

2-24-2015

Human Services Academic Program Review, 2014

College of Education and Human Services, Wright State University

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Academic Program Review Departmental Summary

College of Education and Human Services

Department of Human Services

Academic Programs Reviewed

Counseling: Business and Organizational Management – MS

Counseling: Clinical Mental Health Counseling – MS

Counseling: Marriage and Family – MS

Rehabilitation Counseling: Chemical Dependency – MRC

Rehabilitation Counseling: Severe Disabilities- MRC

Rehabilitation Services – BS

School Counseling – MED

Sign Language Interpreter – BS

Rehabilitation Services (Minor)

Program Review Committee:

Richard A. Wantz, Professor

Tara Hill, Assistant Professor

Adrienne Lynn Johnson, Assistant Professor

Eileen Self, Associate Professor

Donna Tromski-Klingshirn, Associate Professor

Stephen B. Fortson, Associate Professor and Chair

Submitted **February 24, 2015**

Department Chair, Dr. Stephen Fortson, _____

Dean's Review and Recommendations

Having reviewed the Academic Program Review document of the CEHS Department of Human Services (DHS), I concur with and strongly support the recommendations submitted by the DHS Departmental Program Review Committee. I also recommend the exploration of a formal pathway to our counseling programs for graduates of CoSM's undergraduate programs in Psychology as an opportunity for continued growth and development. This will, of course, require increased resources.

Dean, Dr. Charlotte Harris, _____



INDIVIDUAL PROGRAM REVIEWS:

College: Education and Human Services
Department: Human Services
Academic Programs Reviewed
Clinical Mental Health Counseling

Program Review Committee

Committee member 1: Richard A. Wantz, Professor

Committee member 2: Tara Hill, Assistant Professor

Submitted November 30, 2014

Department Chair, Stephen B. Fortson, Associate Professor and Chair
Dean, Charlotte M. Harris, Associate Professor

Program: Clinical Mental Health Counseling

Enrollment and Graduate History

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	94	103	94	103	88
Graduates	09-10: 23	10-11: 24	11-12: 29	12-13: 35	12-14: 33

Program description

The Clinical Mental Health Counseling (CMHC) graduate program prepares student for Ohio licensure as a Licensure Professional Counselor (LPC) and Licensure Professional Clinical Counselor (LPCC). The CMHC program is nationally accredited by the Council of Counseling and Related Educational Programs (CACREP).

The CMHC major has all the courses required to qualify for admission to the Ohio Professional Counselor licensure exam (NCE) required for the Ohio Licensure Professional Counselor (LPC) and the National Clinical Mental Health Counseling Examination (NCMHCE) required for the Ohio Licensure Professional Clinical Counselor (LPCC).

Graduates are also eligible for certification by the National Board for Certified Counselors (NBCC) as a National Certified Counselor (NCC) and as a Certified Clinical Mental Health Counselor (CCMHC).

The 60 semester credit hours program is accredited by the Council for Accredited of Counseling and Related Programs (CACREP). The curriculum covers eight core curricular areas required for professional clinical counselors in the Ohio and the United

States of America: Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation.

The CMHC program is aligned with the Wright State University mission by transforming the lives of graduates by

- building a solid foundation for student success to become a Licensed Professional Clinical Counselor
- preparing graduate to have a positive impact on quality of life of clients they serve;
- engaging in providing meaningful community mental health services;
- driving the economic revitalization of our region and our state by enhancing the mental health of clients served
- enhancing career development of graduates and the clients they serve
- empower graduates to develop professionally, intellectually, and personally.

The CMHC program is aligned with the Wright State University College of Education and Human Services strategic plan.

GOAL 1: Program Quality and Academic Distinctiveness

The CMHC program maintains a comprehensive, rigorous, and ongoing process for ensuring high-quality and distinctive programs by fulfilling CACREP accreditation states the includes an infrastructure to improve and enhance program quality and sustains a collaborative, data-driven process for monitoring and improving academic distinctiveness, program quality, viability, and sustainability.

GOAL 2: Student Access and Attainment

The CMHC program engages in managing enrollment from the point of recruitment through graduation/ competition to maintain student-faculty ratios required for CACREP accreditation and maintains prioritize focused and strategic recruitment, admissions, and retention plans.

GOAL 3: Research & Innovation

The CMHC program provides awareness to student for research opportunities that lead to better student engagement.

GOAL 4: Community and Economic Development

The CMHC program graduates enhance the mental health and facilities career development of clients served.

GOAL 5: Marketing

The CMHC program promotes program distinctiveness by disseminating student learning outcomes and student, graduate and employer satisfaction per CACREP standards.

