



NORTH CAROLINA
AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY

DEPARTMENT OF COUNSELING

Student Handbook

Department of Counseling



"Preparing multicultural and social justice counselors and counselor educators"

Last Revised January 2021



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Letter to Students

Dear Student,

Welcome to the Department of Counseling at North Carolina Agricultural & Technical State University. We are excited that you have chosen to advance your education in our prestigious programs. Amidst the COVID-19 pandemic, natural disasters, and ongoing quest for equity and justice, you have persisted with flexibility and determination.

This handbook provides you with an overview of the Counseling programs and related policies and procedures. North Carolina A & T State University is home to one of the most established programs in the field of professional counseling in the state of North Carolina. The Department of Counseling is designed to prepare motivated students to work in counseling or counseling related roles in various employment settings. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Our diverse student body consists of recent college graduates, mid- life career changers, and late-career individuals seeking advanced graduate education. This diverse student body enhances the educational experience and also provides an excellent foundation for multicultural learning.

We have a stellar group of experienced faculty who are established members of the counseling community and are active in many educational, professional, and community leadership roles. Our faculty boost a diverse research agenda and a successful legacy in scholarship. Most importantly, all counseling programs are fully accredited and aligned by the Council for the Accreditation of Counseling and Related Programs (CACREP), the premier accrediting body for counseling. The School Counseling program is also aligned with the competencies set forth by the North Carolina Department of Public Instruction (NCDPI).

This handbook provides specific information you will need to know as you matriculate through the program. Take the time to read your Student Handbook thoroughly and refer to it often. Additionally, read The Graduate College Catalog and all other relevant documents thoroughly to ensure that you are familiar with policies and processes that govern your experience.

Please know that you are an integral part of the department of counseling and that we are committed to your success. Thank you for your flexibility, patience, and commitment as we continue to navigate a very different academic year. We strongly encourage you to engage in ongoing self-care as you maintain your wellness. We look forward to a year of growth and productivity.

Sincerely,

Caroline Booth

Caroline S. Booth, PhD, LCMHC-S

Associate Professor and Chair



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INTRODUCTION TO GRADUATE STUDY IN THE DEPARTMENT OF COUNSELING

Mission Statement

The mission of the Department of Counseling is to prepare future counselors and counselor educators to use clinical skills, research, and instruction to serve ethnically and culturally diverse students, clients, and the community in a globally changing society.

Our Vision

The vision of the Department of Counseling is to be the premier institution in the preparation of multicultural and social justice counselors and counselor educators.

Our Legacy

The counseling program at North Carolina A&T State University (NC A&T) began as a collaboration between the Department of Psychology and the Counseling Center at NC A&T circa 1960. In 1970, Dr. Myrtle B. Sampson and Dr. Bill Lawrence revised the curriculum creating the footprint for the Community/Agency and School Counseling programs as they exist today. Under the leadership of Dr. Wyatt Kirk in April 2001, the Community/Agency counseling program, along with the School Counseling program, became the first counselor education programs at a Historically Black College/University in the United States to be accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accomplishment is a testament to the high standards of the counselor education program and the commitment to excellence. In 2006, the Department of Human Development and Services developed an M.S. in Rehabilitation Counseling which had a focus on the Rehabilitation of Behavioral Addictions among Racial and Ethnic Minorities. This program obtained accreditation by the Council on Rehabilitation Education (CORE). In 2013, the Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education was launched as the first doctoral degree in rehabilitation counseling at a Historically Black College and University. The department continued to experience record growth, and transformation as the Department of Human Development and Services became the Department of Counseling in the Summer of 2016. In July 2017, all department programs were accredited by CACREP. The department has experienced a lineage of dynamic leaders to include Dr. Charles Williams, Dr. David Lundburg, Dr. Miriam Wagner, Dr. Patricia Bethea Whitfield, Dr. Caroline Booth, and Dr. Tyra Turner Whittaker. Dr. Shirlene Smith assumed leadership of the Department of Counseling in January 2020. Our legacy continues to flourish through our department faculty, students, and our alumni.



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DEPARTMENT VALUES

- Integrity
- Student Focused
- Competence
- Leadership
- Scholarship
- Diversity and Inclusion
- Faculty and Student Commitment
- Work of counseling
- Quality Programming
- Collegiality
- Experience

THE PROGRAM OBJECTIVES

To fulfill the Mission of the Department of Counseling, the following Program Objectives have been identified. Of note, counseling faculty annually review Program Objectives, and Program Objectives are measured and reported to important stakeholders, including alumni, students, employers, field entities, administrators, and faculty. The program objectives are to:

1. Present theoretical and practical experiences that prepare graduates to function effectively as counselors.
2. Encourage the spirit of inquiry and the production and utilization of research among both faculty and students.
3. Produce counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients.
4. Foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession.
5. Foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards.
6. Provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others.
7. Develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

In summary, our program is designed to prepare professional counselors to serve in a variety of counseling settings.



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PROFESSIONALISM

Understanding that transcends difference;

Nurturing and care for our commonalities;

Identifying client needs and group needs;

Taking ownership of student's level of involvement;

Yesterday and the past are behind us, today is anew;

and

Communication is our strength;

Objectivity is important in togetherness;

Obligation to self and clients;

Patience and change are challenges;

Emphasize multicultural awareness;

Respect for each other's professional skills;

Advocate and support agreed-upon goals;

Training and professional development;

Innovation and initiative are important to the process;

Opportunity and motivation are essential to further change;

Negotiate to leave room to reach an agreement.

Dr. Wyatt D. Kirk (2006)
Past Chair, HDSV



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GENERAL INFORMATION

The Department of Counseling is one of four departments in the College of Education at North Carolina A&T State University. The Dean of the College of Education is located in Room 380 Proctor Hall. The Graduate College office is located in 120 Gibbs Hall.

The department has three master's programs: (a) Master of Science degree is offered in Mental Health Counseling - Clinical, (b) Master of Science degree is offered in Mental Health Counseling - Rehabilitation, and (c) Master of Science degree in School Counseling and a Doctor of Philosophy (Ph.D.) in Rehabilitation Counseling and Rehabilitation Counselor Education. Programs of study are restricted to students who have been officially admitted with graduate status.

All master's counseling tracks (i.e., School Counseling, Mental Health Counseling - Clinical, and Mental Health Counseling -Rehabilitation) require completion of sixty (60) graduate credit hours. Counseling internships, involving supervised professional experience in a setting appropriate to the student's career objectives, are included in the graduate credit hours. For post master's students, the Counseling program also offers a **Ph.D.** program in Rehabilitation Counseling and Rehabilitation Counselor Education (63 credit hours) and multiple certificate programs (12 credit hours).

ACCREDITATION

North Carolina A&T State University is accredited by the Southern Association of Colleges and Schools (SACS). The Counselor Education (school counseling) program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the North Carolina Department of Public Instruction (NCDPI). Program offerings in the area of School Counseling are designed in compliance with the competencies set forth by the Department of Public Instruction. The School Counseling program, the Mental Health Counseling - Clinical program, and the Clinical Mental Health Counseling -Rehabilitation program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

DEPARTMENT ORGANIZATION

The Department of Counseling is located at 329 Proctor Hall. This is the office of the Departmental Chairperson and the departmental Administrative Assistants. Counseling faculty members have offices on the third floor of Proctor Hall. The departmental phone number is (336) 334-7916.



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FACULTY DIRECTORY

The following list includes all full-time counseling faculty of the Counseling Department along with some indication of their major areas of interest within counseling. Full-time faculty have a regular university appointment that includes teaching, advising, research, service to the department, school and university, and special assignments. Many faculty are also active in professional service and community engagement as well. Full-time faculty members are required to maintain office hours suitable for student conferences and tutorials. Office hours are posted on the door of the respective faculty member. Throughout the year, adjunct faculty teach specific departmental courses on a part time or occasional basis. Adjunct faculty are credentialed in their respective areas.

Full-Time Counseling Faculty

Adams, Justin Jamar, Ph.D. *Assistant Professor,*

Education: The University of South Carolina in Columbia

Areas of specialty include recruitment and retention of minority students in counselor education, Hip-Hop/Rap Therapeutic interventions, Critical Race Theory, misdiagnosis of minority students in K-12 settings, and College Counseling of Black students.

Bethea-Whitfield, Patricia, EdD, NCC. *Associate Professor, Clinical Mental Health Counseling Program Coordinator*

Education: University of North Carolina at Greensboro

Areas of specialty include women, disability, career development, and family counseling, and poverty.

Booth, Caroline, Ph.D., LPC, NCC, ACS, DCC. *Associate Professor*

Education: The University of North Carolina at Greensboro

Areas of specialty include marriage and family counseling, human development, gender roles, career development, wellness across the lifespan, and technology in counseling.

Brooks, Michael, Ph.D., LMHC, NCC, LPC-S. *Associate Professor, Ph.D. Program Coordinator*

Education: University of Central Florida and Morehouse College

Areas of specialty include counseling/counselor education topics relating to Black males, Black male success factors, school counseling best practices, counselor education experiential learning methods, Counselor Education Pedagogy, and ex-offender recidivism and vocational rehabilitation.



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Dowden, Angel, Ph.D., LPC, NCC, ACS. *Associate Professor, School Counseling Program Coordinator*

Education: North Carolina State University

Areas of specialty include school counseling trends; the improved human development and mental health of African American populations; qualitative methodologies in counseling research.

Dunham, Shea, Ph.D. *Associate Professor*

Education: The University of Akron

Areas of specialty include emotionally focused couples' therapy and attachment theory; conflictual relationships (specifically with parents and adult children); couples counseling; multiculturalism (specifically with interracial/intercultural populations); and couples facing trauma and infidelity. Other areas of research are working with supervision and training counseling/therapy trainees.

Paige Dunlap, Ph.D., LCMHC-S, LPC (GA & MI), CRC, NCC, ACS, PVE, IPEC
Associate Professor, Liaison Council for Accreditation of Counseling & Related Educational Program & Coordinator of the Vocational Evaluation and Work Adjustment Certificate

Education: Southern Illinois University Carbondale

Areas of specialty focus on aspects of Rehabilitation Counselor Education including counselor supervision, transition-age youth with disabilities, and multicultural issues. She has served on the American Counseling Association's Governing Council and the CRCC Ethics Committee.

Ethridge, Glacia, Ph.D., LCMHCA, LCAS-A, CRC, NCC. *Associate Professor and Clinical Rehabilitation Counseling Program Coordinator Rehabilitation Counseling and Behavioral Addictions Certificate Program Coordinator*

Education: University of Maryland, College Park

Areas of specialty include career barriers, social justice, addictions, mental health among African American women, psychiatric rehabilitation, mentorship, and offender population.

Kim, Tae-Hee, Ph.D. *Assistant Professor*

Education: University of Texas, Austin

Areas of specialty include motivation, qualitative and quantitative statistics, research design, and evaluation.

Smith, Shon, EdD, LMHC, IMFT, CRC-CS. *Assistant Professor, Practicum & Internship Coordinator*

Education: Duquesne University, Edinboro University

Areas of specialty include Multicultural and social justice issues in mental health and counselor education, clinical supervision, counselor competency training, counselor education program evaluation, quality control in counseling, leadership and advocacy development in counseling, integrative services in counseling and public health, substance abuse and mental health disparities with marginalized populations, African American Male mentorship, technology in counselor education and counseling.



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Smith, Shirlene, Ph.D., NCC. *Interim Chairperson and Associate Professor,*

Education: Indiana State University, Terre Haute, Indiana

Areas of specialty include school counseling, working with adolescents, international immersions, and multicultural and global issues in counseling.

Wang, Yudan, Ph.D. *Assistant Professor*

Education: University of North Carolina at Greensboro.

Areas of specialty include research methods, parenting, and adolescent development in diverse cultural contexts.

Webb, Tammy, Ph.D., MSW, LSW. *Associate Professor*

Education: Mississippi State University, Ohio State University

Areas of specialty include: Counseling African American women and girls, sexual issues in counseling, addiction counseling, and counseling individuals with disabilities

Whittaker, Tyra Turner, Ph.D., CRC, LPC. *Professor*

Education: Southern Illinois University-Carbondale, Xavier University of Louisiana

Areas of specialty include life care planning with persons with catastrophic injuries or illnesses, multicultural counselor education, counseling accreditation, certification, and licensure.

Wolfgang, Jeff. D, Ph.D., LMHC. *Assistant Professor*

Education: University of Florida

Areas of specialty research focus on culture-centered social justice theories and methodologies, the effects of trauma on young children and their families, and mentorship.



