



2022 Program Outcomes Report Department of Counseling



Mission Statements of Wayne State College, the School of Education and Behavioral Sciences, and the Counselor Education Program

Wayne State College

Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the college prepares students for careers, advanced study, and civic involvement. The college is committed to faculty-staff student interaction, public service, and diversity within a friendly and collegial campus community.

School of Education and Behavioral Sciences

The mission of the School of Education and Behavioral Sciences is to facilitate the development of dynamic professionals and educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Counselor Education Program

The mission of the Counselor Education Program is to facilitate the development of professional counselors who collaborate with others for the benefit of client, school, community, and the profession through counseling, social justice, and advocacy. This mission is accomplished through inquiry and reflection, counseling theories, counseling process, and ethics that have supported our profession and implementation of personal models of counseling and professional skills to facilitate effective relationships.



Counselor Education Program Objectives

In accordance with the Higher Learning Commission (HLC) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) Expectations for Graduate Students in Counseling Programs:

1. Students will demonstrate knowledge of the eight core counseling areas designated by the program's national accreditation (CACREP).
 - a. Evaluation of these competences requires each student to complete:
 - i. Each core competency course with a grade of B- or better
 1. Reviewed by faculty each annual review period
 - ii. Pass the Counselor Preparation Comprehensive Examination (CPCE) in accordance with WSC program expectations.
 1. Reviewed in the last two active semesters of the program and prior to final internship completion
 - iii. Demonstrate educational application of the core areas evaluated with the Core Competency Evaluation.
 1. Reviewed at each annual review, mid-term and final practicum evaluation, and mid-term and final internship evaluation.
2. Students will demonstrate knowledge of accreditation standards specific to their professional practice specialty created by the Nebraska Department of Education (NDE), the State of Nebraska, and CACREP specialty area(s) as applicable by program.
 - a. Each standard for all applicable accrediting bodies are evaluated across each specialty area curriculum with specific written objectives and assessments outlined for evaluation in each course. Each course requires a grade of B- or better to demonstrate competency in each applicable objective.
3. Students will demonstrate competent skills and professional dispositions as an entry-level professional counselor in a supervised internship specific to their professional (i.e., either a clinical mental health, student affairs, or school) setting.
 - a. Evaluation of these competencies occurs at mid-term and final evaluation of each internship experience with the implementation of the Counselor Competencies Scale-Revised (CCS-R) (Lambie, 2018).
 - i. Students complete a self-evaluation prior to internship
 - ii. Students' site supervisor(s) complete a mid-term and final evaluation to indicate competency which is utilized to inform the student's overall grade in their field experience course in accordance with grade competency experiences.



Counseling Program Statistics For All Specialty Areas

Year	CPCE Exam Pass Rate	Career/Placement Rate**
2018	100% (3 pass / 3 total)*	100%
2019	100% (7 pass / 12 total; 58%)*	100%
2020	100% (2 pass / 5 total; 40%)*	100%
2021	70%; 7 pass / 10 total	100%
2022	100%; 8 pass / 8 total	100%
Total:	27 pass / 38 total*	100%

*no exam passing score was determined for the designated years, results in parentheses modified to reflect most current passing score determination

**percentage based on alumni survey respondents

Applicants, Fall 2017 to Summer 2022

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Total by Program	5-Year Average
Clinical Mental Health Counseling (MSE)	1	4	17	23	72	117	59
Counselor Education Student Affairs and College Counseling (MSE)	0	2	1	4	12	19	4
School Counseling 7-12 (MSE)	2	2	7	7	0	18	5
School Counseling PK-6 (MSE)	0	4	2	5	0	11	5
School Counseling PK-6 and 7-12 (MSE)	2	4	10	10	36	62	12
Grand Total – Counseling	5	16	37	49	120	227	45



New Counseling Students Admitted and Enrolled

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Total by Program	5-Year Average
Clinical Mental Health Counseling (MSE)	8	11	17	13	23	72	14
Counseling (MSE)	1	0	0	1	0	2	0
Counselor Education Student Affairs and College Counseling (MSE)	2	2	5	2	2	13	3
School Counseling 7-12 (MSE)	5	1	6	5	2	19	4
School Counseling PK-6 (MSE)	3	5	4	6	0	18	4
School Counseling PK-6 and 7-12 (MSE)	7	24	14	9	8	62	12
Grand Total – Counseling	26	43	46	36	35	186	37

Note: In the degree completions table and new counseling majors table, student completing their degrees and students in the new cohorts may be mutually exclusive.



Current Degree Seeking Students, Fall 2018 to Fall 2022

Current Students Fall 2018 – Fall 2022	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	5-Year Total by Program	5-Year Average
Clinical Mental Health Counseling (MSE)	9	8	13	8	51	89	18
Counseling (MSE)	9	12	14	10	0	45	9
Counselor Education Student Affairs and College Counseling (MSE)	25	40	25	22	4	116	23
School Counseling 7-12 (MSE)	31	38	38	39	9	155	31
School Counseling PK-6 (MSE)	3	5	5	7	7	27	5
School Counseling PK-6 and 7-12 (MSE)	1	0	1	0	14	16	3
Total Students Each Fall	78	103	96	86	85	448	90

Degrees Awarded by Program, Fall 2017 to Summer 2022

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Year Total by Program	5-Year Average
Clinical Mental Health Counseling (MSE)	9	9	10	14	6	48	10
Counseling (MSE)	1	0	0	0	0	0	0
Counselor Education Student Affairs and College Counseling (MSE)	0	0	0	2	2	4	1
School Counseling 7-12 (MSE)	2	3	2	5	5	17	3
School Counseling PK-6 (MSE)	2	2	4	1	3	12	5
School Counseling PK-6 and 7-12 (MSE)	15	2	15	4	10	46	9
Grand Total – Counseling	29	16	31	26	26	127	25

Note: In the degree completions table and new counseling majors table, students completing their degrees and students in the new cohorts may be mutually exclusive.

Degree Completion Rate

Counseling Majors by Program 4-Year Completion Rate: 2018-2019 Cohort	2018-19 Cohort	Number Graduated in 4 Years in Any Counseling Program	Completion Rate in Any Counseling Program	Number Graduated in 4 years in Original Counseling Program	Completion Rate in Original Counseling Program	Number Graduated in 4 Years- NOT in Counseling	Still enrolled in Counseling Program	Still Enrolled not in Counseling	No Longer Enrolled
Clinical Mental Health Counseling (MSE)	11	8	73%	7	64%	0	1	0	2
Counselor Education Student Affairs and College Counseling (MSE)	2	1	50%	1	50%	1	0	0	0
School Counseling 7-12 (MSE)	1	0	0%	0	0%	0	1	0	0
School Counseling PK-6 (MSE)	5	0	0%	0	0%	0	2	0	3
School Counseling PK-6 and 7-12 (MSE)	24	13	54%	11	46%	2	0	2	7
Grand Total - Counseling	43	22	51%	19	44%	3	4	2	12

Ethnic and Gender Background of Students for Each Fall Semester 2020 – 2022*

*Non-binary data is not available for years prior to 2022

Fall 2022 (Oct. 15 Snapshot)	American Indian		Asian		Black		Pacific Islander		Hispanic		Two or more races		Unknown		White			International		Grand Total – Counseling	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	NB	F	M		
Clinical Mental Health Counseling (MSE)	3									5		3				32	7			1	51
Counselor Education Student Affairs and College Counseling (MSE)										0					2	1			1	4	
School Counseling 7-12 (MSE)										2		1			6					9	
School Counseling PK-6 (MSE)			1							1					5					7	
School Counseling PK-6 and 7-12 (MSE)										1					11	2				14	
Grand Total – Counseling	3	0	1	0	0	0	0	0	0	9	0	4	0	0	0	56	10	0	0	2	85
Grand Total All WSC Students	29	17	36	20	36	83	1	1	306	196	67	59	19	10	2,308	1,463	5	50	67	4,773	



Fall 2021 (Oct. 15 Snapshot)*	American Indian		Asian / Pacific Islander		Black		Hispanic		Two or more races		Unknown		White		International		Grand Total – Counseling
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Clinical Mental Health Counseling (MSE)	3						4		2				21	5	1	3	39
Counseling (MSE)																	0
Counselor Education Student Affairs and College Counseling (MSE)							1						3	1		1	6
School Counseling 7-12 (MSE)									1				8	1			10
School Counseling PK-6 (MSE)			1				1						5				7
School Counseling PK-6 and 7-12 (MSE)									1				18	3			22
Grand Total – Counseling	3	0	1	0	0	0	6	0	4	0	0	0	55	10	1	4	84
Grand Total All WSC Students	37	16	26	11	30	59	307	168	71	52	6	7	2,181	1,434	94	81	4,580



Fall 2020 (Oct. 15 Snapshot)*	American Indian		Asian / Pacific Islander		Black		Hispanic		Two or more races		Unknown		White		International		Grand Total – Counseling
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
Clinical Mental Health Counseling (MSE)	1						2		1			1	25	6	1	1	38
Counseling (MSE)														1			1
Counselor Education Student Affairs and College Counseling (MSE)								1					1	1	1	1	5
School Counseling 7-12 (MSE)							1						9	2			12
School Counseling PK-6 (MSE)			1				1						11				13
School Counseling PK-6 and 7-12 (MSE)									1				20	4			25
Grand Total – Counseling	1	0	1	0	0	0	4	1	2	0	0	1	66	14	2	2	94
Grand Total All WSC Students	33	17	26	12	29	71	245	127	68	48	8	8	2,002	1,378	74	56	4,202



Ethnic Background of Students Head Count 2017-2019

Ethnicity by program by year. International students include any student reporting a foreign country of origin, regardless of citizenship status. These students are also included in the minority percentage.

