditions, consultation, and medical testing.

Counseling and Psychological Services (CAPS) is a Campus Health Services department in the Division of Student Affairs at UNC- Chapel Hill. It offers counseling, psychological, and prevention services to assist students with problems they may encounter in their efforts to manage the social, academic, and personal demands accompanying their attendance at a major university. For any questions regarding services or to schedule appointments, please call 919-966-3658 or visit their website at [CAPS website](#). Psychological/counseling services include individual, couples, and group therapy, urgent consultation and crisis intervention, and medication evaluation/management. Their wellness services provide education and health promotion programs in fitness and nutrition, alcohol and substance use, stress management, and sexual behavior. The CAPS staff is comprised of licensed psychologists, psychiatrists, social workers, and health educators as well as administrative support personnel.

Campus Recreation

A wide variety of services geared toward physical activity and health are available through this office. Call 919-843-PLAY or visit the [campus recreation website](#) for more information regarding campus leagues, gyms, pools, and other services available.

Computer Labs

Computers are available for student use in the Division lab on the ground floor of Bondurant Hall. There are also a number of computer labs available for student use on campus. There are computer workstations and media kitchens (with multi-media resources) in the Health Sciences Library. Other campus libraries also have computer labs. Call UNC ITS at 919-962-HELP (4357) for more information about campus computer labs and their locations.

Dining Services

There are a variety of places on campus to find nourishment. Below is a list of some of the options near Bondurant Hall.

For a full list please visit the website: [UNC Dining Website](#) .

The Beach Café/Food Court is located on the ground floor of the Brinkhouse-Bullet building, directly behind Bondurant Hall, which is open daily 7:00 a.m. – 3:00 p.m. Monday - Friday. It has a full coffee bar (Mad Hatter) and several breakfast/lunch counter choices, e.g. Alpaca Peruvian Chicken, Mediterranean Deli, and others, as well as cold beverages (bottle and dispenser self-serve) and packaged cold deli foods a la carte.

The University of North Carolina Hospital's Corner Cafe is located on the first floor of the Children's

Hospital and offers a hot breakfast from 7:00 a.m. – 10:00 a.m. The cafe offers lunch from 10:30 a.m. until 2:00 p.m. They offer burritos, rice & bean bowls, a sandwich bar, and pre-packaged salads as well as coffee, tea, and juices.

The Atrium Café, located in the Michael Hooker building of the School of Public Health, offers freshly made foods from Saladelia, Mediterranean Deli, and Nantucket Café. The hours are 7:30 a.m. -2:00 p.m.

Joe Van Gogh is located in Roper Hall with a full coffee bar and selection of pastries. The hours are 7:30 am to 1:30 pm.

Tar Heel Cafe is located on the second floor of the Thurston (“Skipper”) Bowles building located on the corner of Manning Drive and South Columbia Street. Breakfast is served from 7:00 a.m. until 10:30 a.m. Lunch begins at 11:00 a.m. and ends at 4:00 p.m. They have a grill, sandwich station, potato bar, and salad bar with offerings from Chick-Fil-A.

Friends’ Café is located at the entrance to the Health Sciences Library (HSL) building. They have a small selection of coffee, hot/cold beverages, a small assortment of Mediterranean Deli sandwiches, muffins, bagels, scones, cakes, and other treats. Their hours are Monday-Friday from 7:30 a.m. - 5:30 p.m., Saturday from 1:30 p.m. -5:30 p.m., and they are closed on Sundays.

Starbucks is located off of the lobby in the NC Cancer Hospital. They serve coffee and espresso beverages, along with teas, pastries, hot breakfast options, sandwiches, paninis and more. Starbucks is open 24 hours a day, 7 days a week.

The SOM Food Pantry is in Bondurant Room 1072 and open Monday through Friday, 7AM-5PM. There is a QR code on the outside of the door that will give you the code to get in. The QR Codes *in the room* allow people to complete an anonymous survey regarding their needs or suggested changes. This resource is available to students, staff and faculty!

The Learning Center

The Learning Center offers a range of services to help students succeed at Carolina, including study groups, tutoring, academic coaching, reading skills workshops, discounted Princeton Review courses, test prep resources, and ADHD/Learning Disabilities Services.

The Learning Center

Suite 0118 and 2109 SASB North, Campus Box # 5135

450 Ridge Road, Chapel Hill, NC 27599-5135

Telephone: 919-962-3782

Fax: 919-962-7797

Email: learning_center@unc.edu

Website: [link to the Learning Center website](#)

Equal Opportunity and Compliance office (EOC)

UNC provides reasonable accommodations for current students with disabilities that impact academics, on-campus living, dining, and cocurricular and extracurricular campus activities. The EOC office coordinates and implements appropriate reasonable accommodations and provides appropriate resources and services. To be eligible for services, students must submit a Self-Identification Form and provide EOC with documentation about a physical or mental impairment which substantially limits one or more major life activities, specifically as it applies to meeting the demands of academic and/or residential settings at least 14 days before the accommodations are needed. Accommodations cannot be provided retroactively. For more information about the EOC office, documentation guidelines, and accommodations, please visit the EOC Student Disability Accommodations website found at: [Student Accommodations - UNC Equal Opportunity and Compliance](#). Please note that in attending a postsecondary institution, you are expected to be more independent in advocating for the support and accommodations you will need. The following document from the Department of Education will be useful in explaining the key differences between the sectors: [Department of Education Document regarding accommodations](#).

[UNC Student Accommodations - UNC Equal Opportunity and Compliance](#)

214 W. Cameron Ave.

Campus Box 9160 Chapel Hill, NC 27599

Open 8:00 a.m. - 5:00 p.m., Monday through Friday Phone: 919-966-3576

Libraries

[\(UNC Libraries website\)](#) -

There are two main libraries that you will utilize while in this program: Health Sciences Library (HSL), which is located in front of the MacNider Building of the School of Medicine on Columbia Street, and Davis Library, which is located on main campus behind the Student Union. There are many other departmental and specialty libraries on campus. Students will receive an introduction and orientation to the HSL and other library services at the beginning of their first semester in the program. Check the library website for updates regarding on-campus library hours.

Office of Scholarships and Student Aid

[\(Student Aid website\)](#) 111 Pettigrew Hall, 919-962-8396

Public Safety Department

[\(Public Safety website\)](#)

Security Services Building, 919-962-3951 (general information) In case of emergency dial 9-1-1

New Student and Carolina Parent Programs

[\(New Student and Carolina Parent website\)](#)

Students are advised to go to the Admitted Students webpage for the Graduate School ([Graduate School Admitted Students webpage](#)) that provides a guide for getting the ONYEN username and

password created and becoming linked to the various on-campus resources.

UNC Campus Portal: ConnectCarolina

([Connect Carolina link](#))

Students can access their grades, register online, and make changes to their personal information at the Student Central Website of Connect Carolina. It can be accessed from the UNC homepage.

Learning Management System

CANVAS is the Learning Management System (LMS) currently used for classes. Your syllabus for the class will provide further details regarding the assignments, class information, and references included in CANVAS. Instructional videos, support requests, and FAQs for CANVAS are available at [Canvas | ITS Educational Technologies \(unc.edu\)](#)

UNC-ONE Card

([UNC One Card webpage](#))

The UNC One Card is the official identification card for students, faculty, and staff of the University of North Carolina at Chapel Hill. Every regularly admitted student is required to have a One Card. It will serve as your library and copy card and will allow you access to certain facilities. The UNC One Card also acts as a debit card and allows the cardholder to initiate financial transactions at several on- and off-campus locations. Contact the UNC One Card Office at 919-962-8024 for information. The UNC One Card Office is on the third floor of the Student Stores.

UNC Writing Center

([UNC Writing Center webpage](#))

The Writing Center is a free service available to students, faculty, and staff at UNC-Chapel Hill. Their tutors are friendly graduate students from various academic disciplines trained in teaching writing skills. They offer 45-minute face-to-face sessions and an online tutoring system that allows you to submit writing and receive feedback via the web. Their face-to-face sessions take place on weekdays by appointment from 9:00 a.m. to 8:00 p.m. and closes at 4:00 p.m. on Fridays. On weekends, the Writing Center is open on Sunday from 5:00 p.m. – 8:00 p.m.

In the past, graduate students in the School of Medicine could only make same day appointments with the Writing Center, and we have heard that the easiest day to get a same day appointment is Friday. Students can submit a draft to the online tutor at any time, but they can respond only during their normal business hours. The Writing Center is in the basement of the Student and Academic Services Building (SASB) North at the corner of Ridge Road and Manning Drive. They may be reached at 919-962-7710 for more information.

UNC International Student and Scholar Services (ISSS) ([International Student Services webpage](#))

ISSS provides resources to assist international students and scholars in adjusting to life in the United

States and Chapel Hill. The ISSS is in the Fedex Global Education Center and is open weekdays 9:00 am to noon and 1:00 pm to 4:00 pm. They may be reached through their website or by phone at 919-962-5661.

SECTION II: POLICIES

Student Policies for Conduct and Professional Development

IMPORTANT: *It is the student's responsibility to read, be aware of, understand and fully comply with all regulations, policies, procedures, and deadlines.*

Course Attendance

The division adheres to the Graduate School Attendance Policy ([Graduate School Policy - Attendance](#)). Preparation and punctuality are considered professional behaviors, and we expect them from all CRC and CMHC students. Due to the rigor of the graduate education curriculum in the MS in CRC and MS in CMHC programs, and the importance of participation in class discussion, you are expected to attend all classes. If you miss two classes, you can earn no higher than a P in the course. If you miss three classes, you can earn no higher than an L. Missing more than 3 classes will result in course failure. Students missing two or more classes due to medical emergency, hospitalization, or family emergency, with appropriate written documentation will be given the option of taking an incomplete in the class and repeating it when it is offered again. Incompletes and retaking certain courses, e.g., Applied Counseling Skills, will prevent students from proceeding further in their course of study.

Please also note that repeated late arrivals or early departures from class are unacceptable and the instructor has discretion as to whether it equals an absence. Students must check with their professors about their late arrivals/early departures to see how these have affected the course grade. It is considered professional behavior for a student to be proactive and punctual in communicating with faculty about absences in advance or immediately thereafter if the absence is due to an emergency. **STUDENTS ARE EXPECTED TO EMAIL THEIR PROFESSORS BEFORE CLASS IF THEY ARE GOING TO BE ABSENT or LATE.**

CRMH Virtual Attendance Accommodation Policy

In-person class attendance is expected for ALL registered CRMH students. Attendance requirements and expectations are described on course syllabi. CRMH faculty believe that in-person learning offers many benefits to student's personal and professional development and growth. Furthermore, in-person interactions promote cross-cultural learning and education, which is an integral component of professional counseling and social justice. In instances where a student is unable to attend class in-person, an alternative virtual class option *may* be offered.

To be eligible for the accommodation, the student must be experiencing sickness, chronic illness, family illness or death, or other related significant events. Traveling for vacation or recreational activities is not a valid cause for the virtual exception. The following factors will be utilized in determining whether an alternative virtual class is necessary:

1) The student's timeliness in contacting the class instructor. The student should email the instructor as soon as it is determined that they cannot attend class – preferably more than 24 hours before class.

We understand that certain students may experience chronic illness and/or live with unpredictable disabilities. In these cases, we encourage students to self-identify and request formal accommodations through The Equal Opportunity and Compliance office (EOC) ([Student Accommodations - UNC Equal Opportunity and Compliance](#)).

2) The reason for not attending class. Faculty understand that life may interfere with class attendance in myriad ways. However, the *virtual option is not to be misused or used for minor inconveniences.*

3) The content being covered in class. Certain class days involve activities and/or information critical to counselor skill development and professional development, thus in-person attendance is especially important.

Digital Etiquette Reminder: If joining virtually, we require that cameras be on for most of the class unless there is a specific reason the student needs it off. If this is the case, the student should discuss the need for the camera to be off with faculty before class. If you are experiencing symptoms of illness, we request that you take time to heal and recover. You have one “free” absence per semester built into our attendance policy for this reason.

The purpose of this Virtual Accommodation Policy is to promote an inclusive and culturally responsive learning environment, while maintaining the value and importance of in-person learning and social interactions. Please direct any questions or concerns regarding the policy to relevant faculty or class instructors.

Professional Conduct

Students must maintain appropriate professional conduct based on the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards, the Council for Rehabilitation Counselor Certification (CRCC) Code of Ethics, the American Counseling Association (ACA) Code of Ethics, and the UNC-Chapel Hill Student Code of Conduct among fellow students, persons served, and affiliates, faculty, and staff of the university. In addition, students are expected to conduct themselves professionally as members of the surrounding community, as they represent UNC-Chapel Hill and the CRMH program.

The ACA code of ethics is available via download through this link: [Ethics - Tools to Ensure Ethical Standards Compliance \(counseling.org\)](#)

The CRCC Code of Ethics is available via this link:

<https://crrcertification.com/code-of-ethics-4/>

The UNC-Chapel Hill Student Code of Conduct is available via this link:

<https://studentconduct.unc.edu/student-code-of-conduct/>

The Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2023) and the American Counseling Association Code of ethics (ACA, 2014) address professionalism in working relationships with other rehabilitation and mental health counselors, as well as colleagues from other disciplines in Section F, Relationships with Other Professionals and Employers (p. 19-20) and Section D, Relationship with Other Professionals (p. 10), respectively. These Codes of Professional Ethics emphasize the importance of being respectful of colleagues' opinions and practices, even when they differ from our own.

Counselors are respectful of approaches to counseling services that differ from their own and of traditions and practices of other professional groups with whom they work (CRCC, 2017; ACA, 2014).

CRCs and CMHCs “recognize their interactions with colleagues can influence the quality of services provided to clients...counselors develop positive working relationships and systems of communication with colleagues” (ACA, 2024, Section D, p. 10). The Code of Professional Ethics also calls on us to work well with team members, “Rehabilitation counselors acknowledge the expertise of other professional groups and are respectful of their practices...even when not personally agreeing with such decisions, unless these decisions breach the Code” (CRCC, 2023, Section F, p. 19).

There will be times when you do not agree with faculty or members of your cohort while you are in the program. In accordance with these ethical guidelines, please practice respectful communication when interacting with your colleagues and as you work together, whether in class, for group projects, or in making decisions as a cohort. As noted in our Diversity Policy, we promote and value mutual respect, diversity, equity and inclusion in the classroom and within the activities of your cohort. We encourage you to model professional behavior and have open, honest and courteous communication with each other and faculty members as you prepare to engage in professional relationships in your practicum, internship, and future work settings. Developing professional relationships with your peers in the CRMH program is a good foundation for your future professional relationships.

Professional behavior encompasses your actions, appearance, and communication, whether online, on campus, or in the community as representatives of the Division during your clinical training.

Privacy and Confidentiality

In adhering to the standards of professional conduct discussed above, students must comply with the standards regarding privacy and confidentiality as outlined in the Council for Rehabilitation Counselor Certification ([CRCC Code of Ethics](#)) (Section B page 8) and the American Counseling Association ([ACA Code of Ethics](#)) (Section B page 6). Regarding classroom discussions, all cases discussed will be de-identified to protect the client's privacy. Students should not discuss cases from the course discussions outside the class.

In Practicum and Internship, any and all recordings (or alternate formats) will be handled in accordance with the guidelines for recording presented in the Practicum Manual (page 8 Supervision Recording Requirements) and the Internship Manual (page 55 Appendix R Session Recording Guidelines).

Dress Code

We recognize and respect diverse styles of professional attire that align with individual identities and expressions. Attire should be neat, clean, and suitable for a professional setting. As part of the UNC School of Medicine, the Division follows the medical center's professional business attire policy: ("[Professional Business Attire](#)"). Neatness and appropriate attire promote the professional atmosphere of graduate school. This carries over into the clinical education component of the program once students begin interviewing and being a part of our clinical sites during practicum and internship. Thus, having a neat, clean, and well-groomed appearance is important.