Faculty E-mail Addresses and Contact Information

Dr. Adams, Justin Jamaar 335 Proctor Hall	jjadams@ncat.edu 336-334-4399	Assistant Professor
Dr. Bethea- Whitfield, Patricia 345 Proctor Hall	betheap@ncat.edu (336) 285-4384	Associate Professor/Clinical Mental Health Counseling Program Coordinator
Dr. Booth, Caroline 349 Proctor Hall	csbooth@ncat.edu (336) 285-4386	Associate Professor
Dr. Dunham, Shea 368 Proctor Hall	smdunham@ncat.edu (336) 285-4395	Associate Professor
Dr. Brooks, Michael 366 Proctor Hall	mbrooks1@ncat.edu (336) 285-4387	Associate Professor/Ph.D. Program Coordinator
Dr. Dowden, Angel 325 Proctor Hall	amdowden@ncat.edu (336) 285-4484	Associate Professor/School Counseling Program Coordinator
Dr. Dunlap, Paige 365 Proctor Hall	pdunlap@ncat.edu (336) 285-4381	Associate Professor/CACREP Liaison
Dr. Ethridge, Glacia 372 Proctor Hall	gethridge@ncat.edu (336) 285-4391	Associate Professor/Clinical Rehabilitation Counseling Program Coordinator
Dr. Kim, Tae-Hee 370 Proctor Hall	tkim@ncat.edu (336) 285-4388	Assistant Professor
Mrs. Justice, Leslie 326 Proctor Hall	ljustice@ncat.edu (336)285-2151	Administrative Support Associate
Dr. Pamela Moye 334 Proctor Hall	pmoye@ncat.edu 336-285-2147	Grant Coordinator
Ms. Rivers, Sylvia 324 Proctor Hall	srivers@ncat.edu (336) 285-4403	Administrative Support Associate
Dr. Smith, Shirlene 323 Proctor Hall	sdsmith@ncat.edu (336) 285-4397	Interim Chairperson and Associate Professor
Dr. Smith Shon 367 Proctor Hall	sdsmith5@ncat.edu 336-285-4390	Assistant Professor/ Practicum & Internship Coordinator
Dr. Yudan Wang 267 Proctor Hall	ywang2@ncat.edu 336-285-4431	Associate Professor/ Senior Researcher CED
Dr. Webb, Tammy 333 Proctor Hall	ttwebb@ncat.edu (336) 285-4393	Associate Professor
Dr. Whittaker, Tyra Turner 371 Proctor Hall	tnwhitta@ncat.edu (336) 285-4395	Professor
Dr. Wolfgang, Jeff 327 Proctor Hall	jdwolfgang@ncat.edu (336) 285-4392	Assistant Professor



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DEPARTMENTAL POLICIES AND PROCEDURES

Admissions and Continuance Standards

The Application Process

Persons applying for graduate study in the Department of Counseling at North Carolina A&T State University must have earned a bachelor's degree from a four-year college. The application packet may be obtained online from the NCAT Graduate College. Complete applications include a completed application form, personal statement, resume, official transcripts of all prior academic work, three letters of recommendation or reference forms, statement of residence, and application fee.

The three professional letters of recommendation or reference forms must be completed by persons who know the applicant in an academic or supervisory capacity. Letters/Completed forms from family members, friends, and acquaintances are not acceptable. If enrolled in an academic program at the time of admission, the applicant must submit the final transcript verifying graduation before The Graduate College will finalize the admission decision.

The Department of Counseling at North Carolina A&T State University accepts and reviews applications for admission once a year. The deadlines for all counseling applications are February 1 for fall admission. Currently, the counseling programs only offer annual admission in the fall.

The applicant's packet will be reviewed by The Graduate College and the Admissions Committee of the Department of Counseling. Applicants with greatest potential will be invited to participate in a pre-admission interview with departmental faculty. The Department makes a recommendation to The Graduate College which then makes the final admissions decisions.

Admission Requirements

Admission to graduate study within the **Master's** and **Certificate** programs in the Department of Counseling is subject to the following requirements and considerations:

- Persons applying for graduate study within Departmental programs should have an overall undergraduate and/or graduate GPA of 3.0 or higher on a 4-point system.
- Primary factors in the admissions decision include academic background, demonstrated professional and volunteer experience appropriate to Departmental programs of study, three letters of recommendation or reference forms, resume, and official transcripts of all prior academic work.
- The Graduate Record Examination (GRE) is recommended but not required for admission to the department. The GRE is required to receive financial assistance (Financial Aid). However, in certain instances, the Counseling Admissions Committee may recommend, or request applicants take the GRE. In the event an applicant is asked to take the GRE, then his or her score will be submitted to the Graduate College as a part of the application process, and the GRE score will be considered in the overall admissions decision. Test of English as a Foreign



Language is required for international students. It is also important to note that the GRE is required to receive financial assistance from the Graduate College in the form of Graduate Assistantships.

- In addition to the recommendation forms required by the Graduate College, each applicant is required to submit a personal statement to the Counseling Admissions Committee describing career goals, research interests and a list of publications, experience, academic honors, and organizations. Although it is not required by all academic departments, the Counseling Admissions Committee considers this statement to be a document that strongly supports the application for admission.

Admission to graduate study within the **Doctoral** program in the Department of Counseling is subject to the following requirements and considerations:

- Master's in Rehabilitation Counseling (CORE), or Counseling (CACREP), or a related profession
- Official transcripts from Master's and Undergraduate programs attended
- Acceptable GRE Score
- Master's GPA (3.25)
- Professional Statement, including future career plans
- Three professional letters of recommendation (must be from professor(s) from Master's program and from supervisor(s) from professional settings)
- Two years of work experience preferred
- Successful completion of an interview
- Licensure and/or certification preferred

Requirements of Non-Counseling Students: In addition to meeting the standard requirements for admission into the Doctoral program, students entering the program with a master's degree in a different field must complete all the prerequisite/entry-level courses in counseling. These courses are currently offered within the current master's program. Completing these courses is a requirement of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP's (2016) standards state that “*During the doctoral program admissions process, students' curricular experiences are evaluated to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework*” (p. 33).

Students graduating from a non-rehabilitation counseling master's program are required to register for the following prerequisite or co-requisite masters level courses: COUN 708, 743, and 764. The following pathways for entering the doctoral program are listed below:

If your master's degree is from a 48-hour CORE master's degree program in Rehabilitation Counseling or Clinical Rehabilitation Counseling, you will need to take the below prerequisite courses before and/or during your program of study.



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- 12 additional credit hours (four courses) in counseling are needed.

If your master's degree is from a 60-hour CORE or CACREP master's degree program in Rehabilitation Counseling or Clinical Rehabilitation Counseling, you will need to take the below prerequisite courses before and/or during your program of study.

- No prerequisite courses are needed.

If your master's degree is from a 48-hour CACREP accredited master's degree program in Counseling, you will need to take the below prerequisite courses before and/or during your program of study.

- COUN 743, Medical and Psychosocial Aspects of Rehabilitation Counseling
- COUN 764, Caseload Management and Vocational Planning
- 12 additional credit hours (four courses) in counseling are needed.

If your master's degree is from a 60-hour CACREP accredited master's degree program in Counseling, you will need to take the below prerequisite courses before and/or during your program of study.

- COUN 743, Medical and Psychosocial Aspects of Rehabilitation Counseling
- COUN 764, Caseload Management and Vocational Planning

Finally, applicants with greatest potential are invited to participate in a pre-admission interview with departmental faculty. Pre-admission interviews can include (a) individual interviews, (b) group interaction with observation, and (c) on-site writing sample.

Conditional Admission

Students who receive conditional admission into the program are required to meet with their advisor during their first semester and provide their advisors with a copy of their conditional admission letter.

Orientation

A student orientation will be held in the fall (or summer) of each academic year. Orientation provides the newly admitted student the opportunity to obtain university and departmental/program information relevant to successful matriculation, meet and interact with program faculty, and establish connections with peers. Students are encouraged to participate in an orientation to assure a more balanced beginning to graduate studies and begin integration into the Department. Orientation is provided by both the Graduate College and the specific counselor education program. Contact the department office or Graduate College for details.

Financial Aid and Graduate Assistantship Information



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A limited number of Graduate Assistantships are available to qualified individuals. The student may receive tuition remission from The Graduate College while also being employed by a Department for twenty (20) hours per week for the duration of the assistantship. Graduate assistantships are available to graduate students who have been admitted to a degree program at NC A&T, maintain full-time status, are in good academic standing, and are making satisfactory progress toward their degrees. A Graduate Assistantship is a form of apprenticeship and contributes to the student's professional development. Its primary purpose is to assist students in strengthening and successfully completing their academic program while developing research and other skills and supporting the mission of the Department. Doctoral students may also be considered for Teaching Assistantships in the Department as well. See the *Graduate Catalog* for a more thorough description of the types of assistantships and other relevant information.

Application for an assistantship and requests for other sources of financial assistance should be directed to The Graduate College, telephone: 336-285-2366 and see the Financial Aid website for additional information.

Tevera

In Spring 2020, the Department invested in a comprehensive human service focused cloud-based platform called Tevera. Tevera assists in streamlining the a) workflow of program required documentation, b) the practicum and internship process, c) the collection of assessment data, d) program handbook, and e) verification of counseling form.

Tevera is also used to track required hours and supervision processes associated with licensure. The Department's use of Tevera provides a comprehensive and innovative approach to managing both student and assessment data. Additionally, it provides a mechanism for managing the Practicum and Internship process.

Starting Fall 2020, all students admitted to the Department of Counseling will need to establish an account with Tevera. There is a one-time cost of \$205 (this can fluctuate) associated with Tevera. Students will have life-time access to their individual data that is uploaded into Tevera. Additionally, students will utilize Tevera for all the Practicum & Internship processes.

- Incoming students are required to acquire Tevera within their first semester in the program.

Program of Study

All graduate students are required to file a Plan of Study by the end of the second semester after admission to a program of study. Failure to submit the Plan of Study will prevent the student from enrolling in classes for his/her third semester. The Plan of Study is established in consultation with the advisor, graduate coordinator and/or department chair. The Plan of Study is based on the Graduate Catalog requirements but may be structured to meet the specific needs of the student. The Plan of Study may be amended at any time before the student applies for graduation with the approval of the advisor, graduate coordinator and/or department chair. A student's Plan of Study must be approved by his/her advisor and chairperson. Responsibility for meeting all academic requirements for a selected program rests with the student.



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The student is expected to work collaboratively with the advisor to develop and complete the most recent version of The Graduate College *Plan of Study* form which will provide a blueprint of study tailored to the unique interests and pace of study identified by the student. The plan must be approved by the advisor, graduate coordinator and/or department chair. The student will receive a copy of the approved *Plan of Study*, another copy is maintained in the departmental student file, and the third copy is sent to The Graduate College. See the *Graduate Catalog* for further instruction on completing the *Plan of Study*.

Responsibility for meeting all academic requirements rests with the student. **Please note that students are not permitted to take more than four (4) courses online in accordance with accreditation standards.** Full-time matriculation is considered three courses per semester and two courses per summer session.



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Transfer of Credit

Students who would like to apply graduate course credit from another institution or program to the current degree must submit the Request for *Transfer of Credit* form. The Department may consider transfer of up to six (6) hours of graduate credit from an accredited university for courses in which the student has earned a grade of "B" or better. Credit hours used to fulfill the requirements of any previous degree program may not be transferred. The *Request for Transfer of Credit* must be approved by the advisor and the Department chairperson before being submitted to The Graduate College. The Department will not accept transfer course credit in lieu of major courses in the counselor education program. All required counseling courses must be completed at North Carolina A & T State University. See the *Graduate Catalog* for more details on transfer of credit.

Change of Program

After a student has been admitted to a degree program, he/she may petition to change degree programs using the appropriate form available from the Graduate College. The completed form must be approved by the Department Chairs of the old and new programs. The petition to change programs must include a new Plan of Study for the new program and should be submitted and approved prior to the start of the effective semester. A student who petitions successfully for transfer to a new degree program must complete the new program requirements in force at the time of the change of program. Any courses credited from the old program must meet the time frame requirements for completion of the new program. This process of changing programs only applies to changing from one program to another in a related discipline at the same degree level. It cannot be used to change academic status or degree level.

Students who have been admitted to a counselor education program may request a change of program within counselor education. Students who desire a change of program must submit the *Change of Program* Form available at The Graduate College website and obtain the required approvals. Students requesting a change of program are also required to meet with the advisor. No change of program request will be reviewed in the first semester of enrollment.

Continuance in Counseling Programs

Once admitted to graduate study within the Department of Counseling, each student is expected to assume primary responsibility for adhering to departmental and university policies and for appropriate progress through the curriculum. It is strongly recommended that all students retain a copy of the university catalog under which admission was granted for future reference. The academic progress and professional development of each student is reviewed each semester in the counselor education Benchmarking process. Students who require a leave or withdrawal from the University should consult the relevant policies in the *Graduate Catalog*.



Program Academic Eligibility and Grades

A student will be required to maintain a semester GPA of at least 3.0 at the end of every semester irrespective of total attempted hours otherwise the student will be placed on academic probation for one semester in accordance with the policies outlined in the *Graduate Catalog*. If the semester GPA and/or the cumulative GPA at the end of the probationary semester remains less than 3.0, the student will be dismissed.

Beginning Fall 2015, some core counseling courses will require a grade of B or better. Students not earning a B or better in these specified courses will be required to retake the course. Failure to obtain a B or better on the second attempt will result in dismissal from the Graduate College. In addition, students removed from their practicum/internship site must get approval from the departmental chair before enrolling in the course a second time. Students may not enroll in the same field experience course more than twice.

See the *Graduate Catalog* on Graduate Grades and Grade Point Average. Also, see the *Graduate Catalog* for an additional listing of circumstances under which a student may be dismissed.

Placement, Passing, Repeating, and Dismissal from Practicum and Internship

Practicum and internship are considered essential experiences for successful completion of any master's or doctoral degree in counseling. As such, the goals of these field experiences (Master's Degree: COUN 784, 785, 786, & 787 and Doctoral Degree: COUN 984 and 985) are for the counseling student to develop an exhibit counseling skill, ethical behaviors, and a professional identity consistent with his or her counseling track and developmental level. Students will have no more than two opportunities to successfully pass the Practicum or Internship experiences.

Reflecting the importance of these experiences, a grade of "S" is required to successfully complete the field experiences. Students are not permitted to enroll in the same field experience course more than twice.

At any time, if the On-Site Supervisor and/or the University Supervisor deem that a student is not demonstrating satisfactory practicum/internship knowledge, skills, or dispositions, the student will be notified in writing and a remediation plan addressing area of concern will be developed. If the student continues to display unsatisfactory knowledge, skills, and/or disposition he/she may be dismissed or terminated from the field experience site and transitioned from the counseling program.