Fall 2019 (Oct. 15 snapshot)	American Indian	Asian/Pacific Islander	Black	Hispanic	Two or more races	Unknown	White	International	Grand Total – Counseling
School Counseling 7-12 (MSE)				2			9		11
School Counseling PK-6 (MSE)		1					5		6
School Counseling PK-6 and 7-12 (MSE)				2			38		40
Clinical Mental Health Counseling (MSE)				2		1	34	1	38
Counselor Education Student Affairs and College Counseling (MSE)			1				4	1	6
Grand Total – Counseling	0	1	1	6	0	1	90	2	101
Grand Total – All WSC Students	45	24	110	316	113	16	3,125	141	3,890



Fall 2018 (Oct. 15 snapshot)*	American Indian	Asian/Pacific Islander	Black	Hispanic	Two or more races	Unknown	White	International	Grand Total – Counseling
Counseling (MSE)							1		1
School Counseling 7-12 (MSE)				1			11		12
School Counseling PK-6 (MSE)		1					8		9
School Counseling PK-6 and 7-12 (MSE)				1			18		19
Clinical Mental Health Counseling (MSE)			1	1	1	1	28		32
Counselor Education Student Affairs and College Counseling (MSE)							2	1	3
Grand Total – Counseling	0	1	1	3	1	1	68	1	76
Grand Total – All WSC Students	42	24	114	254	98	22	2,989	90	3,633

Gender Identity Report 2018-2019

	Fall 2018 Female	Fall 2018 Male	Fall 2018 Grand Total – Counseling	Fall 2019 Female	Fall 2019 Male	Fall 2019 Grand Total – Counseling
Clinical Mental Health Counseling (MSE)	27	5	32	31	7	38
Counseling (MSE)	1		1	0	0	0
Counselor Education Student Affairs and College Counseling (MSE)	2	1	3	4	2	6
School Counseling 7-12 (MSE)	10	2	12	8	3	11
School Counseling PK-6 (MSE)	9	9	9	6	0	6
School Counseling PK-6 and 7-12 (MSE)	16	3	19	34	6	40
Grand Total – Counseling	65	11	76	83	18	101
Grand Total – All WSC Students	2,091	1,542	3,633	2,170	1,519	3,689



All Program Evaluation Results Data Reported as of December 2022* *Limited to Survey Respondents

2022 Employer Data

As of December 28, 2022, a total of four employers of graduated counseling students have participated in the employer survey of WSC counseling program graduates in the last five years. This survey is sent out to employers following each alumni survey completed providing employer contact information. All four employers indicated serving Region 4 in the Nebraska services area and one also indicated serving Iowa and South Dakota clients as well. In total, these four employers indicate hiring a total of 11 WSC counseling graduates with one site highlighting the hiring of six WSC graduates.

Employers were tasked with scaling the statements below on a rating scale of (1) Strong Disagree to (5) Strongly Agree.

I believe the education in the WSC Graduate program prepared my employee(s):					
Employer	for the professional workforce associated with their program content area	for expected professional dispositions	to apply professional skills and evaluation processes effectively	to critically apply content knowledge acquired in their program	to demonstrate applicable writing skills required in their profession
1	4	4	4	4	4
2	5	5	5	5	5
3	5	5	5	5	5
4	5	5	5	5	5
Average Score	4.75	4.75	4.75	4.75	4.75

I believe the faculty in the WSC graduate programs:				
Employer	Prepared my employee(s) in a way that was meaningful to the content explored	Demonstrated appropriate flexibility related to specific life situations and needs of my employee(s)	Modeled transparency and congruence as professionals in the field	Provided my employee(s) with effective feedback and structure to develop into an ethical professional
1	4	4	4	5
2	5	5	5	5
3	5	5	5	5
4	5	5	5	5
Average Score	4.75	4.75	5	5



I believe WSC as a campus:				
Employer	Provided appropriate access to technology services	Provided appropriate access to library and research services	Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)	Provided a safe, accommodating, and inclusive environment
1	5	5	5	5
2	5	5	5	5
3	5	5	5	5
4	5	5	5	5
Average Score	5	5	5	5

Additional Comments Shared from Employers (all identifying information has been removed for privacy):

- We are proud to have many Wayne State graduates at our agency. Over the last couple of years, we have seen remarkable growth within the graduate program at Wayne.
- My WSC counseling graduate employee is outstanding. Much of that is due to their own drive and work ethic, but some of it is due to the preparation for this job done by WSC.
- They do a great job! We have several other Wayne State graduates, but they have been here longer than 5 years.

Summary of Data to Inform Programming:

The information shared by employers provides a promising outlook for the WSC counseling program processes, faculty, and campus overall. The data provided by our employers is considered in context to our alumni and student data gathered. At this point in time, we plan to continue to work on refining our current practices to increase program and faculty ratings to mirror our campus scores.

2022 Field Experience Supervisor Data

As of December 28, 2022, a total of 28 field experience supervisors have participated in the field experience supervisor survey which provides feedback of our WSC field experience students at the practicum and internship level. This particular batch of data includes placements from both 2021 (n= 14) and 2022 (n=16). This survey is sent out to field experience supervisors following each field experience placement. All sites indicated serving a variety of regions in the state of Nebraska (R1=2; R3=3; R4=21; R5=4; R6=5). We also discovered that five sites serve Iowa clients as well and one site also serves clients in South Dakota. All 30 field experience supervisors indicated:

- that their field experience students were able to meet their required hours easily during their placement
- that they would recommend their field experience student to other sites
- that a variety of supervision experiences and client demographics/experiences were available to their supervisee
- that they were able to adequately support their supervisee
- there were not ethical concerns during the field experience placement observed by the supervisors of the supervisees



Supervisors shared the following related to specific items asked of their WSC graduate counseling student.

How would you describe your overall experiences with this student at your site?	
Response	Frequency of Responses
Excellent / Very Positive / Student is an Asset	17
Great / Top notch / Very Good	11
Easy to work with / Okay	2
Total	30

Degree to which:				
30 Site Supervisor Respondents	expectations were met for this supervisee	supervisors had opportunity and participation in decisions that affected the supervisee (ex. grades, gatekeeping, consequences)	your needs were met as a supervisor from WSC	you were satisfied with your supervisee
Average	4.9	4.6	4.7	4.9

I believe WSC as a campus:				
30 Site Supervisor Respondents	Provided appropriate access to technology services	Provided appropriate access to library and research services	Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)	Provided a safe, accommodating, and inclusive environment
Average Score	5	5	5	5

Additional comments shared from site supervisors (all identifying information has been removed for privacy):

- My supervisee was well prepared for the experience. I was pleased with how the student was open to all experiences and jumped right in to be a part of the counseling team. Excellent questioning skills and the right temperament for the work.
- I think this survey needs to be more related to school counseling!
- My supervisee's skills and knowledge were good. I did have some frustrations with consistency with keeping the schedule. The supervisor test was not in any way related to school counseling. There should be different supervisor direction, preparation, and test for school counselors vs. clinical. The school setting is vastly different than a clinical setting. The direction that I received from the instructor at WSC was lacking. There also were no opportunities to visit in person with the instructor [by] myself. It is not always comfortable to answer questions with the supervisee sitting right there. Also, letting the supervisor know what type of questions to be prepared to answer would be



helpful. I was asked questions that I didn't know I was responsible for. Such as "what goals do you have for your supervisee?". If you want the supervisor to make goals, then have that communicated. Depending on the supervisee to communicate everything seems reasonable as far as they are at a level that should be competent with that, but what if they don't communicate it? That puts the supervisor in an uncomfortable position. As a supervisor, I am actually doing WSC a favor. I did not like being treated like the one being evaluated.

- This was a great experience for me personally because there was someone else in the building that I could talk with, work through issues, and collaboratively meet the needs of our students and faculty. We have had an interesting beginning to our year and working with my supervisee helped me gain insight with different issues. My supervisee did an outstanding job of working with students, collaborating with me many times during the semester and would have no issues what so ever referencing him to work in any school district!
- This was an excellent experience for all involved. I learned many things I will continue to use in the future. [Student] has one of the best work ethics I have encountered. I really enjoyed the entire experience, and hope to be able to provide this with more students going forward. Thank you for the opportunity!
- I had another wonderful experience having a WSC student at my school.
- Thank you for the opportunity to supervise a WSC School Counseling Intern. I appreciated working the WSC Staff and learning about the current process of obtaining a Master's Degree in School Counseling in Nebraska.

Summary of Data to Inform Programming:

The information shared by site supervisors provides a promising outlook for the WSC counseling program processes, faculty, and student performance in practice overall. The data provided by our site supervisors is considered in context to our alumni, employer, and student data gathered as well. At this point in time, we plan to continue to work on integrating more curriculum specific to school counseling and modifying our assessment tools to be more directly inclusive of school counselors' scope of practice and evaluation of those criteria. We have also been working to ensure that all information is read prior to signatures from external sites so that there are clear expectations prior to a students' placement. We also have been working to identify additional financial support for our site supervisors to alleviate the stress of time needing to be spent with students. We recognize that having a student at a site can be rewarding and taxing simultaneously.

