

**Department of Counseling
Annual Report
2019-2020**



**North Carolina Agricultural and Technical State University
College of Education
Department of Counseling
Greensboro, North Carolina 27411**



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Department Overview

The faculty of the Department of Counseling meet annually to (a) review, amend, and approve department Program Objectives within the context of data gathered from the previous academic year, and (b) review and approve recommendations for programmatic changes to be instituted in the upcoming year. Following is a summative report for the August 2019-July 2020 reporting period. The report is divided into three sections, specifically, teaching and learning, scholarship and professional development opportunities, and service.

Teaching and Learning

Key Performance Indicators

The Department of Counseling houses four Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs- Mental Health Counseling-Clinical (MHC-C), Mental Health Counseling-Rehabilitation (MHC-R), School Counseling (SC), and the PhD in Rehabilitation Counseling and Rehabilitation Counselor Education program (RCRCE). CACREP requires that within core and specialty areas, Key Performance Indicators (KPIs) are identified. KPIs are capstone assignments which measure teaching and learning. Based on data from 2019-2020, KPIs for MHC-R and SC program specialty areas were met. KPIs were not met in one course for MHCC and RCRCE respectively. Mean scores (scaled 0-100%) for KPIs (AY 2019-2020) may be found in Table 1-1 below. The department engages in ongoing evaluation of KPI assignments and rubrics.

Table 1-1. 2019/2020 KPI Assignment Mean Scores by Program

KPI Course	MHC-C	MHC-R	SC	RCRCE
COUN702 Lifespan Portfolio	93%	91%	80%	N/A
COUN707 Professional Disclosure Statement	96%	N/A	N/A	N/A
COUN708 Professional Disclosure Statement	N/A	93%	N/A	N/A
COUN 710 Professional Disclosure Statement	N/A	N/A	90%	N/A
COUN712 Counseling Children Project & Presentation	N/A	N/A	91%	N/A
COUN713 Counseling Role-Play	94%	N/A	98%	N/A
COUN736 Case Study	79%	N/A	90%	N/A
COUN740 Instrument Review	92%	95%	96%	N/A
COUN750 Group Leadership Activity	100%	100%	100%	N/A
COUN758 Diagnosis and Treatment Planning Role-Play	91%	N/A	N/A	N/A
COUN760 Personal Career Development Project	94%	N/A	92%	N/A



COUN770 Mini Proposal	94%	N/A	95%	N/A
COUN812 Experiential Teaching Sample	N/A	N/A	N/A	100%
COUN818 Counseling Supervision and Model Paper	N/A	N/A	N/A	87%
COUN880 Community Mapping Project	N/A	N/A	N/A	91%
COUN989 Personal Theory of Counseling Paper	N/A	N/A	N/A	59%

Comprehensive Exam (CPCE) Fall 2019 – Summer 2020

The Counselor Preparation Comprehensive Exam (CPCE) is used as an exit exam for students in the masters' program. Of the thirty-four students who sat the CPCE, 30 (86%) received a passing score.

Micro Counseling Skills

Faculty noted that specific students required enhanced training in micro counseling skills. In spring, the department instituted a Counseling Skill Development lab that is designed to provide an additional avenue for students who needed to further enhance their skill development. The lab consists of an initial assessment of the student's theory and skill levels. Students then participate in counseling role-plays under faculty supervision over a period of 10 weeks. Students' skills are evaluated at the conclusion of the lab.

Scholarship and Professional Development Opportunities

Faculty Scholarship

Within the Department of Counseling at North Carolina A&T State University, research and scholarship is a broadly applied and inclusive concept, including both faculty, doctoral, and master's student support. A review of assessment data for AY 2019-2020 highlighted professional presentations, research publications, and grantsmanship whereby 100% of faculty evidenced scholarship. As well, the department has historically encouraged professional presentations and publications among its master's students, and with the advent of the doctoral program, doctoral students are expected to publish and engage in professional presenting. The department faculty report significant grant procurement activities. A synopsis of new grant initiatives is noted in Table 1-2 below.