Clothes that are too revealing or inappropriate are discouraged. Students must avoid clothes with logos or graphics that are offensive or inappropriate. Clothing must have an appropriate fit, with no visible undergarments/undershirts and should be free from offensive images, words, or logos. Skirts or dresses should be mid-thigh or longer. Low cut, strapless, or backless dresses or tops, or see-through clothing are unacceptable, and clothing must cover the midriff when standing naturally.

Students attending conferences or visiting any of our program's business partners are asked to dress in professional business casual attire as described here unless more formal business attire is required. Options include collared shirts, khakis, dress pants, trousers, skirts, and dresses. Skirts and dresses should be mid-thigh or longer. Avoid clothing that is excessively tight, low-cut or high-slit, or exposes your midriff, back, or shoulders. Please follow the School of Medicine guidelines for acceptable and unacceptable attire and footwear when attending conferences, found on the [School of Medicine guidelines webpage](#).

Once students enter practicum and internship sites, they are required to follow the dress code of the organization for which they are working. The dress code of your clinical training site may be more formal than the CRMH professional business casual attire above. This information is discussed during orientation and/or introductory supervision sessions. The Clinical Coordinator for the Division will share dress code policies for our clinical sites with second year students and can answer any specific questions.

Hygiene

Daily hygiene must include personal cleanliness, including use of deodorant. Strong perfumes, colognes, and scented lotions are not permitted as peers and patients in the medical center and surrounding areas may be sensitive to fragrance. We request that hair, mustaches, and beards be clean and well-trimmed.

Student Interaction

Students' interactions with faculty and peers, and other personnel on and off campus, are expected to be commensurate with professional behavior and be in compliance with the [Student Code of Conduct](#) Guidelines for Non-Academic Conduct.

Each of your core faculty has earned a doctorate in their respective specialties and students are encouraged to address them appropriately.

Areas identified and documented by the faculty as deficient within and outside of coursework are subject to review and remediation if it is found that such conduct would be detrimental to the student's participation in the field. Specific circumstances for remediation will be considered contextually in partnership between the collective CRMH division faculty, the student's advisor, and the student. If remediation is deemed necessary, processes for student progress and appeals will be available to them. Students wishing to follow the appeals process can begin by making an appointment with the program director.

Cell Phone Use

The use of cell phones during class, discussion groups, supervision/advising meetings, clinical interviews, etc. is strongly discouraged. It is impossible to give someone your full attention when you are distracted by your phone, so please exercise good judgment, and put cell phones away during these times. **Please switch your phone to "silent" or turn it off completely.** We do understand that circumstances will arise when you might need to monitor your phone or accept a call. We encourage you to explain the circumstance to the professor/supervisor prior to class.

Social Networking and Digital Platforms

Personal technology, including social networking, personal email, web surfing, texting, etc. during class is distracting to other students and faculty. It is also considered unprofessional behavior in the workplace. For this reason, as counselors-in-training, Division students are prohibited from engaging in the use of technology other than for the expressed purposes of class as outlined by faculty. Some students think that professors do not notice this happening in class. Not only do we notice, but fellow students will also come to us to complain about the distraction of their peers engaging in online activities during class.

Working on assignments in one class for another class is also inappropriate; as it communicates that the student is not engaged in the material at hand.

Personal use of phones is only permitted during break(s). If you are found to be on social media or digital platforms other than for the purpose of the class you are attending, you will be asked to put away your device. If the use of electronic devices during class becomes a continuous distraction, students may be required to meet with their advisors and the faculty may implement a limited use policy for their course.

Students within the Division should be mindful of any behavior that might reflect negatively on themselves, the Division and its faculty/staff, and/or the University of North Carolina at Chapel Hill. Such behavior includes activities conducted online and in group messaging/group chats.

While the Division does not restrict students from using online social network sites and/or digital platforms (examples: Facebook, Reddit, LinkedIn, Instagram, Snapchat, X/Twitter, blogging sites), it is important that students are aware that any content they make public via online social networks or digital platforms is expected to follow acceptable professional and social behaviors and also to comply with the [UNC Chapel Hill Student Code of Conduct](#).

As a student in the Division at the University of North Carolina at Chapel Hill, you are a

representative of the profession and the University. Please keep the following guidelines in mind as you participate on social networking web sites:

- Be aware that anything posted online is available to anyone in the world. Any text or photo placed online is completely out of your control the moment it is placed online – even if you limit access to the information on the site you are using.
- The Division expects students to refrain from posting information, photos, or other items online that could reflect negatively on themselves, the Division and its faculty/staff, or the University of North Carolina at Chapel Hill.
- It is never a good idea to post your home address, local address, phone number(s), birth date, or other personal information, as well as your whereabouts or your plans. By doing so, you put yourself at risk!
- Keep in mind that it is now quite common for potential employers, practicum/internship supervisors, graduate program personnel, and scholarship committees to search these sites to screen candidates and applications.
- It is our policy to maintain professional relationships with all students. Please do not “friend” faculty or staff members within CRMH until *after* you graduate from the program.
- The malicious use of online social networks, including derogatory language about any member of the CRMH community; demeaning statements about or threats to any third party; incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, underage drinking, illegal drug use, or any other inappropriate behavior, will be subject to disciplinary action under the UNC Chapel Hill Student Code of Conduct . This includes derogatory or malicious language used within GroupMe or group chat platforms.
- Students should not add or “friend” consumers with whom they are working or those they know professionally through their master’s training program on their personal social media accounts. This recommendation is made in light of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation standards, the Council for Rehabilitation Counselor Certification (CRCC) Code of Ethics, and the American Counseling Association (ACA) Code of Ethics. Students should not take photos with clients.
- Ignorance of these regulations does not excuse students from adhering to them.

Student Self-Care Policy

An Ethical Obligation. The Codes of Professional Ethics for both mental health and rehabilitation counselors (ACA, 2024; CRCC, 2023) require that counselors engage in self-care activities to maintain and promote their own physical, mental, & emotional well-being. Personal well-being is imperative to meet your professional responsibilities as a rehabilitation counselor and/or mental health counselor. The Code of Professional Ethics for Rehabilitation Counselors emphasizes the importance of knowing when one is impaired and in need of personal

help: “Rehabilitation counselors are alert to the signs of impairment due to their own health issues or personal circumstances and refrain from offering or providing professional services when such impairment is likely to harm clients or others. They seek assistance for problems that reach the level of professional impairment, and if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined they may safely resume their work.” (Section E.2.a, p. 17). Similarly, the ACA Code of Ethics mandates students “monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work” (ACA, 2024, Section F.5.b, p. 13).

Personal Counseling services provided outside of the program with links to the appropriate webpage are detailed below:

- [Heels Care Network](#): The Heels Care Network website is a place for **all** Tar Heels — undergraduate, graduate and professional students, and post-docs, as well as faculty and staff — to come together in support of each other and access the many mental health and well-being resources at UNC-CH. It serves as a gateway for mental health and wellness resources for everyone on campus: to find a support group, learn strategies for mental health, connect with trainings and advocacy organizations or find wellness events on campus.
- [Student Wellness](#) develops, promotes, and advocates for a campus and community environment that creates, emphasizes, and supports healthy choices and positive decision-making regarding health safety and wellness.
- [Carolina Recovery Program](#) (CRP) is a robust support system that operates as part of [Student Wellness](#). Weekly meetings are facilitated by expert staff and the Carolina Recover Community student organization. The staff provides personalized support to help well-being and academic success.
- [Substance Treatment and Recovery \(STAR\) | UNC Hospitals](#) provides outpatient substance use treatment and mental health care.

[UNC Health Care: Behavioral Health Services](#) provides mental health therapy for patients of the UNC Family Medicine Center

- [UNC HealthLink](#) For answers to questions and directions to appropriate care. (919-966-7890)
- [UNC Hospice](#) welcomes not only hospice families, but anyone in the community who desires support. There is no charge for services.
- [The Office of the Dean of students](#) is committed to providing a central education, programs, and services to support students’ academic, personal, and professional development. This office helps students in crisis and offers support and resources for faculty and staff, as well as parents and families.

- [Transitions LifeCare](#): Grief Care - Individual counseling by professionally trained grief counselors, support groups and workshops available for adults, teens, children, and entire families.

Food and Drink

We recommend that students eat outside, when feasible, during break or between classes. Students can store food in the Division Lab refrigerator. Students must recognize this is a privilege and as such it may be retracted at any point if students do not clean up after themselves or in any way abuse this privilege. *Students are not permitted to eat in classrooms during class time.* Students will be provided with at least one break in each class to get a snack to eat outside the classroom. It is unsafe, unprofessional, disrespectful, and distracting to eat while professors and guest speakers are lecturing.

Student Performance & Remediation

All students must progress and perform satisfactorily in the domains of academic performance, professionalism, and counseling skills throughout their time in the program. In the unusual situation where a mid-term or end-of-semester evaluation indicates progress-inhibiting performance in the judgment of the collective faculty, the student's advisor and instructor, will meet with the student to develop a remediation contract.

The three primary situations where dismissal may be considered include: 1) Academic Performance, 2) Professionalism, and 3) Counseling Skills and Documentation.

1. Academic Performance

Students must maintain a minimal level of academic performance to continue progression toward their master's degree in Clinical Rehabilitation Counseling or Clinical Menal Health Counseling. As noted in the [Graduate School Handbook](#), ***"A student becomes academically ineligible to continue in The Graduate School upon receiving a grade of F, F*, XF or nine or more hours of L."***

Students may appeal grades following the formal appeals process as outlined in the Graduate School Handbook guidelines ([Graduate School Grading](#)).

Grounds for a Grade Appeal

A petition for a grade appeal must set forth how the disputed grade resulted from one or more of the following grounds:

- arithmetic or clerical error
- arbitrariness, possibly including discrimination or harassment on the basis of an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.
- personal malice; and/or
- student conduct cognizable under the Instrument of Student Judicial Governance ([Instrument of Student Judicial Governance](#)).

Consultation with the Course Instructor

Before pursuing a grade appeal, the student should first address outstanding concerns with the course instructor who assigned the grade. If the instructor detects an arithmetic or clerical error that negatively influenced the grade assignment, the instructor may execute a grade change form reflecting the corrected grade. An instructor may not initiate a change of a course grade because of re-evaluating the quality of the student's performance or as a result of additional work performed by the student. A student considering a grade appeal is advised to meet with the course instructor as soon as possible after the grade is posted. The appeals must be submitted no later than 20 calendar days after the grade is officially posted.

If the student has difficulty scheduling a meeting with the course instructor, the student should contact the Division Director or the Division Director's designee. If the basis for the appeal is arbitrariness, discrimination, harassment or personal malice, the student should submit the appeal directly to the Division Director without meeting with the course instructor.

Appeal to the Division Director

If after consultation with the instructor, a satisfactory resolution cannot be reached, the student may appeal the decision of the instructor who assigned the grade to the Division Director. The appeal must be in writing and must be submitted to the Division Director, copying the Course Instructor. The appeal must describe how the disputed grade resulted from one or more of the grounds provided above. Appeals must be submitted no later than 20 calendar days after the grade is officially posted. If the Course Instructor who assigned the grade is also the Director of the Division, the student must appeal directly to the Chair of the Department of Health Sciences (DHS).

Appeal to the Department Chair

In the event that the Division Director does not grant the student's appeal, the student may pursue a formal appeal to the Chair of the DHS. The appeal must be submitted in writing no later than 20 days after the student receives the Division Director's decision. The DHS Chair will refer the appeal to the DHS Appeals Committee for review. The Appeals Committee will review the student's written appeal and give the Course Instructor the opportunity to reply to the student's petition. The Appeals Committee will share the Course Instructor's reply with the student. The student may request a meeting with the Appeals Committee. The DHS Appeals Committee will make a recommendation to the DHS Chair. The DHS Chair will make the final decision and inform the student in writing. The decision of the DHS chair is final, and no further appeals are available.

Appeal of a Dismissal Decision Based on Grades

If the Division Director, in consultation with the Division faculty and in accordance with Divisional policies, determines that a student's academic performance warrants dismissal, the student will be informed of the decision to dismiss the student in writing. If a student wishes to appeal the dismissal decision, the student may appeal to the Chair of the Department of Health Sciences. The appeal must be submitted in writing within 20 days of the date the student receives the dismissal letter from the Division Director. The appeal must consist of a written, signed statement by the student, stating the specific grounds and all the supporting facts upon which the student bases the appeal. The appeal must cite evidence that the dismissal was not in accordance with the Division's policies. The Chair of the Department of Health Sciences will refer the appeal to the DHS Appeals Committee. The Appeals Committee will review the written appeal and may seek additional information as needed. The student may request a meeting with the Appeals Committee. The DHS Appeals Committee will make a recommendation to the DHS Chair. The DHS Chair will make the final decision and inform the student in writing. No further appeals of this departmental decision are available.

If the outcome of the first level of appeal is not satisfactory to the student, an appeal of the chair/director/dean's decision may be lodged in writing with:

1. the chair's dean, in cases where the appeal was initially reviewed by the chair of the course's home unit, and the chair's school has a process for review at the dean's level, or
2. the Graduate School, in cases where:
 - 1) the school is the course's home unit, or
 - 2) the school in which the chair's academic program is based does not have a process for review at the dean's level, or
 - 3) the student has appealed to the chair's dean (step 3a above) and the outcome is not satisfactory to the student.

In appealing an appeal decision, the burden of proof falls upon the student to show that:

1. an impermissible element existed in the review of the appeal, and
2. that element influenced the chair/director/dean's determination of the outcome of the review to the detriment of the student.

The second level of appeal may not introduce new evidence or arguments about the original appeal. Rather, it is focused solely on the due process followed in the review of the appeal.

Appeal of a Grade and a Dismissal Decision Based on that Grade

If a student submits a grade appeal and an appeal of a dismissal decision based on that grade at the same time, the grade appeal will be considered first. If the grade appeal is granted, the Appeals Committee will then consider the appeal of the dismissal decision. If the grade appeal is not granted, the Appeals Committee will consider the appeal of the dismissal decision if the student's appeal cites evidence that the dismissal was not in accordance with the Division's policies.

2. Professionalism:

Students must also demonstrate professional behavior and conduct in accordance with the professional standards of CACREP, and in the in the [ACA Code of Ethics](#) and [CRCC Code of Ethics](#), and the [UNC Chapel Hill Student Code of Conduct](#).

In addition to academic ineligibility to complete this program, a student may be dismissed for inappropriate professional attitudes and actions. These professional standards are important for students preparing to deliver a high standard of care and service.

A student may be judged unacceptable for continuation in the Clinical Rehabilitation and Mental Health Counseling Program when a lack of professionalism has been displayed with respect to clients, other students, faculty, or clinical staff.

Professional behavior and conduct are evaluated periodically through the Professional Disposition of Students Rating Form. A minimum evaluation level of 3 - Fair/Adequate is the expected outcome for all standards listed on the Professional Disposition of Students Rating Form. Students who score 1 - Unacceptable on any standard, have more than 25% of all standards with scores of 2 - Poor, or persist with a score of Poor or Unacceptable across a semester will be discussed by the faculty as part of the review of student issues, and escalated to a formal review committee if needed to determine the course of action and possible remediation plan. The Committee at minimum consists of the student's advisor, the Clinical Training Coordinators, and the director of the Division of Clinical Rehabilitation and Mental Health Counseling. Failure to meet these expectations and violations of university policies or Code of Conduct will result in probation and may lead to dismissal of an enrolled student.

3. Counseling Skills and Documentation:

Students must demonstrate sufficient counseling skills through their clinical training in practicum and internship before progressing through the program or otherwise engage in the remediation process and possible reevaluation of continuing in the program. Failure to reach a minimum level of competence in the estimation of faculty and/or site supervisor may result in extending practicum, repeating practicum, or failing practicum. Students who fail to reach a satisfactory level of competence in the estimation of the faculty and/or site supervisor will, dependent upon the seriousness of the deficit, extend internship, repeat internship, or in the most severe cases, be dismissed from the program

All students must perform satisfactorily in both practicum and internship clinical placements. In the unusual situation where a mid-term evaluation indicates unsatisfactory performance, the supervisor(s) will meet with the student to develop a remediation contract. Students needing remediation in their clinical training must meet with the site supervisor and faculty supervisor to review the student's performance difficulties and develop an action plan. All parties will collaboratively develop a written corrective action plan for remediation or resolution of issues or problems. The student's advisor will also be informed of the corrective action plan. The written determination will serve as a contract and include:

- (1) Specific performance issues needing to be addressed
- (2) Concrete steps to address the issues
- (3) Clear plan with actions to identify how these steps will be evaluated
- (4) Clinical practice measures and progress are used to determine if effective remediations of the student's performance difficulties are completed.