If a student is removed from a field placement site, the following will apply:

- The student must get approval from the departmental chair before enrolling in the course a second time.
- The student cannot return to the site from which he/she was dismissed.
- The student will not be allowed to complete the clinical experience during the semester in which the student was dismissed.
- The Counseling faculty, in accordance with departmental benchmarking procedures, will review a student removed from more than one site.



- Withdrawals from a practicum or internship site will be reviewed.

Confidentiality of Recordings and Transcripts

CACREP (2016) requires counseling programs to include "program-appropriate audio/video recordings and/or live supervision of students' interactions with clients" during supervision of practicum and internship students. Prior to taping, each person being recorded must sign a Consent to Record Form. In addition to using a site provided form (if available), all students are required to use the Department of Counseling Consent to Record form. Students are only allowed to record on departmental issued recording devices, which are password protected.

1. Prior to beginning any recording, you are to explain the parameters as outlined in the consent form.
2. Keep in mind that if recording minors under the age of 18, parental consent is required. Also, every group participant is required to sign a consent form if you decide to tape a group.
3. There must be two copies of the Consent Form. Please sign both copies and have the client sign both copies. One copy is for your file, and one copy is for the client.
4. Once you have recorded a session, you are required to keep this recording in a locked and secure location (desk, file cabinet, etc.) when not in use.
5. The digital recorder is only to be transported to supervision with the university supervisor along with the corresponding consent form for the client of the recording to class. (The university supervisor will specify when to bring recorder to session review).
6. At the end of the semester, you will erase your recordings as well as delete any electronic or paper copies of any session content. Student will sign a form confirming this at the conclusion of the semester when the recorder is returned to the Practicum/Internship Coordinator.

Time Limitations

The master's degree program must be completed within six (6) successive calendar years. Doctoral programs must be completed within ten (10) successive calendar years. Normally, this time limit will apply even if a student changes his/her program of study. When the program of study is interrupted because the student has been drafted into the armed services, the time limit shall be extended for the length of time the student has been on active duty, if the candidate resumes graduate work no later than one year following his/her release from military service. A student may petition for an extension of the time limits under extenuating circumstances, for example, a long term illness. See the *Graduate Catalog* for additional information.



Retention Standards

The 2016 accreditation standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) state in Section I: The Learning Environment: The Academic Unit, Standard 0 that "Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice" (p.7). In keeping with these standards, along with the standards set forth by the American Rehabilitation Counseling Association (ARCA), the Department of Counseling has developed a policy on student retention.

The *Graduate Catalog* of North Carolina A&T State University and the *Counseling Student Handbook* of the Department of Counseling provide general guidelines for student department and matriculation. Students are expected to read these materials and govern themselves in accordance with all university and departmental policies.

The Department of Counseling faculty maintain a commitment to quality instruction and training of professional counselors and have an ethical obligation to the profession and the community to ensure that persons who are graduated meet professional standards of preparation. Unfortunately, it is possible that not all students are capable of becoming competent counseling professionals or counselor educators who will maintain the standards of the profession. Students who exhibit behaviors inconsistent with institutional or professional standards (as outlined under the *Ethical Standards of the American Counseling Association* and/or *the Commission on Rehabilitation Counselor Certification*, the *Graduate Catalog*, and as reiterated in this document) will be dismissed from the program in accordance with policies outlined in this handbook.

Student Matriculation - Request for Leave of Absence and Withdrawal

In special circumstances, a student in good academic standing may request a leave of absence from his/her program of study. The student must notify the graduate program coordinator, department chair and Dean of the Graduate College. The request should be made at least one month prior to the semester involved. The request should be endorsed by the student's graduate advisory committee, program coordinator and/or department chair, and the Graduate College. The time that the student spends on an approved leave of absence will be included in the maximum time allowed to complete the degree.

It is important to remember once a student is admitted to the program and enrolled for the first time, a student must maintain continuous registration (each semester excluding summer sessions) until all degree requirements are completed. Students must be enrolled at A & T during the semester of graduation. Any student, who does not enroll for two consecutive semesters excluding summer, will be terminated from the program unless a Leave of Absence is requested by the student and approved by the Department and The Graduate College. To continue graduate study after a termination, the student must reapply for admission and meet all current standards.



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A student may also withdraw from the University at any time during the semester and shall complete and file official withdrawal forms with the Office of the Registrar. Students who do not process withdrawal forms in a timely manner will receive a grade of "F" in each course in which he/she is enrolled. See the *Graduate Catalog* for the Leave of Absence policy and procedure for withdrawal from the University as well as the Readmission Policy. See Graduate College policy on returning to Graduate Study after one semester of absence and after an absence of more than one semester.

Ethical Conduct Policy and Academic Dishonesty

Ethical conduct is the hallmark of the counseling profession. The Department of Counseling at North Carolina A&T State University fully endorses the *Ethical Standards of the American Counseling Association* and the *Academic Dishonesty Policy* of the University. All students are expected to conduct themselves in an ethical, responsible, and professional manner in accordance with both professional and University standards. University policy as stated in the *Academic Dishonesty Policy* contained in the *Graduate Catalog* reads as follows:

North Carolina Agricultural and Technical State University is committed to a policy of academic honesty for all students. Examples of Academic Dishonesty include but are not limited to:

- *Cheating or knowingly assisting another student in committing an act of academic dishonesty;*
- *Plagiarism (unauthorized use of another person's words or ideas as one's own) which includes but is not limited to submitting examinations, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by another person or copied from another person;*
- *Unauthorized possession of examinations or reserve library materials, destruction or hiding of source materials, library materials, or laboratory materials or experiments or any other similar action;*
- *Unauthorized changing of grades or marking on an examination or in an instructor's grade book, or such change of any grade record;*
- *Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct; or*
- *Assisting another student in violating any of the above rules.*

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but may also affect the evaluation of the student's level of performance.

Any student who commits an act of academic dishonesty is subject to disciplinary action as defined below.



In instances where a student has clearly been identified as having committed an academic act of dishonesty, the instructor may take appropriate punitive action including a loss of credit for an assignment, an examination or project, or award a grade of "F" for the course subject to the review and endorsement of the chairperson and the dean. Repeated offenses can even lead to dismissal from the University.

In addition, the Department of Counseling does not tolerate **any** unethical conduct. Violations of ethical conduct are addressed in accord with the departmental ethical standards and benchmarking process. Students who violate sound ethical practice jeopardize their standing in the department. See the Department of Counseling *Retention Policy*. Students are expected to document papers and presentations thoroughly in accordance with the current *Publications Manual of the American Psychological Association*.

Professional Codes of Ethics and Standards of Practice

As pre-professional counselors, graduate students abide by the code of ethics and standards of practice as described in the *Ethical Standards of the American Counseling Association (ACA)*, the *Commission on Rehabilitation Counselor Certification (CRCC)*, the *American Psychological Association*, the *Student Handbook*, the *Graduate Catalog*, and the *Department of Counseling Ethical Conduct Policy*. Therefore, professional maturity is expected of all students. Students who violate sound ethical practice jeopardize their standing in the department. Behaviors that may indicate professional impairment include, but are not limited to the following:

- Confirmed threat of harm to self or others;
- Discriminatory behaviors or harassment toward others on the basis of race, color, national origin, religion, gender, age, or disability;
- Unwillingness to receive feedback or resistance to evaluation from superiors and/or failure to modify unprofessional behaviors;
- Chronic physical or emotional problems which mediate the student's ability to meet program requirements subject to disability law. Characteristics deemed crucial to personal and professional development include:
 1. Openness
 2. Flexibility
 3. Ability to establish cooperative relationships with others
 4. Willingness to accept and implement feedback
 5. Awareness of one's impact on others
 6. Ability to deal with conflict effectively
 7. Appropriate expression of feelings
 8. Maturity
 9. Empathy
 10. Capacity to manage stress
 11. Tolerance for differences
 12. Integrity and professional responsibility



- Habitual tardiness to class or field placement;
- Habitual unexcused absences from class or field placement;
- Disruptive/disrespectful behavior toward colleagues, faculty, staff, peers, or clients including tone in emails;
- Consistent failure to demonstrate interpersonal skills necessary to form effective professional and therapeutic relationships as indicated by the list above;
- Failure to use acceptable American Psychological Association style documentation including plagiarism and other failure to document sources in research reports;
- Falsifying documents;
- Quality of writing and scholarship not consistent with graduate level work;
- Inappropriate attire;
- Any other professional behavior not in accordance with the departmental *Ethical Conduct Policy* and the *Ethical Standards of the American Counseling Association*;
- The failure to follow other University policies and procedures

Outcomes of the Violation of Standards

Consequences of violation of the codes of conduct or ethical standards of practice include but are not limited to one or more of the following:

- Dismissal from the program
- Removal from the course or the field placement and a grade of "F" or "U"
- Referral to authorized campus authorities for further discipline.

The Benchmarking Review Process

Once each academic semester a benchmarking review of all enrolled students is conducted by the faculty. The benchmarking committee is comprised of all full-time tenured and tenure-track counseling faculty and is chaired by a faculty member. Adjunct faculty members are also invited to attend the benchmarking review.

Reviews are conducted using the Benchmarking Assessment Rubric which focuses on academic performance, ethical behavior, and professional disposition. Each student will be notified in writing by the Department Chairperson regarding the outcome of the benchmarking review, and a copy will be placed in the student's file.

Students who receive an unsatisfactory evaluation will be placed on probation, provided with a remediation plan, and given a timeline to complete the remediation plan to improve their performance to a satisfactory level. A subsequent unsatisfactory evaluation after the benchmarking period will result in a recommendation to Department Chair for dismissal from the program.



Unsatisfactory Review

Students about whom faculty members have questions or concerns receive a letter directing them to their advisors for further explanation. Advisors are responsible for describing to students any questions or concerns and related plans of action evolving out of the benchmarking committee process. The benchmarking committee collaborates with the advisor to develop a plan of action to help students address questions or concerns, and the student works with the advisor to develop an intervention plan which the student implements. The student may ask the advisor for assistance as appropriate. In some circumstances, the student may be asked to meet with the chair.

Review under Extraordinary Circumstances

In addition to the regularly scheduled Benchmark review by the faculty, review of student behavior may be initiated from several sources including student complaints or evaluations, faculty/administrator observations, and site supervisor evaluations or complaints. Complainants should direct concerns to the Chairperson who will arrange an informal review with the complainant and the student. If the behavior is not corrected or if the severity warrants, a formal complaint (in writing) to the chairperson should be initiated by the complainant. The department chairperson will then send a copy of the complaint to the student, meet with the student to issue the discipline or forward the complaint to the Department of Counseling Benchmarking Committee to evaluate the merit of the complaint and conduct additional investigation as needed. The committee will forward their recommendation to the chair. The chairperson will notify the student and the advisor (in writing) of the outcome.

A student who wishes to rebut a benchmarking decision should refer to the *Grievance Policy* in this handbook and to the *Graduate Catalog* policy on *Graduate Student Appeals*.

The Dismissal Process

The Benchmarking Review process, and according to the *Graduate Catalog*, departments may recommend dismissal of a student. Students to be dismissed from the program begin the process with a conference with the advisor followed by a conference with the department chairperson. The sessions are intended to bring closure to the review process and assist the student in exploring other options. See the *Graduate Catalog* for additional information.

Registration

Every fall and spring, a time is set aside for students to receive advisement and to register for courses for the following semester. The specific dates for advisement and early registration are identified in the academic calendar that is published each semester online. Students should meet with their advisors to discuss course selections. Advisors will provide each advisee his or her PIN (Personal Identification Number), which have been assigned by the University Registrar.



Following advisement, students may register online using Aggie Access and their PINs (found in the Current Students menu on www.ncat.edu). Aggie Access enables students to register for classes, drop classes, review financial aid information, and view their academic record including final course grades. Complete registration instructions, including Aggie Access instructions, are available through the Registrar's office. Students are responsible for keeping up with their PINs once they are established in the Aggie Access system.

Note 1: All graduate students must maintain continuous registration during fall and spring semesters or be subject to the Graduate College policy on re-enrollment. Students who have completed all coursework with the exception of taking the Comprehensive Examination and/or applying for graduation must enroll for the given semester in which the Comprehensive Examination (COUN 788) will be taken or the student plans to graduate.

Note 2: All major courses must be taken in the counseling program at NC A&T State University. Courses in the counseling program are sequential. Prerequisites for a given course must be completed **prior to** enrolling in the course. See the *Graduate Catalog* and the website of the Office of the Registrar for detailed information on registration.

Advisement

Each student is assigned an academic advisor based on his or her degree program and concentration within the department within the first two weeks of classes. Prior to the assignment of an advisor, students will contact their program Coordinator or the Department Chairperson. The academic advising process serves to:

1. Assist students in planning a program of vocational interest and professional study.
2. Identify student learning blocks and related obstacles to career or educational progress and provide mentoring as recommended by the benchmarking process.
3. Recognize students' skills, abilities, aptitudes, and interests leading to appropriate career selection.
4. Periodically assess student's academic progress and career goals.
5. Advise and recommend student course selection considering appropriate sequence and required pre-requisites.
6. Advise students of all requirements for graduation.
7. Refer students to appropriate remedial developmental services.
8. Provide students with any other assistance deemed necessary.
9. Prepare students to register for courses each semester.

Students will not change advisors unless so directed and approved by the department chairperson. All departmental advising is done in accordance with the *University Academic Advisement Handbook*.



