

## **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 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. Following is a summative report for the 2023-2024 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 SESL Department added online site supervisor training to its updated website for the 2023-2024 academic year. The online training will give site supervisors a chance to earn one point five (1.5) continuing education credits that can be used toward various licensure renewals. University supervisors will continue to monitor effectiveness of site supervisor training in the students' documentation and site supervisor evaluation feedback instrument throughout the 2024-2025 academic year. 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 previous academic year of 2023-2024. Based on the results of the review which included data from the CEBD, 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 SESL Department collected data from the CEBD and site supervisors for insight on how well the students are prepared for field placement. The data showed the averages in the areas of Professional/Personal Development and Clinical Skill Development to be 4.5 (out of 5). However, the area of Academic Development averages was closer to a score of 4.0. The lower score in Academic Development could be due to the variance in the course sequence schedule. COED 622 was cancelled due to low enrollment and UED 606 was offered in both the fall and spring semesters when the course has traditionally been a fall semester only course. Additionally, the spring 2024 UED 606 course included students in their first semester of graduate school. Some of those enrolled students did not return for a subsequent semester and some students were placed on academic probation.
- The data reported show that 86% of the candidates in UED 606 are on target or acceptable in academics, 91% are on target or acceptable in professional growth, and clinical skills are at 94%, 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.

- The data reported show that 93% 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 exceeds the department goal of 85%.
- The data reported show that 86% of the candidates in COED 650 are on target or acceptable in academics and 94% are on target or acceptable in professional growth. Clinical skills are at 94%, which reflects all three areas meet or surpass the department goal of 85%, according to assessed areas connected to counseling program goals.
- The feedback from the site supervisors was added to the core faculty discussions for improvement in the field placement course. The consistency from practicum to internship showed as a positive factor in the site supervisors' feedback. Students knew how to report direct and indirect hours and showed up to site supervision prepared. Students were well versed in the ACA Ethical Standards and could effectively plan and run counseling groups. The site supervisors' feedback recognized the extensive support from university faculty supervisors and the accessibility of the university's practicum and internship handbook which included the forms necessary for field placements and the department's processes and procedures for conducting practicum and internship.
- The SESL Department submitted curriculum changes to the university to separate the counseling concentrations from the Urban Education degree into a Counseling Education degree. The proposal was approved by the Norfolk State University governing body of the Board of Visitors (NSUBOV), the State Counseling of Higher Education of Virginia (SCHEV), and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Starting in academic year 2024-2025, all counseling concentrations will be under the new Master of Art in Counseling Education degree.
- The new Master of Art in Counseling Education degree had to have separate degree assessments from the Urban Education degree. The proposed degree assessments were accepted by the NSUBOV, SCHEV, and SACSCOC and will be incorporated into the new degree program objectives in Fall 2024.
- The Department has increased efforts to promote counselor identity by changing the course prefix and name of the internship courses. The professional school counseling internship - UED 793 was changed to COED 793 and renamed Professional School Counseling Internship I. UED 794 was changed to COED 794 and renamed Professional School Counseling Internship II. Under the mental health counseling track, UED 793C was changed to COED 795C and renamed Mental Health Counseling Internship I. UED 794C was changed to COED 796C and renamed Mental Health Counseling Internship II. These course changes give each counseling concentration their own identified internship under the new counseling education degree which will reflect more counselor identity on students' transcripts.
- The SESL Department was in the process of a department name change to reflect the programs within the department for the academic year 2024-2025. *Counselor Education and Leadership* was voted as the new department name but was sent back for discussion and to include more counselor identity and to better reflect the makeup of the department. Next the SESL Department voted on *Counseling Education and Global Leadership* to include the

non-counseling program in the department. This name too was sent back for revision by the department. In late Fall 2024, the department will vote on *Counselor Education and Leadership Development* or a variation of that name. The next step in changing the department name is to send it to the Provost, in Academic Affairs, who will present the proposal to the NSU Board of Visitors for approval.

- The SESL department was granted permission to hire a tenure track faculty position and a term position. The new tenure track faculty position and term position will meet the requirements for CACREP core faculty. The department faculty recruited from two national conferences in New Orleans, LA and Charlotte, NC for the tenure track position which resulted in a diverse pool of applicants that included a veteran and two people that identified as ADA individuals. Both positions are set to begin in Fall 2024.