Following evaluation of the student's progress in the action plan, an additional meeting with the site supervisor and faculty supervisor will occur to determine:

- if performance is acceptable;
- if the placement needs to be extended;

- if the placement needs to be repeated;
- or if the placement should be terminated.

The student's effort in the remediation plan will be factored into the final grade assigned in the clinical course.

Student Requests for Academic Program Exceptions or Modifications

Students are expected to follow the Graduate School procedures when making special requests for academic program exceptions or modifications, e.g., grade transfers, course waivers, adjustments to requirements, program accommodations, time extensions, or leave of absences. ([Graduate School Leave of Absence policy](#)).

Within the 5-year limit, a student in good academic standing may request one leave of absence from graduate study for a definite, stated period (up to 1 year) during which the student does not plan to make academic progress. To be eligible for a leave of absence, a student should not have received an extension of the degree time limit and not have temporary grades of IN or AB in courses taken.

In advance of the leave period, the student must complete and submit a Request for Leave of Absence Form ([Leave of Absence form](#)) to The Graduate School. This form requires approval by the academic program. If The Graduate School approves the leave of absence, the time of that leave will not count against the total time allowed for the degree. Readmission to the Graduate School after an approved leave of absence is generally a formality ([Graduate School Readmission](#)) Ordinarily, a leave of absence may not be renewed.

Students should be aware that while on leave, they cannot be considered enrolled students and therefore will not have access to campus services and benefits afforded to enrolled students, including eligibility for holding student employment positions (e.g., TA or RA) or student health insurance, among other services.

Students taking advantage of the do not need to file a separate Leave of Absence request ([Parental Leave Policy](#)). Information about other types of leaves can be found in the Graduate School Handbook ([Graduate School - Other types of leave policy](#)).

For other academic program exceptions or modifications (e.g., grade transfers, course waivers, adjustments to requirements, program accommodations), faculty decisions made at a given time regarding the request of a student or class only apply to that specific request and will not have ramifications in any other respect. Students must first discuss their issue with their faculty advisor to determine whether this warrants a program exception or modification. If the advisor believes it is an appropriate request, then the student should propose it in writing. All requests must be submitted in writing to the student's academic advisor (or Division Director in the absence of an advisor) specifically making the formal request for faculty consideration. Students can make a formal written request by e-mail or letter to their advisor and are responsible for providing the information needed to make the decision. Division Faculty will review each request at their next earliest scheduled faculty meeting.

Decisions made by the faculty will be recorded in the faculty minutes of the meeting. A formal reply

will be sent within a week following the faculty's decision by either e-mail from the student's advisor or by a letter from the Director to the student.

Grading

Grades used in the evaluation of the performance of UNC-CH graduate students are as follows:

| Letter Grade | Description | Division Numeric Scale |
|--------------|-----------------------|------------------------|
| H | Clear Excellence | 93-100 |
| P | Entirely Satisfactory | 83-92 |
| L | Low Passing | 75-82 |
| F | Failed | <75 |

Late assignments may not be accepted. If the late assignment is accepted, it will be subject to a loss of points. The grade for any assignment turned in late in any class in the program within one week of the due date will result in a 10% grade drop. To clarify, any assignment turned in 1 minute to 1 week late will receive a 10% drop. After one week, a 20% drop in grade is assigned automatically. Please submit assignments on time to avoid these penalties.

Tests/midterms/final exams will not be rescheduled unless a student has a death in the family, is hospitalized, is very ill (e.g., fever) and has a doctor's note or is quarantined due to COVID.

A grade of L should be cause for concern and every effort should be made by the student to determine and correct any deficiencies in study habits, writing ability, background knowledge, or other contributing factors. Per the graduate school, a student in a master's degree program becomes academically ineligible for continued graduate study upon receiving any grade of F or receiving 9 or more credit hours of a grade of L.

A P grade means the student meets the criteria for graduate level study and practice based on the assignment or coursework completed.

A grade of H means that the student excels in graduate level study and practice based on going over and above the levels expected of CRC and CMHC students on the assignment or coursework completed.

A grade of Incomplete may be given when a student cannot complete a course within the allotted time. An Incomplete will not be given prior to midterm. If a student cannot complete coursework prior to midterm, withdrawal from the course or program is an approved option. After midterm, faculty give an Incomplete only in exceptional circumstances such as in the case of illness or death in the family. Please talk with your professor and your advisor if you are considering an INC.

A delay in finishing a course usually causes an overload of work in subsequent semesters. A graduate

student has one calendar year to remove a grade of Incomplete. If an Incomplete is not removed after one year and an extension has not been granted, the Incomplete automatically becomes an F, thus making the student ineligible to continue in graduate studies.

Additional information on grading is available in the Graduate School Handbook. Students with concerns about grades should first see the instructor. Those who feel there has been an error in grading can follow the steps described below for grievances and petitions.

Grievances and Petitions

Reinstatement

The Graduate School Handbook outlines the procedures for petitioning for reinstatement after a student is declared academically ineligible.

Student Grievances: Informal Dispute Resolution

The Division is committed to resolving student complaints received about the program, curriculum, or other general training-related concerns. If you have a concern or complaint, including complaints about grades, petitions for reinstatement following academically ineligible determinations, other students, or professors, students are encouraged to follow the informal dispute resolution steps below to seek resolution.

Submitting a Complaint

Step 1: First try to resolve your complaint by **talking with the person most directly connected to your concern**. This person may request that you provide additional documentation or schedule an appointment to address your concern.

Step 2: If you think your complaint was not properly addressed in Step 1, you may submit a complaint to either (1) your advisor or (2) the Division Director. When presenting the complaint, please include (1) your actual complaint (be as specific as possible), and (2) the outcome you are seeking. Again, a meeting or additional paperwork may be requested at this point.

You can request an appointment to discuss your problem or submit a letter detailing your concern, which still may entail a subsequent meeting to discuss additional details and/or the resolution. When presenting the complaint, please include: (1) your actual complaint (be as specific as possible), (2) the outcome you are seeking, and (3) why the solution from step 1 was not suitable for you. In this step, you, with the person directly involved in your concern and your advisor will develop a resolution. Again, you may request this on paper and agree to it or appeal it. If for some reason this is not satisfactory for you, please refer to the steps outlined below.

Step 3: If you are not satisfied with the resolution generated in Step 2, you may submit a formal complaint to the **Division Director**. If the complaint involves the Division Director, complaints should be submitted to the Department of Health Sciences Chair and Associate Dean, Dr. Ingersoll. When presenting your complaint, please include: (1) your actual

complaint (be as specific as possible), (2) the outcome you are seeking, and (3) previous attempts to resolve the complaint and why you think those were not sufficient. The Division Director or, as appropriate, the SOM Associate Dean or their designee, will address the complaint. This may involve additional meeting(s) with the parties involved. A resolution will then be issued.

Step 4: If the problem remains unresolved, Dr. Ingersoll will refer you to the School of Medicine Associate Dean or their designee to process your complaint.

Student Mistreatment and Learning Environment Concerns

If you are concerned about student mistreatment or the learning environment, you can also submit an anonymous or named report to the SOM Assistant Dean of Student Affairs. The UNC SOM takes allegations of student mistreatment very seriously. Examples of mistreatment include sexual harassment; discrimination based on race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression; purposeful humiliation, verbal abuse, threats, or other forms of psychological mistreatment; and physical harassment, physical endangerment and/or physical harm. More information and the full student mistreatment policy can be found on the student governance website along with the link to submit a report: [\(Student Governance-Student mistreatment and learning environment\)](#).

The University Ombuds Office

The University's Equal Opportunity and Compliance Office

Students who believe that they may have been discriminated against or harassed based on their age, color, creed, disability, gender, gender expression, gender identity, genetic information, race, national origin, religion, sex, sexual orientation, or veteran status (their "protected status") should contact the University's Equal Opportunity and Compliance Office (<http://eoc.unc.edu/>) or the University's Title IX Compliance Coordinator (<https://eoc.unc.edu/whoweare/our-team/>). Further information about the complaint process and the University's Policy on Prohibited Discrimination, Harassment, and Related Misconduct, including Sexual and Gender-Based Harassment, Sexual Violence, Interpersonal Violence and Stalking (the "Policy") can be found at that website. Retaliation against an individual because of their good faith participation in the reporting, investigation, or adjudication of violations of the Policy is prohibited.

Student Appeal Process

The Graduate School Handbook outlines a multi-step process for student appeals. Briefly, the steps to be followed by the students in the Division include:

- Address concerns with the faculty;
- If concerns are not resolved, lodge an appeal in writing with the Division Director (or if the Division Director made the directive to be appealed, continue to the next step);
- If concerns are not resolved, lodge an appeal in writing with the Chair of the Department of Health Sciences;

- If concerns are not resolved, submit an appeal in writing with the Dean of the Graduate School.

For more in-depth information on either the petition or appeal process, refer to the [Graduate School Handbook](#). All students must follow the procedures set forth in the Graduate School Handbook for any grievances or petitions.

Course Evaluations

At the end of each course, students evaluate stated learning objectives and instructor effectiveness. Evaluations are given anonymously under a confidential procedure. Each student is encouraged to give their opinion about the strengths and recommendations of each course. Fair and honest student feedback is an important component of overall curriculum evaluation. Dissatisfaction or frustration with course assignments, related in- and out-of-class activities, and grades received should be discussed directly with the instructor during the semester. Personal attacks are not considered professional behavior and do little to provide information that would be helpful in improving the course or the program. The faculty members and the Division Director read course evaluation forms annually. The Chair of the Department of Health Sciences reviews the Division Director's course evaluations. Student evaluation is one element of a faculty member's Teaching Portfolio and summaries of course evaluations are used in decisions regarding the instructor's reappointment and/or promotion.

Student Use of Division and University Resources

Copying and Printing

Students are not permitted to use the Division/DHS copiers for personal use. Printers are available to students in the Division student Lab. The Division will provide limited cartridges and paper as the budget allows. Students are responsible for making copies of records (e.g., health insurance, CPR cards) submitted for fieldwork. Please do not ask office staff or faculty to make exceptions. Students can make copies using cash in the following locations: Davis Library, Law Library, Undergraduate Library, Health Sciences Library, SILS Library, Wilson Library Annex, Carrington Hall, Sloane Art Library, Carroll Hall, and Philips Hall. Students who are enrolled full-time are provided with an allocation of 400 pages per semester by the UNC One Card office for free printing in University ITS labs. Once the 400 pages are used up, students will be required to add funds to their OneCards to pay for printing. The rate for printing is 10 cents per page for black and white documents and 30 cents per page for color documents. Currently, there are sixteen ITS labs located on UNC's campus. The list of their locations can be found at <https://edtech.unc.edu/service/cci-printing/#wheretoprint>. Please contact the UNC One Card Office at 919-962-1385 if you have further questions regarding usage of your printing allotment.

Lab (G083 Bondurant Hall)

Students are encouraged to use the large classroom in the lab area whenever class is not in session or otherwise booked for meetings/events. The small conference rooms and the large lab classroom contain expensive taping equipment; therefore, strict guidelines must be enforced for its use. Students who wish to use the small conference rooms for taping purposes must use the sign-up

sheets posted on the doors of the small conference rooms to reserve the time they need to have available for taping purposes only.

No food or drink is permitted in the taping rooms. A strict policy of carry-in/carry-out applies to the lab. No trash is to be left in any lab rooms as this area is not maintained by housekeeping. A refrigerator has been placed in the lab area for students to use; however, students are responsible for keeping it clean and removing perishable food items before spoilage occurs. If food is left unmarked in the refrigerator, it will be thrown out at the end of each week. Use of the refrigerator is a privilege, which can be withdrawn by the Division at any time. Important: The last student using any room(s) in the G083 complex is responsible for locking the door(s) when leaving to avoid problems with unauthorized access to (and possibly theft of) any resources located in the lab.

Supplies and Equipment

Office supplies and equipment are funded at a level to meet the needs of faculty and to enhance the educational process. Students are not permitted to use Division office equipment (examples are printers, computers, and telephones) in the 4th floor office suite without permission from faculty or staff. Students employed (Work Study, Graduate or Research Assistants) in the office may use office equipment assigned for their respective office jobs, not for personal use or classroom assignments. Computers and a printer are available in the Division Lab, located in G083 Bondurant Hall, for students to use during open lab hours (which are posted on the lab door). Printer paper and ink cartridges will be provided by the Division as the budget allows. Otherwise, students are responsible for providing their own paper and replacing the printer cartridge at their own expense.

Telephones

Students are not permitted to use Division telephones for personal use without permission.

Student Alcohol Policy

Students and their guests aged 21 or older may possess and consume alcoholic beverages in individual campus residence hall rooms or apartments on campus, but not in common areas of residence halls on campus. Common source containers of alcohol (kegs) are not permitted on the UNC-CH campus. No public possession or consumption of alcohol is allowed at any time. No person, organization, or corporation may sell or indirectly sell any kind of alcoholic beverage on campus. No alcohol may be served or consumed in any University building or open space except as provided in the University's Guidelines. Consult the University Guidelines on Alcohol Use and Possession for clarifications and/or exceptions.

No Student Activity Fees or other University collected fees shall be used to purchase alcohol for use either on campus or off campus. No other funds of an officially recognized student group deposited or administered through the Student Activities Fund Office (from dues, donations, etc.) may be used to purchase alcohol for use either on campus or off campus.

Adverse Weather

The Division of Clinical Rehabilitation and Mental Health Counseling follows the University's adverse weather policy. In the event of severe weather, students have several resources available for learning the current status of the University:

Adverse Weather Hotline: Call 919-843-1234 for a recorded message on the adverse weather status for the University. WEBSITE: Adverse weather condition levels can be found on the [Alert Carolina webpage](#). RADIO: Regarding University operations and Chapel Hill buses, tune into Radio Station WNCN, 1610 am, the Travelers Information System. WUNC (91.5 FM) will also broadcast regular announcements regarding any weather-related closings. TELEVISION: Most local television stations will report weather-related closings during severe weather events.

Should the University close due to adverse weather an announcement will be made by the Chancellor or their representative. If conditions develop during the workday that require the University to close, the campus will be informed through regular administrative channels.

UNC Chapel Hill Student Code of Conduct

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise, and both must share responsibility for ensuring its integrity. In relation to the Code of Conduct, specific faculty responsibilities parallel student responsibilities. It will be expected that our students, especially in their first year, sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work. The full text version of the Student Code of Conduct is available on-line at: [Article - The Student Code of Conduct...](#)

Code of Conduct: Student Responsibilities

It is the responsibility of every student to support the principles of academic integrity and refrain from all forms of academic misconduct. Potential violations of the Code of Conduct include, but are not limited to plagiarism, misrepresentation, unauthorized assistance or collaboration, cheating, using unauthorized materials or methods, copying from another's work, representing someone else's work as one's own or completing work on behalf of another student, violating the requirements governing the administration of exams or other assignments, or compromising the security of exams or other assignments.

Students should consult with faculty and other sources to clarify the meaning of plagiarism, to learn the recognized techniques of proper attribution of sources used in the preparation of written work, and to identify allowable resource materials or aids to be used during examination or in completion of any graded work. Students will be asked to sign a pledge on all graded academic work certifying

that no unauthorized assistance has been received or given in the completion of their work.

Students are responsible for being aware of and supporting all the requirements of the Student Code of Conduct available via this link: [Article - The Student Code of Conduct...](#)

Code of Conduct: Faculty Responsibilities

To inform students at the beginning of each course and at other appropriate times that the Code of Conduct, which prohibits giving or receiving unauthorized aid, is in effect. Where appropriate, a clear definition of plagiarism and a reminder of its consequences should be presented, and the extent of permissible collaboration among students in fulfilling academic requirements should be explained.