GOAL 6: Resources

The CMHC program strives to develop and maintain the human, fiscal, and physical resources required to accomplish the CEHS strategic goals and maintain CACREP accreditation via a culture of data-driven decision-making regarding revenue generation and management of resources.

Program distinctiveness

The Clinical Mental Health Counseling (CMHC) program is one of two CACREP accredited graduate programs and has the highest enrollment of graduate students in the department.

Last year, there were 37 graduates. Graduates consistently achieve high pass rates on licensing examinations. The pass rates for graduates taking the NCE and NCMHCE examinations are above the State of Ohio and national average pass rates. Of the admitted students, 98% graduate from the program in the expected time period.

Recognitions of quality of the program

The Clinical Mental Health Counseling graduate program is accredited by the Council for Accredited of Counseling and Related Programs (CACREP).

See Program distinctivenesses above

Program learning outcomes

The CMHC program is accredited by the Council for Accredited of Counseling and Related Educational Program (CACREP). Maintaining CACREP accredited requires continual self-study of student learning outcomes.

CACREP requires eight common core curricular experiences of all students in the CMHC program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. **HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

PRACTICUM

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNSHIP

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of Biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

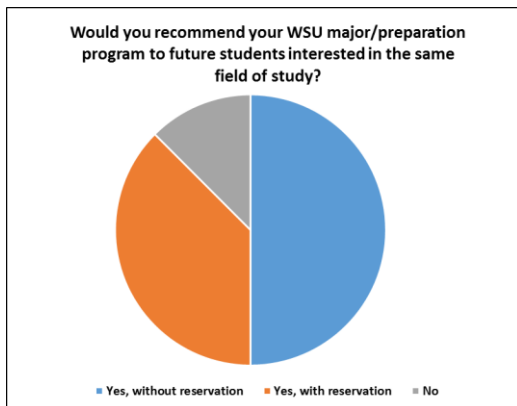
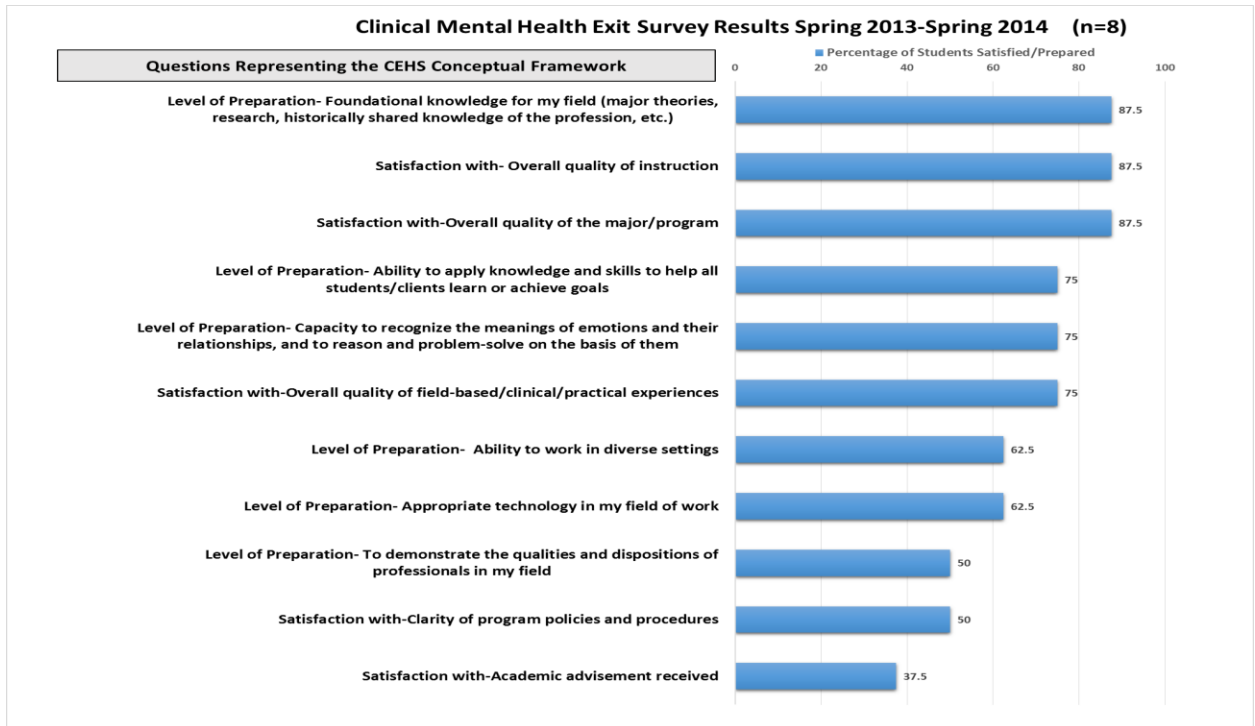
Description learning outcomes assessment program