Adding/Dropping Courses or Withdrawing from Program of Study

Students should pay attention to the University Academic Calendar for drop/add dates during the semester. This calendar is available on the University's academic calendar. If your name does not appear on the class roll called by your professor, it is your responsibility to go to the Registrar's office immediately to resolve the problem. No student is permitted to remain in class whose name does not appear on the class roll. Further, students are responsible for dropping all courses which they do not intend to take. Students who remain on the roll must receive a grade. In addition, students are limited to a maximum of one (1) withdrawal per course, up to a maximum of sixteen (16) credit hours over the student's academic career. Upon a second attempt in a single course, the student is not permitted to withdraw from the course and must receive a grade for the course.

Liability Insurance

Liability insurance is required for all students enrolled in practicum, internship, and any other course that requires field placement in which students provide counseling services.

Personal Counseling Requirement

Policy Statement. All students admitted to the counseling program in the Department of counseling are required to participate in a minimum of three (3) individual counseling sessions. This requirement must be fulfilled prior to completion of COUN 707, 708, or 704 for master's students or COUN 989 - Advanced Seminar in Theories, Group, and Career Counseling for doctoral students. Students who do not complete the Personal Counseling Requirement will not be able to enroll subsequent courses.

Rationale. We can learn about the role of the counselor and the counseling process in many ways. Some of these ways are through reading, lectures by professors, listening to audio materials, viewing video, studying descriptions provided by clients and ex-clients, role-playing, viewing live counseling sessions and by being a counselor and a client.

In addition to the variety of classroom and clinical learning experiences provided in the program, you are expected to experience being a client in a counseling relationship with a licensed professional counselor. This experience can be one of the highlights of your counselor education program if you take seriously the inherent potential in the experience and commit yourself to the process.

Counselors accept that all individuals experience both the challenge of the problems they cannot resolve alone and the challenge of opportunities they cannot fully fathom. It is normal and natural for people to experience difficulties in dealing with others as well as in dealing with themselves. Issues may include developing and reaching special goals, educational choice, career choice, and personal and social matters. Often issues arise from relating to others (interpersonal) and relating to oneself (intrapersonal).



Ultimately, our personal and professional development is defined by the way we handle these concerns; some of us with some of these matters and some people with all of them. It is a rare person who is calm and assured in knowing within him or herself that they are experiencing the richest and fullest life of which they are capable. The counseling requirement is intended to assist students in the exploration of themselves and enhancing personal choices and relationships with others.

The Counseling Process. As counseling professionals, we understand that the content of the counseling sessions must be held in strict confidence between the student and the counselor. Consequently, there will be no sharing of information between the counselor and the program unless the counselor deems exceptions to confidentiality.

Students may work with any counselor of their choice in the counseling experience. This includes private practice, agency, and University counselors. The counselor must be a licensed professional counselor. Students are required to complete a minimum of three (3) individual counseling sessions with the counselor.

Each student is responsible for submitting the *Completion of Personal Counseling Requirement Form* to the Department office indicating that the three (3) session requirement has been met.

Comprehensive Examination

Master's Students

Upon completion of all required curriculum courses (not including electives), students will apply to take the Comprehensive Examination. Students will not be allowed to take the Counseling Comprehensive Examination unless all professional core courses have been taken excluding COUN 785 and COUN 786. Students must complete the Application for Comprehensive Exam form and be cleared by their advisor by the end of the third week of classes in the semester in which they intend to take the exam.

The CPCE examination is a standardized test developed by the Center for Credentialing in Education (CCE) of the National Board for Certified Counselors (NBCC) and is the required test for all counseling master's students beginning Fall 2016. The exam format is multiple choice and covers eight curricular areas: (a) Human Growth and Development, (b) Social and Cultural Foundations, (c) The Helping Relationship (counseling process and theory), (d) Group Work, (e) Career and Lifestyle Development, (f) Appraisal, (g) Research and Program Evaluation, and (h) Professional Orientation (ethics and professional history).

- *Students may take the Comprehensive Examination (CPCE) **no more than twice** and must pass the Comprehensive Examination in order to graduate. Should a student not receive a passing score, the student must take the examination in a subsequent semester.*



- *The PRAXIS, NCE or the CRC exam cannot be taken in lieu of the designated comprehensive exam.*

NOTE: *The passing cut off score for the CPCE exam is 1 standard deviation below the national mean of the test version that the student takes.*

Applications to take the exam may be picked up at the Counseling office or are available on the department website. Consult the Department staff or your advisor regarding the exam dates and location each semester. Staff can also provide information on the cost of the exam and due dates for fees.

Doctoral Students

Each student in the program is required to complete a comprehensive examination upon completion of their core courses with the exception of internship and the dissertation courses. Students are required to complete and submit a Comprehensive Exam application form. Students are then given two weeks to complete the take home comprehensive exam. The exam assesses the student's knowledge in five core areas: research, teaching, advocacy/leadership, supervision, and counseling. The student is required to complete and pass the comprehensive examination to advance to candidacy. More information about the Ph.D. Comprehensive Examination Process can be found in the doctoral section of this handbook.

Accommodations for comprehensive exam: *Students requesting special accommodation for the Comprehensive Exam must register with the NCAT Office of Accessibility Resources at least 30 days in advance of initial test administration.*

Graduation Requirements for Master's Students

The following requirements must be fulfilled in order to graduate:

1. The Comprehensive Examination must be taken and passed.
2. Completion of coursework required for student's specific track (School Counseling, Mental Health Counseling - Clinical, Mental Health Counseling - Rehabilitation) with a 3.0 or better grade point average overall and a 3.0 or better grade point average in the student's professional core courses. Students must complete all fieldwork with a grade of B or better.
3. Submit the application for graduation with the required approvals to the Graduate College. Applications for graduation are available at The Graduate College website and are due by the date specified in the University calendar each semester.



Graduation Requirements for Certificate Students

The following requirements must be fulfilled in order to graduate with a certificate:

1. Admission to the Certificate Program by the Graduate College.
2. Submission of the Certificate Plan of Study
3. Successful completion of all required certificate courses as identified by program with a 3.0 or better grade point average overall.
4. Submit the application for graduation with the required approvals to the Graduate College. Applications are available at the Graduate College website and are due by the date specified in the University calendar each semester.

Graduation Requirements for Doctoral Students

The following requirements must be fulfilled in order to graduate:

1. Successful completion of the Comprehensive Examination.
2. Completion of coursework required for with a 3.0 or better grade point average overall and a 3.0 or better grade point average in the student's professional core courses (required for all courses but electives). Students must complete **all** fieldwork with a grade of B or better.
3. Successful completion and defense of the Dissertation Prospectus
4. Successful completion and defense of the Dissertation
5. Submit the application for graduation with the required approvals to the Graduate College. Applications for graduation are available at the Graduate College website and are due by the date specified in the University calendar each semester.

Endorsement Policy

The Department stipulates endorsement for employment or credentialing only in the program area in which a student received training. Students are encouraged to adhere to the American Counseling Code (ACA) of Ethics by applying for certification and licensure corresponding their scope of practice. Department faculty adhere to the 2014 American Counseling Association Code of Ethics endorsement which states "Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement (Section F.6.d). In addition to adhering to the ACA Code of Ethics, Mental Health Counseling-Rehabilitation students must also adhere to the Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics (2010) which contains similar language in Section H.5.d.



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Faculty evaluate students at different levels of the student's matriculation through the program to assess continuous endorsement to include, but are not limited to, the following:

- Benchmarking
- Course grades
- Clinical Experiences (Practicum/Internship)
- Graduation Clearance

Additionally, faculty consider the following as examples of endorsement:

- Completing and signing forms for licensure and certification
- Providing letters of recommendation to potential employers/institutions of higher education
- Providing verbal recommendations to potential employers/institutions of higher education
- Thus, it is the ethical responsibility of faculty members to endorse only those students who possess the required skills, personal qualities, maturity, and mental capacities to engage in the requisite activities for their level of training and personal and professional development.

Faculty consider the student's academic performance, ethical behavior, emotional impairment, and professional disposition when endorsing students. At any time, department faculty reserve the right to exercise their refusal to endorse any student who meets the ACA Code of Ethics (2014) definition for student impairment.

Policy on Student Gifts

For ethical reasons, the Department recommends that students not give gifts to faculty.

Grievance Procedures

Grade Appeal

A conflict between a graduate student and a professor should begin with open communication. If resolution is not achieved, the student may meet with the department's chairperson. According to the *Graduate Catalog*, "a graduate student who is unable to resolve issues with the course professor and/or department chairperson has thirty (30) calendar days from the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session, or thirty (30) calendar days after the adverse decision at the departmental level to file an appeal with the dean of the Graduate College".

The Graduate Appeals Committee considers grade appeals from graduate students. There are two grounds for appealing a grade: (1) evidence of miscalculation, and (2) material deviation from information published in the course syllabus without adequate notice of the change. The appeal should include three important aspects: (i) the action(s) being challenged, (ii) the



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person(s) against whom the complaint is being made—the “respondent,” and (ii) the redress being sought.

Appeal of Dismissal from the Program

A written appeal must be submitted to the dean of the Graduate College within thirty (30) calendar days following the adverse recommendation or decision. The appeal should include three important aspects: (i) the action(s) being challenged, (ii) the person(s) against whom the complaint is being made—the “respondent,” and (ii) the redress being sought. A decision shall be deemed final on the expiration of the period for filing an appeal, or if an appeal is filed, upon issuance of a decision in such an appeal, whichever is later.

One representative of the Graduate College, together with one representative from Student Affairs, shall examine the appeal and jointly determine whether the actions complained about were disciplinary or academic. If the challenged action is deemed to be disciplinary, the dean of the Graduate College shall refer the complaint to the appropriate university officers responsible for disciplinary matters within five (5) business days. If the challenged action is deemed to be an academic matter, the dean of the Graduate College shall forward the appeal to the Graduate Appeals Committee. See the *Graduate Catalog* for details of an appeal of dismissal.

Appeal of Termination of Graduate Assistantship

The Assistantships and Fellowship Committee of the Graduate Council considers appeals of termination of Graduate Assistantships. Before filing a grievance, the student is expected to attempt to resolve the matter with the faculty member, departmental chairperson, and the dean of the academic uni in which the assistantship is assigned. A graduate student who is unable to resolve issues with the hiring faculty member and/or department chairperson has thirty (30) calendar days from the date of termination, or thirty (30) calendar days after the adverse decision at the department or college level to file an appeal with the dean of the Graduate College.. See the *Graduate Catalog* for details on the amount of time to file and other guidelines on grievances in this area.

Student Organizations

Chi Sigma Iota Honor Society (CSI)

Formed in January of 1985, Chi Sigma Iota is an International Counseling Academic and Professional Honor Society. It was established in order to create a link between students, educators, practitioners, and supervisors in various counseling settings. The objective of Chi Sigma Iota is "to promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling." The Alpha Tau Omega Chapter at North Carolina A&T State University meets throughout the year under the leadership of elected students and the designated Faculty Advisor who serves as a liaison with the national office. The Chapter sponsors the Graduate Research poster session at the annual Fall Family Counseling Conference and initiates various campus and community projects. Students interested in joining Chi Sigma Iota must have a 3.5 or better



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GPA and at least 18 hours of graduate course credit. For additional information, contact Dr. Justin Adams and/or Dr. Shea Dunham, the chapter's advisors.

Rehabilitation Counseling Association

Formed in 2005, the Rehabilitation Counseling Association (RCA) was created for students to learn more about the profession and to network with local rehabilitation counselors and people with disabilities within their career paths. The mission of the Rehabilitation Counseling Association is to offer opportunities where students may gain increased public understanding of professional interests by fostering an open forum, promoting and encouraging the development of professional training opportunities for all persons engaged in the counseling of persons with disabilities, contributing to an interdisciplinary approach to the solution of problems in rehabilitation, fostering research to advance knowledge and skills in rehabilitation counseling and developing relationships that will be beneficial to enhance professional identity. For additional information, contact Dr. Glacia Ethridge, the chapter's advisor at gethridg@ncat.edu.

Counseling Credentials

Counseling Certification

The National Board for Certified Counselors, Inc. (NBCC) is a nonprofit, independent organization that establishes and monitors a national counselor certification process. It was created in 1982 through the efforts of the American Counseling Association to promote professional credentialing standards for counselors. NBCC provides a national standard in the counseling profession that can be used as a measure of professionalism. Through its certification programs, counselors certified by NBCC earn the designation National Certified Counselor (NCC). NBCC offers several routes to national certification. Eligibility depends upon a number of factors:

Requirements for the National Certified Counselor (NCC) credential:

1. A master's degree in counseling from a regionally accredited university with a minimum of 48 semester or 72 quarter hours with counseling courses in:
 - Counseling Theory
 - Human Growth and Development
 - Social and Cultural Foundations
 - Helping Relationships
 - Group Work
 - Career and Lifestyle Development
 - Appraisal
 - Research and Program Evaluation
 - Professional Orientation and Ethics
 - Internship*

*Two academic terms of supervised field experiences in a counseling setting



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2. Two years of post-master's counseling experience (3,000 hours) with 100 hours of face-to face supervision by a National Certified Counselor (NCC) or other mental health professional approved by the board. This experience may be obtained within a 3-year time period.
3. Two professional references, one being from a recent supervisor.
4. Pass the National Counselor Examination for Licensure and Certification (NCE).

Counselors who meet the NBCC's standards and obtain certification are required to maintain and renew certification through continuing education.

The National Board for Certified Counselors, Inc., (NBCC) is located at 3 Terrace Way, Suite D, Greensboro, NC 27403-3660.

Counseling Licensure

Different states have different requirements for counseling licensure. The state of North Carolina requires the individual applying for licensure to take and pass the National Counseling Examination as part of the licensure process. (This is the same exam required for NBCC certification.)

