

## **Counseling Program Overview Report**

The counseling faculty of the Department of Secondary Education and School Leadership meets annually to review, amend, and approve each counseling track's program 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. Following is a summative report for the 2022-2023 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 hosted 1 to 1 Site Supervisor Training with follow-up at the midpoint during semesters of the academic year of 2022-2023. In AY 2023-2024, these training opportunities will increase in frequency due to an online presentation with continuing education credits through CREDITLY. University supervisors will monitor effectiveness of site supervisor training in the students' documentation and site supervisor evaluation feedback instrument. If needed, counseling faculty and university supervisors will provide additional support for the site supervisor and the site. In addition, site supervisor training will be held on an as needed or one to one basis if sites contact the university supervisor for additional support.

### **Program Evaluation**

The counseling faculty of the Department of Secondary Education and School Leadership meet to review and evaluate the current counseling track program objectives within the context of data gathered from departmental instruments (Counselor Education Benchmark (CEBD) and site supervisor evaluations) collected during the academic year of 2022-2023. Based on the results of the review which included data from the CEBD, also included in the Vital Statistic Report; site supervisors' evaluations; and core and non-core faculty input the following recommendations were approved for programmatic changes to be initiated in the next academic year:

- The data reported shows that 80% of the candidates in COED 622 are on target or acceptable in academics and 86% are on target or acceptable in professional growth. Clinical skills are at 82%, which is below the department goal of 85% according to assessed areas connected to counseling program goals. These results are expected according to assessed areas connected to counseling program goals from the evaluation of COED 622 as it is a course taken in the first year of the counseling program concentrations.
- The data reported show that 100% of the candidates in UED 606 are on target or acceptable in academics, 100% are on target or acceptable in professional growth, and clinical skills are at 100%, which are within the department goal of 85% according to assessed areas connected to counseling program goals.

- The data reported show that 89% of the candidates in COED 645 are on target or acceptable in academics and 93% are on target or acceptable in professional growth, and clinical skills are at 93%, which meets the department goal of 85% according to assessed areas connected to counseling program goals.
- The data reported show that 97% of the candidates in COED 650 are on target or acceptable in academics and 94% are on target or acceptable in professional growth, and clinical skills are at 95%, which surpasses the department goal of 85% according to assessed areas connected to counseling program goals.
- The results show that average scores were lower in COED 622 which is offered within the first year of student enrollment. The courses COED 645 and UED 606 are classes offered in the second year of student matriculation and show noted growth in measured areas. The course COED 650 is a third-year course taken before students go to field placement. The results show that the closer students get to field placement, the closer the scores are to the target score in each area.
- The SESL Department organized a focus group discussion with eight (8) recent master's graduates and five (5) site supervisors to get their feedback on how well the students are preparing for practice and collected their recommendations for changes to the counselor education programs. The feedback from the discussion was reported to faculty, discourse on the highlighted items was a focal point in department meetings, and subsequent changes were added to the university's CACREP Vital Statistics Report.
- The Department coordinated efforts to include students from both the Mental Health and Professional School Counseling programs to participate in state presentations at the 2022 Virginia Counseling Association Conference held in Williamsburg, Virginia. The students presented on topics such as military deployment and the family, substance abuse, trauma-informed care, and counseling education departments working with students affected by autism.
- The Department revised the curriculum to incorporate a crisis and trauma course across the degree concentration tracks. The newly revised UED 720 Crisis and Intervention course (formerly COED 720) will effectively train counseling students on the constructs of crisis and trauma to facilitate assistance with resources in the wake of many current events in the nation today coupled with a multicultural and multigenerational community perspective.
- The Department has increased efforts to promote counselor identity by encompassing student professional organization membership into introductory and exit courses with the counseling education programs. Students in beginning courses (COED 621 and COED 631C) are required to join the Virginia Counseling Association and students in practicum (COED 710C) and internships (UED 793, UED 793C, UED 794, and UED 794C) are required to join the American Counseling Association for mental health students or American School Counseling Association for professional school counseling. These course requirements promote counseling identity throughout a students' matriculation in the counseling programs.

- The name *Counselor Education and Leadership* was voted as the new department name but was sent back to the SESL Department. Further discussion regarding the renaming to reflect the makeup of the department, incorporating more counselor identity, and for employment marking purposes took place. The SESL Department voted on *Counseling Education and Global Leadership* to include the non-counseling program in the department. The next step in changing the department name is to send the proposal to the Provost, in Academic Affairs, who will present the proposal to the NSU Board of Visitors for approval.