Table 1-2. New Grant Initiatives (2019-2020)

Name	Student/Faculty	Department	Funded Grant
Drs. Dunlap, Booth and Wang	Faculty	Counseling	Awarded \$1,000,000 by SAMSHA: <i>Aggie Disaster Response Mental Health Recovery Network.</i>
Drs. Tyra Whittaker, Brooks, and Wagner	Faculty	Counseling	Awarded \$1,350,000 by the U.S. Department of Health and Human Services: <i>Opioid Workforce Expansion Program</i>



Table 1-3. Ongoing Grant Initiatives

Department of Counseling Faculty	Funding Agency	Grant Amount
Dr. Paige Dunlap – Lead PI Dr. Angel Dowden - I Dr. Alisa Taliaferro – I	DHHS Health Resources and Services Administration	\$1,311,316.00
YeoHeung Yun – Lead PI Tae-Hee Kim – PI and others	ERC Chemical, Biological and BioEngineering	\$503, 343.00
Dr. Vivian Barnette Lead PI Dr. Caroline Booth - PI Dr. Tae-Hee Kim - PI Dr. Shirlene Smith - PI Dr. Tammy Webb – PI	Substance Abuse and Mental Health Services Administration (SAMSHA)	\$204,000.00
Dr. Gregory Monthy – Lead PI Dr. Caroline Booth PI and others	NSF – Directorate for Education	\$349,998.00
Dr. Angel Dowden – Lead PI Dr. Michael Brooks - I Dr. Glacia Ethridge - I Dr. Miriam Wagner - I	Langston University	\$150,000
Dr. Valerie McMillan Lead PI Dr. Jeffrey Wolfgang Co-PI Dr. Deanna McQuitty Co-PI	Camala Foundation	\$505,000
Dr. Paula Faulker – Lead PI Dr. Crystal Gayle - PI Dr. Shon Smith -PI	National Institute for Occupational Safety	\$11,995.00

Graduate Student Accomplishments

The Department of Counseling is excited to report that three students received the National Board for Certified Counselors (NBCC) Minority Fellowship Program for Addictions Counselors Fellowships. The fellowships are \$15,000. The students are Phylicia Boles, Achovia Jones, and Ebrahim Mansaray. Additionally, 18 master’s level students received scholarships from the North Carolina Opioid Workforce Expansion Project (NCATOWEP) and the Behavioral Health Workforce Education and Training (BHWET) grants. One of our doctoral students, Kacie Dentleegrand, received the HBCU Center for Excellence and Behavioral Health Ambassador fellowship. This SAMHSA funded program includes professional development, an Ambassador focused conference, and a stipend this upcoming academic year. Meghan Berger, another doctoral student, received an NSF student intern award in the amount of \$50,000. Porshia Daniels, a doctoral student, was appointed as a student CACREP initial reviewer consultant. A summary of Graduate Student Accomplishments is reflected in Table 1-4.



Table 1-4. Graduate Student Accomplishments

Name	College	Department	Accomplishments
Ebrahim Mansaray	Education	Counseling	2020 NBCC MFP Fellow-Addictions Counseling Scholarship Awarded \$15,000
Achovia Jones	Education	Counseling	2020 NBCC MFP Fellow-Addictions Counseling Scholarship Awarded \$15,000
Phylicia Boles	Education	Counseling	2020 NBCC MFP Fellow-Addictions Counseling Scholarship Awarded \$15,000
Chrisma Brock	Education	Counseling	Traineeship \$10,000 & CSI Inductee
Meghan Berger	Education	Counseling	NSF Intern Award (\$50,000)
Kacie Dentleegrand	Education	Counseling	Behavioral Health Ambassador
Porshia Davis	Education	Counseling	CACREP Initial Reviewer
Caleb Cuthbertson	Education	Counseling	NAMRC Board-Student Representative
Glacia Ethridge	Education	Counseling	Editor for the African American Counseling Association Journal
LaDasia Meeks	Education	Counseling	Governor's Institute \$5,000
Ashley White	Education	Counseling	Governor's Institute \$5,000

Service

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that departments provide appropriate continuing education regarding supervision and practicum/internship expectations among professionals in the field who provide practicum/internship supervision for NCAT students. The Department of Counseling has historically hosted 1-2 Site Supervisor Workshops (with continuing education credit). In AY 2020-2021, these training opportunities will increase in frequency, occurring in September and November. Similarly, two supervisor trainings will be held in spring 2021.

The department's commitment to service is infused in existing courses and is expanded locally, nationally, and internationally. A "snapshot" of the department's commitment to service is noted below.

- The Department continues to expand its global initiative and offers annual faculty-led study abroad groups to Belize and. Most recently, in spring 2020, faculty led a group of 20 interdisciplinary graduate and undergraduate students on an international immersion experience in Belize. During that experience, students participated in homestay, community service, and other cultural engagement activities. Faculty leaders also delivered professional development activities for local stakeholders.



- The Department organized the *Voices from the Field Focus Group Discussion* with 26 recent master's graduates to get their feedback on how well the Department is preparing students for practice and collect their recommendations for changes to the master's programs. The feedback from the discussion was reported to faculty.
- The Department coordinated the Disaster Mental Health Counseling poster session featuring students from the COUN 766 Advanced Clinical Mental Health Counseling course.
- The Department coordinated the COUN 774 Counseling Poor and Ethnically Diverse Families advocacy/community engagement project in which 18 master's degree students went out to a community senior residential facility to interact with aging and residents with disabilities through reading, coloring, and games.
- The Department hosted Dr. Laklieshia Izzard, President of the American Counseling Association of Georgia, who came to NCAT to speak to counselor education students about professional development and advocacy. Dr. Izzard is a graduate of the master's program at NCAT.



