

Counseling Education Program Statistics

The program currently encompasses objectives that are salient to the counseling profession that incorporates the Council on Accreditation of Counseling and Related Educational Programs (CACREP) Standards into coursework, the Council for the Accreditation of Educator Preparation (CAEP) standards, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Accreditation, and the Virginia Department of Health Profession Board of Counseling. The guidelines with curriculum that include each of the eight core areas of professional counseling including Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation. The counseling education academic unit of the Department of Secondary Education and School Leadership meets to review and evaluate the current counseling track program objectives within the context of data gathered from departmental instruments Counselor Education Benchmark Disposition, site supervisors' evaluations, and core faculty and non-core faculty input. Based on the results, the recommendations were approved for programmatic changes to be initiated in the next academic year.

| Disposition Benchmark Course | Number of Students in Course | Average in Academics | Average in Professional Growth | Average in Clinical Skills |
|------------------------------|------------------------------|----------------------|--------------------------------|----------------------------|
| UED 606 | N=20 | 4.59/5 | 4.73/5 | 4.45/5 |
| COED 622 | N=22 | 3.95/5 | 3.69/5 | 3.73/5 |
| COED 645 | N=8 | 3.41/5 | 3.10/5 | 3.37/5 |
| COED 650 | N=12 | 4.52/5 | 4.46/5 | 4.36/5 |

The SESL Department collected data from the CEBD and site supervisors for insight into how well the students are prepared for field placement. The data showed the averages in the areas of Professional/Personal Development were 4.00 and Clinical Skill Development to be 3.98 with the possible average being 5.00. However, the area of Academic Development average was 4.11 with the possible average being 5.00. The lower scores in overall performance reflected variance in the course offering sequence in the course matriculation. UED 606 and COED 622 were moved to first year courses offered in the fall spring semesters and COED 645 was moved to a second-year course that was offered in the spring only semester in the counseling program. The delivery format was changed to full-term courses of 16 weeks versus mini-term courses of 7 weeks. UED 606 was paired with the counseling theories course of COED 622 for content matching to making the course instruction congruent.

The data reported show that 99% of the students (N=20) in UED 606 are on target or acceptable according to the department goal of 85% according to assessed areas connected to counseling program goals. The data reported show that the students enrolled in UED 606 averaged 92% in academics, 95% in professional growth, and 91% clinical skills are at which are within the department goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic and professional growth there was progress, such as in the academic area from 86% to 95% and in professional growth area from 91% to 95%. There was a drop in clinical skills from 94% to 91%. The department voted to have a COED 606 Multicultural Counseling course separate from the Urban Education Multicultural Concepts and Perspective course to focus more on the CACREP standards in foundations of social and cultural aspects of counseling.

The data reported show that 75% of the students (N=8) in COED 645 were acceptable and 25% unacceptable according to the department's goal of 85% according to assessed areas connected to counseling program goals. The data from COED 645 showed students averaged 68% in academics, 62% in professional growth, and 75% clinical skills are at which are below the department goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. A decline was reflected in the academic area from 92% to 68%, in professional growth area from 95% to 62%, and in clinical skills from 91% to 75%.

The data reported show that 92% of the students (N=12) in COED 650 are on target or acceptable and 8% unacceptable according to the department goal of 85% according to assessed areas connected to counseling program goals. The data from COED 650 showed students averaged 90% in academics, 89% in professional growth, and 87% in clinical skills which are within the department's goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic and professional growth reflected a decline as in the academic area went from 94% to 90% and in professional growth area from 94% to 89%. There was growth in clinical skills from 85% to 87%.

The data reported show that 90% of the students (N=22) in COED 622 are acceptable and 10% unacceptable according to the department's goal of 85% according to assessed areas connected to counseling program goals. The data from COED 622 showed students averaged 79% in academics, 74% in professional growth, and 75% in clinical skills which are below the department's goal of 85% according to assessed areas connected to counseling program goals and reflects where candidates are at this point in the program. In the areas of academic, professional growth, and clinical skills did not have previous data collected from the COED 622 course in the academic year 2023-24.

Mental Health Counseling

A master's degree in counseling education with a concentration in Mental Health Counseling from Norfolk State University prepares individuals for employment as a counselor in various clinical mental health counseling settings. Norfolk State University's Counseling Education Program is designed to train students through academic and professional development based on not only the eight core areas of CACREP, but also in the specialty of clinical mental health counseling. Coursework in the program allows students to meet the minimum educational requirements to apply for licensure as a Licensed Professional Counselor in the Commonwealth of Virginia. Coursework includes a one hundred (100) hour practicum and a six hundred (600) hour internship.