To identify clearly in advance of any examination or other graded work the books, notes, or other materials or aids which may be used; to inform students that materials or aids other than those identified cannot be used; and to require unauthorized materials or aids to be taken from the room or otherwise made inaccessible before the work is undertaken.

To require each student, on all written work, to sign a pledge when appropriate, stating that the student has neither given nor received unauthorized aid. Grades or other credit will not be awarded for unpledged work.

To take all reasonable steps consistent with the existing physical classroom conditions, such as requiring students to sit in alternate seats, to reduce the possibility of cheating on graded work.

To exercise caution in the preparation, duplication, and security of examinations (including make-up examinations) to ensure that students cannot gain improper advance knowledge of exam content.

To avoid, when possible, reuse of instructor-prepared examinations, in whole or in part, unless they are placed on reserve in the library or otherwise made available to all students.

To exercise proper security in the distribution and collection of examination papers. To be present in the classroom during an examination when the instructor believes that their presence is warranted or when circumstances, in their opinion, make their presence necessary.

To report to the Office of the Student Attorney General or the Office of Student Affairs any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. When possible, consultation with the student should precede reporting. Private action as a sanction for academic cheating, including the assignment, for disciplinary reasons, of a failing grade in the course, is inconsistent with faculty policy and shall not be used in lieu of or in addition to a report of the incident.

To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon.

The student and faculty responsibilities are not all inclusive. They constitute the minimum required of members of the faculty and of the student body. Nor are they mutually exclusive. The obligation of a faculty member or a student to uphold the values of academic integrity in this University shall not be lessened or excused by any failure of the other to comply with their responsibility.

ACCOMMODATIONS POLICY

The University of North Carolina at Chapel Hill is committed to assuring that all programs and facilities of the University are accessible to individuals with disabilities. Every student has the opportunity to voluntarily self-identify with the University as having a disability that substantially limits one or more of the student's major life activities. The form for official self-identification is available on-line through The Equal Opportunity and Compliance office (EOC) at [Form to Request Accommodations](#). EOC will determine if a student is eligible for accommodation. Accommodations must be requested by a student in a timely manner (at least 14 days prior to the accommodations needed), which will allow EOC to review documentation, determine eligibility, and establish any accommodations. Please note that identifying as having a disability to an individual professor, school, department, or office other than EOC is NOT considered an official request to the University for accommodations. Faculty contacted by a student identifying with a disability should encourage them to directly contact EOC. To be eligible for accommodations, a student must register with EOC as outlined above and any accommodations must be approved through EOC. Faculty cannot provide accommodations without documentation from EOC. Students who are not seeking a specific accommodation are still encouraged to self-identify with EOC to learn more about available support and resources. [EOC Website Regarding Accommodations](#)

REHABILITATION SERVICES ADMINISTRATION (RSA) SCHOLARS GRANT POLICY

Rehabilitation Services Long Term Training grants may be available to both MS CRC and MS CMHC students. Students will be given information about how to apply for the RSA grants at the start of each school year. RSA scholars receive \$6,000/semester for the semesters they are chosen to be an RSA scholar (Fall and Spring).

Terms and Conditions of Eligibility for an RSA Scholarship Stipend

The following conditions must be met by the scholar in order to be eligible to receive the RSA scholarship stipend: (1) provision of documentation that the applicant is a U.S. citizen and lawful permanent resident of the United States for other than a temporary purpose, (2) expressed interest in a career in clinical practice, administration, supervision, teaching, or research in the vocational rehabilitation, supported employment, or independent living rehabilitation of individuals with disabilities, (3) expectation to maintain or seek employment in a designated State rehabilitation agency or in a nonprofit rehabilitation, professional corporation, professional practice group, or related agency providing services to individuals with disabilities under an agreement with a designated State agency, (4) attendance of the institution for no more than four academic years, and (5) provision of Certification of Eligibility for Federal Assistance and (6) completion of the CRMH 600 hour internship in a designated State rehabilitation agency or in a nonprofit rehabilitation, professional corporation, professional practice group, or related agency providing services to individuals with disabilities under an agreement with a designated State VR agency.

Pay-back of Service / Repayment of Scholarship Stipend

In order to receive the scholarship stipend the scholar must: (1) maintain employment in a nonprofit rehabilitation agency or related agency or in a State rehabilitation or related agency, including a professional corporation or professional practice group through which the individual has a service arrangement with the designated State agency, (2) on a full- or part-time basis, (3) for a period of not less than the full-time equivalent of two years for each year for which assistance of the scholarship stipend was received, and (4) not more than the sum of the number of years required and two additional years.

If the scholar is unable to meet the above requirements, repayment of all or part of any scholarship received, plus interest, is mandatory with a possibility of collection fees. A scholar enters repayment status on the first day of the first calendar month after the earliest of the following dates: (1) date the scholar informs the office assistant they do not plan to fulfill the employment obligation under the agreement; or (2) any date when the scholar's failure to begin or maintain employment makes it impossible for that individual to complete the employment obligation within the determined number of years required.

Deferral or Exception to Performance or Repayment

To obtain a deferral or exception to performance or repayment under a scholarship agreement,

prior to the 2 year grace period following graduation a scholar shall provide to the Payment Information Management System (PIMS): (1) Written application to the office assistant to request a deferral or an exception to performance or the repayment of a scholarship; and (2) Documentation: (a) Documentation must be provided to substantiate the grounds for a deferral or exception; (b) Documentation necessary to substantiate an exception under Sec. 386.41(a)(1) or a deferral under Sec. 386.41(b) (5) must include a sworn affidavit from a qualified physician or other evidence of disability satisfactory to the office assistant; or (c) Documentation to substantiate an exception under Sec. 386.41(a)(2) must include a death certificate or other evidence conclusive under State law. If a scholar exits the program prior to graduation, the repayment process begins as noted above.

SECTION III: ACADEMIC ADVISING

ACADEMIC ADVISING

Graduate education in CRC and CMHC is a combination of academic preparation, skill development, and personal growth. To aid you in this process and to guide you through the University system, a faculty member will be assigned as your primary advisor. The faculty advisor will approve your academic program and help you plan any supplemental experiences necessary for your development as a clinical rehabilitation counselor or clinical mental health counselor. The advisor will answer your questions about the curriculum, provide feedback on your progress, and facilitate your entry into your career as a clinical rehabilitation or mental health counselor. Your faculty advisor must serve as the Committee Chair of your master's paper, project, or thesis. You choose the faculty member who will serve as your reader. *Only core faculty members can serve as readers* (Adjuncts cannot serve as readers). You can designate someone outside the program, who may be a specialist in the topic area you choose, as an additional 3rd reader only.

Each faculty member has special areas of interest, expertise, and work experience. The faculty can provide you with different points of view. Take the opportunity to get to know your faculty advisor as well as the other faculty members. **It is your responsibility to schedule appointments with your Advisor.**

To assure an equitable workload for faculty and accessible advisors for students, the procedures described below will be used.

The Division Director and faculty will meet to discuss incoming students' interests and faculty will meet to assign students to academic advisors. A list of academic advisees will be distributed during Student Orientation. The assigned faculty member becomes the student's academic advisor.

Students and academic advisors will meet as often as is necessary to ensure a sound course of study. Frequency and methods of contact will be determined mutually by the student and faculty. The academic advisor will document as appropriate. Academic or professional problems that could contribute to dismissal are reported to and discussed with the academic advisor. Any such information is documented by the advisor. All students are reviewed prior to registering for the following semester.

The academic advisor is responsible for providing general advice on academic affairs. The academic advisor's duties do not include medical or psychiatric counseling of students. A student in distress will be referred to confidential personal counseling through UNC Counseling and Psychological Services ([Campus Health Counseling and Psychological Services website](#)), particularly if issues pose a barrier to student safety or progression through the program. Faculty may decide to meet with advisees on an "as needed" basis and when appropriate, e.g., helping the advisee to decide on the specialization or assisting in making a formal request. Division faculty will maintain an open-door policy for advisement. Students are responsible for maintaining proactive communication with faculty advisors.

As previously stated, the academic advisor is also the Committee Chair for the Master's paper, project, or thesis. All questions related to research should be directed to the Committee Chair. All questions regarding specific courses or course requirements should first be directed to the instructor of the course. Only when the academic advisor is also the instructor of the course should the advisor serve in a simultaneous role.

Students may change advisors no more than twice while enrolled in the program. If the student chooses to change advisors, they must do so prior to submitting the second draft of their paper to their Chair. Once they switch advisors, they start over with draft #1, so they may have to complete 3 additional revisions. Students may change faculty advisors in the following manner:

1. The student requesting a change of faculty advisor shall obtain permission from their current advisor as well as from the preferred advisor.
2. The student shall provide a written statement to both parties explaining the reasons for the change. Written requests will remain in the student's file.
3. Both faculty members must agree to the change.
4. Faculty advisement loads will be taken into consideration. Therefore, every effort will be made to maintain an equitable distribution of students among advising faculty.
5. The faculty will determine new advisors as appropriate.

Student-faculty contact will be documented as necessary. All registration, records of course work, and other student program material will be documented as well as student performance reviews.

STUDENT REVIEWS

At regularly scheduled biweekly faculty meetings, time is set aside for faculty to discuss student performance in the program. The faculty may schedule a meeting as appropriate with advisees to review performance with specific students. Should specific action steps be recommended, the advisor would adequately document the meeting for the student's file. The student may address any concerns they may have with their advisor or with the Division Director. During field placement courses, evaluation will be informed by site reviews. Forms used by site supervisors to evaluate students can be obtained in the respective manual for the appropriate clinical component. For more information see SECTION VI: CLINICAL EDUCATION component of this handbook.

Students are responsible for tracking their progress throughout the program and scheduling advising meetings as necessary. For instance, if a student feels they are at risk of exceeding the allowed number of "L's," it is the student's responsibility to meet with the instructor and the advisor. In addition, students should check their transcripts regularly to make sure any incomplete grades or other grade-related issues are rectified. It is the student's responsibility to ensure their INC grade is changed prior to it automatically becoming an F. When a student's performance is below average, faculty may take steps to advise the student on a reduced load, e.g., part time.

End of Year Review

At the conclusion of the first year, students will complete the Student Activity Report, a self-evaluation form to report on their course grades, strengths, areas for improvement, and expectations for remediation where necessary. Faculty will collectively review students' performance and provide feedback. This more comprehensive review will determine whether students may pursue clinical fieldwork and provide important feedback on professional development.

REGISTRATION

[\(Connect Carolina website\)](#)

Students will be registered for Fall classes in their first semester by the Student Services Specialist. For all other semesters, the student will be responsible for their own registration (except part-time students or when classes have been blocked by the Division) after referring to the Division course curriculum and/or consulting with the advisor as questions arise. There will be some courses in your clinical education sequence that require that the Division enroll students such as Practicum and Internship as students must be first assigned to specific sections in these courses. If for some reason you are unable to register yourself, you can contact the Student Services Specialist. Perry Studevent who will try to help you determine what the problem is and provide direction on how to correct the problem.

Pre-registration dates, times, and course offerings can be obtained from the UNC Registrar's site ([UNC Registrar website](#)) throughout the year. Adding or Dropping a Course is another function that is handled through on-line communication. It may be necessary to process "paper drop/add" forms which can be secured from the Division Program Assistant or the Registrar's office.

Loss of registration during a clinical class can result in losing a clinical placement. Should a student be dropped from a clinical course, for any reason, the student is responsible for addressing consequences.

SECTION IV: CURRICULUM

Curriculum Overview: MS in CRC and MS in CMHC

The MS in CRC curriculum contains a total of 66.5 credits for the PD and DD track, and 68 credit hours for the Dual track, combining academic work and clinical experience. The MS in CMHC curriculum contains a total of 63.5 credits for the PD and DD track, and 65 credit hours for the Dual track. A full-time student may require at least two calendar years of continuous enrollment; and part-time students may require up to four calendar years. All courses are in person except for summer courses which are 100% virtual and asynchronous to allow students more flexibility for travel or work during the summer.

Students pursuing a master's degree in CRC are required to complete the following courses:

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|---|
| CRMH 701: Foundations of Clinical Rehabilitation Counseling (3 credits) |
| CRMH 702: Theories of Counseling (3 credits) |
| CRMH 704: Medical & Psychosocial Aspects of Disabilities (3 credits) |
| CRMH 706: Tests & Measurement in Counseling (3 credits) |
| CRMH 709: Career Counseling & Development: Clinical Rehabilitation Counselors (2 credits with 1 credit lab) |
| CRMH 710: A Multicultural Perspective of Developmental Counseling through the Lifespan (3 credits) |
| CRMH 712: Diagnosis and Assessment of Mental Disorders in Counseling (3 credits) |
| CRMH 714: Principles of Group Counseling (3 credits) |
| CRMH 718: Counseling Individuals with Substance Abuse & Co-Occurring Disorders (3 credits) |
| CRMH 800: Research & Program Evaluation in Counseling (3 credits) |
| CRMH 802: Practicum (5 credits) |
| CRMH 806: Applied Counseling Skills (5 credits) |
| CRMH 811: Internship in Clinical Rehabilitation Counseling (10 credits) |

| |
|---|
| CRMH 705: Ethical, Legal, and Professional Issues in Counseling (3 credits) |
| CRMH 816: Evidence-Based Counseling Practices with People with Developmental Disabilities (1.5 credits) |
| *AND/OR |
| CRMH 818: Evidence-Based Counseling Practices with People with Psychiatric Disabilities (1.5 credits) |
| CRMH 822: Marriage, Couple, & Family Counseling (3 credits) |
| CRMH 992/993: Master's Paper, Project, or Thesis (3 credits Each Spring Yr 1, Fall Yr 2, Spring Yr 2) |
| Total Credit Hours: 66.5 PD & DD, 68 Dual* |
| *Total will change depending on the number of semesters a student enrolls in 992/993. |

Students pursuing the master's in CMHC are required to complete the following courses:

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| CRMH 700: Foundations of Clinical Mental Health Counseling (3 credits) |
| CRMH 702: Theories of Counseling (3 credits) |
| CRMH 706: Tests and Measurement in Counseling (3 credits) |
| CRMH 708: Career Counseling & Development: Clinical Mental Health Counselors (2 credits with 1 credit lab) |
| CRMH 710: A Multicultural Perspective of Developmental Counseling through the Lifespan (3 credits) |
| CRMH 712: Diagnosis and Assessment of Mental Disorders in Counseling (3 credits) |
| CRMH 714: Principles of Group Counseling (3 credits) |
| CRMH 718: Counseling Individuals with Substance Abuse and Co-Occurring Disorders (3 credits) |
| CRMH 800: Research & Program Evaluation in Counseling (3 credits) |
| CRMH 802: Practicum (5 credits) |
| CRMH 806: Applied Counseling Skills (5 credits) |
| CRMH 810: Internship in Clinical Mental Health Counseling (10 credits) |
| CRMH 705: Ethical, Legal, and Professional Issues in Counseling (3 credits) |
| CRMH 816: Evidence-Based Counseling Practices with People with Developmental Disabilities (1.5 credits) |
| *AND/OR |
| CRMH 818: Evidence-Based Counseling Practices with People with Psychiatric Disabilities (1.5 credits) |
| CRMH 822: Marriage, Couple, & Family Counseling (3 credits) |
| CRMH 992/993: Master's Paper, Project, or Thesis (3 credits Each Spring Yr 1, Fall Yr 2, Spring Yr 2) |
| Total Credit Hours: 63.5 PD & DD, 65 Dual* |
| *Total will change depending on the number of semesters a student enrolls in 992/993. A minimum of two semesters of 992/993 is required for the MS CMHC. |