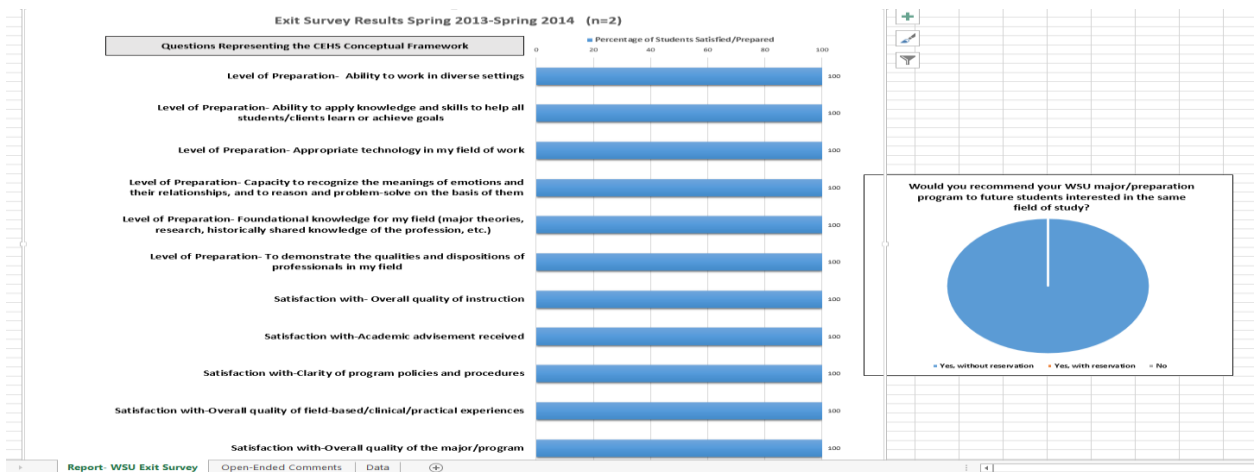
Each of the eight curricular areas are continually assessed each semester via a Curriculum Feedback Survey administered in courses. In addition graduates, site supervisors, and employers are periodically assessed per CACREP standards.

CMHC students are assessed using a portfolio format. The following are the learning outcomes assessed using artifacts.

1. Diversity
2. Technology
3. Professionalism
4. Emotional Intelligence
5. Content knowledge
6. Pedagogical Content Knowledge
7. Impact on Client Needs at practicum and or internship
8. Case Conceptualization

Summary of assessment findings for past five years





Major curricular changes since last review (or past five years)

Curriculum is consistent with and complies with CACREP standards. CACREP standards have not changed during past five years. The CMHC program has CACREP accreditation. There has been no curriculum changes other than moving from quarter credit hours to semester credit hours.

Graduate placement data, employer satisfaction

The DHS Chair has been collecting and aggregating this data in a systematic fashion. At this time graduate placement data and employer satisfaction is not accessible to the Program Directors.



Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510 • Alexandria, VA 22314 • (703) 535-5990 • fax (703) 739-6209 • www.cacrep.org
CACREP is a corporate affiliate of the American Counseling Association (ACA).

February 8, 2012

Dr. David Hopkins
Office of the President
Wright State University
3640 Colonel Glenn Highway
Dayton, Ohio 45435

Dear Dr. Hopkins:

Enclosed is a copy of the report submitted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) on-site visiting team members detailing their January 22-25, 2012, accreditation review of the Clinical Mental Health Counseling (M.S. or M.A. degree) and School Counseling (M.Ed. or M.A. degree) programs housed in the College of Education and Human Services at Wright State University. The team reviewed these programs under the CACREP 2009 Standards.

The institution is allowed thirty (30) days in which to forward its response to the enclosed on-site review document. Therefore, four (4) copies of the Institutional Response are due in the CACREP office by March 14, 2012. The next CACREP Board of Directors meeting is scheduled for July 12-14, 2012. The Board will review these programs and render accreditation decisions at this meeting.

Please note that the Institutional Response should be clear, explicit, and standard specific. It should identify and address any standards that the site team indicated were not met and include any supplemental documentation necessary to clarify how the program meets the identified standards.