Alumni Data

2022 Grad Alumni Data

	2021 Grad	HRSA-BHWET Participant/ Hired by site	Do you feel the counseling program has adequately addressed CACREP competencies related to your program? (yes/no)	Did you complete any supplemental certificates/courses through WSC? (yes/no)	Were you part of a residency or cohort program? (yes/no)	Are you currently working in counseling or related field? (yes/no)	Which regions in Nebraska do you serve? (select all that apply)	Other regions served outside of NE?	First Gen Grad Student (yes/no)
Clinical Mental Health Counseling (MSE)	4	3/3	4/0	2/2	0/3; 1 partially	3/1	Region 4 (3) Region 6 (2)	1 Iowa	3/1
Counselor Education Student Affairs and College Counseling (MSE)	0	0/0	0/0	0/0	0/0	0/0	0	0	0/0
School Counseling PK-6 and 7-12 (MSE)	2	0/0	2/0	0/2	0/1; 1 partially	1/1	Region 4 (2)	0	1/1
Grand Total – Counseling	6	3/3	6/0	2/4	0/4; 2 partially	4/2	Region 4 (5) Region 6 (2)	Iowa (1)	4/2

2022 Ratings for “My education in the WSC Graduate Counseling Program prepared me:”

Rating Scale (1) Strongly Disagree to (5) Strongly Agree

Items assessed:

1. My education in the WSC Graduate Counseling Program prepared me for the professional workforce associated with my program content area
2. My education in the WSC Graduate Counseling Program prepared me for expected professional dispositions
3. My education in the WSC Graduate Counseling Program prepared me to apply professional skills and evaluation processes effectively
4. My education in the WSC Graduate Counseling Program prepared me to critically apply content knowledge acquired in my program
5. My education in the WSC Graduate Counseling Program prepared me to demonstrate applicable writing skills required in my profession
6. Prepared me in a way that was meaningful to the content explored
7. Demonstrated appropriate flexibility related to my specific life situations and needs including any necessary accommodations.

8. Modeled transparency and congruence as professionals in the field
9. Provided me with effective feedback and structure to develop into an ethical professional
10. Provided appropriate access to technology services
11. Provided appropriate access to library and research services
12. Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)
13. Provided a safe, accommodating, and inclusive environment

Respondents	Program	1	2	3	4	5	6	7	8	9	10	11	12	13
n=2	School Counseling (MSE)	4.5	4.5	4.5	4.5	4	4	5	5	4.5	4.5	5	5	5
n=4	Clinical Mental Health Counseling (MSE)	4.75	5	4.75	4.75	5	4.75	4.75	4.75	4.75	3.75	4.75	4.25	4.75
N=6	Average	4.45	4.55	4.27	4.55	4.36	4.09	4.64	4.45	4.27	4.27	4.73	4.55	4.64

Qualitative Responses for 2022 Grads

	CMHC	SC	SA/CC
Please share courses you have found MOST valuable in your program.	Ethics, Group Counseling, Assessment, Diagnosis, Practicum, Internship, Crisis Counseling, Diverse Families, Dual diagnosis, Organization/Administration, Multiculturalism	Academic Organization and Administration, Practicum, Internship	
Please share courses you have found LEAST valuable to this point in your program.	Career Counseling	Diagnosis	
Did the content of your courses inspire/motivate you to consider practicing in a high-need/high-demand/rural/underserved/diverse population/setting?	Yes (3) No (1)	Yes (1) No (1)	
If yes, please list any courses that you felt inspired or motivated you to work with a high-need/high-demand/rural/underserved/diverse population/setting?	Multiculturalism; Internship	Practicum	



	CMHC	SC	SA/CC
<p>Upon graduation, did you intend work as a counselor in a high-need/high-demand/rural/underserved/diverse community?</p>	<p>Yes (2) Possibly (2)</p> <p>I plan to work in a diverse community serving underserved clients as I feel passionate about this work and area to help meet the needs.</p> <p>WSC helped me to find an agency that matches my values and cares for therapists that works for them, this motivates me to stay in the area.</p>	<p>Yes (1) No (1)</p> <p>I plan to work in either a large urban school district or a small rural district as those are the one types of districts near where I live.</p>	
<p>Please provide any additional feedback related to your graduate program experiences at WSC. This information is used to help our programs improve and to ensure we can learn from your feedback.</p>	<p>Having a signature for PHI to be on electronic health record would be helpful as well as figuring out bugs in VALT.</p> <p>At the beginning of my program, some professors were not as understanding and did not use teaching techniques that worked well for me, leaving me to teach myself a lot of material. In the past year with the professors hired, it has improved so much!! And of course Dr. Boughn has always been amazing and helpful!</p>	<p>It was very hard sometimes to know what to expect from professors as the turnover in the counseling department was so high. I think Dr. Boughn was the only Professor I had multiple semesters as many of the others didn't stay more than a year.</p> <p>More classes just for school counselors</p>	

Counseling Department Response to 2022 Alumni Survey Results:

Counseling faculty have made proposals to improve the school counseling program during the fall 2022 semester to take place in accordance with the fall 2023 catalog. Our continued area of focus is refinement of our school counseling program with the changes outlined below. These changes have been created with the leadership of one of our school counseling faculty members, Dr. Suzanne Scott.

Due to the change to one PK-12 endorsement area, two new courses specific to the PK-12 school counseling program have been added to replace other courses and an additional course beginning fall of 2023 is being added. However, despite the addition of new courses, the total number of credits for our school counseling students will decrease from 63 credits to the 60 credit hours required by CACREP (due to changes in the program of study courses).



Additionally, students who would have previously enrolled in both the PK-6 and the 7-12 endorsement areas would have had to complete a total of 900 hours of internship (450 hours in each endorsement area). To continue to promote the integrity of our field experiences for school counselors, we still require a supervised practicum of hours (minimum 40 direct hours with 10 of those 40 hours completed as a leader/co-leader of group counseling sessions) and for students completing a PK-12 field experience, they will still be expected to complete a minimum of 600 hours total with 300 of those hours as direct client contact hours. Further we plan to ensure that those hours are equally distributed between both the PK-8 (300 hours; 150 direct) and 7-12 (300 hours; 150 direct) grade levels. The 600 hours requirement is an expectation of CACREP. Our future goal is to accredit our school counseling PK-12 program under the CACREP standards to ensure our graduates complete a comprehensive, 60 credit hour degree, based on national standards of practice. This change in internship hours also allows greater flexibility and availability to complete this requirement for many of our school counseling students who are also currently working full time, especially those working as teachers in the PK-12 school system.

In the summer of 2022, CSL 647 Comprehensive School Counseling was first offered to students in the PK-12 school counseling program. This three-credit course was created to replace CSL 643 Elementary School Counseling (2 credits) and CSL 644 Secondary School Counseling (2 credits). The previous CSL 670 Organization/Administration of Counseling Services which was offered to both our clinical mental health students and our school counseling students branched into CSL 671 Academic Organization/Administration of Counseling Services which is specific to school counseling students and CSL 672 Clinical Organization/Administration of Counseling Services (specific to the clinical mental health students).

Additionally, a new class, CSL 650 is under final approval and will be developed for its first offering in the fall of 2023. CSL 650 Current Practices in School Counseling with Diverse Populations seeks to prepare school counselors-in-training (SCIT) for the changing needs of PK-12 students, working with students with disabilities, and addressing current best practice in the field of school counseling.

This proposal for CSL 650 aims to cover CACREP and NDE standards specific to school counselors and to replace two EDU and one SPD course that are specific to the education department but are currently required for CSL school counseling students. School counselors-in-training need to build their own professional identity in relation to their role as leader and advocate for special populations of students in the school system. EDU courses designed with future teachers as their primary audience do not offer SCIT the school counseling lens from which material needs to be presented to help school counseling students gain knowledge, skills, and practice as it directly relates to their profession. Therefore, CSL 650 will provide SCIT specific instruction, practice, and assessment as it directly relates to the school counseling field and will meet the needs of specific accreditation and state standards for school counselors.

This addition of CSL 650 eliminates the requirements of two EDU and one SPD class. It also allows for our PK-12 school counseling program of study to include, as a requirement and not only an elective, CSL 641 Counseling Children. Students who enter their school counseling practicum often reflect that they have little or no training in working with children and adolescents prior to beginning their practicum experience. Therefore, including CSL 641 as a requirement in our PK-12 program will enhance students' knowledge and skills when working with children.

See below for the **previous** PK-6 and 7-12 content area program of study courses and the previous PK-12 program of study.



Elementary Endorsement (PK-6) Content Area Requirements for School Counselors

CSL 641 Counseling Children.....	3
642 Consultation.....	2
643 Elementary School Counseling	2
688 Crisis Intervention*	3
697 Internship in Counseling (PK-6 setting)	3

Secondary Endorsement (7-12) Content Area Requirements for School Counselors

CSL 641 Counseling Children.....	3
642 Consultation.....	2
644 Secondary School Counseling	2
688 Crisis Intervention*	3
697 Internship in Counseling (PK-6 setting)	3

*CSL 688 Crisis is included as a counseling program core course; therefore, all counseling graduate students take this course.