The Counseling Education master's degree with a concentration in mental health counseling consists of a minimum of 60 semester credits in coursework beyond an undergraduate degree, including a clinical practicum and an internship that are designed to be completed at one site to give students a consistent field experience. This degree prepares graduates to work in a variety of counseling settings such as inpatient, outpatient, residential, or mobile in areas ranging from group therapy, college student services, and substance abuse and addiction to community service boards, hospitals and non-profit agencies.

Incoming and returning mental health counseling students attend an orientation where the counseling program track handbook is shared. The new students receiving a copy of their selected program handbook concentration prior to attending the orientation and are encouraged to review the handbook in preparation for the orientation. Students are required to attend a field experience interest meeting the semester before enrolling in practicum. The curriculum may not be combined with other graduate program concentrations according to the graduate catalog. Students are encouraged not to switch program track concentrations once a counseling track has been selected but students may opt to take additional coursework to meet application requirements for other states' professional licensures. All students are required to follow any non-curriculum policy changes implemented.

| Year | 2024-2025 | | | | | | |
|---------------------------------------|------------------|------|-----|------|-----|-------|-------|
| Minimum Credit Hours | 60 | | | | | | |
| Students Currently Enrolled | 33 | | | | | | |
| New Students this 2024-25 Year | 16 | | | | | | |
| Student Demographics | M=15 | F=18 | V=6 | B=26 | W=4 | A/P=2 | O/B=1 |
| Applicants in the Academic Year | 22 | | | | | | |
| Applicant Demographics | M=7 | F=15 | V=0 | B=18 | W=3 | A/P=0 | O/B=1 |
| Graduates in the 2024-25 Year | 7 | | | | | | |
| Graduates Demographics | M=4 | F=3 | V=0 | B=7 | W=0 | A/P=0 | O/B=0 |
| Licensure Exam Pass Rate | 58% | | | | | | |
| Completion Rate | 86% | | | | | | |
| Employment Rate for 2024-25 Graduates | 100% | | | | | | |

M=Males
 F=Females
 V=Veterans
 B=Black
 W=White
 A/P=Asian or Pacific Islander
 O/B=Other or Biracial

Professional School Counseling

A master's degree in counseling education with a concentration in Professional School Counseling from Norfolk State University prepares individuals for employment as professional counselors in PreK-12 educational settings. The program provides master's level students with the necessary information and skills required to carry out duties unique to the school counseling profession. The program currently incorporates to the Council on Accreditation of Counseling and Related Educational Programs (CACREP) Standards into coursework, the Council for the Accreditation of Educator Preparation (CAEP) standards, American School Counseling Association (ASCA) and the Virginia Department of Education (VDOE) guidelines. Coursework in the program allows students to meet the minimum educational requirements to apply for licensure as a Pupil Personnel Professional School Counselor in the Commonwealth of Virginia. Coursework includes a one hundred (100) hour practicum and a six hundred (600) hour internship that encompasses elementary and secondary levels.

The Counseling Education master's degree with a concentration in professional school counseling consists of a minimum of 60 semester credits in coursework beyond an undergraduate degree, including a practicum and internship. This degree is designed to train and prepare graduates as professional counselors in the specialty of school counseling in the PreK-12 public and private school settings.

Incoming and returning professional school counseling students attend an orientation in which the counseling program track handbook is shared. The new students receiving a copy of their selected program handbook concentration prior to attending the orientation and are encouraged to review the handbook in preparation for the orientation. Students are required to attend a field experience interest meeting the semester before enrolling in practicum. The curriculum may not be combined with other graduate program concentrations according to the graduate catalog. Students are encouraged not to switch program concentrations once a counseling track has been selected but students may opt to take additional coursework to meet application requirements for other states' professional licensures. All students are required to follow any non-curriculum policy changes implemented

| Year | 2024-2025 | | | | | | |
|---------------------------------------|-----------|------|-----|------|-----|-------|-------|
| Minimum Credit Hours | 60 | | | | | | |
| Students Currently Enrolled | 35 | | | | | | |
| New Students this 2024-25 Year | 9 | | | | | | |
| Student Demographics | M=5 | F=30 | V=4 | B=33 | W=1 | A/P=0 | O/B=1 |
| Applicants in the Past Year | 10 | | | | | | |
| Applicant Demographics | M=1 | F=9 | V=1 | B=9 | W=1 | A/P=0 | O/B=0 |
| Graduates in the 2024-25 Year | 10 | | | | | | |
| Graduate Demographics | M=2 | F=8 | V=1 | B=10 | W=0 | A/P=0 | O/B=0 |
| Licensure Exam Pass Rate | NA | | | | | | |
| Completion Rate | 83% | | | | | | |
| Employment Rate for 2024-25 Graduates | 100% | | | | | | |

M=Males
F=Females
V=Veterans
B=Black
W=White
A/P=Asian or Pacific
Islander
O/B=Other or Biracial