Please be advised that in rendering accreditation decisions, the CACREP Board of Directors will use only information from the institution's self-study, pertinent correspondence between the CACREP office and the Department, the on-site visitation team's report, and the institution's response to the team's report. In addition, please be advised that according to Board policy, the institution has the right to withdraw any program from further review at

Wright State
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any time during the accreditation process prior to a decision by the Board, through written communication with the CACREP office.

Please ensure that a designated faculty member is available by telephone during normal working hours on the days of the July meeting. We would appreciate being informed ahead of time who the contact is and how to reach him or her should the review subcommittee members have any additional questions during the final review.

In closing, we look forward to receiving your response. If you or members of your faculty have questions, please do not hesitate to contact the CACREP office. Thank you for your continued support of the CACREP accreditation process.

Sincerely,


Carol L. Bobby, Ph.D., LPC, NCC
President and CEO

cc: Dr. Charlotte Harris, Dean, College of Education and Human Services
Dr. Stephen B. Fortson, Chair, Department of Human Services



Council for Accreditation of Counseling and Related Educational Programs

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CACREP is a corporate affiliate of the American Counseling Association (ACA).

July 19, 2012

Dr. David Hopkins
Office of the President
Wright State University
3640 Colonel Glenn Highway
Dayton, Ohio 45435

Dear President Hopkins:

The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met July 12-14, 2012, for the purpose of rendering accreditation decisions. Two programs housed in the College of Education and Human Services at Wright State University were reviewed under the 2009 CACREP Standards. The Board made the following decisions:

Clinical Mental Health Counseling (M.A./M.S. degree)

Accredited: Two-Year Period with Conditions through October 31, 2014

School Counseling (M.A./M.Ed. degree)

Accredited: Two-Year Period with Conditions through October 31, 2014

The Board based the above listed accreditation decisions on an extensive review of the self-study documents, the visiting team's report, and your institution's response to the visiting team's report. Please note that when the CACREP Board grants accreditation for a two-year period, the Board believes the "programs substantially meet the requirements for accredited status," but that there are one or more standards which need to be more thoroughly addressed and implemented.

Although this program has a condition cited, as outlined on page 3 of this letter, the faculty deserve to be congratulated for the time, energy, and commitment that they have given throughout this accreditation process. CACREP recognizes that this has been a cooperative endeavor and believes that the condition can be met within the prescribed two-year period.

Prior to the expiration of the two-year period, the program must submit an Interim Report to the Board. This report should provide documentation that the condition has been met. Four (4) electronic copies (in read-only format on CDs) of the report should be submitted to the CACREP office no later than April 1, 2014. This deadline allows for the Board's review of the Interim Report documentation at its July 2014 meeting. Upon a favorable review by the Board, these programs would then be permitted to continue their accreditation status until October 31, 2014. This date reflects a prior extension granted to these programs.

Wright State University
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A certificate of accreditation is enclosed with Dean Harris' copy of this letter. On behalf of the CACREP Board, I would like to extend my thanks to you and your administration for the support provided throughout the accreditation process. Administrative support is considered vital to the process of continuous improvement of higher education programs. Once again, congratulations are extended to all of those involved in making this a successful accreditation review process.

Sincerely,


Carol L. Bobby, Ph.D., LPC, NCC
President and CEO

Enclosure

cc: Dr. Charlotte Harris, Dean, College of Education and Human Services
Dr. Stephen Fortson, CACREP Liaison and Chair, Department of Human Services and CACREP Liaison

Departmental Summary

Faculty demographics

	2008	2009	2010	2011	2012
Full	3	3	1	1	1
Associate	6	6	5	6	4
Assistant	1	1	1	1	3
Inst/Lect	2	2	2	2	2
Total	12	12	10	11	10

Staffing Summary

	2008	2009	2010	2011	2012
Unclassified	0	0	0	0	0
Classified	2	2	1	1	1
Total	2	2	1	1	1

Student/faculty ratio

	2008-09	2009-10	2010-11	2011-12	2012-13
Student FTE/Fac FTE	10.96	13.63	15.29	15.10	13.01

Average class size

	2010	2011	2012
Lecture	22.15	19.53	19.0
Lab only			
Lecture/Lab	21.83	19.48	18.78

Total of student data for all programs in unit

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	391	450	497	471	386
Graduates	87	102	124	126	129

Total courses taught and credit hours generated for unit

	Fall 09-10	Fall 2010-11	Fall 2011-12	Fall 2012-13	Fall 2013-14
Undergraduate	/5455	/6334	/6788	/6335	/7201
Graduate	/3945	/4664	/4719	/3955	/3557
Total		/10,998	/11,507	/10,290	/10,758

Course completions Data in ADS Is this the same as Degree Awarded?