COURSE OF STUDY-COMPARISON

Fall Semester Year 1 (12 Credit Hours)

| CRC Course # | CRC Credit Hrs. | CMHC Course # | CMHC Credit Hours |
|--------------|-----------------|---------------|-------------------|
| CRMH 701 | 3 | CRMH 700 | 3 |
| CRMH 710 | 3 | CRMH 710 | 3 |
| CRMH 712 | 3 | CRMH 712 | 3 |
| CRMH 800 | 3 | CRMH 800 | 3 |

Spring Semester Year 1 (17 or 20 Credit Hours)

| CRC Course # | CRC Credit Hrs. | CMHC Course # | CMHC Credit Hours |
|-----------------|--------------------------------|-----------------|--------------------------------|
| CRMH 702 | 3 | CRMH 702 | 3 |
| CRMH 704 | 3 | CRMH 704 | 3 (elective) |
| CRMH 709 | 3 (2 credits and 1 credit lab) | CRMH 708 | 3 (2 credits and 1 credit lab) |
| CRMH 806 | 5 | CRMH 806 | 5 |
| CRMH 822 | 3 | CRMH 822 | 3 |
| CRMH 992 or 993 | 3 | CRMH 992 or 993 | 3 |

First Summer Session Year One (3 Credit Hours-virtual, asynchronous)

| CRC Course # | CRC Credit Hrs. | CMHC Course # | CMHC Credit Hours |
|--------------|-----------------|---------------|-------------------|
| CRMH 705 | 3 | CRMH 705 | 3 |

Second Summer Session Year One (3 Credit Hours-virtual, asynchronous)

| CRC Course # | CRC Credit Hrs. | CMHC Course # | CMHC Credit Hours |
|--------------|-----------------|---------------|-------------------|
| CRMH 718 | 3 | CRMH 718 | 3 |

Fall Semester Year Two (15.5 or 17 Credit Hours)

| CRC Course # | CRC Credit Hrs. | CMHC Course # | CMHC Credit Hours |
|--------------------------------|-----------------|--------------------------------|-------------------|
| CRMH 706 | 3 | CRMH 706 | 3 |
| CRMH 714 | 3 | CRMH 714 | 3 |
| CRMH 802 | 5 | CRMH 802 | 5 |
| *CRMH 816 <u>AND/OR</u> 818 | 1.5 cr each | *CRMH 816 <u>AND/OR</u> 818 | 1.5 cr each |
| CRMH 992 <u>OR</u> 993 | 3 | CRMH 992 <u>OR</u> 993 | 3 |

Spring Semester Year 2 (13 Credit Hours)

| CRC Course # | CRC Credit Hrs. | CMHC Course # | CMHC Credit Hours |
|--------------------------|-----------------|-------------------|-------------------|
| CRMH 811 | 10 | CRMH 810 | 10 |
| CRMH 992 OR 993** | 3 | CRMH 992 OR 993** | 3 |
| Other courses – optional | | | |
| CRMH 890 | 3 | CRMH 890 | 3 |

SPECIALTY TRACK REQUIREMENTS

By the end of fall semester of the first year, full time students must identify the specialty track for their continuation of study. Note: Part time students must declare a specialization by the end of spring semester in their second year. Students select either the Developmental Disabilities (DD) track or Psychiatric Disabilities (PD) track or the Dual Track (both PD and DD).

Track requirements include:

- Master’s Paper, Project, or Thesis related to the population (Dual track students need to include both populations in their paper). You should have at least one PD or DD (or both if Dual) that you are focusing on in your paper, project, or thesis and gaining research expertise for your specialty track.
- CRMH 816 (DD) OR CRMH 818 (PD), either of the advanced practices courses (Dual track students need to take both courses)
- Internship with the population: CRMH 810 or CRMH 811 (See Section VI of this Handbook).

Elective Course:

Students who choose to take an elective must speak with their advisor to obtain guidance on potential courses. If students wish to explore possible course options on campus or through other graduate-level university programs, students must gain approval from their advisor **prior to enrolling in the course.**

To gain approval students must:

- Contact the course instructor and obtain a copy of the course syllabus.
- Provide verification that it is a graduate level course.
- Complete a brief rationale describing how this elective course will further knowledge and skill in practice as a clinical rehabilitation counselor and/or clinical mental health counselor.
- Submit all documents listed above to your advisor **prior** to enrolling in the course and await approval.

Although it is suggested that this course be taken during the summer session following year one, with approval this course can be taken at any time during the student's program.

SECTION V: MASTER'S PAPER, PROJECT, THESIS

Note: Part-time students are required to propose their master's paper by spring semester of their second year at the latest. They follow the schedule for the class they enrolled in CRMH 800 and again for CRMH 992/993 in the following fall.

Please see the appropriate schedule for either the 1st or 2nd year class. In both cases, students are strongly encouraged to complete their master's paper **prior** to these deadlines.

DEADLINE DATES FOR 1ST YEAR STUDENTS

Fall 2025

November 19, 2025 – Initial version of the literature review and methodology sections due to CRMH 800 Instructor. 7-8 pages of text. The initial version of the proposal paper is a condensed version of the proposal paper you will be developing during the Spring Semester of your 1st year of study. **The final proposal paper length will be between 12-15 pages of text (no more than 15 pages), without the Title, Abstract and Reference pages.**

Spring 2026

January 16, 2026 – First full draft of your proposal, including Introduction/Literature Review & Methodology sections (12- 15 pages) is due to your Research Chair. This will give you and your

Chair time to revise the proposal as needed before the final draft of the proposal is due to your committee on **April 10, 2026**. ***Please note that a maximum of 3 drafts of the proposal will be reviewed by your Chair before a final proposal is created. Students should plan to allow time for multiple drafts of the proposal before finalization. Students may be encouraged to seek assistance at the UNC Writing Center to achieve the best draft possible before the proposal meeting.***

April 10, 2026 – FINAL COPY of your proposal is due to your Chair & Reader. ***Please don't send your reader a copy of your proposal until your Chair has approved a final copy of the proposal.*** Specific requirements related to number of pages, inclusion of research questions, and a methodology section must be met before a proposal meeting can be scheduled. You MUST give the final copy of your proposal to your Chair and Reader at least one week before your formal proposal meeting. This is so they will have time to thoroughly review your proposal before the meeting.

April 24, 2026- Last day for formal proposal meeting with Research Chair and Reader. *Missing this deadline will cause your final grade to drop by a letter grade.*

If you cannot propose before **April 25, 2026**, you will need to wait until the first day of classes in the fall. Please note that you cannot begin practicum until you have proposed your paper, project or thesis.

October 12, 2026 - First full draft of the final paper due to your Research Chair. **In general, the final paper should be 32 to 35 pages of text, not including Title, Abstract and References. Please change your Methods section to past tense and describe what you did and the resources you used in completing your first draft of the final paper. Incomplete first drafts missing sections or significantly shorter than the required length of the final paper will be returned without review and will not be considered a full draft submitted.** Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair.

January 11, 2027 - Second draft of the final paper due to the Research Chair. **Final paper should be 32 to 35 pages of text, not including Title, Abstract and References. Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair before a final paper is created. Students are encouraged to seek assistance at the UNC Writing Center to achieve the best paper possible before the defense meeting.**

April 2, 2027– FINAL COPY of the paper due to Research Chair. Deadline for scheduling defense date

with research Chair & Reader.

April 16, 2027 - Last day for paper defense. *Missing this deadline will cause your final grade to drop by a letter grade and will delay graduation.* Please remember that students doing a thesis have to meet all the graduate school thesis deadlines, which are much earlier than the Division paper and project deadlines. If you are doing a thesis, please make sure to stay on track with the graduate school deadlines if you wish to graduate on time.

Graduate School thesis deadlines are provided on their website at [Graduate School Thesis Deadlines](#)

DEADLINE DATES FOR 2ND YEAR STUDENTS

Fall 2024

November 19, 2024 – Initial version of the literature review and methodology sections due to CRMH 800 Instructor. 7-8 pages of text. The initial version of the proposal paper is a condensed version of the proposal paper you will be developing during the Spring Semester of your 1st year of study. **The final proposal paper length will be between 12-15 pages of text (no more than 15 pages), without the Title, Abstract and Reference pages.**

Spring 2025

January 17, 2025 – First full draft of your proposal, including Introduction/Literature Review & Methodology sections (12- 15 pages) is due to your Research Chair. This will give you and your

Chair time to revise the proposal as needed before the final draft of the proposal is due to your committee on **April 11, 2025**. ***Please note that a maximum of 3 drafts of the proposal will be reviewed by your Chair before a final proposal is created. Students should plan to allow time for multiple drafts of the proposal before finalization. Students may be encouraged to seek assistance at the UNC Writing Center to achieve the best draft possible before the proposal meeting.***

April 11, 2025 – FINAL COPY of your proposal is due to your Chair & Reader. ***Please don't send your reader a copy of your proposal until your Chair has approved a final copy of the proposal.*** Specific requirements related to number of pages, inclusion of research questions, and a methodology section must be met before a proposal meeting can be scheduled. You MUST give the final copy of your proposal to your Chair and Reader at least one week before your formal proposal meeting. This is so they will have time to thoroughly review your proposal before the meeting.

April 28, 2025- Last day for formal proposal meeting with Research Chair and Reader. *Missing this deadline will cause your final grade to drop by a letter grade.*

Fall 2025:

Please note that you cannot begin practicum until you have proposed your paper, project or thesis.

October 13, 2025 - First full draft of the final paper due to your Research Chair. **In general, the final paper should be 32 to 35 pages of text, *not including* Title, Abstract and References. Please change your Methods section to past tense and describe what you did and the resources you used in completing your first draft of the final paper. Incomplete first drafts missing sections or significantly shorter than the required length of the final paper will be returned without review and will not be considered a full draft submitted.** Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair.

Spring 2026

January 12, 2026 - Second draft of the final paper due to the Research Chair. **Final paper should be 32 to 35 pages of text, not including Title, Abstract and References. Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair before a final paper is created. Students are encouraged to seek assistance at the UNC Writing Center to achieve the best paper possible before the defense meeting.**

April 3, 2026– FINAL COPY of the paper due to Research Chair. Deadline for scheduling defense date with research Chair & Reader.

April 17, 2026 - Last day for paper defense. *Missing this deadline will cause your final grade to drop by a letter grade and will delay graduation.* Please remember that students doing a thesis have to meet all the graduate school thesis deadlines, which are much earlier than the Division paper and project deadlines. If you are doing a thesis, please make sure to stay on track with the graduate school deadlines if you wish to graduate on time. Graduation timelines are published on the University Registrar's calendar found at:

[Office of the University Registrar Important Graduation Dates - Office of the University Registrar](#)

RESEARCH PAPER/PROJECT/THESIS GUIDELINES

Please make sure you are in the right section of CRMH 992 or 993. You should register for the section under your advisor's name. Please make sure to sign up for CRMH 992 if you are doing a paper or a project. Sign up for CRMH 993 if you are doing a thesis.

Please note that faculty will not review more than **three drafts** of proposals and final papers. ***It is the student's responsibility to ensure the paper is defended by the appropriate deadline. The first draft of the final research paper/project must include a full results and discussion sections and must be within the page range requirement.***

Research Chairs need time to read through student drafts of papers. Please do not expect a one-day turnaround on a paper draft. **Faculty will need a week or more to read through and edit a paper**, so you need to factor faculty turnaround time into your plans for completing your paper on time.

Each time you give your Chair a draft of your proposal or final paper, your Chair will make comments and edits to your paper using track changes to improve the paper. It is critical that you respond to every comment/suggestion. If you do not respond to your Chair's comments and make the required changes, your Chair will return the paper to you without reading it and ask you to respond to the comments. This will delay your progress on your paper.

Please do not give your reader a draft of your proposal or try to schedule your proposal meeting until your Chair tells you to do so. Remember that after your Research Chair indicates that your final draft is ready to be given to your reader, **your Reader needs to have the paper for at least one week before the proposal meeting and final defense can be scheduled.** You need to factor that week into your plans so that you can complete your paper on time.

You are responsible for scheduling time with your Research Chair and Reader for your proposal meeting and final defense. Do not leave this important task to the last minute because you risk missing the deadline if faculty is not available. **Please note that your grade will automatically drop by a letter grade if you miss the deadline for either your proposal meeting or the final paper defense. No presentations will be scheduled over the winter holiday or over summer terms (after deadlines).** If 2nd year students miss the spring semester deadline for paper defense, the defense can be scheduled when the fall semester begins. Such a delay may also extend the 992 or 993 course, potentially putting you into your 3rd year. Please note that extending the paper/project/thesis requirement may delay completion of other requirements and hinder completing clinical education on time. You bear full responsibility for additional costs due to such delays until you graduate. If you must defend your final paper in the fall semester of your 3rd year and you have completed all of your courses, you will be able to graduate in December (this will occur later for part-time students who can extend their program in a similar way).

Guidelines for Your Paper/Project PROPOSAL Meeting

- 1) The presentation should last no longer than 20-25 minutes, to allow for questions and discussion, so be succinct! This is a professional presentation, please dress appropriately, as you would if you were presenting at a conference.
- 2) For the proposal presentation:
 - a. Explain the purpose of your paper/project and why you chose this topic.
 - b. You must have a Power Point or Prezi presentation. Include a series of slides that describe the findings from your literature review. Model it after your paper but be succinct.
 - c. State your research questions and why you chose them.
 - d. Describe your methodology. How do you intend to answer your research questions?
 - e. Provide a slide or two on implications for Clinical Rehabilitation Counselors or Clinical Mental Health Counselors: Why is this important for Rehabilitation Counseling or Mental Health Counselors to know? If doing a project, how or when might they use the project, manual, tool or product?
 - f. The proposal presentation should include NO MORE THAN 15 slides total.
- 3) It is your responsibility to contact your Chair and reader to set up a date and time for your proposal meeting. Please be mindful that faculty schedules are tight, so you may need to be flexible. Getting things done early will ensure that you do not miss the final deadline!
 - a. Once the date and time is set, sign up on the room reservation sheet outside the lab to reserve the lab for your presentation, or schedule a *Zoom at UNC* meeting and send the Zoom link if we are not meeting in person.

- 4) Provide copies of your Power Point presentation to your Chair and reader at or before the actual presentation.
- 5) **Thinking Ahead: When your final paper or project is complete and approved, you must provide the Division with an electronic copy and a hard copy.** If you are doing a *project*, it is strongly suggested that you begin working on getting that together ahead of time.

Guidelines for Your Paper or Project DEFENSE Meeting

- 1) For the defense presentation:
 - a. Provide about 1-2 slides recapping your topic or research questions and why you chose it or them.
 - b. Talk about your methodology and research questions (1-2 slides).
 - c. Go over the findings section by section, explaining what the research says and answering your individual research questions. If a project, go over the project results or go through it section by section and back it up with the literature.
 - d. One slide should list the limitations of the study and problem(s) you faced and what needs to be done next.
 - e. Provide a slide or two on implications for CRCs and/or CMHCs and how or when to use the project, manual, or tool.
 - f. The presentation should be **approximately 25-30 minutes**, be succinct!
 - g. Paper or project Defense presentation should include NO MORE THAN 20 slides.
- 2) It is your responsibility to contact your Chair and reader to set up a date and time for your defense meeting. Please be mindful that faculty schedules are tight, so you may need to be flexible. Getting things done early will ensure that you do not miss the final deadline!
 - a. Once the date and time is set, sign up on the room reservation sheet outside the lab to reserve the lab for your presentation, or schedule a Zoom at UNC meeting and send the Zoom link if we are not meeting in person.
- 3) Provide copies of your Power Point presentation to your Chair and reader at or before the actual presentation.
- 4) Students must provide the Division with an electronic copy and hard copy of their final paper or project defended, revised, and approved by their Chair and reader. Both electronic and hard copies should be submitted to your Chair and the hard copy must include the signatures of the Chair and reader.
- 5) Students must provide information regarding their paper, project, or thesis title and PID to Perry Studevent in Health Sciences Student Services **prior** to your defense meeting so he can prepare the required graduation paperwork in advance. These documents will be signed by your chair and reader once you complete your defense and forwarded to the Graduate School

for you to graduate (A sample of these 3 forms are located at the end of the Handbook).