School Counseling (PK-12 Field) Content Area Requirements for School Counselors: 27 hours

CSL 647 Comprehensive School Counseling.....	3
662 Supervised Practicum	3
671 Organization/Administration of Academic Counseling Services.....	3
697 Internship in Counseling (PK- 8 settings)	3
697 Internship in Counseling (7-12 settings)	3

Students must complete the following 12 hours to meet NDE Rule 24

SPD 565 Differentiated Methodology	3
636 Social/Emotional Behavior	3
EDU 626 Advanced Educational Psychology	3
658 Fundamentals of Curriculum Development PK-12.....	3

Below is the proposed program of study with the new CSL 650 course:

School Counseling (PK-12 Field) Content Area Requirements for School Counselors: 24 hours

CSL 641 Counseling Children.....	3
662 Supervised Practicum	3
697 Internship in Counseling (PK-8 setting)	3



697 Internship in Counseling (7-12 setting)	3
Students must complete the following 12 hours to meet NDE Rule 24	
CSL 647 Comprehensive School Counseling.....	3
650 Current Practices in School Counseling with Diverse Students	3
671 Organization/Administration of Academic Counseling Services.....	3
SPD 636 Social/Emotional Behavior.....	3

2021 Grad Alumni Data

	2021 Grad	HRSA-BHWET Participant/ Hired by site	Do you feel the counseling program has adequately addressed CACREP competencies related to your program? (yes/no)	Did you complete any supplemental certificates/courses through WSC? (yes/no)	Were you part of a residency or cohort program? (yes/no)	Are you currently working in counseling or related field? (yes/no)	Which regions in Nebraska do you serve? (select all that apply)	Other regions served outside of NE?	First Gen Grad Student (yes/no)
Clinical Mental Health Counseling (MSE)	1	1/1	1/0	1/0	0/1	0/0	Region 4 (1) Region 5 (1)	0	1/0
Counselor Education Student Affairs and College Counseling (MSE)	0	0/0	0/0	0/0	0/0	0/0	0	0	0/0
School Counseling PK-6 and 7-12 (MSE)	1	0/0	1/0	0/1	0/1	0/0	Region 4 (1)	South Dakota (1)	1/0
Grand Total – Counseling	1	1/1	2/0	1/1	0/2	1/0	Region 4 (2) Region 5 (1)	South Dakota (1)	2/0

2021 Ratings for “My education in the WSC Graduate Counseling Program prepared me:”

Rating Scale (1) Strongly Disagree to (5) Strongly Agree

Items assessed:

1. My education in the WSC Graduate Counseling Program prepared me for the professional workforce associated with my program content area
2. My education in the WSC Graduate Counseling Program prepared me for expected professional dispositions
3. My education in the WSC Graduate Counseling Program prepared me to apply professional skills and evaluation processes effectively
4. My education in the WSC Graduate Counseling Program prepared me to critically apply content knowledge acquired in my program
5. My education in the WSC Graduate Counseling Program prepared me to demonstrate applicable writing skills required in my profession
6. Prepared me in a way that was meaningful to the content explored
7. Demonstrated appropriate flexibility related to my specific life situations and needs including any necessary accommodations.
8. Modeled transparency and congruence as professionals in the field



- 9. Provided me with effective feedback and structure to develop into an ethical professional
- 10. Provided appropriate access to technology services
- 11. Provided appropriate access to library and research services
- 12. Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)
- 13. Provided a safe, accommodating, and inclusive environment

Respondent	Program	1	2	3	4	5	6	7	8	9	10	11	12	13
1	School Counseling (MSE)	5	5	4	5	4	4	5	5	4	5	5	5	5
2	Clinical Mental Health Counseling (MSE)	4	4	4	5	3	3	4	4	3	5	5	5	4
	Average	4.5	4.5	4	5	3.5	3.5	4.5	4.5	3.5	5	5	5	4.5

Qualitative Responses for 2021 Grads

	CMHC	SC	SA/CC
Please share courses you have found MOST valuable in your program.	Internship	Ethics and Practicum	
Please share courses you have found LEAST valuable to this point in your program.	NA	NA	
Did the content of your courses inspire/motivate you to consider practicing in an high-need/high-demand/rural/underserved/diverse population/setting?	Yes	Yes	
If yes, please list any courses that you felt inspired or motivated you to work with a high-need/high-demand/rural/underserved/diverse population/setting?	NA	NA	
Upon graduation, did you intend work as a counselor in a high-need/high-demand/rural/underserved/diverse community?	Yes; Being part of the LGBT+ community, I understand the need for more queer affirming counselors in a rural areas.	Yes. I wanted to work as a school counselor within a small/rural district.	
Please provide any additional feedback related to your graduate program experiences at WSC. This information is used to help our programs improve and to ensure we can learn from your feedback.	NA	NA	



Counseling Department Response to 2021 Alumni Survey Results:

Counseling faculty recognized the need for refinement in the school counseling program. This process was enhanced with the addition of a school counseling faculty with specialized experiences in the field and additional work in understanding the unique needs navigating the teacher certification processes required for school counseling students in the field. This faculty member created and refined coursework in accordance with both CACREP and the Nebraska Department of Education (NDE) standards with the development of proposals for the fall 2022 semester to be implemented in fall 2023.

2020 Grad Alumni Data

	2020 Grad	HRSA-BHWET Participant/ Hired by site	Do you feel the counseling program has adequately addressed CACREP competencies related to your program? (yes/no)	Did you complete any supplemental certificates/courses through WSC? (yes/no)	Were you part of a residency or cohort program? (yes/no)	Are you currently working in counseling or related field? (yes/no)	Which regions in Nebraska do you serve? (select all that apply)	Other regions served outside of NE?	First Gen Grad Student (yes/no)
Clinical Mental Health Counseling (MSE)	0	0/0	0/0	0/0	0/0	0/0	0	0	0/0
Counselor Education Student Affairs and College Counseling (MSE)	0	0/0	0/0	0/0	0/0	0/0	0	0	0/0
School Counseling PK-6 and 7-12 (MSE)	1	0/0	1/0	0/0	0/0	0/0	Region 4 (1)	NA (1)	1/0
Grand Total – Counseling	1	0/0	1/0	0/1	0/1	1/0	Region 4 (1)	NA (1)	1/0

2020 Ratings for “My education in the WSC Graduate Counseling Program prepared me:”

Rating Scale (1) Strongly Disagree to (5) Strongly Agree

Items assessed:

1. My education in the WSC Graduate Counseling Program prepared me for the professional workforce associated with my program content area
2. My education in the WSC Graduate Counseling Program prepared me for expected professional dispositions
3. My education in the WSC Graduate Counseling Program prepared me to apply professional skills and evaluation processes effectively
4. My education in the WSC Graduate Counseling Program prepared me to critically apply content knowledge acquired in my program
5. My education in the WSC Graduate Counseling Program prepared me to demonstrate applicable writing skills required in my profession
6. Prepared me in a way that was meaningful to the content explored
7. Demonstrated appropriate flexibility related to my specific life situations and needs including any necessary accommodations.
8. Modeled transparency and congruence as professionals in the field



- 9. Provided me with effective feedback and structure to develop into an ethical professional
- 10. Provided appropriate access to technology services
- 11. Provided appropriate access to library and research services
- 12. Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)
- 13. Provided a safe, accommodating, and inclusive environment

Respondent	Program	1	2	3	4	5	6	7	8	9	10	11	12	13
1	School Counseling (MSE)	4	4	4	4	4	3	4	3	4	4	4	4	4
	Average	4	4	4	4	4	3	4	3	4	4	4	4	4

Qualitative Responses for 2020 Grads

	CMHC	SC	SA/CC
Please share courses you have found MOST valuable in your program.		Professional Ethical and Legal Standards Theories of Counseling Crisis and Trauma Intervention Professional Foundations and Counseling Skills	
Please share courses you have found LEAST valuable to this point in your program.		Career Development and Life Planning Human Development Across the Life Span	
Did the content of your courses inspire/motivate you to consider practicing in a high-need/high-demand/rural/underserved/diverse population/setting?		Yes	
If yes, please list any courses that you felt inspired or motivated you to work with a high-need/high-demand/rural/underserved/diverse population/setting?		Crisis and Trauma Intervention	
Upon graduation, did you intend work as a counselor in a high-need/high-demand/rural/underserved/diverse community?		Yes; I am a school counselor in a small rural school.	
Please provide any additional feedback related to your graduate program experiences at WSC. This information is used to help our programs improve and to ensure we can learn from your feedback.		During my graduate studies work at WSC, the counseling department experienced many changes in staff. It seems that I missed out on some of the most experienced staff members. Those classes I took with seasoned staff members were excellent.	



Counseling Department Response to 2020 Alumni Survey Results:

Counseling faculty completed and proposed changes for the program catalog in the fall of 2020. During this time there was significant, yet planned, turnover in faculty. As a result, the program completed and submitted a “Substantive Change Report.” This also created opportunities to hire all counselor education faculty into the department increasing the development of counselor education expectations across all aspects of the program.