	2008	2009	2010	2011	2012
Undergraduate					
Master's					

Information is not available to CMHC program director.

Expense per student and revenue to expense ratio

	2008-09	2009-10	2010-11	2011-12	2012-13
Expense per student	\$6,979	\$6,221	\$4,726	\$4,891	\$5,044
Rev/Expense	2.485	2.874	3.866	3.579	3.970

Research and External Funding

	2008	2009	2010	2011	2012
External funding	0	0	0	0	0

Future employment projections for discipline (to be provided to unit)

Occupational Outlook Handbook

<http://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>

Mental health counselors help people manage or overcome mental and emotional disorders and problems with their family and relationships.

Quick Facts: Mental Health Counselors and Marriage and Family Therapists

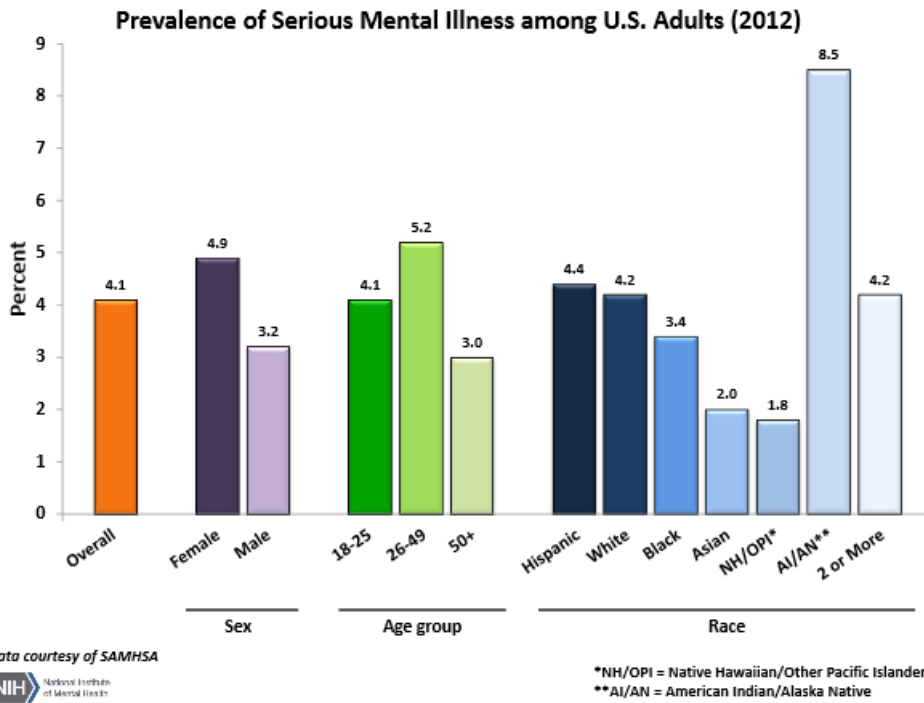
Number of Jobs, 2012: 166,300

CMHC Job Outlook, 2012-22: 29% (**Much faster than average**)

Employment Change, 2012-22: 48,200

Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

The CMHC program is “mission-critical” to the quality of life for the State of Ohio and USA citizens and the core WSU educational experience. In 2012, there were an estimated 9.6 million adults aged 18 or older in the U.S. with a Serious Mental Illness in the past year. This represented 4.1 percent of all U.S. adults. This represented 4.1 percent of all U.S. adults.



(National Institute of Mental Health, retrieved November 2014, at <http://www.nimh.nih.gov/health/statistics/prevalence/serious-mental-illness-smi-among-us-adults.shtml>)

In Ohio approximately 11.5 million residents, close to 418,000 adults live with serious mental illness and about 124,000 children live with serious mental health conditions.

Untreated Mental Illness has Deadly and Costly Consequences

- In 2006, 1325 Ohioans died by suicide (iii). Suicide is almost always the result of untreated or under-treated mental illness.
- Nationally, we lose one life to suicide every 15.8 minutes. Suicide is the eleventh-leading cause of death overall and is the third-leading cause of death among youth and young adults aged 15-24 (iv).
- During the 2006-07 school year, approximately 29 percent of Ohio students aged 14 and older living with serious mental health conditions who receive special education services dropped out of high school (v).