For more detailed information concerning counseling licensure in the state of North Carolina contact the North Carolina Board of Licensed Professional Counselors (www.ncblpc.org), 7D Terrace Way Greensboro, NC 27403. Phone: 844-622-3572 or 336-217-6007.

Graduates are also eligible for counseling licensure in other states. Please refer to the desired state's licensure board for specific details on required license components.



Directory

Professional Organizations

ACA	(800) 347-6647 www.counseling.org	American Counseling Association
ACES	(866) 815-2237 www.acesonline.net	Association for Counselor Educators & Supervisors
CRCC	(847) 944-1325 www.crcrcertification.com	Commission on Rehabilitation Counseling Certification
NCCA	(888) 308-6222 www.nccounseling.org	NC Counseling Association
NCRE	(559) 906-0787 www.ncre.org	National Council on Rehabilitation Educators
NBCC	(336) 547-0607 www.nbcc.org	National Board for Certified Counselors
NCBLPC	(919) 661-0820 www.ncblpc.org	NC Board for Licensed Professional Counselors
SDPI	(919) 807-3300 www.dpi.state.nc.us	State Department for Public Instruction

University Services

1. BANNER/Aggie Access www.ncat.edu
2. Bluford Library
Phone: (336) 334-7782
3. Campus Police
Phone: (336) 334-7980 or (336) 334-7675
4. Cashier
112 Dowdy Building
Phone: (336) 334-7721
5. Counseling Services Room I 08
Murphy Hall
Phone: (336) 334-7727



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The university makes provisions for counseling, testing, and guidance for all students through Counseling Services. Counseling Services offers students the opportunity to discuss with a trained professional counselor or clinical psychologist any questions, dilemmas, needs, problems, or concerns involving educational, career, social, personal, or emotional adjustment that may occur. All counseling is voluntary, free of charge, and confidential.

1. Office of Accessibility Resources
Suite 01 Murphy Hall
Phone: (336) 334-7765

The Office of Accessibility Resources is established to assure accessibility of all academic programs, services, and activities, to any person with a disability matriculating at the University.

2. Graduate College
Office 120 Gibbs Hall
Phone: (336) 334-7920
3. Office of Career Services
Room 101 Murphy Hall
Phone: (336) 334-7755

The primary mission of the Office of Career Services is to provide a wide range of programs, services, and resources to aid students in career exploration and offer career assistance to alumni of the University. Students are strongly encouraged to register with OCS and use the services of the office in the job search process.

4. Office of International Affairs
Academic Classroom Building Room 212/213
Email: OIA@NCAT.EDU
ISSS Phone: 336-334-7551
Education Abroad: 336-285-2600

The Office of International Affairs provides services and programs for international students. All international students must register with this office.

5. Office of the Registrar
107 Dowdy Building
Phone: (336) 334-7595
6. Parking services (Traffic, Parking, & Vehicle
Registration)
Obermeyer Parking Deck
Phone: (336) 285-2027



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7. Office of Veterans & Military Affairs
Aggie Student V.E.T.S
Center at the Oaks
312 N. Dudley Street
Phone: (336) 398-8651

The Office of Veterans and Military Affairs has been established to assist veterans with enrollment and adjustment to university life. The office also provides counseling and tutorial services.



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DEPARTMENT OF COUNSELING

Master's Programs In Counseling



Mental Health Counseling-Clinical
Mental Health Counseling-Rehabilitation
School Counseling



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DEPARTMENT OF COUNSELING

Mental Health Counseling – Clinical

School College:	College of Education
Degree Offered:	Master of Science
Graduate Coordinator:	Dr. Patricia Bethea-Whitfield
Email:	betheap@ncat.edu
Phone:	(336) 285-4384

This program is a 60-credit hour non-certification program designed for the individual who is interested in a professional counseling career in the public or private setting including higher education.

The Mental Health Counseling-Clinical program has the following program objectives:

- To create an understanding of the foundations of mental health counseling in the clinical setting including trends; roles, functions, and standards of practice and credentialing of community counselors; policies and laws, ethical and legal considerations (e.g., the ACA Code of Ethics); and diversity issues.
- To establish the contextual dimensions of mental health counseling in the clinical setting relative to roles in various practice settings and relative other professionals in those settings; organizational dimensions of community organizations; needs assessment; and community intervention, consultation, education, and outreach.
- To develop the knowledge and skills necessary for mental health counselors in the clinical setting relative to assessment, case conceptualization, theories of human development, psychopathology, diagnosis using the *Diagnostic and Statistical Manual*, and counseling plans; models, methods, and principles of program development and service delivery for a clientele; the empowerment of consumers to understand and access community resources; advocacy; and initiating, maintaining, and terminating counseling.
- To provide clinical instruction including the Practicum (100 clock hours) and the 600-clock hour internship in a community setting under the supervision of a qualified site supervisor during which the intern will complete a minimum of 240 direct service clock hours.



Degree Requirements
Required Curriculum (Effective Fall 2016)

Course #	Course Title	Credit Hours
COUN 702	Human Development*	3
COUN 707	Prof. Orient. & Ethics in Clinical Mental Health Counseling*	3
COUN 713	Theories and Methods of Counseling*	3
COUN 736	Multicultural Counseling*	3
COUN 740	Appraisal*	3
COUN 750	Group Counseling (Lab)*	3
COUN 758	Psychopathology, Diagnosis, and Treatment	3
COUN 759	Addictions Counseling	3
COUN 760	Career Counseling (Lab)*	3
COUN 763	Family Counseling (Lab)	3
COUN 766	Advanced Clinical Mental Health Counseling	3
COUN 784	Practicum (Lab)**	3
COUN 770	Applied Research in Counseling*	3
COUN 785	Internship I**	3
COUN 786	Internship II**	3
Electives		15
	Total	60

***Grade of B or better required; ** Grade of S is required**



Degree Requirements
 Required Curriculum (Effective Fall 2015)

Course #	Course Title	Credit Hours
COUN 702	Human Development	3
COUN 707	Prof. Orient. & Ethics in Clinical Mental Health Counseling	3
COUN 713	Theories of Counseling*	3
COUN 735	Counseling Methods (lab)	
COUN 736	Multicultural Counseling	3
COUN 740	Appraisal	3
COUN 750	Group Counseling (Lab)*	3
COUN 758	Psychopathology, Diagnosis, and Treatment	3
COUN 759	Addictions Counseling	3
COUN 760	Career Counseling (Lab)	3
COUN 763	Family Counseling (Lab)	3
COUN 766	Advanced Clinical Mental Health Counseling	3
COUN 784	Practicum (Lab)*	3
COUN 770	Applied Research in Counseling	3
COUN 785	Internship I*	3
COUN 786	Internship II*	3
COUN 788	Comprehensive Exam	0
Electives		12
	Total	60

***Grade of B or better required**



Required Curriculum with Course Descriptions and Prerequisites Mental Health Counseling - Clinical			
COUN 702	Human Development	<p>This course provides a comprehensive look at human development from neonatal development to death. The psycho-social, physical, and cognitive aspects of development at every stage are studied in depth, as are various developmental theories describing growth and maturation. Students emerge with a complete understanding of human development across the lifespan and are able to use this knowledge to facilitate the optimum development of people in their future counseling work.</p> <p><i>Prerequisite: None</i></p>	3
COUN 707	Professional Orientation and Ethics in Clinical Mental Health Counseling	<p>This course introduces the field of clinical mental health counseling. Historical foundations, ethical and legal standards, professional organizations and credentialing, and current trends of the profession are also discussed as well as mental health counseling roles, treatment models, and delivery systems.</p> <p><i>Prerequisite: None</i></p>	3
COUN 713	Theories in Counseling	<p>This course is an introduction to the primary theories and techniques in the field of counseling and their underlying components. A grade of B or better is required in this course. <i>Prerequisite: None</i></p>	3
COUN 735	Counseling Methods	<p>The fundamentals of general counseling skills are addressed as a foundation for further study. This course includes laboratory experiences for the observation and application of counseling skills. A grade of B or better in this course is required.</p> <p><i>Prerequisite: COUN 713 and COUN 708 or 710; completion of personal counseling</i></p>	3
COUN 736	Multicultural Counseling	<p>This course provides an overview of issues and trends for counselors in a diverse society.</p> <p><i>Prerequisite: None</i></p>	3



COUN 740	Appraisal	This course will introduce evaluation and assessment tools, including relevant statistics and computer applications. <i>Prerequisites: None</i>	3
COUN 750	Group Counseling	Theories, techniques, and procedures appropriate for counseling groups will be included, as well as topics to build understanding of group development and dynamics. This course includes laboratory experiences for observation and application of group counseling skills. A grade of B or better is required in this course. <i>Prerequisite: COUN 713</i>	3
COUN 758	Psychopathology, Diagnosis, and Treatment	This course familiarizes students with psychopathology and clinical evaluation using the most recent edition of the DSM and ICD classification systems, as well as other diagnostic tools. There is an additional emphasis on case conceptualization, biopsychosocial treatment planning, continuum of care, pharmacological interventions, and the impact of diversity, crisis, and trauma on the assessment and treatment process. <i>Prerequisite: COUN 704, 707, or 708</i>	3
COUN 759	Addictions Counseling	This course will examine multiple components of substance use and addictive disorders including etiology, assessment, treatment models, and prevention in clinical mental health settings. There is an emphasis on the major substances and behaviors of addiction, diverse populations, co-occurring disorders/illnesses, and social-cultural implications of addictions. <i>Prerequisite: COUN 713</i>	3
COUN 760	Career Counseling	This course includes career development theories, applied and related counseling procedures and technological applications. This course includes laboratory experiences for observation of and practice in career counseling. <i>Prerequisite: COUN 713</i>	3
COUN 763	Family Counseling	This course discusses the history, philosophy, professional issues, and trends in family counseling with an emphasis on the roles and functions, models and theories, and ethical and legal considerations of the counselor working with families. In addition, family development across the lifecycle, families in crisis, and specific issues facing families are examined. <i>Prerequisite: COUN 713</i>	3



COUN 766	Advanced Clinical Mental Health Counseling	This course is a laboratory course with a focus on culturally responsive principles of mental health counseling including prevention, intervention, consultation, education, advocacy, and crisis management. Students have the opportunity to demonstrate skill related to these areas. Students also learn about clinical mental health service delivery, program development and management, and the importance of policy and community support systems to treatment.	3
COUN 784	Counseling Practicum	This is a laboratory course in which studies will engage in supervised practice in the use of counseling skills. <i>Co-requisite: COUN 750</i>	33
COUN 770	Applied Research in Counseling	This course focuses on research design and the elements of empirical research including the hypothesis, review of literature, methodology, data collection, and statistical analysis relevant to empirical research. Research culminates in a technical research report. <i>Prerequisite: COUN 740</i>	3
COUN 785	Internship I	This course requires three hundred (300) clock hours of supervised internship in an appropriate field placement. Students must apply to take this course one semester before enrollment. Class meetings will be scheduled and announced by the professor. Individual conferences will be required. <i>Prerequisites: COUN 784</i>	3
COUN 786	Internship II	Three hundred (300) clock hours of advanced supervised in appropriate counseling setting required. Students must apply to take this course one semester before placement. Class meetings will be scheduled and announced by the professor. Individual conferences will be required. <i>Prerequisites: COUN 784 & 785</i>	3
COUN 788	Master's Comprehensive Exam	Comprehensive Examination <i>Prerequisites: All core courses by track</i>	0
	Electives	<i>Prerequisites dependent on courses selected</i>	9



Suggested Mental Health Counseling - Clinical Electives:

Students are encouraged to take their elective coursework within the Department of Counseling when possible. Courses in Rehabilitation Counseling, School Counseling, Adult Education, and School Administration are readily available to Mental Health Counseling - Clinical counseling students. In addition, graduate-level classes in other academic units are also available. All electives are selected in consultation with a student's assigned faculty advisor. A sample selection of available electives is shown below. Adherence to course prerequisites is necessary. For a complete listing of all courses with descriptions, please visit the NCAT *Graduate Catalog*.

Marriage and Family Counseling

COUN 754 - Advanced Theory and Practice in Family Counseling
COUN 756 - Counseling Couples
COUN 774 - Counseling Poor and Ethnically Diverse Families
COUN 753 - Play Therapy
COUN 757 - Contemporary Issues in Marriage and Family Counseling
COUN 769 - Marriage and Family Counseling in Addictions
COUN 737 - Counseling Older Adults and Aging Families

Career Development

TECH 671 - Methods and Techniques for Workplace Training
Development
COUN 775 - Job Development and Placement
TECH 600 - Career Development and Work-Based Learning
TECH 661 - Workforce Development Program Planning and Management
TECH 664 - Occupational I Exploration for Middle Grades

Substance Abuse

COUN 767 - Psychopathology and Addictions
COUN 769 - Marriage and Family Counseling in Addictions

College Counseling

ADED 709 - The Community College and Postsecondary Education
ADED 778 - Student Personnel Services
COUN 753 - Counseling Children and Adolescents
COUN 775 - Job Development and Placement

Other General Electives

COUN 732 - Integrating Clinical and Spiritual Dimensions of Counseling
COUN 733 - Trauma Theory and Treatment



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COUN 734 - Trauma and Interpersonal Violence
COUN 738 - Psychosocial Aspects of Disability
COUN 743 - Medical Aspects of Disability
COUN 764 - Case Management
SOC 674 - Evaluation of Social Programs
SOC 669 - Small Groups
SOC 701 - Seminar in Cultural Factors in Communication
PSYC 645 - Behavior Modification
SPED 661 - Psychology of the Exceptional
Child SPED 667 - Specific Learning Disabilities
SPED 748 - Diagnostic Assessment and IEP Development

Special Topics Electives

The department also periodically offers special topics courses (formerly HDSV 751) related to focused areas in counseling. A sampling of these courses can be found below. Students are permitted to take no more than two special topics courses as electives during their matriculation.