2019 Grad Alumni Data

	2019 Grad	HRSA-BHWET Participant/ Hired by site	Do you feel the counseling program has adequately addressed CACREP competencies related to your program? (yes/no)	Did you complete any supplemental certificates/courses through WSC? (yes/no)	Were you part of a residency or cohort program? (yes/no)	Are you currently working in counseling or related field? (yes/no)	Which regions in Nebraska do you serve? (select all that apply)	Other regions served outside of NE?	First Gen Grad Student (yes/no)
Clinical Mental Health Counseling (MSE)	2	0/0	1/1	0/2	0/2	2/0	Region 4 (2)	NA (2)	2/0
Counselor Education Student Affairs and College Counseling (MSE)	0	0/0	0/0	0/0	0/0	0/0	0	0	0/0
School Counseling PK-6 and 7-12 (MSE)	0	0/0	0/0	0/0	0/0	0/0	0	0	0/0
Grand Total – Counseling	2	0/0	1/1	0/2	0/2	2/0	Region 4 (2)	NA (2)	2/0

2019 Ratings for “My education in the WSC Graduate Counseling Program prepared me:”

Rating Scale (1) Strongly Disagree to (5) Strongly Agree

Items assessed:

1. My education in the WSC Graduate Counseling Program prepared me for the professional workforce associated with my program content area
2. My education in the WSC Graduate Counseling Program prepared me for expected professional dispositions
3. My education in the WSC Graduate Counseling Program prepared me to apply professional skills and evaluation processes effectively
4. My education in the WSC Graduate Counseling Program prepared me to critically apply content knowledge acquired in my program
5. My education in the WSC Graduate Counseling Program prepared me to demonstrate applicable writing skills required in my profession
6. Prepared me in a way that was meaningful to the content explored
7. Demonstrated appropriate flexibility related to my specific life situations and needs including any necessary accommodations.
8. Modeled transparency and congruence as professionals in the field



- 9. Provided me with effective feedback and structure to develop into an ethical professional
- 10. Provided appropriate access to technology services
- 11. Provided appropriate access to library and research services
- 12. Provided online learning platforms which enhanced my educational experiences (ex. Canvas, Zoom, VALT)
- 13. Provided a safe, accommodating, and inclusive environment

Respondent	Program	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Clinical Mental Health Counseling (MSE)	5	5	5	5	5	5	5	5	5	5	5	5	5
2	Clinical Mental Health Counseling (MSE)	3	3	2	3	4	3	4	3	3	4	4	4	4
	Average	4	4	3.5	4	4.5	4	4.5	4	4	4.5	4.5	4.5	4.5

Qualitative Responses for 2019 Grads

	CMHC	SC	SA/CC
Please share courses you have found MOST valuable in your program.	Theories and ethics with [faculty name] was incredibly helpful and informative. Unfortunately, the rest of my classes were redundant/repetitive.		
Please share courses you have found LEAST valuable to this point in your program.	My differential diagnosis, techniques, and organizational counseling classes were probably the most important to me and my job but were my least valuable classes at Wayne.		
Did the content of your courses inspire/motivate you to consider practicing in an high need/high demand/rural/underserved/diverse population/setting?	Not my courses, but my internship motivated me		
If yes, please list any courses that you felt inspired or motivated you to work with an high need/high demand/rural/underserved/diverse population/setting?	Internship		
Upon graduation, did you intend work as a counselor in a high need/high demand/rural/underserved/diverse community?	Yes; I planned to stay local to find employment due to personal reasons. However, I did not realize how often I would run into clients or previous clients out in the community, which can be a challenge at times. Yes; Even prior to my graduate studies, I had planned to work in a rural setting. My reasons are both personal (family, preference, etc.) and professional (high demand, challenging stigma, improving quality of life, etc.).		
Please provide any additional feedback related to your graduate program experiences at WSC. This information is used to help our programs improve and to ensure we can learn from your feedback.	I believe WSC provided a remarkable foundation for my counseling career. This is a field of ongoing learning and assessment, but the knowledge and skills I gained during my graduate work has been essential to the beginning of my career. Although my graduate experience was quite different from that of current students, I am encouraged by the continued growth and development of the department. I feel fortunate to get to see that process in a manner unlike my peers.		



Counseling Department Response to 2019 Alumni Survey Results:

Counseling faculty recognized the needs for refined assessment processes, updating curriculum to the most current CACREP standards, and need to enhance courses with the most current practices in counseling. The department developed a plan to propose changes to the institutional catalog which called for updated course titles, updated courses for the clinical mental health program, school counseling program, and student affairs and college counseling program. Changes also ensured that all programs met at minimum 60 credit hour expectations of CACREP. These changes were brought to the institution in the fall of 2020 with the aim of implementation to be fall of 2021. As a result of these efforts, our current curriculum, syllabi, and catalog have been updated.



Substantive Program Change Reports

The counseling department is publishing the, previously filed and completed with CACREP, substantive change reports from 2020-present. These reports are listed in order of filing starting with 2020 and ending with an update for 2022. This information is provided as a means to demonstrate transparency in programming changes and further to document any CACREP compliance areas that were at risk during the stated times and how they were addressed. All files referenced are available upon request to the counseling department.

Report created December 2020

CHANGES IN FACULTY

There is one CACREP-accredited master's degree program in the Department of Counselor Education at Wayne State College (WSC), Wayne, NE; Clinical Mental Health Counseling (2015-present) which also has an external site of delivery in South Sioux City, NE at the College Center. The WSC Graduate Counseling program has experienced a variety of transitions since its accreditation approval in 2014 on the 2009 Standards. This program has had a full transition of faculty since 2014 and further has solidified its professional identity in counselor education with these progressive and necessary changes. In addition, this program has experienced recent and planned changes in leadership. As a result, Wayne State College has discovered opportunities related to ways in which we can improve our program data tracking, maintenance of catalog updates in accordance with program practices, and communication with students.

At the beginning of the 20-21 academic year, Dr. Alison Boughn was elected as the chair of the Counseling department. Dr. Boughn's transition to the role of department chair has involved working concertedly with her faculty, the dean, and staff to create a stable set of processes and consistent expectations in accordance with CACREP standards. As evidence was explored, it was apparent that the department's first goal was maintaining the integrity of the program, which is impactful to our region and essential to helping our institution live out its mission. This report has been created not only to demonstrate the necessary and progressive changes for the Fall 2021 semester with approval through CACREP, but also to outline our rationale and analysis for these changes. Our current faculty and leadership are dedicated to refining curriculum, assessment, and gatekeeping processes, as well as ensuring the program implements sustainable processes for the program moving forward.

Counseling Faculty

In 2017, we welcomed a new Dean for the School of Education and Behavioral Sciences (previously known as the School of Education and Counseling) Dr. Nicholas Shudak. From 2014-present, there have been six department chairs: 2014-2017, Branis Knezevic; 2017-2018, Kyle Wockenfuss; 2018-2019, Cody Dickson; Fall 2019, Katherine Murphy; Interim Chair Spring 2020, Nicholas Shudak (Dean); Interim Chair Summer 2020 and now current Chair beginning Fall 2020, Alison Boughn.

The program experienced a significant turnover of full-time faculty during the summer of 2019 and the 2019-2020 academic year resulting in more than 50% turnover of full-time faculty which required completing a substantive change report for CACREP. This turnover was due to retirements, life transitions, and other opportunities available for these faculty members.

The department's goal is to work towards retention of current faculty and staff as well as enrolling sustainable numbers of students to prepare for a potential lapse of faculty should an immediate change occur. The department chair, counseling faculty, and the dean are working



towards developing evidence from other CACREP programs to demonstrate the needs of the counseling department at WSC and further to substantiate the rationale for sustainable programming.

South Sioux City Location

After the near completion of our first cohort located at the College Center (South Sioux City, NE) where delivery of core counseling courses occurred, current concerns were identified through practical issues, reports from students, and a disconnect from the main campus:

- In an effort to serve the mental and behavioral health needs of Wayne State's service region, a large inaugural cohort class was admitted. The cohort students were not initially considered in the ratio calculation effectively and WSC has been working to rectify our numbers to bring them in accordance with standard. This has since been resolved.
- Students had questions as to how to accomplish the remainder of their coursework following the completion of their core courses and did not have consistent advisement from a designated advisor due to faculty turnover. WSC has been working to rectify this.
- Students were required to secure external field experiences for practicum when many anticipated completing their practicum at the College Center when they started. The College Center cannot, at this time, support a clinic. We have worked to rectify this and believe this has been completed.
- The "cohort model" was devised to use of five Saturdays to help deliver much of the skills-based coursework, however, the time initially allotted did not allow for sufficient instruction when students had to miss a class. This hybrid model of learning challenged quality instruction, specifically if students had to miss one of the in-person days. WSC counseling faculty have met to discuss effective modes of delivery for Fall 2021 including remote classes and residency conferences for courses. This has met with success through faculty deliberations.
 - Our proposed transition for the Fall of 2021 is to attempt to create a conference style in-person instruction consisting of two residencies, each 2-3 full days of instruction in-person, ideally at the beginning and mid-term points of the semester, when attendance will be required with remaining instruction to take place online or through remote delivery formats. One of our new faculty members has extensive experience with this form of delivery and is helping the department reconceptualize effective cohort and hybridized delivery. Further, our goal is to ensure each student still has a program of study developed consistent with WSC on-campus expectations. This also allows us to set expectations early, provide enhanced protocols for in-person class time, and create a format that permits each student to thrive. These changes have been the result of intentional conversations with current faculty and adjuncts to make sure that WSC is striving toward excellent education experiences for our future mental health practitioners.

