

Counseling Program Overview Report

The counseling faculty of the Department of Secondary Education and School Leadership meet annually to review, amend, and approve each counseling track program's objectives within the context of data gathered from the previous academic year. The counseling faculty review and approve recommendations for programmatic changes to be initiated in the next academic year. The following is a summative report for the 2020-2021 academic reporting year.

Service

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that departments provide appropriate continuing education regarding supervision and practicum/internship expectations among professionals in the field who provide practicum/internship supervision for NSU students. The Department of Counseling has historically hosted 1 to 1 Site Supervisor Training with follow-up at the midpoint during the semester. In AY 2021-2022, these training opportunities will increase due to the increase in the number of community partners. Site supervisors from various backgrounds and training are being used to supervise practices and internship students at the increased sites that partner with the department. University supervisors increased site supervisor training which increased the number of visits to the sites and meetings with approved site supervisors.

Program Evaluation

The counseling faculty of the Department of Secondary Education and School Leadership met to refine a measurement that evaluates the current counseling track program objectives within the context of student growth and development in designated courses. At the end of internship courses, site supervisors' evaluations are collected to gauge if students were prepared for field placements. Based on the site supervisors' evaluations from the 2020-21 year, there was a need to refine a measurement that tracked students' progress on program objectives as they prepare students for the culminating experience of internship. Based on the results of the site supervisors' evaluations and core faculty and non-core faculty input, the counseling faculty proposed the following recommendations for programmatic changes to be initiated in the next academic year which were then approved:

- The benchmarking assessment name of Counselor Education Student Evaluation was changed to Counselor Education Benchmark to reflect the benchmarking process.
- No data was collected on the Counselor Education Benchmark in the academic year 2020-21 due to the benchmark needing modification to coincide with the curriculum revision in the Urban Education program concentration requirements. Data was not collected until the 2021-22 academic year.
- The SESL Department reviewed school counseling internship and its efficiency in developing counseling students that are job market ready. The Urban School Counseling internship handbook was revised and updated to improve the school counseling internship for both the students and the school site supervisor.

- The SESL Department evaluated how the curriculum fostered counselor identity. Based on department exit interviews, data from department instruments, and feedback from various course instructors, the department voted to change the name of the school counseling program from Urban School Counseling to Professional School Counseling. The program name changes not only strengthen counselor identity in school counseling students, but also indicates the program is more mainstreamed for all PK-12 students, not just urban populations.
- After reviewing information provided on the exit interviews, the SESL Department discussed changing the course prefix to reflect more counselor identity and counseling-based courses on students' transcripts. The university registrar worked with the department to develop a prefix that would indicate both Counselor Education and that the program was graduate level. COED, short for Counselor Education, was voted to be adopted by the department to replace non-degree assessment courses for CAEP and the university which would stay UED for the Urban Education degree. In addition to the prefix change, the department updated some course names, descriptions, and delivery methods to enhance the overall effectiveness of both the counseling program concentration tracks.
- The SESL Department increased the number of community partners that host mental health counseling practicum and internship students. The number of Memorandums of Agreement grew to over 30 in one year, allowing more opportunities for training for mental health students in a variety of settings throughout the community that could lead to potential employment upon completion of internship and graduation.
- The SESL Department faculty reviewed the Counselor Education Student Evaluation which was used to measure progress of students that were not performing successfully in certain areas in the program to be repurposed for alignment with the program objectives. Once the areas on the measurement were aligned with the program objectives, it was decided to measure the students' progress at designated intervals in the program. For optimal placement in course matriculation, it was decided to have faculty complete the evaluation at the end of the first academic year, during the second year, and before field placement of internship. This would measure students at dispositions in the program would allow for mediation and implementation of interventions before students are allowed to participate in internship.
- By the SESL Department's implementation of benchmarking dispositions, the effectiveness of the department measures of objectives may or may not be noted in site supervisor's evaluations immediately. Both the site supervisors' evaluations and the information from the Counselor Education Student Evaluation will be collected to measure effectiveness of program objectives and field placement readiness.