Public Mental Health Services are Inadequate to Meet Needs

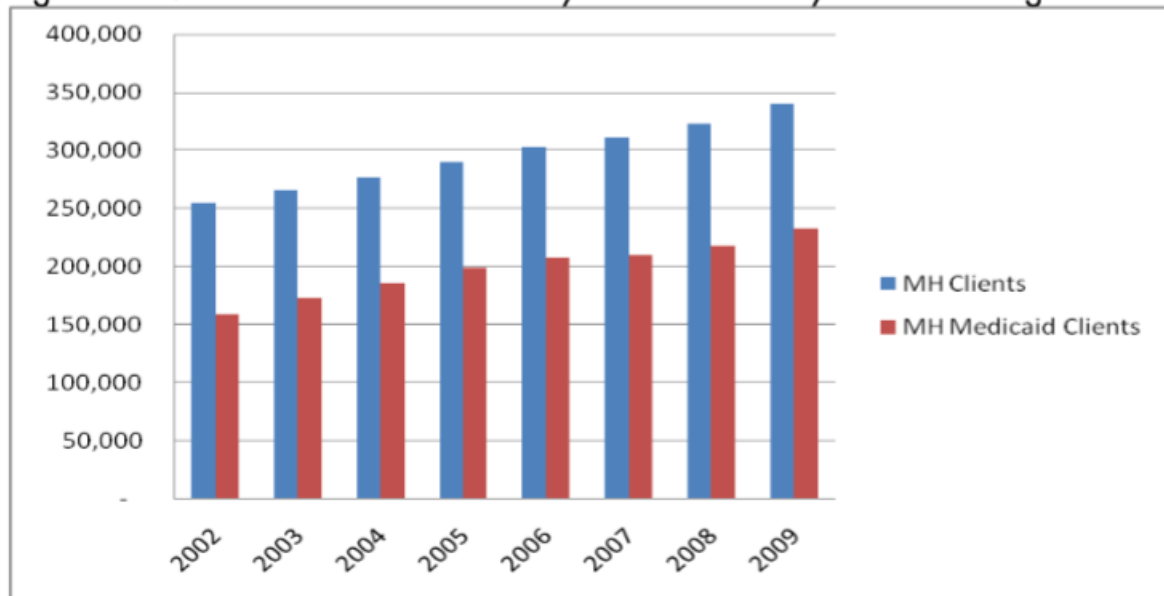
- Ohio’s public mental health system provides services to only 22 percent of adults who live with serious mental illnesses in the state (vi).

- Ohio spent just \$68 per capita on mental health agency services in 2006, or \$781.3 million (vii). This was just 1.5 percent of total state spending that year (viii)
- In 2006, 70 percent of Ohio state mental health agency spending was on community mental health services; 26 percent was spent on state hospital care (ix). Nationally, an average of 70 percent is spent on community mental health services and 28 percent on state hospital care (x).

Criminal Justice Systems Bear a Heavy Burden

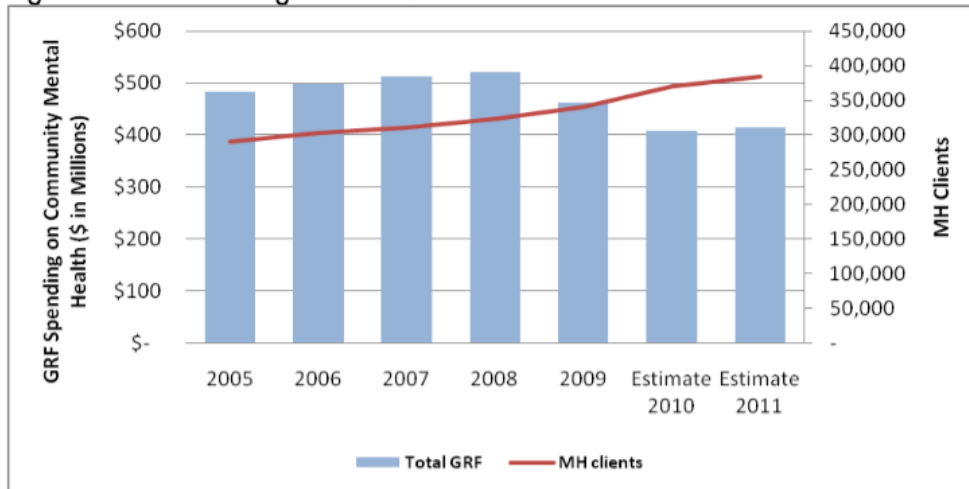
- In 2006, 4,149 children were incarcerated in Ohio’s juvenile justice system (xi). Nationally, approximately 70 percent of youth in juvenile justice systems experience mental health disorders, with 20 percent experiencing a severe mental health condition (xii).
- In 2008, approximately 12,400 adults with mental illnesses were incarcerated in prisons in Ohio (xiii). Additionally, an estimated 31 percent of female and 14 percent of male jail inmates nationally live with serious mental illness (National Alliance on Mental Illness, Ohio Statistics, retrieved November 2014 at http://www.nami.org/Content/NavigationMenu/State_Advocacy/Tools_for_Leaders/Ohio_State_Statistics.pdf)