CHANGES IN CURRICULUM

The clinical counseling program is presently accredited until 2024 with a self-study due in 2022, under CACREP 2009 standards. We are implementing changes that mirror current 2016 standards so that we are prepared for 2023 standards soon. Through Boughn's leadership, work with external partners in the field, and concerted efforts with faculty, WSC has completed an extensive review of curriculum, developed a new course matrix, new course rotation, and revised selection of courses which we believe account for the 2009, 2016, and professional state expectation standards in Nebraska required of our clinical mental health graduates. We are hopeful to eventually accredit our School Counseling and Student Affairs/College Counseling Program under the most current CACREP standards though we are still refining what this looks like within WSC and with our state department of education expectations for these programs prior to application with CACREP.



Program Area Standards

There have been changes proposed and recommend for implementation by the WSC graduate council. Each proposal outlines what the changes will look like upon approval for Fall 2021. Additional tracked changes documents are added for reference as well to see changes. Our aim was to first ensure our institution was supportive of the changes being made and further that they were able to validate the rationale to our changes in an objective process given the changes proposed. In summary, we have updated course titles, catalog descriptions, and credit offerings in accordance with what is currently implemented in the courses as well as to reflect more common practices in the field. In addition, we realized a lack of attention on dual diagnosis concerns and have determined a new course to be developed and added to the required core curriculum.

We have also determined that because we serve multiple specialty areas, though only one is CACREP accredited, students have found a lack of focus on their specific field of study in the CSL670 Organization and Administration course which has led us to create two different courses to permit appropriate focus on each and tailor this course to each specific program.

A topics course has also been proposed for our graduate counseling department to ensure we have a platform to address current issues in the field, topics our faculty would like to teach, and to provide a variety of opportunities to students looking to expand their knowledge beyond the structured curriculum.

Furthermore, some courses have been combined and content added to ensure 2009 and 2016 standards are met across all curriculum standards without leaving a knowledge gap. The most apparent changes are combining the content taught in the advocacy course with content in the multiculturalism course and adding content from the consultation course to the counseling techniques and strategies course. This has created room for the addition of the dual diagnosis course as well as psychopharmacology course. We feel that through these changes, our program is stronger. Upon CACREP approval we plan to offer the following for core curriculum for students starting in Fall 2021 and those who would like to be updated to the newest catalog for clinical mental health students ultimately resulting in the 60 credits required:

Graduate Counseling Core (36 hours)

Required courses for all areas of Counseling

EDU	603 Introduction to Educational Research and Design	3
CSL	541 Dual Diagnosis and Addiction Disorders	3
	547 Multicultural Counseling and Advocacy	3
	575 Psychopathology and Client Adaptation	3
	580 Professional Ethical and Legal Standards of Practice	3
	600 Theories of Counseling	3
	615 Career Development and Life Planning	3
	625 Theory and Practice of Appraisal	3
	630 Human Development Across the Lifespan.....	3
	660 Professional Foundations and Counseling Skills	3
	665 Group Counseling	3
	688 Crisis and Trauma Intervention	3



Content Area Requirements for Clinical Mental Health Counseling (24 hours)

CSL	645 Diverse Families and Relationships.....	3
	661 Counseling Techniques and Strategies	3
	662 Supervised Practicum	3
	672 Organization/Administration of Clinical Counseling Services	3
	675 Diagnosis and Treatment Planning in Counseling	3
	697 Internship in Counseling.....	6
PSY	540 Psychopharmacology	3

We have utilized these proposals to create a transparent, step-by-step outline of proceeding through the counseling program in the WSC Catalog. We believe this will ensure all students are aware of process expectations related to their program prior to application. Even further, we have found concerns with the maintenance of the portfolio software previously used to document student progress and competence in the program. Given that the portfolio has not been updated for some time and does not demonstrate effective competence in accordance with course content and assignments, the counseling department has determined that all students will be expected to take and pass the Counselor Preparation Comprehensive Examination (CPCE). The counseling department determined cutoff scores will be based on the national average.

We recognize that these changes may appear to be extensive though they intend to target delayed housekeeping from transitions and further aim to address both 2009 and 2016 standards as well as sustainable processes for our program. We have included an updated program matrix outlining where each standard will be met in our course curriculum, updated advising sheets for our faculty and students, the most recent graduate counseling handbook to be used in Fall 2021, and our proposed revised course rotation and delivery formats.

PROGRAM ASSESSMENT AND EVALUATIONS

As we transition to all students taking the CPCE in place of an educational portfolio, the assessment calendar has been modified to accommodate students on the previous version of the catalog as well as new students. Further we will offer current students to update their program to the new catalog should they choose to do so. This has also permitted an opportunity to change the 15 credit hour review standards into an annual review process to ensure effective gatekeeping may be maintained for all students. Our annual review processes include a student self-evaluation with the implementation of the Counselor Competencies Scale – Revised (CCS-R) (Lambie, 2018), a self-evaluation of core competencies, an updated program of study, and a professional disclosure of conduct.



Created December 2021

CHANGES IN FACULTY

There is one CACREP-accredited master's degree program in the Department of Counseling at Wayne State College (WSC), Wayne, NE: Clinical Mental Health Counseling (2015-present), which also has an external delivery site in South Sioux City, NE at the College Center. The WSC Graduate Counseling program has continued to evolve in a variety of ways since its accreditation approval in 2014 on the 2009 Standards. Most notably, we have updated all our syllabi in accordance with the 2016 standards, have bolstered partnerships through the awarding of a \$1.1 million HRSA grant to build supervisory capacity in our rural contexts, and opened a new training clinic on campus starting the fall 2021 semester. In 2020, this program had a full transition of faculty since 2014 while solidifying our professional identity in counselor education. As many folks in higher education know, when it comes to faculty recruitment and retention, there is planned turnover, unplanned turnover, and the opening of new positions. We have experienced all of the above, and have managed our program's needs effectively with the help and support of our administration. This report briefly details those changes. We look forward to finishing what has been an excellent year, and already look forward to 2022-2023.

This report has been created to address substantive changes since our previous report related to our faculty including 51% turnover and three minimum core faculty members. Our current faculty and leadership are dedicated to refining curriculum, assessment, and gatekeeping processes, as well as ensuring the program implements sustainable processes for the program moving forward. We aim to continually employ new and qualified faculty as we stabilize our department.

Clinical Counseling Faculty

The department's goal is to work towards retention of current faculty and staff as well as enrolling sustainable numbers of students to prepare for a potential lapse of faculty should an immediate change occur. The department chair, counseling faculty, and the dean are working towards developing evidence from other CACREP programs to demonstrate the needs of the counseling department at WSC and further to substantiate the rationale for sustainable programming. Curriculum vitae for all are presented for all full-time faculty hired in the Counseling Department, in the additional documents folder for reference as well as the dissertation agreement letters.

Though we recognize we are presently not meeting our standard of having three core faculty on staff for the academic year 2021-2022, we have invested in two professionals who are at the ends of their programs to fulfill this standard. Similarly, to many rural serving state colleges, those in our hiring pool are seasoned professionals nearing the end of their doctoral programming. The two current faculty we have and the new hire we made, will be excellent additions to our programs, and are familiar with our rural context. While the future core faculty are in development, Boughn has maintained minimal ratio compromises for students and ensured that the ratio can effectively account for our changes. This is best reflected in the ratio data for both South Sioux City and Wayne across the 2021 year. In each semester we were able to maintain student to faculty ratios falling in the 12:1 range as required; with only one semester in fall 2021 demonstrating that we had more credits being taught by non-core faculty (53%) than core faculty (47%) which was to be expected at this time. Though our core to non-core percentage is not in accordance with the 51% core faculty teaching courses, it is evident that primarily courses are taught by full time counseling department faculty and not external adjunct faculty. This is completed to ensure mentorship for future core faculty is available by current core faculty as non-core faculty finish their dissertations.



Created May 2022

The WSC Graduate Counseling program has continued to evolve in a variety of ways since its accreditation approval in 2014 on the 2009 Standards. Most notably, we have updated all our syllabi in accordance with the 2016 standards, have bolstered partnerships through the awarding of a \$1.1 million HRSA grant to build supervisory capacity in our rural contexts, and opened a new training clinic on campus starting the fall 2021 semester. In 2020, this program had a full transition of faculty since 2014 while solidifying our professional identity in counselor education. As many folks in higher education know, when it comes to faculty recruitment and retention, there is planned turnover, unplanned turnover, and the opening of new positions. We have experienced all of the above, and have managed our program's needs effectively with the help and support of our administration. This report briefly details those changes. We look forward to finishing what has been an excellent year, and already look forward to the 2022-2023 academic year.

CHANGES IN FACULTY

This report has been created to address substantive changes since our previous report related to our faculty including 51% turnover and three minimum core faculty members. Our current faculty and leadership are dedicated to refining curriculum, assessment, and gatekeeping processes, as well as ensuring the program implements sustainable processes for the program moving forward. We aim to continually employ new and qualified faculty as we stabilize our department.