- Counseling Wellness
- Grief Counseling
- Sign Language

Practicum and Internships

Practicum and Internships, I and II involve supervised professional experiences in settings appropriate to the student's vocational objectives. These field experiences will provide practical work in the student's area of specialization. Both site supervision and university supervision components are required for each field experience. For more detailed information on the requirements for practicum and internship, please see the Practicum and Internship Manual.

Each practicum requires 100 clock hours of field experience. 40 of these hours are direct contact hours and 60 are non-direct contact hours. Practicum settings are selected by the student and approved by the advisor, Practicum and Internship Coordinator, and Departmental Chair.

Similarly, each internship experience includes 300 hours of field experience. 120 of these hours are direct contact hours and 180 are indirect hours. Internship settings are selected by the student and approved by the advisor, Practicum and Internship Coordinator, and Departmental Chair.



Mental Health Counseling – Rehabilitation

School College: College of Education

Degree Offered: Master of Science

Graduate Coordinator: Dr. Glacial Ethridge
Email: gethridge@ncat.edu

Phone: (336) 285-4391

This program is a 60-credit hour program designed for the individual who seeks professional counseling careers in rehabilitation settings including state and private rehabilitation agencies. The Mental Health Counseling -Rehabilitation program is designed to prepare culturally competent counselors who specialize in working with persons with physical, developmental, cognitive, psychological, and neurological disabilities and/or illnesses. Students are equipped with knowledge, skills, and experience to empower persons with disabilities through the counseling process. Students are further equipped with unique skills to provide effective rehabilitation counseling services within a cultural context. Students are eligible to take the Certified Rehabilitation Counselor (CRC) exam once 75% of their course work is completed.

The Mental Health -Rehabilitation program has the following objectives:

- To equip students with knowledge, skills, and experiences to empower persons with disabilities through the counseling process
- To increase the student's knowledge of the role and functions of rehabilitation counselors
- To equip students with unique skills to provide effective rehabilitation counseling services within a cultural context
- To enhance the student's knowledge of the needs and associated resources to meet the evolving needs of persons with disabilities
- To prepare students to obtain professional licensure and certification in the profession of rehabilitation counseling
- To prepare students to address professional issues in Rehabilitation Counseling through professional associations, publications, and professional development
- To prepare students to work in a variety of public and private settings in the rehabilitation counseling profession



Additionally, this program offers extensive fieldwork, including one practicum and two internship experiences. Each student is placed in a rehabilitation setting successfully completing the 100 hours of Practicum and 600 hours of Internship. The program also offers 9 hours of electives.

Degree Requirements
 Required Curriculum (Effective Fall 2016)

Course #	Course Title	Credit Hours
COUN 702	Human Development*	3
COUN 707	Prof. Orient. & Ethics in Clinical Mental Health Counseling	3
COUN 708	Prof. Orient. & Ethics in Rehabilitation Counseling*	3
COUN 709	Statistics and Research Methodology	3
COUN 713	Theories and Methods in Counseling*	3
COUN 731	Addiction in the Workplace	3
COUN 736	Multicultural Counseling*	3
COUN 738	Psychopathology and Treatment Planning in Rehabilitation	3
COUN 740	Appraisal*	3
COUN 743	Medical and Psychosocial Aspects of Disability	3
COUN 750	Group Counseling (Lab)*	3
COUN 764	Caseload Management and Vocational Planning	3
COUN 784	Practicum Lab**	3
COUN 770	Applied Research in Counseling*	3
COUN 775	Career Counseling and Employer Development	3
COUN 785	Internship I**	3
COUN 786	Internship II**	3
Electives		9
	Total	60



*** Grade of B or better required; ** Grade of S is required**

- **Electives:** students will work closely with their academic advisor to determine which electives will assist them students in enhancing their knowledge and skills towards their career goals and state licensure aspirations. At this time, students are able to use their certificate courses (should they elect to pursue a certificate course) to fulfill the elective requirement for this curriculum. Program faculty will notify students of any changes associated with using certificate courses to fulfill the elective requirement.

Practicum and Internships

Practicum and Internships, I and II involve supervised professional experiences in settings appropriate to the student's vocational objectives. These field experiences will provide practical work in the student's area of specialization. Both site supervision and university supervision components are required for each field experience. For more detailed information on the requirements for practicum and internship, please see the Practicum and Internship Manual.

Each practicum requires 100 clock hours of field experience. 40 of these hours are direct contact hours and 60 are non-direct contact hours. Practicum settings are selected by the student and approved by the advisor, Practicum and Internship Coordinator, and Departmental Chair.

Similarly, each internship experience includes 300 hours of field experience. 120 of these hours are direct contact hours and 180 are indirect hours. Internship settings are selected by the student and approved by the advisor, Practicum and Internship Coordinator, and Departmental Chair.



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DEPARTMENT OF COUNSELING

School Counseling

School College: College of Education

Degree Offered: Master of Science

Graduate Coordinator: Dr. Angel Dowden

Email: amdowden@ncat.edu

Phone: (336) 285 -4484

This program is a 60-credit hour program designed for the individual who seeks a professional career in elementary or secondary school counseling and eligibility for certificate/licensure in School Counseling.

Program Student Learning Outcomes for School Counseling

1. The MS in School Counseling students will demonstrate theoretical and practical competencies, which indicate that they are prepared to function effectively as school counselors.
2. The MS in School Counseling students will demonstrate competence in inquiry and the production and utilization of research.
3. The MS in School Counseling students will engage in problem-solving related to professional issues as well as demonstrate understanding of legal and ethical concerns in the counseling profession.
4. The MS in School Counseling students will apply professional counseling skills in a multicultural environment.



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Degree Requirements
Required Curriculum (Effective Fall 2016)

Course #	Course Title	Credit Hours
COUN 702	Human Development*	3
COUN 704	School Counseling	3
COUN 710	Professional Orientation and Ethics in School Counseling*	3
COUN 713	Theories and Methods in Counseling*	3
COUN 714	Counseling Exceptional Children	3
COUN 717	Trauma, Grief and Loss in K-12 Schools	3
COUN 712	Counseling School Age Children*	3
COUN 736	Multicultural Counseling*	3
COUN 740	Appraisal*	3
COUN 750	Group Counseling*	3
COUN 760	Career Counseling*	3
COUN 763	Family Counseling	3
COUN 770	Applied Research in Counseling*	3
COUN 784	Practicum (School Counseling) **	3
COUN 785	Internship I (School Counseling -300 hours) **	3
COUN 786	Internship II (School Counseling -300 hours) **	3
Electives		12
	Total	60

*** Grade of B or better required; ** Grade of S is required**

Recommended Electives

- SPED 748 Special Education Assessment and IEP Development
- SPED 661 Psychology of the Exceptional Child
- COUN 753 Play Therapy
- COUN 752 American Sign Language
- CUIN 729 Diversity Issues in K-12 Schools
- COUN 758 Psychopathology, Diagnosis & Treatment



Degree Requirements
Required Curriculum (Effective Fall 2015)

Course	Course Title	Credit
COUN 714	Counseling Exceptional Children	3
COUN 702	Human Development	3
COUN 704	School Counseling	3
COUN 706	Organization and Administration of School C. Programs	3
COUN 709	Statistics and Research Methodology	3
COUN 710	Professional Orientation and Ethics in Counseling	3
COUN 712	Counseling School-Age Children	3
COUN 713	Theories of Counseling*	3
COUN 735	Counseling Methods (Lab)	3
COUN 736	Multicultural Counseling	3
COUN 740	Appraisal	3
COUN 750	Group Counseling (Lab)*	3
COUN 760	Career Counseling (Lab)	3
COUN 763	Family Counseling	3
COUN 784	Practicum (Lab)	3
COUN 770	Applied Research in Counseling	3
COUN 785	Internship I*	3
COUN 786	Internship II*	3
OR		
COUN 787	Internship I&II*	6
COUN 788	Master's Comprehensive Exam	0
Electives		6
	TOTAL	<u>60 Hours</u>

*** Grade of B or better required**



MS School Counseling Curriculum with Prerequisites

Course Number	Course Name	Prerequisites	Credit Hours
COUN 714	Counseling Exceptional Children	COUN 713	3
COUN 702	Human Development	None	3
COUN 704	School Counseling	None	3
COUN 706	Organization and Administration of School Counseling Programs	COUN 704	3
COUN 709	Statistics and Research Methodology	None	3
COUN 710	Professional Orientation and Ethics in Counseling	None	3
COUN 712	Counseling School-Age Children	COUN 735	3
COUN 713	Theories of Counseling	None	3
COUN 735	Counseling Methods	COUN 713 & 708 or 710 Personal Counseling	3
COUN 736	Multicultural Counseling	None	3
COUN 740	Appraisal	None	3
COUN 750	Group Counseling	COUN 713	3
COUN 760	Career Counseling	COUN 713	3
COUN 763	Family Counseling	COUN 713	3
COUN 784	Practicum	Co-requisite COUN 750	3
COUN 770	Applied Research in Counseling	COUN 740	3
COUN 785	Internship I	All core courses, COUN 784	3
COUN 786	Internship II	COUN 784 & 785	3
COUN 788	Comprehensive Exam	All core courses	3
	Electives	Course Specific	6
Total			60

See the Graduate Catalogue for corresponding information about the M.S. in School Counseling program
<https://www.ncat.edu/tgc/graduate-catalog/grad-catalog-2019-20.pdf>

Students who do not have a formal special education background are required to take a graduate level (600 and above) course. The recommended special education elective is SPED 748 - Diagnostic Assessment and IEP Development.

Students who would like a global experience can take the International Experience in Human Development and Services Courses as electives.



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Practicum and Internships

Practicum and Internships I and II involve supervised professional experiences in settings appropriate to the student's vocational objectives. These field experiences will provide practical work in the student's area of specialization. Both site supervision and university supervision components are required for each field experience. For more detailed information on the requirements for practicum and internship, please see the Practicum and Internship Manual.

Each practicum requires 100 clock hours of field experience. 40 of these hours are direct contact hours (10 of which are group hours), and 60 are non-direct contact hours. Practicum settings are selected by the student and approved by the advisor, Practicum and Internship Coordinator, and Departmental Chair.

Similarly, each internship experience includes 300 hours of field experience. 120 of these hours are direct contact hours, and 180 are indirect hours. Internship settings are selected by the student and approved by the advisor, Practicum and Internship Coordinator, and Departmental Chair.



Double Majors in School Counseling, Mental Health Counseling-Clinical, and Mental Health Counseling-Rehabilitation

A graduate student enrolled in the master's program in School Counseling, Mental Health Counseling-Clinical or Mental Health Counseling-Rehabilitation may earn a second degree in counseling by enrolling concurrently in another counselor education track at the University. In accordance with the *Graduate Catalog*, "a student must apply to and be accepted by both programs before officially beginning the double degree program" (p.43). A student should either apply for and be accepted by both programs at the time of admission or apply for and be accepted to the second program by the end of the second semester* in the first-degree program. The University will not award a double degree if the curricular requirements for both programs have already been met without initial application.

In addition to earning the 60 hours required for the initial degree, students accepted to the double major must complete an internship in both degree areas and must fulfill the prerequisite requirements of all courses. Courses in the Double Major cannot be used as electives in the initial degree. Double major course requirements are identified below:

Required Courses by Track for the Double Major

School Counseling

Course	Course Title	Credit
COUN 714	Counseling Exceptional Children	3
COUN 704	School Counseling	3
COUN 717	Trauma, Grief & Loss in K-12 Schools	3
COUN 712	Counseling School Age Children	3
COUN 785/786	Internships or COUN 787 Internship	6
Total Hours		18

Mental Health Counseling-Clinical

Course	Course Title	Credit
COUN 707	Professional Orientation and Ethics in Clinical Mental Counseling Health	3
COUN 758	Psychopathology, Diagnosis, and Treatment	3
COUN 759	Addictions Counseling	3
COUN 763	Family Counseling**	3
COUN 785/786	Internships or COUN 787 Internship	6
Total Hours		18



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Mental Health Counseling-Rehabilitation

Course	Course Title	Credit
COUN 708	Professional Orientation and Ethics in Clinical Mental Counseling Health	3
COUN 738	Psychopathology and Treatment Planning in Rehab. Counseling	3
COUN 743	Medical Aspects and Psychosocial Aspects of Disability	3
COUN 764	Caseload Management and Vocational Planning	3
COUN 775	Career Counseling and Employer Development	3
COUN 785/786	Internships or COUN 787 Internship	6
Total Hours		21

* Summer is not considered a semester for these purposes.

**Students who have taken COUN 763 Family Counseling for the School Counseling degree must take COUN 754 Advanced Theory and Practice of Family Counseling for the double major in Mental Health Counseling -Clinical.



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Certificate Programs in Counseling



Marriage and Family Counseling
Rehabilitation Counseling and Behavioral Addiction
Vocational Evaluation and Work Adjustment



Certificate Programs

The Counseling program has several post-baccalaureate certificates that are currently available. Current students from the Mental Health Counseling -Clinical, Mental Health -Rehabilitation, and School Counseling tracks from North Carolina A & T State University are eligible to apply for the certificate programs. Please note that prerequisites may be required. The certificates offer additional coursework in a specialty area of study. For more information on each certificate, please see detailed descriptions below. Interested candidates are advised to contact representative faculty members or their advisor for more information.

Post-Baccalaureate Certificates

Students formally admitted in a Department of Counseling program are eligible to apply for the following certificate programs:

- a) Marriage and Family Counseling,
- b) Rehabilitation Counseling and Behavioral Addiction, and
- c) Vocational Evaluation and Work Adjustment.