Figure 1: Number Served in Community Mental Health System Increasing



Source: Ohio Department of Mental Health, MACSIS

Figure 3: State Funding Falls as Number of Clients Increases



Source: Legislative Services Commission, Budget in Detail; Ohio Department of Mental Health, MACSIS

State Budgeting Matters

http://www.communitysolutions.com/assets/docs/State_Budgeting_Matters/sbm6.3_ackerman_mh%20071810.pdf

Faculty accomplishments and recognitions

- Fortson, S. & Brown, W. (1998). Best and worst university instructors: The opinion of graduate students. *College Student Journal*. 32 572-576. (R)
- Carlisle, R. M., Carlisle K. L., Hill T.M., Kirk-Jenkins A.J., & Polychronopoulos G.B. (2013). Distance supervision in human services. *Journal of Human Services* 33, 19-31. (R)
- Hill, T.M., Braun, E., Maweu, M.J., & Puateri, C.G. (2012). Technology considerations for human services practitioners. *Journal of Human Services* 32(1), 21-40. (R)
- Clemens, E., Hill, T.M., Shipp, A. (2014). Chapter V: Emergency Response and Crisis Management in Counseling in *Introduction to Professional Counseling*. Sangganjanavanich, V.F. & Reynolds, C. (Eds.). Thousand Oaks, CA. Sage.
- Hill, T.M. (2012). The Career and Life Explorer: A Review. In D. Hays & C. Wood, (Eds.), *The Counselors Guide to Career Assessment Instruments*, (6th ed.). National Career Development Association. (Accepted)
- Johnson, A.L. (2014). MMORPG addiction in women: Diagnosis and treatment. Manuscript submitted for publication: *VISTAS*. Alexandria, VA: American Counseling Association.
- Johnson, A.L. (2013). Counseling the polyamorous client: Implications for competent practice. *VISTAS*. Alexandria, VA: American Counseling Association.
- Ackerman, A. M, Wantz, R. A., Firmin, M. W., Poindexter, D. C., & Pujara, A. L. (2014). Mental health service providers: College student perceptions of helper effectiveness. *The Professional Counselor: Research and Practice*, 4(1), 49-57. DOI: 10.15241/ama.4.1.49

Tromski-Klingshirn, D. Chair, CEHS Faculty Senate (2014-15)

Wantz, R. A., Firmin, M. W., Stoltzfus, M. J., Ray, B. N., Holmes, H. J., & Geib, E. F. (2012). Undergraduate college student perceptions of psychiatric nurses. *Issues in Mental Health Nursing, 33*(11), 769-776. DOI: 10.3109/01612840.2012.711432.

Wantz, R. A. 2014 Counselor Educator of the Year (Ohio Association for Counselor Education and Supervision)

Programs and areas of recognized excellence with supporting evidence

The CMHC program maintains CACREP accreditation. Graduates perform above the state and national average on licensure examinations.

Capacity for growth of programs

The CMHC program is limited by the number of assigned faculty and adjuncts to maintain CACREP standard for student-faculty ratio. More qualified students apply for the program than are admitted each year. No systematic recruiting is conducted for students, faculty, or adjuncts. The number of enrolled students the CMHC program could be increased. With additional faculty and or adjuncts, the department could increase enrollment in the CMHC program.

New program opportunities

1. With additional faculty the department could increase enrollment.
2. Increase community engagement with area agency partners.
3. Increase profession advocacy through encouraging paid internships and coops.

Proposals to enhance programs (if desired)

Curriculum overhaul to better meet the needs of clients and employers. Course consolidate to allow for student directed electives.

1. Curriculum overhaul to better meet the needs of clients and employers. Course consolidate to allow for student directed electives.
2. Increase faculty participation in local, regional, and national professional associations and accreditation bodies. Faculty members will be encouraged (volunteer) to represent WSU HS CMHC on national counseling boards and committees – CACREP, NBCC, CSI, ACES, ACA, and AMHCA and state boards OCA, OMHCA, OACES.

3. Increase student involvement in counseling related extracurricular activities sponsored by faculty and the counseling honorary (Chi Sigma Iota).
4. Include a course in the curriculum that could be taught at different sites, agencies, and schools throughout the community in a 'Rotations' format similar to other service professionals such as nursing and medical students.
5. Encourage student attendance at state and national professional conferences.
6. Embrace CEHS Strategic Plan GOAL 3 Research & Innovation - enhance awareness for research opportunities that lead to better student engagement and faculty development. The Department could 1) create an environment and culture conducive to research, and 2) nurture and disseminate mission-driven research, scholarship, stewardship, and entrepreneurship with a sustainable impact.