Clinical Counseling Faculty

In the summer of 2021, we had a turnover of more than 50% of our faculty. Our group actively searched for and hired new faculty members to remedy this delay though we did not maintain our minimum of three core faculty during this transition as we awaited our two new faculty members' degree completions. This change prevented us from offering 51% of our coursework by degree awarded core faculty members in fall 2021.

The department's goal is to work towards retention of current faculty and staff as well as enrolling sustainable numbers of students to prepare for a potential lapse of faculty should an immediate change occur. The department chair, counseling faculty, and the dean are working towards developing evidence from other CACREP programs to demonstrate the needs of the counseling department at WSC and further to substantiate the rationale for sustainable programming. Curriculum vitae for all are presented for all full-time faculty hired in the Counseling Department, in the additional documents folder for reference as well as the dissertation agreement letters gathered in fall 2022 to ensure dedication to the dissertation.

Though we recognize we temporarily did not our standard of having three core faculty on staff for the fall and spring of the 2021-2022 academic year, we did invest in two professionals who successfully completed their doctoral programs and, at the time of this report, plan to remain at WSC. Similarly, to many rural serving state colleges, those in our hiring pool are seasoned professionals nearing the end of their doctoral programming.

While the future core faculty are in development, Boughn has maintained minimal ratio compromises for students and ensured that the ratio can effectively account for our changes. This is best reflected in the ratio data for both South Sioux City and Wayne across the 2021 year. In each semester we were able to maintain student to faculty ratios falling in the 12:1 range as required for all sites our faculty were teaching at; with only the fall 2021 and spring 2022 semesters demonstrating that we had more credits being taught by non-core faculty than core faculty which was to be



expected at this time. Though our core to non-core percentage was not in accordance with the 51% core faculty teaching courses, it is evident that primarily, courses are taught by full time counseling department faculty and not external adjunct faculty. This is completed to ensure mentorship for future core faculty is available by current core faculty as non-core faculty finish their dissertations.



CACREP Substantive Change Report Response to Dr. Urofsky's Letter
Created September 2022

Updated CVs

In accordance with the request, current full-time faculty (core and non-core) for the 22-23 academic year have updated their CVs. Each CV includes their master's degree focus, professional membership designations, completion or anticipated completion of their doctoral degree in counseling education and supervision (as applicable), and employment at Wayne State College (WSC).

Full-Time Faculty	Core Status as of September 2022
Alison Boughn, PhD	Core
Jeff Peterson, PhD	Core
Suzanne Scott, PhD	Core
Kathryn Hecht-Weber	Non-Core
Tobin Streff	Non-Core

Core and Non-Core Faculty Designations

Following the recent transition of Dr. Mike Caverly to another institution in August of 2022, WSC prepared to have three core faculty in the fall. In fall of 2022, the counseling department maintained three core faculty to teach graduate counseling courses, Dr. Suzanne Scott, Dr. Jeff Peterson, and Dr. Alison Boughn and two full-time non-core faculty, Professor Kathryn Hecht-Weber, and Instructor Tobin Streff. In addition to the department's full-time faculty, we have also employed two adjunct faculty teaching two courses for the department in the fall 2022 semester.

Core Faculty Qualifications Request Table

Name	Degree	Title	CACREP Accredited	Institution	Graduation Date
Alison Boughn	PhD	Counselor Education and Supervision	Yes	University of South Dakota	December 2019
Jeff Peterson	PhD	Counselor Education and Supervision	Yes	Walden University	2017
Suzanne Scott	PhD	Counselor Education and Supervision	Yes	Adams State University	May 2022

Core Faculty Qualifications Request Table

Name	1. Sustained memberships	(2) Through the maintenance of certifications and/or licenses related to their counseling specialty area(s)
Alison Boughn	<ul style="list-style-type: none"> 2021-present Association for Counselor Education and Supervision (ACES); North Central ACES (NCACES) 2019-present Nebraska Counseling Association 2015-present National Board of Certified Counselors 	<ul style="list-style-type: none"> 2020-present Licensed Independent Mental Health Practitioner (#2419), Professional Counselor (#2596) (LIMHP; Nebraska) 2020-present Qualified Mental Health Provider (QMHP)

	<ul style="list-style-type: none"> • 2013-present American Art Therapy Association • 2013-present American Counseling Association 	<ul style="list-style-type: none"> • 2019-present Licensed Mental Health Counselor (LMHC; Iowa) #083869 • 2020-present Licensed Professional Counselor Mental Health (LPC-MH; South Dakota) #LPC-MH30510 • 2018-present Art Therapist Registered Board Certified (ATR-BC) #18-092 • 2017-2027 Certified Trauma focused Cognitive Behavioral Therapist (TF-CBT); Presently listed in Sioux City, IA https://tfcbt.org/members/ • 2016-present National Certified Counselor (NCC) #757243
Jeff Peterson	<ul style="list-style-type: none"> • Association for Counselor Education and Supervision (ACES) (2012—Present) • American Counseling Association (ACA) (2011 —Present) • American Mental Health Counselors Association (AMHCA)(2011 —Present) • American Psychological Association (APA) (2012—Present) • National Board of Certified Counselors (NBCC) (2012—Present) • Nebraska Counseling Association (NCA) (2020—Present) 	<ul style="list-style-type: none"> • National Certified Counselor NCC (2014 –Present) • Licensed Mental Health Counselor LMHC (Iowa, 2020 – Present) • Licensed Independent Mental Health Practitioner LIMHP (Nebraska, 2020 –Present) • NBCC Telemental Health Training Certification (NBCC, 2020) • Licensed Professional Counselor LPC (Colorado, 2013 – 2021) • Licensed Professional Counselor LPC (Missouri, 2012 – 2021) • Licensed Clinical Professional Counselor CPC(Kansas, 2015 –2022) • Clinical Mental Health Counselor CMHC (Utah, 2019 –2022) • Clinical Supervisor for LCPC (Kansas, 2017 –2022)
Suzanne Scott	<ul style="list-style-type: none"> • 2021-Present Nebraska School Counselor Association • 2019-Present Chi Sigma Iota • 2018-Present Association of Counselor Education and Supervision • 2018-Present American Counseling Association • 2014-2021 Wyoming Counseling Association • 2012-Present Wyoming School Counselor Association • 2006-Present American School Counselor Association • 2005-Present Psi Chi National Honor Society in Psychology 	<ul style="list-style-type: none"> • 2019 TEED 589: From the Classroom to the Web Certificate from Adams State University • 2019 Quality Matters (QM) Certificate in Applying the QM Rubric (APPQMR) • 2013-Present National Board Certified Teacher National Board for Professional Teaching Standards Specialization: Early Childhood Through Young Adulthood/School Counseling • 2009-Present Certified School Counselor K-12 Wyoming Professional Teaching Standards Board



		<ul style="list-style-type: none">• 2006-Present Licensed Professional Counselor (License #LPC-1190)• North Carolina Board of Licensed Professional Counselors (2006-2009) and Wyoming Mental Health Professions Licensing Board (2009-present)
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Core Faculty Qualifications Request

There are a variety of experiences outlined by each core faculty member on their respective CVs. These activities span across advocacy for the college, profession, and community as well as presentations and research related to the counseling profession. Most notably, our department has been accomplishing tasks related to our \$1.1 million HRSA grant to create opportunities for rural counseling needs and career placements. Please review each core faculty member's CV for additional details.

Revised Calculation of the Projected Ratio Hour

Dr. Caverly's transition to another institution over the summer of 2022 warrants this report. We have outlined our current ratio at this time to demonstrate WSC's commitment to maintaining high quality education standards for our students across all delivery sites and programs. Our ratio calculations articulate the break down by site (Wayne Campus and South Sioux City College Center Campus) as well as combined. Because our faculty serve both sites, we believe the transparency in ratio calculation demonstrates our continued compliance with CACREP expectations.



Program Update Created December 2022

As shared above in accordance with our current refinement of the school counseling program, we are working to create a realistic and specialty focused program for our school counselors which meets both state and national expectations of the profession. Another success of our program this 2022-2023 academic year has been welcoming an additional school counseling faculty member who is working to complete her dissertation. This has now elevated the professional specialty area in our department by having two school counseling focused full-time faculty.

We also have two core faculty who are specialized in mental health and will be welcoming a Director of Counseling Services in January of 2023 to coordinate the training clinic on-campus and provide additional support for our field placements. This role will continue to work closely with the department chair and our partners at the Behavioral Health Education Center of Nebraska (BHECN) as we work to become BHECN Northeast. The clinical services director role will also continue to help us with the development of our curriculum and student processes as part of the counseling department team.

The fall 2022 semester was the department's first implementation of the Slate admissions software which has been integrated with substantial success due to the expertise of our technology services unit on-campus. We are also fully moving all student data into Anthology as we look forward to our next round of annual reviews in the spring of 2023. We expect that with continued technology integration and advancement of our programming processes that we have established sustainable practices for years to come!