It is necessary to apply for these certificate programs through the Graduate College via the following process: (1) students must submit the Application for Admission of an Add-On Certificate, (b) students are to submit a plan of graduate work along with the Application for Admission of an Add-On Certificate. The plan of graduate work should only have the certificate courses that align with the certificate courses associated with their certificate program of interest, (c) the student, academic advisor, certificate program coordinator, and the Departmental Chair will provide signatures on the Application for Admission of an Add-On Certificate, and (d) the student, academic advisor, and the certificate program coordinator/departmental chair will sign the plan of graduate work. Both documents will be submitted together by the Department Chair to Graduate College. Students are eligible to apply for the certificate after 30 hours of graduate coursework and up until one semester before graduation. At the time of application submission, no fees are associated. Students will pay the costs associated with graduation from the certificate program. The fees are set by the University fee. Students are encouraged to contact the respective certificate program coordinator to learn more about their certificate program interest.



Marriage and Family Counseling

School College: College of Education
Degree Offered: Certificate
Graduate Coordinator: Dr. Patricia Bethea-Whitfield
Email: betheap@ncat.edu
Phone: (336) 285-4384

The Mental Health Counseling – Clinical Program currently offers a 12-hour certificate in marriage and family counseling. Students who choose this certificate may elect to take their elective courses in Marriage and Family Counseling. This certificate will further prepare students to work in settings that specialize in counseling couples, children, and families. Please note that adherence to prerequisites is required. Certificate requirements are as follows:

Required Curriculum with Course Descriptions Marriage and Family Counseling Certificate			
Required courses (3)			
COUN 754	Advanced Theory in Family Counseling	This course focuses on selected emerging family systems theories with an emphasis on the cognitive-behavioral approach and the respective techniques and assessments.	3
COUN 756	Counseling Couples	This course will examine the relationships of couples, their role in the family system and evidenced-based theories and techniques for effective counseling.	3
COUN 774	Counseling Poor and Ethnically Diverse Families	This course will introduce students to sociocultural issues impacting families, the historical and political context of their dilemmas, and strategies for intervention in contemporary society. Emphasis will be placed on understanding ethnic and socioeconomic factors.	3
Take any one of the following (1)			
COUN 753	Play Therapy: Counseling Children and Adolescents	This course will introduce students to theories and techniques related to counseling children and adolescents with an emphasis on play and creative therapies.	3
COUN 757	Contemporary Issues in Marriage and Family Counseling	This course will provide an in-depth perspective on selected topics in contemporary marriage and family counseling.	3



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COUN 769	Marriage and Family Counseling and Addiction	This course will introduce the student to systems theory and the effects of the cycle of addictions on the family. The specific addictions addressed include, but are not limited to, alcohol and other drug abuse, gambling addiction, sex addiction, eating disorders, and criminal offense. Culturally relevant values and practices in providing services to the family will also be addressed.	3
Total Hours			12

NOTE: Students who take COUN 769 Marriage and Family Counseling and Addiction for the certificate in Rehabilitation Counseling and Behavioral Addictions, must take COUN 753 Play Therapy or another approved elective for the Marriage and Family Counseling Certificate.



Rehabilitation Counseling and Behavioral Addictions

School College: College of Education

Degree Offered: Certificate

Graduate Coordinator: Dr. Glacial Ethridge
Email: gethridge@ncat.edu

Phone: (336) 285-4391

The Rehabilitation Counseling program offers a 12-hour Certificate in Rehabilitation Counseling and Behavioral Addictions (RCBA). The program imparts specific knowledge and skills to its students that are required to effectively assist and counsel those who are impacted by behavioral addictions (i.e., alcohol and drugs, sexual addiction, eating disorders, criminal behaviors, and gambling). The specific emphasis on ethnic minorities serves to address the unique needs of these individuals, which may be overlooked or misunderstood during the treatment process. The RCBA Certificate has been approved by the North Carolina Addiction Specialist Professional Practice Board (NCASPPB) and meets the reduction in NCSAPPB requirements for the Licensed Clinical Addictions Specialist credential.

Required Curriculum with Course Descriptions Rehabilitation Counseling and Behavioral Addictions Certificate			
COUN 716	Theories and Foundations of Addictions	This course introduces students to a wide range of theories and models of addiction, culturally competent treatment practices, and other topics related to addictions including, but not limited to, alcohol and other drug abuse, gambling addiction, sex addiction, eating disorders, and criminal offense. Prerequisite: None.	3
COUN 767	Psychopathology and Addictions	This course will familiarize students with criteria, comorbidity rates, co-existing disorders, and issues of differential diagnosis based on the Diagnostic and Statistical Manual (DSM). Various behavioral addictions will be explored within a cultural framework. Prerequisites: COUN 738	3
COUN 768	Psychopharmacology and Addictive Behaviors	This course addresses the ways in which alcohol and other addictive substances affect the brain and behavior. Addictions addressed include, but are not limited to, alcohol and other drug abuse, gambling addiction, sex addiction, eating disorders, and criminal offense. This course will also explore the different classes of drugs and the associated street names for each drug. Prerequisites: COUN 743.	3



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COUN 769	Marriage and Family Counseling and Addiction	This course will introduce the student to systems theory and the effects of the cycle of addictions on the family. The specific addictions addressed include, but are not limited to, alcohol and other drug abuse, gambling addiction, sex addiction, eating disorders, and criminal offense. Culturally relevant values and practices in providing services to the family will also be addressed. Prerequisites: COUN 750.	3
Total Hours			12



Vocational Evaluation and Work Adjustment

School College: College of Education

Degree Offered: Certificate

Graduate Coordinator: Dr. Paige Dunlap

Email: pdunlap@ncat.edu

Phone: (336) 285-4381

The Rehabilitation Counseling program offers a 12-hour Certificate in Vocational Evaluation and Work Adjustment (VEWA). This certificate prepares students to administer, score, and interpret a variety of Psychological, Cognitive, Intelligence, Aptitude, and Career tests, especially for persons with disabilities. The certificate also prepares specialists who focus on pre-employment and employment skill development along with reintegrating persons with disabilities into the community. The VEWA program prepares students to become Board eligible to obtain national certification as a Professional Vocational Evaluator (PVE).

Required Curriculum with Course Descriptions Vocational Evaluation and Work Adjustment Certificate			
Required courses (3)			
COUN 771	Foundations of Vocational Evaluation	This course will explore the basic philosophies, practices, and processes of vocational evaluation when working with individuals with disabilities. Specific topics will include assessment tools and instruments, refinement of clinical skills, analysis of information for career planning, and identification of relevant behaviors. Prerequisite: COUN 740.	3
COUN 772	Vocational Evaluation Laboratory(s)	This course is the application of the procedures and tools of vocational evaluation. This course includes interviews, individual evaluation plans, standardized tests, vocational counseling, work samples, situational assessments, and work-related behavioral observations. Prerequisite: COUN 771.	3
COUN 776	Principles of Work Adjustment	This course will explore the principles and practices of work adjustment in rehabilitation. There is an emphasis on the change and improvement of behavior as well as practical experience in interviewing, behavior observation, individual work adjustment planning and report writing. Prerequisite: COUN 775.	3



Take any one of the following (1)			
COUN 762	Advanced Assessment in Rehabilitation	This course will examine the principles, process, and techniques used to diagnose vocationally related assets and disabilities of the individual with disabilities. Prerequisite: COUN 740.	3
COUN 752	American Sign Language	This course is an overview of the etiology, anatomy, functional limitations, technology, and legislation related to hearing loss, deafness, deaf-blindness, and basic ASL communication and will prepare professional counselors to conduct intake interviews and assessments and facilitate therapeutic interventions with consumers who are deaf or hearing impaired. Prerequisite: None.	3
COUN 777	Assistive Technology in Vocational Evaluation and Work Adjustment Services	This course is an introduction to an array of assistive technology services and products facilitating professional interventions and vocational evaluation procedures in application to the assessment of persons with disabilities. Prerequisite: None.	3
		Total Hours	12



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Doctor of Philosophy (Ph.D.) Rehabilitation Counseling and Rehabilitation Counselor Education





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Rehabilitation Counseling and Rehabilitation Counselor Education, PhD

School College:	College of Education
Degree Offered:	Doctor of Philosophy
Graduate Coordinator:	Dr. Michael Brooks
Email:	mbrooksl@ncat.edu
Phone:	(336) 334-7916

Mission

The Accreditation of Counseling and Related Programs (CACREP) Doctor of Philosophy in Rehabilitation Counseling and Rehabilitation 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, major emphasis is provided in the area of Trauma and Trauma-Informed Care. 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.

Objectives

- To increase students' knowledge of the role and functions of rehabilitation counselor educators, researchers, and counselors.
- To equip students with unique counseling and research skills to provide effective rehabilitation counseling, education, and research within a cultural context.
- To prepare students to obtain content knowledge in cultural diversity, trauma-informed care and additional expertise in specific areas in rehabilitation education.
- To equip students with knowledge, skills, and experience, to increase the body of research addressing diversity, social justice, and disability issues.
- To prepare students to address professional issues and become leaders and research in rehabilitation counselor education and disability research in rehabilitation counselor education and disability research through professional associations, publications, and professional development.



Program Outcomes:

- *Critical Thinking:* Students will develop skills and attitudes of effective thinking that employ the use of thoughtful reflection and logical inquiry to draw evidence-based conclusions as they relate to community counseling.
- *Oral Communication Skills:* Students will demonstrate proficiency in communicating in individual dyads and small and large group settings and in appropriate use of grammar to communicate counseling findings while avoiding sexist language, doublespeak, and clichés. Evaluation occurs during the benchmarking process. Students must receive a satisfactory rating from the majority of faculty to earn a satisfactory rating. Faculty will evaluate 100% of the student population.
- *Written Communication:* Students will demonstrate proficiency in academic and scientific writing, which includes avoiding digressions, consistent tenses, using the active voice and citing sources as well as findings, professional documentation, and report writing: with emphasis on APA publishing guidelines.
- *Cultural Self-Awareness and Sensitivity:* Students will demonstrate awareness of self, including knowledge of macro, micro, and meso-ecological systems.
- *Cultural Competence:* Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society.
- *Ethical Practice:* Students will demonstrate understanding and application of relevant professional ethical standards.
- *Professionalism:* Students will demonstrate professional maturity, integrity, and discipline consistent with professional standards of practice.
- *Research and Design:* Graduate community counseling students will demonstrate proficiency in designing quantitative, qualitative, single case designs, action, and outcome-based research, as well as co-occurring and support software packages (e.g., SPSS). Students will understand ethics surrounding Human Subjects Social and Behavioral Science research procedures and Responsible Conduct in Research.
- *Research Evaluation:* Students will demonstrate proficiency in evaluating empirical and nonempirical research. Students will be able to review the professional literature and glean from the review relevant information for both research and practice. Students will be able to evaluate research and its application to field experiences. Students will develop a research paper that reflects their knowledge of this content. The specifics of the research paper along with the grading rubric are presented in the achievement summary.
- *Statistics:* Students will demonstrate proficiency in basic statistics methods including scales of measurement, measures of central tendency, indices of variability, shapes and type of distributions, correlations, reliability, and validity. Students will apply supportive software packages (e.g., MS Excel, SPSS).



- *Technological Competence:* Students will demonstrate proficiency in implementing best technology practices

Required Curriculum

Counseling and Counselor Education Core Courses

Course	Course Title	Credit
COUN 800	Advanced Professional Orientation and Ethics in Rehab.	3
COUN 802	Advanced Multicultural Counseling, Disability, and Social	3
COUN 812	Instructional Theory and Methods	3
COUN 818	Theory and Practice of Counselor Supervision	3
COUN 825	Grant Writing	3
COUN 850	Foundations of Trauma Informed Care and Crisis Management	3
COUN 860	Family Violence	3
COUN 880	Leadership, Consultation, and Advocacy	3
COUN 989	Advanced Seminar in Theories, Group, and Career Counseling	3

Statistics Core Courses

Course	Course Title	Credit
COUN 810	Descriptive and Inferential Statistics	3
COUN 815	Multivariate Analysis in Research	3
COUN 830	Design Methodology and Implementation	3
COUN 865	Analysis of Qualitative Research	3
COUN 870	Models and Methods of Assessment	3

Field Experience Hours

Course	Course Title	Credit
COUN 984	Advanced Rehabilitation Counseling Practicum	3
COUN 985	Counselor Education and Supervision Internship	3
COUN 986	Counselor Education and Supervision Internship II	3

Research and Dissertation Hours

Course	Course Title	Credit
COUN 997	Dissertation	12

Total Program Hours 63

Note: Students are required to successfully pass a comprehensive and dissertation defense. Prerequisites may be required depending on master's degree program area and degree hours.