Mental Health Counseling-Clinical

The Mental Health Counseling - Clinical program is a generalist program that is nationally accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP). This designation indicates curricular experiences encompassing each of the eight core areas of professional counseling including Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. Other required coursework includes clinical assessment and substance abuse. This degree prepares graduates to work in a variety of capacities such as marriage and family counseling, substance abuse counseling, clinical mental health counseling, college counseling, non-profit work, business settings, and many other areas.

2019-2020

Minimum Credit Hours: 60

Students Currently Enrolled: 92

New Students this Academic Year: 37

Applicants in the Past Year: 57

Graduates in the Past Year: 9

Licensure Exam Pass Rate: % (NCE) (TBD)

Job Placement Rate: % (response rate: %): (TBD)

2018-2019

Graduates in the Past Year: 18

Completion Rate: 94%

Licensure Exam Pass Rate: 93% (NCE)

Job Placement Rate: 79% (response rate: 83%)



Mental Health Counseling-Rehabilitation

The Mental Health Counseling - Rehabilitation program is accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) and is designed to prepare culturally competent counselors who specialize in working with persons with physical, developmental, cognitive, psychological, and neurological disabilities and/or illnesses. Rehabilitation Counseling students are equipped with knowledge, skills, and experience to empower persons with disabilities through the counseling process. Students are further equipped with unique competencies to provide effective rehabilitation counseling services within a cultural context.

Master's in Mental Health Counseling – Rehabilitation (Concentration)

2019-2020

Minimum Credit Hours: 60

Students Currently Enrolled: 35

New Students this Academic Year: 16

Applicants in the Past Year: 19

Graduates in the Past Year: 5

Licensure Exam Pass Rate: % (NCE) TBD

Job Placement Rate: % (response rate: %) TBD

2018-2019

Graduates in the Past Year: 5

Completion Rate: 100%

Licensure Exam Pass Rate: 100% (NCE)

Job Placement Rate: 80% (response rate: 100%)



School Counseling

The School Counseling program is designed for individuals seeking a professional career in elementary or secondary school counseling. The School Counseling program is a flexible and high-quality evening program which offers students the opportunity to create an individualized rate of matriculation in either part-time or full-time enrollment. The School Counseling program is nationally accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP). Students are prepared to take the PRAXIS II Specialty test in Professional School Counselor and the National Counseling Examination (NCE) of the National Board for Certified Counselors (NBCC).

School Counseling

2019-2020

Minimum Credit Hours: 60

Students Currently Enrolled: 51

New Students this Academic Year: 14

Applicants in the Past Year: 24

Graduates in the Past Year: 7

Licensure Exam Pass Rate: % (TBD)

Job Placement Rate: 100% (response rate: 100%)

2018-2019

Graduates in the Past Year: 16

Completion Rate: 94%

Licensure Exam Pass Rate: 100% (PRAXIS)

Job Placement Rate: 93% (response rate: 100%)



PhD in Rehabilitation Counseling and Rehabilitation Counselor Education

The Doctoral Program in Rehabilitation Counseling and Counselor Education is designed to prepare culturally competent students to work as counselor educators, researchers, clinicians, and supervisors in academic and non-academic settings. In addition to establishing a core foundation in rehabilitation counseling and research. The primary educational objectives of the program are: a) to increase students' knowledge of the role and functions of rehabilitation counselor educators, researchers, and counselors, b) to equip students with unique counseling and research skills to provide effective rehabilitation counseling, education, and research within a cultural context, c) to prepare students to obtain content knowledge in cultural diversity, trauma informed care, and additional expertise in specific areas in rehabilitation education, d) to equip students with knowledge, skills, and experiences to increase the body of research addressing diversity, social justice, and disability issues, and e) to prepare students to address professional issues and become leaders and researchers in rehabilitation counselor education and disability research through professional associations, publications, and professional development.

Rehabilitation Counseling and Rehabilitation Counselor Education

2019-2020

Minimum Credit Hours: 63

Students Currently Enrolled: 28

New Students this Academic Year: 5

Applicants in the Past Year: 8

Graduates in the Past Year: 6

Job Placement Rate: % (TBD)

2018-2019

Graduates in the Past Year: 7

Completion Rate: 100%

Job Placement Rate: 100% (response rate: 100%)