Alumni Clinical Licensure and Additional Employment Data

Wayne State College

License Status	Count	
Active Nebraska License	60	73%
No Active Nebraska License Found	22	27%
Total Count of Graduates	82	100%

Wayne State College - Count of NE active licenses

License Status as of February 2022

Graduation Year	Total Number of Graduates	Total Count - Active Licenses (h + k)	Total P-LMHP, LMHP and LIMHP			Total P-LADC and LADC			
			P-LMHP active	LMHP active	LIMHP active	P-LADC active	LADC active		
2013	9	6	1	2	1	4	2	2	
2014	11	14	3	1	4	8	3	3	6
2015	7	6	1	1	1	3	2	1	3
2016	11	8	4		3	7	1		1
2017	8	12	2		5	7	1	4	5
2018	10	12	5	1	3	9	1	2	3
2019	12	12	3	2	5	10	1	1	2
2020	8	8	6			6	1	1	2
2021	6	9	6			6	2	1	3
2022									
Total	82	87	31	7	22	60	12	15	27
% of Total Count - Active Licenses (87)			36%	8%	25%	69%	14%	17%	31%

Notes:

If both full and provisional licenses are currently held, only full is counted

If both LIMHP and LMHP licenses are both currently held, only LIMHP is counted

Count may be greater than Alumni Count - professional may hold more than one license

School Psychologists and Counselors are not included in NE licensure and are not tracked by HPTS

Prepared by UNMC, CoPH, Health Professions Tracking Service (HPTS), Mar-22



Wayne State College

License Combinations Currently Held	Count
P-LMHP	17
P-LMHP LADC	6
P-LMHP P-LADC	8
LMHP	4
LMHP LADC	1
LMHP P-LADC	2
LIMHP	12
LIMHP LADC	8
LIMHP P-LADC	2
Total	60

Prepared by UNMC, CoPH, Health Professions Tracking Service (HPTS), Mar-22

Wayne State College

Provisional License - Status as of February 2022						
Graduation Year	Total P-LMHPs	P-LMHP	P-LMHP	Total P-LADC	P-LADC	P-LADC
	Issued	Current Status		Issued	Current Status	
	active			active		
	inactive	active	inactive	inactive	active	inactive
2013	6	1	5	3		3
2014	9	3	6	6	3	3
2015	5	1	4	3	2	1
2016	8	4	4	1	1	
2017	7	2	5	5	1	4
2018	9	5	4	3	1	2
2019	10	3	7	2	1	1
2020	6	6		2	1	1
2021	6	6		3	2	1
2022						



Total	66	31	35	28	12	16
% of Total "P" Issued		47%	53%		43%	57%

Wayne State College

If Provisional License is "Inactive" - "Full" License Status as of February 2022								
Graduation Year	P-LMHP	LMHP or LIMHP	LMHP or LIMHP	No LMHP or LIMHP identified	P-LADC	LADC	LADC	No LADC license identified
	inactive	active	inactive		inactive	active	inactive	
2013	5	3		2	3	2		1
2014	6	5		1	3	3		
2015	4	2	1	1	1	1		
2016	4	3		1				
2017	5	5			4	4		
2018	4	4			2	2		
2019	7	7			1	1		
2020					1	1		
2021					1	1		
2022								
Total	35	29	1	5	16	15		1
% of Inactive "P" Inactive		83%	3%	14%		94%		6%

Note: One provider provisional license state is unknown: included in LMHP or LIMHP active count of 29 and included in P-LMHP inactive count of 35



Locations

Wayne State College

Location	Total Hometown	Currently Licensed in NE	No Current NE License Found	Total	% of Total Alumni
Nebraska	70	56	10	66	80%
Out of State	12	4	11	15	18%
Unknown			1	1	1%
Total Alumni	82	60	22	82	100%

Wayne State College

Hometown and Last Known Location	Hometown		based upon Licensure, NPI, or research	based upon HPTS, NPI, research, etc.	based upon HPTS, State or research	Last reported location, (state licensure, NPI, web, etc.)		
	Active NE license	No active NE license found	Provisional	Full License – Practicing	Full License – Practice Location not Identified	No NE license found, practice location found	No practice information found	
Wayne State College	Currently Licensed in NE			No Current NE License Found				
	Nebraska	54	16	23	20	13	4	6
	Out of State	6	6	2	2		6	5
	Unknown							1
	Total Alumni	60	22	25	22	13	10	12

Total	60	22	25	22	13	10	12
Nebraska	54	16	23	20	13	4	6
Out of State - Subtotal	6	6	2	2		6	5
Unknown							1
AR							
CA	1	1					
HI							



IA	3	3	1	2		3	4
ID							
GA							1
NV						1	
IL	1						
MT							
MO							
OK							
OR							
SD		1	1			1	
TN							
TX		1				1	
WI							
WY							
Kenya	1						
Unknown							1

Total	60	22	25	22	13	10	12
NE, Adams							
NE, Albion	1		1				
NE, Ashland							
NE, Atkinson	1						
NE, Auburn							
NE, Battle Creek	2						
NE, Beatrice							
NE, Beaver Crossing							
NE, Belden		1					
NE, Bennington							
NE, Bloomfield	1		1				
NE, Brock					1		



NE, Chadron							
NE, Clarkson					1		
NE, Columbus	1	1			2		
NE, Cozad	1						
NE, Creighton	1						
NE, Crofton	2						
NE, Denton							
NE, Deshler							
NE, Doniphan							
NE, Douglas							
NE, Eagle							
NE, Elkhorn	1						
NE, Emerson	2						
NE, Fremont				1			
NE, Fullerton	1		1				
NE, Geneva							
NE, Gering							
NE, Glenvil							
NE, Gordon							
NE, Grand Island							
NE, Homer		1					
NE, Howells	1						
NE, Humphrey	2						
NE, Jackson		1					
NE, Kearney		1					
NE, Laurel						1	
NE, Lincoln	1			2		1	
NE, Lindsay					1		
NE, Madison	1						
NE, Meadow Grove	2				1		
NE, Milford							



NE, Minden							
NE, Mitchell							
NE, Neligh	1						
NE, Newman Grove	2						
NE, Niobrara				1			
NE, Norfolk	12	5	12	12	4	1	4
NE, North Platte							
NE, Octavia		1					
NE, Ogallala							
NE, Ohiowa							
NE, Omaha	4		2	1			1
NE, O'Neill	1	1	1	1	1		
NE, Orchard	1						
NE, Petersburg		1					
NE, Pierce	1						
NE, Ponca							
NE, Randolph	1						
NE, Santee	1						
NE, Scribner		1					
NE, Sheldon		1					
NE, South Sioux City	1		1	1			
NE, Stanton	2						
NE, Tecumseh					1		
NE, Wahoo	1						
NE, Wayne	3	1	3		1		1
NE, West Point	1			1			
NE, Winnebago	1		1			1	
NE, Wymore							
NE, York							
AR, Searcy							
CA, Lodi							



CA, Ontario	1					
CA, San Diego		1				
GA, Rincon						1
IA, Le Mars						1
IA, Lawton	1		1			
IA, Rock Valley					1	
IA, Sioux City	1	3		2	2	3
IA, Spirit Lake	1					
IL, Markham	1					
KS, Olathe						
MA, Hanscom AFB						
ME, Lyman						
MO, Raymore						
NV, Las Vegas					1	
OK, Stillwater						
OR, Portland						
SD, Dallas		1				
SD, Dell Rapids						
SD, Hill City						
SD, Hot Springs						
SD, Kyle						
SD, Lead						
SD, Oelrichs						
SD, Rapid City						
SD, Rockyford						
SD, Winner					1	
SD, Yankton			1			
TN, Chattanooga						
TX, Brownsville		1				
TX, El Paso						
TX, San Antonio					1	



UT, Ogden							
WI, Madison							
WY, Buffalo							
WY, Carpenter							
WY, Casper							
WY, Cheyenne							
WY, Douglas							
WY, Fort Laramie							
WY, Hartville							
WY, Hawk Springs							
WY, Laramie							
WY, Newcastle							
WY, Pine Bluffs							
WY, Rock Springs							
WY, Sheridan							
WY, Sundance							
WY, Torrington							
WY, Yoder							
Kenya, Nairobi	1						
Unknown							1

Prepared by UNMC, CoPH, Health Professions Tracking Service (HPTS), Mar-22

Wayne Alumni - No active NE license found

- Last known location
- Information found through data previous gathered, web search, etc.
- Not all alumni could be found



Count	Facility Name - looked for PL (NPI, web, etc.)	Title	City	State
1	NE DHHS	Child and Family Services Specialist	Laurel	NE
1	Nebraska VR	Rehabilitation Specialist	Lincoln	NE
1	Bright Horizons	Shelter Advocate	Norfolk	NE
1	Winnebago Public Health Dept.	Young Child Wellness Partner	Winnebago	NE
4			Norfolk	NE
1			Omaha	NE
1			Wayne	NE
			Le Mars	IA
1	Creative Living Center	Counselor	Rock Valley	IA
1	Jackson Recovery Centers	Milieu Coordinator	Sioux City	IA
1	Siouxland Music Therapy	Music Therapist - Board Certified	Sioux City	IA
1	The Meadows School	Dean of Middle and Upper School Counseling Services	Las Vegas	NV
1	Southern Plains BH Services	Counselor	Winner	SD
1	Brooks Collegiate Academy	Teacher (4th grade)	San Antonio	TX
1			Rincon	GA
1			Le Mars	IA
3			Sioux City	IA
1				Unknown
22				