Research paper, project, or thesis

The successful completion and defense of a master's thesis, paper, or project is required as partial fulfillment of the requirements for graduation. The development of a master's thesis, paper, or project idea usually begins in the fall of the first year once the student has selected a specialty track. The student discusses their ideas with their Advisor prior to beginning writing the proposal. The student's academic advisor will be the Committee Chair, and a Reader is chosen at the discretion of the student. The reader must be a core faculty member (Burker, Chan, Morrison, Rak, Rose, Schmidt, Bates). There is an option for adding an additional Reader. If you feel that you would benefit from an additional reader from someone outside the core faculty, please discuss this with your Chair before asking a 2nd reader.

The research course (CRMH 800), in the fall semester Year 1, introduces research design, methodology, and proposal development. The introduction portion of the proposal is developed in CRMH 800 under the guidance of the CRMH 800 course instructor. Please meet with your academic advisor as you decide on the topic you plan to work on in the research course.

The formal paper, project, or thesis will be developed under the guidance of the student's Committee Chair. Both a formal proposal meeting and a final defense with the Committee Chair, reader(s), and the student are required for CRMH 992 and CRMH 993. During both meetings, the student will use a multimedia slide presentation to propose and defend their paper, project, or thesis. **Clean copies of all papers must be submitted in electronic form (or photo of project if applicable) to the Chair of the student's committee after completion of the student's successful defense for students to graduate.** Graduation timelines are published on the University Registrar's Calendar found at: [Registrar's listing of important graduation dates](#)

The *master's thesis* is an in-depth research project within the specialty track directed by a research committee that includes three graduate faculty, two of whom must be members of the Division faculty. The Graduate School will accept only theses produced according to the standards in the Graduate School's *Thesis and Dissertation Guide*. Theses must be prepared in a form consistent with approved methods of scholarly writing and research. If a student chooses to do a master's thesis, they are required to adhere to the Graduate School thesis requirements, timelines, and guidelines. The final defense meeting is with **all** committee members. Please see the following link for additional information on the Thesis option: [Graduate School ETD Guide](#)

The *master's paper* is an in-depth analysis or review of a problem that deals with a relevant issue within the specialty track. The Master's Paper option does not require the student to collect data but is an extensive review of the literature to answer research questions. The Master's Paper must be successfully defended by April 17, 2026, for 2nd year students and April 16, 2027, for 1st year students.

The **master's project** is a specific activity related to the specialty track (e.g., further specialized training, implementing a program or a survey, creating a treatment manual) and then presented in a final written report. For a project, the research Committee Chair and reader(s) must meet with the student for a proposal meeting. The student's advisor will be their Committee Chair, and a Reader must be chosen after consultation with the Committee Chair. The proposal needs to be reviewed by the Committee. The final version of the project needs both the Committee Chair's and reader's approval. Master's projects must be successfully defended by April 17, 2026, for 2nd year students and by April 16, 2027 for 1st year students.

Once your chair approves your final draft, you will send a final and clean version of your proposal to your Chair and your reader. Once the three of you determine a day and time for your proposal meeting, **it is your responsibility to send an Outlook invite with a zoom link included in it to reserve the time and day on everyone's schedule. Similarly, if meeting in person, you are responsible for reserving a room for your proposal or defense meeting.**

GRADED CRITERIA FOR ALL MASTER'S PAPERS, PROJECTS, & THESES

All Master's papers, projects, and theses will be in APA style and will follow the APA format of a paper. Papers must, at a minimum, include the following sections for the Final Paper:

- Abstract
- Introduction (culminating in your research questions)
- Methods
- Results
- Discussion
- References

The APA style manual will be a critical resource as you write your paper. Know it thoroughly. In the Introduction/Literature review section, all the major journals in Clinical Rehabilitation Counseling and/or Clinical Mental Health Counseling should be reviewed. These include but are not limited to: *Journal of Rehabilitation*, *Journal of Vocational Rehabilitation*, *Journal of Applied Rehabilitation Counseling (JARC)*, *Rehabilitation Counseling Bulletin*, *Journal of Counseling and Development*, *Community Mental Health Journal*, *Society and Mental Health*, *Mental Health Journal*, and *Mental Health and Prevention*. Other journals appropriate for the paper should also be reviewed as appropriate. **You need to indicate in your Methods section that you will review the major journals listed above.**

The *proposal* paper's body should be 12-15 pages long covering the Introduction leading to your Research Question or Aims of the Thesis or Project, and the Methods sections with at least 30 references. *Title page, Abstract, and References do not count toward the 12–15-page length criteria.* Proposals should not exceed 15 pages without permission of the Chair. All proposals must

include:

- 1) an abstract;
- 2) the introduction (at the beginning of literature review);
- 3) the methods, including the research question(s) (or the aims of the project if doing a project); and references. At this level of scholarship, reference citations should be peer reviewed journals, articles, or textbooks, and not only websites.

The *final paper* should be at least 32-35 pages in length. Title page, Abstract, and References do not count toward the 32–35-page length criteria. Note: For Master’s Projects, the length of the project may vary depending on the type of project being completed and will be determined at the discretion of the Committee Chair.

Your grade for the Paper, Project, or Thesis will be based on:

Content/Quality

- Content and quality of your writing, journal quality writing is expected, including proper paper structure, organization and flow, and correct spelling, grammar, and punctuation, etc.
- The degree to which APA style is met throughout each draft of your paper
- The soundness of your research question, the conceptualization of a research plan, and the degree to which you successfully answer your research question
- The extent to which you incorporated feedback from your chair and reader in the editing/writing process.

Deadlines

- The extent to which you meet the assigned deadlines throughout the course of both the proposal and defense portions of the research project.

Presentation

- Professional attire
- Clear, logical power point presentation
- Ability to answer questions about your paper, project or thesis
- Clear, coherent communication of knowledge, science, and findings

As your Chair will only review your proposal and final paper drafts a maximum of three times each prior to being sent to your reader, use their comments wisely to maximize their input and the quality of your paper.

If your first draft contains significant changes, please consider working with the UNC Writing Center to benefit from their free assistance before you submit your next draft to your Chair. Take advantage of all the resources available to you to grow as a writer during your time at UNC!

It is a graduate school rule that students must be enrolled in CRMH 992 or 993 every semester they are working on their paper, project or thesis. Once the paper, project or thesis is complete, you do not need to enroll in CRMH 992 or 993.

Grading Rubric for the Master’s Paper, Project & Thesis

| Section | Poor | Good | Excellent |
|---|---|--|--|
| Introduction Orientation to topic Problem Statement | Little reference to the topic or audience, and/or minimal relevance to Rehab/ MH Counseling and/or problem statement and research questions. | A problem or topic is addressed but lacks a compelling rationale for the purpose of research. | Topic clearly outlined and the introduction lays the groundwork for the direction of the paper. |
| Body Findings/ Results Synthesis of literature | Content loosely related to research questions. Excessive quoting of material and other research. * Seminal research missing. | Pertinent content included but depth and detail could be stronger. The significance to Clinical Rehabilitation Counseling or Clinical Mental Health Counseling is evident. Answers research questions. | Appropriate content is covered in depth with no redundancy. Appropriate use of citations. Fully answers research questions. Each paragraph ends with a transition sentence that leads the reader into the next paragraph or section. |
| Conclusions Discussion Conclusions Research Implications | Little or no indication of synthesis of information. Little or no indication of recommendations to Clinical Rehabilitation Counseling and Clinical Mental Health Counseling. | Analysis and synthesis of ideas is clear. But some conclusions are not supported by the literature review. Implications for Clinical Rehabilitation Counseling or Clinical Mental Health Counseling are discussed. | Succinct and precise conclusions based on the review of the literature are made. Insight into the topic is appropriate. Conclusions and implications for future research and practice are strongly supported. |

| Section | Poor | Good | Excellent |
|--|--|---|--|
| Grammar and Style Clarity of writing Mechanics APA Style | Writing is difficult for readers to understand expression of ideas. Paper contains spelling, grammatical, and punctuation errors. In-text citations are not correct and do not match the reference list. | The writing is clear, but the meaning is sometimes obscure. Paragraph or sentence structure is not strong. References within the body of the paper correspond to the reference list. Some formatting problems exist or some components are missing. | Writing is clear, sophisticated, and engaging. The paper flows well in a way that makes sense. Transition sentences at the end of each paragraph ensure a good flow. Appropriate content is covered in depth without being redundant. Use of citations is appropriate, and the significance of quotes is apparent. APA formatting followed throughout. |
| Presentation Slides Mastery of Topic Answering Questions Professional Appearance | Nonprofessional appearance and presentation manner. Poor slide quality, difficult to follow, or unclear (ex. Reading from notes; too much information on slides; lack of references; difficult to read, etc.). | Professional appearance. Clear presentation with occasional difficulty. Knows material but does not demonstrate mastery of topic. Able to answer most questions from committee. Slides adequately cover material. | Professional appearance. Succinct and clear delivery of material. Answers to questions reflect mastery of topic. Easily answers questions from committee. Professional slides. |

*Use quotations **sparingly**. Paraphrase the literature that you are presenting and cite your references per APA style. Use quotes only for impact or when paraphrasing results in a loss of impact. A good introduction will have a maximum of 0 to 3 quotes.*

SECTION VI: CLINICAL EDUCATION

Students will receive Practicum and Internship Manuals, separate from this Student Handbook, detailing information about clinical education requirements and assessment prior to their Practicum and Internship experiences.

Description of Clinical Experiences

The clinical portion of MS in Clinical Rehabilitation Counseling and MS in Clinical Mental Health Counseling consists of didactic/experiential and clinical course work. Please consult the curriculum section of the handbook for sequence of coursework.

Didactic/Experiential Coursework

CRMH 806: Applied Counseling Skills in Clinical Rehabilitation and Mental Health Counseling

This course blends didactic and laboratory instruction to bridge the gap between counseling theory and the application of counseling principles. Students will be presented counseling techniques and skills necessary to function as a professional rehabilitation and mental health counselor in the didactic portion of the course. The laboratory experience is designed to enhance interviewing skills and case conceptualization abilities that will prepare the student for practicum experience. Students will be expected to use video recording equipment responsibly for taping simulated situations, which will then be reviewed with the course instructor and the class. **Prerequisite for this course is successful completion of CRMH 712: Diagnosis & Practice with a passing grade of “P” or better; failure to do so will prevent students from proceeding in the program. Students must complete CRMH 806: Applied Counseling Skills with at least a grade of “P” in order to enroll in CRMH 802: Practicum.**

CRMH 714: Principles of Group Counseling

This course helps students learn strategies and techniques for developing and implementing groups in counseling. Attention is given to group counseling with persons with disabilities, specifically those with developmental and psychiatric disabilities. As part of the course, students will have the opportunity to learn about group processes and procedures by leading the class through group activity as well as observing outside groups in various agencies and leading the class through small group exercises. **Prerequisite for this course is successful completion of CRMH 702: Theories of Counseling, CRMH 712: Diagnosis & Practice, & CRMH 806 Applied Counseling Skills with passing grades of “P” or better; failure to do so will prevent students from proceeding in the program. CRMH 714: Group Counseling is a prerequisite for enrolling in CRMH 810: Internship. Students must complete CRMH 714: Group Counseling with at least a grade of “P” in order to enroll in CRMH 810: Internship.**

Clinical Coursework

Note: Students are required to complete clinical courses uninterrupted as scheduled. Once clinical experiences have begun, students must ***continue uninterrupted on schedule in sequence, until the fullcourse of activities is completed.*** In the case of personal hardship, which may preclude a student from continuing the clinical experience, a written request to withdraw from the experience must be submitted to faculty. If faculty agrees to grant the student request, the student must also send a letter to the site supervisor. The Clinical Instructor at the time will also contact the site supervisor to discuss the student's discontinuation of the clinical experience. If faculty approves the student's request, the student must repeat the clinical sequence the next time it is offered.

Note: Students may be required to supply their own digital recorder to be used during their Practicum or Internship experiences. Students are required to lead or co-lead at least one group during their clinical training. This requirement must be fulfilled by the end of internship but may be accomplished in either practicum or internship.

CRMH 802: Practicum

Practicum provides CRMH students with the opportunity to apply counseling theory and skills learned in prerequisite courses to a real world, clinical setting, and equips students with opportunities to participate in other related rehabilitation and counseling activities at the facility. In addition, students are taught to utilize sound clinical judgment by applying ethical decision-making principles. Practicum facilitates development of basic counseling skills and prepares students for more advanced practice in their internship experience. The following topics will be covered in the didactic portion of practicum class: crisis intervention, assessing lethality, scope of practice and ethical standards for clinical rehabilitation counselors and clinical mental health counselors, professionalization, review of HIPAA guidelines, and practicum guidelines. To successfully complete Practicum, students must reach a level of competency in counseling as determined by the faculty supervisor and site supervisor and have had sufficient counseling experience so that all supervisors can document justifications for student advancement to more independent counseling functions in Clinical Internship.

The Practicum experience consists of 8 to 10 hours per week at the practicum site for 15 weeks, with at least 100 hours of clinical practicum experience. Students are expected to complete the full, uninterrupted 15 weeks of Practicum. At least **40 hours of this time must be spent in direct client service** as defined in the Practicum Manual. Within the MS in Clinical Rehabilitation Counseling and MS in Clinical Mental Health Counseling programs, practicum experiences shall include an average of 2 hours per week of group supervision (with no more than **12** students per group) by a program faculty member in addition one hour of individual supervision by the practicum site supervisor.

Due to the developmental nature of practicum, students are expected to regularly work 8 to 10 hours per week in order to meet the practicum hour requirement. In certain instances students may be encouraged to participate in educational experiences that may contribute to their clinical development at the site. The faculty supervisor will determine whether more than 8 hours in each week will count toward fulfilling the practicum hour requirement. Failure to obtain 40 hours of direct client service or failure to attain a minimum of 100 hours may result in the need to extend practicum

until the full complement of direct client service hours is obtained. **Even if the minimum number of required hours is completed early in the semester, the student must remain at the practicum site until the end of the semester.** The designated site supervisor must have at least a master's degree in Rehabilitation Counseling or Mental Health Counseling (CRC and/or LCMHC required) or in another credentialed counseling-related field (e.g., Clinical or Counseling Psychology). Students are also required to attend weekly didactic seminars and group supervision.

Only faculty pre-approved practicum sites may be utilized. The sites must have a signed and fully executed Affiliation Agreement between the School of Medicine and the agency.

All practicum placements must be within an hour and a half of traveling time from campus unless preapproved by the faculty. **Practicum is a prerequisite to entering the Internship in CRC or Internship in CMHC course. Students must complete practicum with at least a grade of "P" to enroll in Internship. Failure to reach a minimum level of competence in the estimate of faculty and/or site supervisor may result in extending practicum, repeating practicum, or failing practicum.**

Students must start Practicum by October 1 or wait for the next year.

CRMH 810: Internship in CMHC or CRMH 811: Internship in CRC

Internship is a full-time clinical experience consisting of 40 hours per week for 15 weeks at a faculty-approved site consistent with the student's chosen specialty track (DD, PD, or Dual track). Internship is designed to provide opportunities for students to refine their discipline specific counseling skills and to prepare students for successful entry-level employment as a master's level Rehabilitation Counselor or Mental Health Counselor. During internship, in addition to further counseling experiences, students may also participate in service delivery such as case management, community re-entry, vocational placement, assessment, advocacy, and administrative activities. *Only faculty pre-approved internship sites may be utilized.*

During internship, students must complete the full 15 weeks, uninterrupted, and have at least 600 hours of applied experience in an agency pre-approved by Division faculty. **Students are expected to comply with the clinical site's work schedule, which typically does not recognize class holidays such as Spring Break.** If students must take time off during internship, ample notice is to be given to your site supervisor and CRMH Clinical Coordinator and a plan must be in place to make up the time off. Please be aware that taking time off may delay completing the internship and may delay graduation. **At least 240 hours in internship must consist of direct service** to consumers. Failure to attain direct client service hours or failure to attain the minimum internship hours may necessitate extension of the internship experience beyond the 15 weeks and potentially postpone a student's graduation from the program.