Required Curriculum for Students Admitted Prior to Fall 2016

Core Courses		Course Credit
COUN 800	Advanced Professional Orientation and Ethics in Rehabilitation Counseling Seminar	3
COUN 802	Advanced Seminar in Multicultural Counseling, Disability, and Social Justice	3
COUN 810	Descriptive and Inferential Statistics	3
COUN 812	Instructional Theory and Methods	3
COUN 815	Multivariate Analysis in Research	3
COUN 818	Theory and Practice of Counselor Supervision	3
COUN 989	Seminar in Advanced Theories of Rehabilitation and Counselor Ed	3
COUN 825	Grant Writing	3
COUN 830	Design Methodology and Implementation	3
COUN 840	Advanced Group Counseling (Lab)	3
COUN 850	Foundations of Trauma Informed Care and Crisis Management	3
COUN 854	Advanced Seminars in Career and Employment Counseling	3
COUN 860	Family Violence	3
COUN 865	Analysis of Qualitative Research	3
COUN 870	Models and Methods of Assessment	3
COUN 875	Advanced Linear Modeling	3
COUN 885	Advanced Rehabilitation Counseling Practicum	1
COUN 895	Clinical Rehabilitation Counseling Internship	6
COUN 900	Dissertation	6
	Total Core Hours	61
	Cognate	12
	Total Hours	79



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Ph.D. in Rehabilitation Counseling and Rehabilitation Counselor Education
COURSE SEQUENCE
(63 hours)

Fall Year 1

COUN 800 Advanced Professional Ethics in Rehabilitation Counseling Seminar
COUN 802 Advanced Seminar in Multicultural Counseling, Disability, and Social Justice
COUN 810 Descriptive and Inferential Statistics
COUN 989 Advanced Seminar in Theories, Group, and Career Counseling

Spring Year 1

COUN 812 Instructional Theory and Methodology
COUN 815 Multivariate Analysis in Research
COUN 818 Theory and Practice of Counselor Supervision
COUN 825 Grant Writing

Fall Year 2

COUN 850 Foundations of Trauma Informed Care and Crisis Management
COUN 865 Analysis of Qualitative Research
COUN 830 Design Methodology and
Implementation COUN 880 Leadership,
Consultation, and Advocacy

Spring Year 2

COUN 870 Models and Methods of Assessment
COUN 984 Advanced Rehabilitation Counseling Practicum
COUN 860 Family Violence

Fall Year 3

COUN 985 Counselor Education and Supervision
Internship COUN 997 Dissertation (6hrs)

Spring Year 3

COUN 986 Counselor Education and Supervision Internship II
COUN 997 Dissertation (6hrs)



***Ph.D. In Rehabilitation Counseling and Rehabilitation Counselor Education Curriculum
Descriptions***

COUN 800 - Advanced Pro Orientation and Ethics in Rehabilitation Counseling

This course explores central professional, legal, and ethical issues surrounding contemporary counseling practice. The counselor's leadership and advocacy roles are stressed, topics include: gender, ethnicity, religion, spirituality, disability, guild issues, and utilizing the legislative process to better serve clients. Prerequisite: Admittance in the doctoral program.

COUN 802 - Advanced Multicultural Counseling, Disability, and Social Justice

This course examines theories, research, and pedagogy and best practices for counseling culturally different clients. Exploration of cultural biases in existing counseling theories and current research is facilitated throughout this experience. Prerequisite: None. (F;S;SS)

COUN 810 - Descriptive and Inferential Statistics

This doctoral level statistics course equips students with the principles of descriptive and inferential statistics and the essential concepts for developing and analyzing statistical research designs. Additionally, students acquire skills in hypothesis testing, analysis of variance, nonparametric statistics, and simple linear prediction. Prerequisites: None. (F;S;SS)

COUN 812 - Instructional Theory and Methods

This course prepares students to become culturally competent counselor educators. Adult learning theories, diverse learning styles, cultural dynamics, and diversity in the counseling profession are explored. A minimum grade of "B" must be earned. Prerequisite: None. (F;S;SS)

COUN 815 - Multivariate Analysis in Research

This course provides students with an introduction to common multivariate statistical analyses as applied to research in education and the social sciences. Prerequisite: COUN 810. (F;S;SS)

COUN 818 - Theory and Practice of Counselor Supervision

This course explores the major conceptual approaches, counseling methods, culturally competent techniques, and legal and ethical issues related to clinical supervision for counselors and counselors in training. Prerequisite: COUN 800. (F;S;SS)



COUN 825 - Grant Writing

Students are equipped with effective tools to identify, understand, write, and manage available grants. Prerequisite: None. (F;S;SS)

COUN 830 - Design Methodology and Implementation

This research course provides students with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level using quantitative, qualitative, and mixed method research designs. Prerequisite: COUN 815. (F;S;SS)

COUN 840 - Advanced Group Counseling (LAB)*

This course provides doctoral students with advanced knowledge in theories and experiential practice regarding group counseling and process. Prerequisite: COUN 818. (F;S;SS)

COUN 850 - Foundations of Trauma Informed Care and Crisis Management

This course prepares students to learn about the prevalence of different types and diagnostic criteria for trauma across populations, and the fundamental aspects of trauma-informed care as a best practice philosophy to counseling and service provision. Prerequisite: None. (F;S;SS)

COUN 860 - Family Violence

This course provides clinical theory on the assessment and treatment of different forms of family violence (e.g., child maltreatment, intimate partner violence, adult survivors of abuse) from a trauma-informed care perspective. Safety planning and treatment modalities, including when to use single versus conjoint treatment, are reviewed in detail so that students are well-equipped to address these issues in their places of employment. Prerequisite: None. (SS)

COUN 865 - Analysis of Qualitative Research

This course explores advanced principles of qualitative research and approaches in counseling and development, including grounded theory, phenomenology, case study, and ethnography. Prerequisites: COUN 830. (F;S;SS)

COUN 870 - Models and Methods of Assessment

This course addresses needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, experimental, quasi-experimental, and non-experimental study designs.



A minimum grade of "B" must be earned. Prerequisite: COUN 830. (SS)

COUN 875 - Advanced Linear Modeling*

This advanced research course familiarizes students with statistical framework, analytical tools, and social behavioral applications of three types of models: event history analysis, hierarchical linear modeling (also known as multilevel modeling or linear mixed models), and growth curve analysis. Prerequisite: COUN 870. (F;S;SS)

COUN 880 - Leadership. Consultation. and Advocacy

This course explores leadership theories, management, administration, and the models and competencies for advocating on behalf of the profession and the client. Prerequisites: None. (F;S;SS)

COUN 984 - Advanced Rehabilitation Counseling: Practicum

This course requires doctoral students to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, which include hours for direct service with clients and group counseling. Prerequisites: COUN 800, COUN 802, and 989. (F;S;SS)

COUN 985 - Counselor Education and Supervision Internship

Doctoral students are required to complete doctoral-level counseling internship with a minimum of 600 hours including supervised experiences in counselor education and supervision. The models and ethical issues surrounding consultation are also emphasized.

Prerequisites: COUN 870, 880, and 984. (F;S;SS)

COUN 986-Counselor Education and Supervision Internship II

Doctoral students are required to complete doctoral-level supervised experiences in counselor education and supervision. The models and ethical issues surrounding consultation are also emphasized.

Prerequisites: COUN 815, 818, 984, and 989. (F;S;SS)

COUN 987-Clinical Supervision

This course provides doctoral students with the opportunity to engage in faculty-supervised individual and group clinical supervision experiences. Prerequisites: COUN 812 and 818. (F;S;SS)

COUN 989 - Advanced Seminar in Theories. Group. and Career Counseling

In this professional seminar course, students explore and evaluate traditional and contemporary



theories, group processes, and career exploration within the rehabilitation counseling profession.
Prerequisites: None. (F;S;SS)

COUN 990-Independent Study

The doctoral independent study course offers students the opportunity to explore an area of interest.
Prerequisites: None. (F;S;SS)

COUN 992 - Advanced Seminar in Career Employment Counseling

This professional seminar course explores concepts of career counseling utilizing appropriate approaches, techniques, and career/occupational materials to assist the individual with a disability in the vocational planning process. Students master advanced vocational planning techniques including Life Care Planning, Disability Management, Forensic Rehabilitation, and Vocational Expert Testimony. Prerequisite: None. (F;S;SS)

COUN 993-Supervised Teaching Practice

This course provides doctoral students with the opportunity to engage in faculty-supervised teaching experiences. Prerequisite: COUN 812 and 818. (F;S;SS)

COUN 997-Dissertation

This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of a research study. Students complete the dissertation with the guidance of a chair and committee members. Students work with a dissertation chair to write the prospectus, complete an approved proposal, complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final semester, students conclude with an oral defense of their dissertation. Prerequisites: COUN 991, COUN 984. (F;S;SS)

COUN 999-Continuation of Residency



Professional Counseling Associations

COUNSELING ASSOCIATION
National Council on Rehabilitation Education
Association of Counselor Educators and Supervisors
Southern Association for Counselor Education and Supervisors
American Counseling Association
American Rehabilitation Counseling Association
Association of Multicultural Counseling and Development
National Association of Multicultural Counseling Concerns

Advising

Students will be advised by the Program Coordinator during the first year in the program. Upon successfully completing the first year, students will be assigned an advisor by the Program Coordinator. Your advisor will assist you in developing a program of study that is tailored to your unique advisement needs and research interests. As you become more familiar with the faculty and their research interests, you and your advisor will discuss selection of a permanent advisor/dissertation chair. Your permanent advisor will guide you through the process of scheduling your comprehensive examination, selecting a dissertation chair, and creating your doctoral committee. The student's advisor serves as chair or co-chair of the committee. The advisory committee for a doctoral dissertation is composed of at least four members of the Graduate Faculty. The graduate advisor serves as chair or co-chair of the committee. Your doctoral committee will consist of your dissertation chair, two department faculty members possessing similar research interests, and a faculty member outside of the Department of Counseling. A student may elect to add an additional committee member who is an expert in the professional community. It is recommended that you meet with the individuals you desire to have on your committee to ensure that they are aware of the commitment they are making and also to determine if they are a good "match" for your committee.

Candidacy and Comprehensive Exam

In order to advance to candidacy, students complete all courses (except internship and dissertation) students must pass the Comprehensive Examination. Students submit a Comprehensive Exam application form and have two weeks to complete the take-home Comprehensive exam, which assesses student knowledge in core areas: research, teaching, advocacy/leadership, supervision, and counseling. The comprehensive examination date will be announced by the departmental graduate committee chairperson at the beginning of the semester. This examination will be administered to the enrolled student by an examining committee of the department. Eligibility to sit for the examination will be determined by the departmental graduate committee and the results of the examination will be forwarded to the Graduate College no later than 30 days prior to the end of the semester.



Grading/Review of the Exam:

- Students must obtain an overall score of at least 80% to pass the examination. Passing the written allows the Graduate College to enter the student into “Ph.D. Candidacy”.
- Grading will be based on a comprehensive rubric that will be provided to the student before the exam.
- All exam answers will be reviewed by at least two faculty graders. Both graders must agree if the answer passes or fails. If they do not agree, then the exam answer will be graded by a third faculty grader to determine if the answer passes or fails.
- A student who does not take the examination at the prescribed time is considered failing the examination.
- For the student to pass the examination, the committee must be convinced that the student has the appropriate background and understanding of the five domains.

Pass/fail Process:

According to the handbook (2019 -2020) comprehensive exams: Students enrolled in a graduate program may be tested by a comprehensive examination to determine the student’s knowledge and skills in a general subject area or a concentration. The comprehensive examination date will be announced by the departmental graduate committee chairperson at the beginning of the semester. This examination will be administered to the enrolled student by an examining committee of the department.

- Eligibility to sit for the examination will be determined by the departmental graduate committee and the results of the examination will be forwarded to the Graduate College no later than 30 days prior to the end of the semester.
- A student who does not take the examination at the prescribed time is considered failing the examination.
- For the student to pass the examination, the committee must be convinced that the student has the appropriate background and understanding of the five domains.
- Students must obtain an overall score of at least 80% to pass the examination. Passing the written allows the Graduate College to enter the student into “Ph.D. Candidacy”.

Retake Process:

- A student who wants to retake the comprehensive exam must apply to retake the comprehensive exam by the posted deadline.
- No student is permitted to take the comprehensive exam more than twice according to the handbook (2019-2020).
- A student whose overall score is below 80% on “one” section will be required to retake that section. A student that fails more than one section will have to retake the entire exam.
- A student who does not take the re-examination at the prescribed time is considered failing the re-examination.



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Admission to Candidacy

Student will be admitted to candidacy upon successful completion of the Qualifying/Preliminary Exam and the completion of all courses except for the dissertation.

Dissertation

A dissertation presents the results of the student's original investigation in the field of major interest. It must represent a contribution to knowledge, be adequately supported by data and be written in a manner consistent with the highest standards of scholarship. A student must enroll in COUN 997 above during the semesters in which the dissertation is being completed. A doctoral student must register for at least one credit each term (fall, spring, and summer) until they graduate. Doctoral students typically register for at least 3 credits of dissertation each term they are doing work on their dissertation after their dissertation proposal has been approved. A student's dissertation topic must be approved by his/her dissertation committee. Students whose research involves human subjects must receive approval through IRB before beginning their research. Copies of the Dissertation must be presented by the student to his or her faculty advisor for review by the examining committee no later than one week prior to the defense of the thesis/dissertation. A student may defend the thesis dissertation no more than twice. After the dissertation has been successfully defended, the student must submit the approved dissertation to the Graduate College according to the published guidelines. Prior to or at the time of submission, the student must complete and sign the Non-Exclusive Distribution Agreement granting North Carolina A&T State University a limited, nonexclusive, royalty-free, license to reproduce the thesis or dissertation in electronic form and make it available to the general public at no charge, subject to the embargo choice/publishing restrictions of the student. This form should be delivered to the Graduate College along with the original copy of the signature page bearing signatures of committee chair, department chair and/or dean of the school. A student may not register for dissertation credits before passing Preliminary/ Qualifying Examination. No more than 12 dissertation credits are counted toward the total credit hours requirement for the degree. Additionally, students are required to review and adhere to the North Carolina A&T State University Dissertation and Thesis Digital Handbook, the North Carolina A&T State University Thesis/Dissertation Digital Handbook (*August 2014*).

Submission of Dissertation

Upon passing the Ph.D. Final Oral Examination, the Ph.D. student must have the dissertation approved by each member of the student's dissertation committee. The approved dissertation must be submitted to The Graduate College by the deadline given in the academic calendar and must conform to the Graduate College's guidelines for theses and dissertations.