Students must have at least one hour per week of individual and/or triadic supervision on site by a designated faculty-approved site supervisor. The designated site supervisor must have at least a master's degree in Rehabilitation Counseling (CRC licensing required) or a master's degree in Clinical Mental Health Counseling (LPC/LCMHC licensing required). Students are expected to attend and participate in group supervision on campus with Division faculty with no more than **12** students in

each group. All internship placements must be within an hour and a half of traveling time from campus unless preapproved by the faculty. **Students must complete all the requirements for internship with a “P” or better to qualify for graduation from the program. Students who fail to reach a satisfactory level of competence in the estimation of the faculty and/or site supervisor will, depending on the seriousness of the deficit, extend internship, repeat internship, or in the most severe cases, be dismissed from the program. Students should refer to the course syllabus for a complete listing of all requirements.**

Students must start Internship by February 1 or wait for the next year.

REQUIREMENTS FOR CLINICAL EXPERIENCE (Practicum and Internship)

Division Program Requirements for Clinical Education

- A. All practicum or internship sites must be pre-approved by faculty. Internship sites cannot be split unless requested by the clinical site.**

Sites approved by faculty for practicum or internship must meet the following educational and credentialing requirements:

1. Education & Licensing:
 - a. MS CRC Program: Have at least one person at the site with at least a master’s degree in Rehabilitation Counseling or other rehabilitation counseling-related field who is willing to provide one hour per week of one-on-one supervision of the student. Clinical site supervisors must have CRC certification.
 - b. MS CMHC Program: Have at least one person at the site with at least a master’s degree in Mental Health Counseling or other mental health counseling related field willing to provide one hour per week of one-on-one student supervision. Clinical site supervisors must hold LPC or LCMHC credentials.
2. Specialization:
 - a. MS CRC Program: Internship sites must serve individuals with disabilities, developmental or psychiatric disability or both, that fall within the student’s area of specialty.
 - b. MS CMHC Program: Internship sites must serve individuals with disabilities, developmental or psychiatric disability or both, that fall within the student’s area of specialty.
3. Have a signed and fully executed Affiliation Agreement between the School of Medicine and the agency.
4. Be recognized by state or federal licensure or accreditation by the accrediting body appropriate to that agency.
5. Be able to provide the student with a representative sample of the agency’s client population for counseling.

6. Allow students to tape the counseling session (or an approved alternative).
- B. All students enrolled at UNC-CH are required to have:
1. Health insurance coverage-A completed, verified and approved waiver is required each semester if you do not wish to participate in the UNC System Student Health Insurance Plan. Waiver options include being a dependent on parent's health insurance plan, having an employer's plan, and having an individual plan through another source.
 2. State Required Immunizations-All new and transfer students are required to submit documentation of State Required Immunizations as described on the Campus Health website: <https://campushealth.unc.edu/services/immunizations/>. An Immunization and Health History Form must be submitted to Campus Health Services. To complete this, log in to your ConnectCarolina Student Center, click on the General Items To Do List, and click on the Immunization Health History link for instructions. If you have difficulty, please contact Campus Health: 919-966-2281 or immunizations@unc.edu.
 3. Additional DHS requirements for CRMH students- CRMH students must meet the additional health and immunization requirements below to participate in clinical training. The DHS uses CastleBranch to track all CRMH clinical requirements. To begin, go to <https://portal.castlebranch.com/UE11> and create an account. Enter the code UE17im to order your immunization tracker. There is a \$30 one-time fee, and you will have permanent access to your file. CRMH required immunizations are listed below and further described in the Health Sciences website here: Health Science Students - Immunizations - Campus Health. Appendix C also provides a listing of both NC, University, and Health Sciences/CRMH required Immunizations.
 - a. Immunization record is required for all DHS required immunizations:
 - i. Measles, mumps, and rubella (MMR)
 - ii. Meningococcal Conjugate
 - iii. Tetanus, diphtheria, and pertussis (Tdap)
 - iv. Varicella (Chicken Pox)
 - v. Hepatitis B
 - vi. Polio (if less than 18)
 - vii. Influenza vaccination each fall
 - viii. Although not mandated, all students are strongly recommended to receive the COVID-19 vaccination and recommended booster(s). Some clinical training sites explicitly require vaccination.
 - ix. Any other specific health record required by the clinical site.

- b. Results of Tuberculosis Test
 - c. Current CPR certification (See Appendix D)
 - d. Completion of OSHA Training including blood borne pathogens and Tuberculosis/General Infection
 - e. Completion of HIPAA Training
 - f. FERPA / Sharing Information – Granting the school permission to release last 4 of social, birth date, permanent address, background check and other personal information to the clinical facility as required to meet their requirements for clinical rotation assignments.
 - g. Background check order confirmation (see below)
 - h. Health insurance cards must be provided annually (see University requirements above.)
 - i. Results of Drug Tests and fingerprinting (if required by Clinical Site)
- C. Paid tuition receipt for CRMH 802: Practicum and for CRMH 810 or CRMH 811: Internship. Students cannot participate in any fieldwork related activity unless registration is complete with tuition and other requirements in place, with the student’s name appearing on the class roster. The Clinical Coordinator will verify registration prior to the student’s clinical start date. A delay in beginning practicum or internship will delay graduation.
- D. In the extreme circumstance that a student has not successfully proposed their master’s paper, project, or thesis, they will not be allowed to begin practicum in the fall of their 2nd year.
- E. Results of current criminal background check* (completed during summer after first year).
1. Criminal Background checks are facilitated through CastleBranch during the summer after the first year of courses before beginning clinical rotations in the Fall of the second year. Any problems with the system are to be addressed to CastleBranch Student Support: Student Support Line: 888-914-7279 Student Support Email: servicedesk.cu@castlebranch.com Do not contact Division faculty if you have problems with the program. We do not maintain the database or software.
 2. To place your order, go to: <https://portal.castlebranch.com/UE11> Package Names: UE17bg: Background Check Package –U.S. Students UE17int: Background Check Package-INTL Students
 3. To place your initial order, you will be prompted to create your secure myCB account. Please have ready personal identifying information needed for security purposes. The email address you provide will become your username.
- F. Student Membership in the American Counseling Association ([ACA website](#)). In addition to other benefits, ACA membership provides eligibility for complimentary liability insurance during clinical training as required

by CACREP.

Please be aware that a positive criminal background check may preclude you from participation in the clinical portion of the program. Please note you must complete the clinical components of the program to graduate. Students who are concerned about this should contact their academic advisor or the Clinical Coordinator immediately.

Students are responsible for completing all requested requirements and providing the Clinical Coordinator with all documentation **before the semester starts or by the designated due dates via the class Canvas site. Students failing to complete all requirements and turn in documents on time will not be allowed to begin practicum in the fall.**

Students are also responsible for assuring that all clinical requirements remain in good standing and are current through the completion of internship in the spring. The Clinical Coordinator must have documentation reflecting the internship certifications by January 1, 2026, or internship may be delayed, thus possibly delaying graduation.

Note: When entering the program, even if certification or other requirements are not up for renewal, it is the student's responsibility to renew requirements to meet:

- 1) the deadline in order to remain within the Division course schedule and prevent any delays for entering practicum and
- 2) assure that all clinical requirements are current through internship ending in the spring. Students who withdraw from clinical experiences are responsible for renewing these requirements.

All requirements must be updated and valid before students are allowed to return to the clinical experience. It is the student's responsibility to check with the selected practicum or internship site to determine if additional requirements or documentation are required.

PROCESS FOR SELECTING CLINICAL SITES

Student placements at clinical sites are determined by several factors.

- Placement at the site is determined by the availability of an opening at the site, a successful interview and an offer for practicum or internship opportunity by the site.
- A fully executed Affiliation Agreement between the site and the University is necessary.
- For MS CRC students, willingness of an individual at the site with at least a master's degree or higher in Rehabilitation Counseling (CRC required) or closely related counseling profession to accept a practicum or internship student and to provide one hour of face-to-face supervision per week. For MS CMHC students, willingness of an individual at the site with at least a master's degree or higher in Mental Health Counseling (LPC/LCMHC required) or a closely related counseling profession to accept a practicum or internship student and to provide one hour of face-to-face supervision per week.
- Specific interests and career goals of the student in collaboration and discussion with their academic

advisor

- Student's demonstrated skill and ability as well as professional presentation
- Final decisions on placement sites will be made based upon site availability, student interest in site, the faculty's judgment, and documentation of the student's ability to perform the various tasks, duties, and demands of each site, and an offer for a practicum placement by the site supervisor following the site interview.
- The Clinical Coordinator or designee will share information with the site supervisor regarding the student's strengths, limitations, and any accommodations that may be required prior to the final decision regarding a student's placement.
- Even the best efforts to secure a placement site cannot account for all the possible factors which might influence securing a clinical site in a timely manner. The Division cannot guarantee a clinical site for every student, as a successful placement depends on certain factors that are beyond our control. **All clinical training sites work on a site-specific schedule. Therefore, some sites begin interviewing earlier than others. Please allow for flexibility in this process.**
- If a student is offered a placement at a clinical site but chooses not to accept, this may delay the completion of practicum, internship or graduation. Failure to accept available clinical training experiences offered may delay program completion.

Note: New clinical sites are considered for approval by the faculty. For a prospective clinical site to be considered that is not on the approved list, faculty must have developed the placement and secured the signed affiliate agreement before a student can consider using the site. Developing a prospective placement site does not guarantee a clinical site will meet the approval criteria, only faculty can make that determination.

Practicum Selection Process

- 1) During the Spring Semester Year 1, students will receive an electronic list of all current clinical training sites from the Clinical Coordinator by mid-February. This list is expected to be reviewed by students prior to the Clinical Training Fair & prior to the Clinical Coordinators meeting with first year students later that month.
- 2) By late February, the Clinical Coordinators will meet with the first-year students to introduce clinical training, discuss clinical training site availabilities, review students' areas of training interests, and disseminate the "Practicum Request Form."
- 3) After attending the meeting with Clinical Coordinator and reviewing the sites, students must meet with their Faculty Advisor to discuss sites and work together to formulate their site rankings. Both student and advisor will sign the form indicating their support of the student's practicum choices. **Under no circumstances are students permitted to contact prospective placement sites directly.**
- 4) Faculty, as a whole, will review student requests and make preliminary placement decisions. The final decision will be based on:
 - a) Site availability

- b) Number of students choosing a particular site
 - c) Student performance/skill level in Division Lab Class
 - d) Faculty judgment regarding which site will best meet individual student needs.
- 5) The Clinical Coordinator or a designee will contact each site to confirm the site's availability and willingness to take a student. Again, **under no circumstances should a student contact a site directly.**
 - 6) Once this confirmation has been obtained, the Clinical Coordinator or a designee will notify each student of the availability of potential placement sites to work with a practicum student.
 - 7) Once students receive confirmation of site availability, they should update their resume and have it reviewed by the Clinical Coordinator or a designee. Then students are connected with the site to arrange an interview. Students should view the interview in the same way as they would if they were interviewing for a job at the site. **Individual sites have the right to make the final determination regarding whether the student will be able to complete and/or continue their practicum at the site.**
 - 8) The Clinical Coordinator or a designee will notify the student of final placement once confirmation from the site is received. If the student's first interview is not successful, then the Clinical Coordinators will notify the student, and the process described above will be repeated.
 - 9) If a student is offered a placement at a clinical site but chooses not to accept, this may delay your completion of practicum, internship, or graduation. Failure to accept available clinical training experiences offered may delay program completion.
- 10) Students must start practicum by October 1 or wait for the next year.**

Internship

Prior to entering internship, students must have successfully completed all didactic/experiential course work, successfully completed CRMH 714: Principles of Group Counseling and CRMH 802: Practicum with a "P" or better and be recommended through faculty progress review.

All sites must be pre-approved by faculty and meet the criteria for faculty approved sites as described above. In addition, internship sites must serve the population that is consistent with the student's chosen specialty of DD or PD, or both (Dual Track). A site must be a practicum site before serving as an internship site.

1. During the Fall semester Year 2, the Clinical Coordinator or designee will contact clinical sites for availability to work with interns and begin developing the list of available sites. Students should begin exploring specific interests for internship with their Faculty Advisor and the Clinical Coordinator early in their 1st year. **Under no circumstances should a student contact a site directly.**
2. By September 30 of their 2nd year, students should submit an internship request form to the faculty advisor and identify their top 3-4 sites. Students are to update their resume and have them reviewed by their faculty advisor and Clinical Coordinator.

3. All internship sites must be sites that have been pre-approved by Faculty.
4. Faculty as a whole will review student requests and make preliminary placement decisions. Although the student's first choice will be considered as much as possible, the final decision will be based on:
 - a) Site availability
 - b) Number of students choosing a particular site
 - c) Student performance in practicum
 - d) Faculty judgment and documentation regarding which site will best meet individual student needs and whether the student is likely to meet the site's expectations.
5. The Clinical Coordinator or a designee will contact each site to reconfirm site availability and connect students to interview. The student is then connected with the site to arrange an interview and sends their resume for the site's review before the interview. Students should view the interview in the same way as they would if they were interviewing for a job at the site. **Individual sites have the right to make the final determination regarding whether the student will be able to complete and/or continue their internship at the site.**
6. The Clinical Coordinator or designee will notify each student of final placement once confirmation from the site is received. If the student's first interview is not successful, then the Clinical Coordinator will notify the student, and the process described above will be repeated.
7. Verification to confirm the intern placement with a site is then made by the Division.
8. Verification that Health Sciences has an active formal affiliation to cover the placement is confirmed. If the affiliation nears expiration, a new one will be developed in advance of the student's beginning a placement there.
9. **Students must start internship by February 1 or wait for the next year.**

Students interested in pursuing professional credentials other than CRC or LPC/LCMHC should check requirements for the credential before assignment to an internship site. It is the student's responsibility to inform faculty of supervision and field experience requirements for the credential to determine whether a placement may be used to address the requirement.

Internship placements cannot be split between two sites unless requested by the site and pre-authorized by the Division to obtain appropriately credentialed supervisors related to specializations.

Student Performance & Remediation in Practicum/Internship

All students must perform satisfactorily in both their clinical placements. In the unusual situation where a mid-term evaluation indicates unsatisfactory performance, the supervisor(s) will meet with the student to develop a remediation contract. Students needing remediation in their clinical training must meet with the site supervisor and faculty supervisor to review the student's performance difficulties and develop an action plan. All parties will collaboratively develop a written corrective action plan for remediation or resolution of issues or problems. The student's advisor will also be informed of the corrective action plan. The written

determination will serve as a contract and include:

- Specific performance issues needing to be addressed
- Concrete steps to address the issues
- Clear plan with actions to identify how these steps will be evaluated
- Clinical practice measures which will be used to determine if effective remediation of the student's performance difficulties has occurred

Following evaluation of the student's progress in the action plan, an additional meeting with the site supervisor and faculty supervisor will occur to determine if performance is acceptable; if the placement needs to be extended; if the placement needs to be repeated; or if the placement should be terminated. The student's effort in the remediation plan will be factored into the final grade assigned in the clinical course.

Completion of Clinical Requirements and Extensions of Clinical Training

All students are expected to finish their clinical requirements for practicum and internship on schedule within the semester of their original placement(s). It is the determination of the faculty supervisor in conjunction with the site supervisor's evaluation as to whether the student has successfully met the clinical training requirements in either of these courses based on the observed performance and professional conduct of the student. The Clinical Coordinator or designee will meet with the student and/or the site supervisor to discuss the recommendations. If all parties deem that the completion of the clinical training requirements is unsatisfactory, a student may need to complete additional hours on site and, in effect, extend their clinical placement(s). The Clinical Coordinator, faculty supervisor and site supervisor will make the final decision. A remediation plan will be developed that explicitly outlines the extended training plan, performance expectations and professional conduct of the student, and an anticipated completion date of the clinical coursework. Completion of clinical training will be determined once the specified extension and performance/behavior requirements are accomplished during this period.

Under no circumstances will students be permitted to continue in clinical placements after their requirements have been met at the end of the semester. Students must terminate all their clinical client relationships in an ethically appropriate manner as part of their completion of clinical training. Per our contractual agreements with clinical training sites, student liability insurance coverage ends when a semester ends, and students have completed all clinical training goals.

Under the new curriculum, failure to complete all the requirements of practicum and receive a grade for the class at the end of the fall semester will result in an inability to continue on into internship and consequently delay finishing your program and graduating on time. Such is the case also for finishing internship, including fulfilling documentation requirements that will delay grading and finishing the program on schedule.

SECTION VII: GRADUATION

GRADUATION PLANNING

Graduation is self-funded and organized with the help of the student group representative's faculty advisors. In other words, the graduating class oversees planning, scheduling, and running graduation, under the guidance of the faculty advisor for the student group. At the beginning of second semester, the Future Counselors Association takes the total amount of money they have, and they divide it evenly between the two cohorts. The half that the second year receives is the money that is used toward their graduation.

Graduation celebrations for Division students are typically held on Friday (If main campus graduation is Saturday) or Friday or Saturday before Mother's Day (if main campus graduation is Sunday). All students are expected to attend the Division graduation celebration. The large university-wide commencement is generally on Mother's Day, and students are encouraged to walk in that ceremony in addition to the Division event.

In years past, cohorts have opted to use free spaces on campus for the Division graduation to reduce costs. The MBRB building is most often used, as it is closest to Bondurant and has beautiful auditoriums. Day, time, and location are all decided as a class. There are other venues that can be rented for a fee if that is something of interest, for example, The Friday Center, The Rizzo Center, etc. When deciding on a venue, it is important to book the room (if on campus) or venue in the fall of the second year, with attention to the maximum occupancy so that students can know how many family members and friends they may bring. Once a venue has been chosen, the remainder of the money can be spent on light refreshments for the ceremony, decorations (balloons, tablecloths etc.), a cake, and a photographer, for example. Graduation plans should be consistent with the most recent COVID-19 health guidelines.

It is also important that the first-year cohort helps during the graduation day with the transportation of food, set-up, and cleanup so that the day can run smoothly for the graduates.

As soon as a date is selected and the venue arranged, the graduation committee is to invite the following:

1. Dr. Burkner, the Division Director, to speak and act as MC for the graduation.
2. Dr. Christopher Ingersoll, Chair of DHS, is invited to speak. His schedule fills up early, so please invite him as soon as possible.
3. Please invite the department's Communications Director so she can take photographs.

4. The graduating class should select a core faculty member and a graduating student to speak at graduation.
5. Some classes choose to invite an additional guest speaker.

Although it seems early, this is an important conversation to be had in the spring semester of your first year so that FCA can plan fundraising accordingly and arrangements can be made.

GRADUATION CHECKLIST

Once ideas for graduation are formulated, at least 4 students should be nominated and approved to work as the “Graduation Committee” for their class. These students are responsible for planning the graduation and providing feedback and information to the class for final approval of plans.

The Faculty Advisor for the Division FCA is also the Faculty Advisor for graduation. The Faculty Advisor should be kept informed and involved during the planning stages. The Faculty Advisor also has a folder with information from previous graduations available for review. The program coordinator for each master’s degree program should also be involved with graduation planning.

Please use this checklist for planning graduation:

1. The FCA executive committee meets to discuss graduation ideas and hold a joint meeting with all students to begin planning. Select a minimum of 4 students to be on the Graduation Committee.
2. Members of the Graduation Committee will be designated to handle the following duties:
 1. Liaison with the venue on details such as coordinating logistics for graduation, available times for graduation, access to the building, parking, guidelines for food and beverage and clean up, etc.
 2. Invitations
 3. Programs
 4. Speaker Liaison – coordinate details with speakers
 5. Food – set up and clean up
3. The committee is responsible for researching available space for graduation and selecting the time of the ceremony.
4. All students in the graduating class are to vote. Notify the Faculty Advisor of day, time, and site for graduation.
5. Invite Dr. Burkner, the Division Director, to speak and act as MC for the graduation.
6. Invite Dr. Ingersoll, the Associate Dean and Chair of the Department of Health Sciences, to speak.
7. All students in the graduating class are to vote on the following:

1. A current, core Division Faculty Member to speak
2. A graduating, fellow student to speak
8. The Graduation Committee will draft a timeline for the graduation ceremony. An hour is usually allotted for the ceremony. The timeframe for refreshments after the ceremony is determined by the venue based on their schedule of other graduation ceremonies for the selected day.
9. Speakers for graduation are to be made aware of time allotment for speaking. A 10-minute length usually fits well with the hour-long format for graduation.
10. PowerPoint slides should be created for graduation and the committee should coordinate this. These slides typically have a photo of the graduate, their track, and the title of their paper/project or thesis at a minimum. Some also include where they completed practicum and internship or where they have accepted a job or PhD program post-graduation.
11. Present all speakers with a token of appreciation from the class.

GRADUATION REQUIREMENTS

The requirements for graduation in the Division academic program for the Class of 2026 and Class of 2027 are listed in this section of the handbook. Any discrepancies between the Division brochure or website, Graduate School Record, or other printed documents are a result of the production timetables of those documents. Students should refer to the Graduate School's Handbook for details on graduation procedures. A Master of Science degree in Clinical Rehabilitation Counseling or Clinical Mental Health Counseling will be conferred upon those members of the Class of 2026 and Class of 2027 who successfully complete the following:

1. All required courses prescribed for the degree by the graduate catalog, including practicum and internship
2. Completion of Research Paper, Project, or Thesis
3. Master's Comprehensive Examination (Oral Defense): completed in conjunction with the defense of the Research Paper, Project/Thesis

GRADUATION APPLICATION

In order to be eligible to graduate at the desired commencement, the student must submit an *"Application for Graduation"* to the Graduate School and 3 Division forms as indicated below. **Please do not miss the deadline for this paperwork!**

To apply for graduation:

1. Complete the **Graduation check-out page** in ConnectCarolina's Self Service area:

Log in to <http://connectcarolina.unc.edu/> → Connect Carolina → In your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the drop-down box, and then click the double arrows.

2. **In addition, the Division must submit 3 forms**, 2 related to your Master’s paper, project or thesis and 1 indicating that you have completed all the requirements for graduation. Students must provide information regarding their paper/project/thesis title and PID to Perry Studevent in Health Sciences Student Services prior to your defense meeting so he can prepare the required graduation paperwork in advance. Once you complete your defense, these documents will be signed by your chair and reader(s) and forwarded to the Graduate School for you to graduate. **Please use the fillable versions of these forms located on the graduate school website.** Examples are found at the end of this Student Handbook as Appendix B.:

1. [Program Certification of Degree Requirements Form](#)
2. [Master’s Comprehensive Exam or Approved Substitute Form](#)
3. [Report of Approved Substitute for a Master’s Thesis Form](#)

This link provides information on important graduate school deadlines: [Graduate School Deadlines](#). *Students who choose the thesis option must follow the Graduate School’s timelines and procedures for submitting their work.* Graduation timelines are published on the University Registrar’s Calendar found at: [Registrar list of graduation timelines](#)

A master's degree candidate at UNC-CH has 5 calendar years starting with the date of initial registration to complete the degree requirements. Most full-time Clinical Rehabilitation Counseling and Clinical Mental Health Counseling students complete graduation requirements by the end of the second spring semester, two calendar years after beginning the program.

All students must also complete the Exit Survey sent to them by the graduate school or the graduate school will not clear you for graduation.

SECTION VIII: PROFESSIONAL CREDENTIALS

Graduates of the MS in CRC and CMHC programs are eligible to obtain various credentials. Credentialing processes are governed by independent credentialing boards. Therefore, the Division of Clinical Rehabilitation and Mental Health Counseling cannot guarantee eligibility for any credential to its graduates. Each board has specific requirements regarding reporting of legal/criminal history and other personal information that may affect your eligibility. Please contact the respective board with questions about eligibility.

Certified Rehabilitation Counselor (CRC)

The Commission on Rehabilitation Counselor Certification (CRCC), the oldest credentialing agency in the Rehabilitation and Counseling fields, administers the CRC credential. The National Commission accredits the CRCC for Certifying Agencies (NCCA). The CRC credential is based on uniform, national standards for education and experience and documents that individuals have met minimum criteria for acceptable standards of practice. Such certification shows that the rehabilitation counselor has the knowledge base necessary for success in the field. Students in the MS CRC program are eligible to sit for the CRC certification examination in the spring semester of their second year in the program. If interested in this credential, it is strongly recommended that students consider taking the examination during the spring or summer of the second year, or shortly after completion of the master's program. The CRC examination is offered in computer-based format three times per year. Students interested in taking the examination should initiate contact with the Commission on Rehabilitation Counselor Certification prior to October in the fall semester of their second year to ensure that they do not miss the examination registration deadlines. For more information regarding the CRC, please go to: <http://www.crccertification.com/>

National Certified Counselor (NCC)

National Certified Counselor (NCC) is the counseling board certification offered through the National Board for Certified Counselors. Obtaining board certification demonstrates that you have voluntarily met national standards for the practice of counseling, including mastery of counseling knowledge and skills by completing a graduate degree from an institutionally accredited or CACREP counseling program, passing a rigorous national examination, the documentation of work experience and supervision requirements, and subscribing to the highest ethical and practice standards. To be NCC, you must obtain a passing score on the [National Counselor Examination \(NCE\)](#) or the [National Clinical Mental Health Counseling Examinations \(NCMHCE\)](#). Students from both programs can sit for the National Counselor Exam (NCE) in the spring semester of their second year. If interested in this credential, students should contact Megan Hyland Tajlili, Ph.D., NCC, PMH-C, LCMHCS UNC-CH Campus Coordinator for the National Board for Certified Counselors to be registered with the UNC-CH group. Students should consider taking the examination during the spring or summer of the second year, or shortly after completing the master's program. For more information regarding the NCC and NCE, please go to: <https://www.nbcc.org/certification>.

North Carolina Licensed Clinical Mental Health Counselor (NCLCMHC)

Licensed Clinical Mental Health Counselor (LCMHC) is a state-issued professional credential for those individuals seeking a profession as a counselor. The LCMHC ensures that counselors have an established knowledge base and skills important for providing appropriate counseling services. They can practice counseling independently and receive payment through many 3rd-party insurers. In addition to successful completion of an approved master's degree, persons seeking the LCMHC must pass a comprehensive exam (North Carolina accepts the CRC or NCE exam for licensure) and obtain a determined number of post-master's hours of practice under the supervision of an approved professional.

For information about obtaining the LCMHC in North Carolina, please visit the North Carolina Board of Licensed Clinical Mental Health Counselors at: <http://www.ncblpc.org/>

For each of these licenses, knowledge of which CACREP standards are addressed by each class is often necessary. Each syllabus offers information regarding what standards are addressed. You will find this in each course syllabus included in a chart provided under the objectives. The CRMH programs were approved under the 2016 CACREP Curriculum standards which are located at the end of this handbook in Appendix A-1. CACREP has issued the 2024 CACREP Curriculum standards which all programs must comply with by July 1, 2026. These standards are located in Appendix A-2. CACREP standards can be used to identify the standard that corresponds to the objectives on each syllabus.

Also, our students can take the exam to become a Certified Case Manager. If you have a CRC, 12 months of case management employment experience is required to take the exam. If you have a master's degree from our program, but have not obtained CRC certification, 24 months of case management employment experience is required before you take the CCM exam. More information can be found at: <https://ccmcertification.org/faqs/certification/certification>

Please keep all your syllabi from the program. It is very likely that you will need them at some point in the future, for example when applying for these different licenses/certifications. We have had students contact us asking for syllabi from 10 or 20 years ago because they moved to a different state or decided to pursue a new certification. **We do not keep copies of syllabi from years past.** Please also keep a copy of the Student Handbook.

SECTION IX: PROFESSIONAL AND COMMUNITY STANDARDS

As a student in the MS in CRC or MS in CMHC program, you are entering a professional field. One important aspect of a profession is participation in professional organizations. The major organization for the CRC and CMHC counseling specialties is the American Counseling Association (ACA), with its several subdivisions, including the American Rehabilitation Counseling Association (ARCA), the National Rehabilitation Counseling Association (NRCA) and the American Mental Health Counselors Association (AMHCA). Membership in the ACA is required for all students. If you have financial concerns about the membership fee, please let your advisor know. Membership and participation in local, state-wide organizations are also encouraged, including the Licensed Professional Counselors Association of North Carolina (LPCANC).

You are encouraged to join professional organizations as they provide avenues for networking, up-to-date information regarding the field, research, and ethical guidelines for best practice. You are encouraged to attend professional conferences. In addition, there are community groups and organizations that can use your skills as well as provide you an opportunity to develop new ones. While your studies should be your first priority, some involvement with the community can certainly supplement your professional growth.

Additionally, you are encouraged to attend local and national conferences, meetings, seminars, workshops, etc. Our students have presented at the NCRCA/VEWAA state conference, the NCRA conference, the annual ACA national conference, and our state counseling conferences. You will find that conferences provide you with an opportunity to connect with professionals in the field and learn about the newest research. Should you wish to participate in a conference, the faculty is more than willing to assist you and guide you through the process. Funding for presenting at a conference may be available.

Endorsement Policy

Endorsement for any professional license, certification, or occupation requires the completion of a specialized curriculum designed to prepare individuals for the specified professional role. To receive an endorsement in the areas of Clinical Rehabilitation Counseling and/or Clinical Mental Health Counseling, the individual must have met the professional preparation requirements in CRC or CMHC.

Before an individual requests endorsement by the Division of Clinical Rehabilitation and Mental Health Counseling in a different subspecialty than the one they received from graduation (substance use/addictions, case management, vocational evaluator, trauma) they must demonstrate that all course and experiential requirements have been satisfied for their new specialty.

This policy pertains to oral and/or written recommendations for:

1. Licensure as a counselor in NC and any state licensing board,

2. Certification by the National Board for Certified Counselors,
3. Certification by the Commission on Rehabilitation Counselor Certification, and
4. Employment in counseling or counseling related positions.

Students in the MS in CRC and MS in CMHC programs are expected to follow and uphold the professional code of ethics and certification and licensure guidelines established by the following organizations:

1. [National Board for Certified Counselors](#)
2. [Council for Accreditation of Counseling and Related Educational Programs](#)
3. [Commission on Rehabilitation Counselor Certification](#)
4. [North Carolina Board of Licensed Professional Counselors](#)
5. [State Board Directory for States other than NC](#)
6. [American Counseling Association](#)
7. [American Rehabilitation Counseling Association \(membership through ACA\)](#)
8. [National Rehabilitation Counseling Association](#)
9. [National Counsel on Rehabilitation Education](#)
10. [American Mental Health Counseling Association](#)
11. [Licensed Professional Counselors Association](#)
12. [Psychiatric Rehabilitation Association](#)
13. [North Carolina Counseling Association](#)
14. [Association of People Supporting Employment First](#)
15. [American Psychological Association](#)
16. [North Carolina Psychological Association](#)
17. [American Association on Intellectual and Developmental Disabilities](#)
18. [United Cerebral Palsy](#)
19. [The ARC](#)
20. [Association for Persons with Severe Handicaps \(TASH\)](#)

APPENDIX A-1

[CACREP WEBSITE: 2016 Curriculum Standards](#)

Appendix A-2

[CACREP WEBSITE: 2024 Curriculum Standards](#)

APPENDIX B

Form located at [Report of Approved Substitute for a Master's Thesis Form](#)

Form located at [Master's Comprehensive Exam or Approved Substitute Form](#)

Form located at [Program Certification of Degree Requirements Form](#)

APPENDIX C

[Health Sciences Department Immunization Requirements List](#)

[CastleBranch website](#)

Appendix D

[Search for a CPR Class](#) –

Input the following information:

- Audience-Healthcare Professionals
- Topic-Basic Life Support Course
- Format-Hybrid or Classroom
- Select the button “View Purchase and Training Options” and choose “Find a Class”
- Use the search option by entering your city or zip code to find a course near you.