Counseling: Marriage and Family - MS

Enrollment and Graduate History [Data in PED](#)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	13	24	31	31	17
Degrees Awarded	2	3	4	4	5

Program description

The marriage and family counseling program is designed to provide students with the required training and experiences to become a licensed professional counselor (PC) in the state of Ohio. This training includes extensive training in systems theory and practice. This preparation enables graduates to evaluate, interpret, and intervene with problems associated with marriage and family life. This major has all the courses required to qualify for admission to the Ohio Professional Licensure Examination.

Alignment with university mission, strategic plan

The marriage and family counseling program aligns well with the university mission and strategic plan. The mission of the marriage and family counseling program is to provide graduates with the knowledge, skills and attitudes necessary to perform competently and successfully as human service professionals in a culturally diverse and pluralistic society. Graduates of program are trained to be change agents in the communities they work and live. The program is in a process of continuous review and improvement that takes into account both internal and external measures; and program faculty work diligently to provide students with essential training and feedback to function successfully in a multidisciplinary clinical environment.

Program distinctiveness

1. Program graduates are approved by Ohio Counselor, Social Worker and Marriage and Family Therapy Board for licensure as both professional counselors and marriage and family therapist
2. Program curriculum is closely aligned with CACREP accredited Clinical Mental Health Counseling program
3. Approximately 39% of students are from under-represented groups
4. One of only two marriage and family counseling programs in Ohio

Recognitions of quality of the program

1. Program graduates are approved by Ohio Counselor, Social Worker and Marriage and Family Therapy Board for licensure as both professional counselors and marriage and family therapist
2. Program curriculum is closely aligned with CACREP accredited Clinical Mental Health Counseling program
3. Program graduates have a 96% first time pass rate on National Counselor Examination, the test used by the Ohio Counselor Board for Professional Counselor Licensure.

Program learning outcomes

Marriage and Family Counseling Theory

Knowledge

1. Describe the early learning, developmental aspects of growing up in a family.
2. Describe the cultural factors influencing family organization and function.
3. Recognize and describe family communication and interaction patterns.
4. Describe the relationship of sexual relationships to marriage and family functioning.
5. An understanding of the theories of individual and family development and transitions across the life span.
6. An understanding of the systems perspective and the process of consultation, as well as coverage of relevant research.
7. An understanding of the legal and ethical practices as they relate to marriage and family counseling.

Skills

1. Identify and apply pertinent counseling theories in working with families and family members.
2. Identify and describe the hazards and traumas typical for most families.
3. Characterize the ideal family environment.
4. Present a personal theory for family counseling.

Dispositions

1. Demonstrate a value base that recognizes the individuality of family members
2. Demonstrate a value base that recognizes the importance of providing for family members affective and cognitive needs.

Systems theory and application:

Knowledge

1. Identify the characteristics of effective marital and family therapist.
2. Identify fundamental helping skills in marital and family counseling
3. Identify and define marriage and family problems
4. Identify appropriate counseling techniques and strategies to assist couples and families
5. Identify various treatment approaches in marriage and family counseling

Skills

1. Attending behaviors (empathy, genuineness, and positive regard) in a marriage or family counseling interview
2. Appropriate responses to family verbal and non-verbal behavior
3. Ability to accurately define a couple or family's problem
4. Ability to utilize one or more systemic techniques used to assist couples and families in therapy
5. Ability to problem solve and assist couples and families/individuals in setting appropriate goals in a counseling interview.

Dispositions

1. To abide by the ethical code as defined by the AAMFT in the areas of:
 - Responsibility to clients
 - Confidentiality
 - Professional competence and integrity
 - Responsibility to students and supervisors
 - Responsibility to research participants
 - Responsibility to the profession
 - Financial arrangements
 - Advertising

Human Sexuality

1. To develop basic understanding of human sexuality, assessment and intervention of sexual dysfunction and sexuality counseling with couples.
2. To familiarize students with ethical principles related to sexuality counseling.
3. To develop intervention skills in sexuality counseling.
4. To work with clients in sexuality counseling with sensitivity to client's culture, race, gender, sexual orientation, ability, and age.
5. To understand issues facing clients who are adult survivors of sexual abuse and their partners, and to create effective treatment plans related to sexual issues.
6. To understand issues facing clients who are survivors of rape and their partners, and to create effective treatment plans related to sexual issues.

Description of description of learning outcomes assessment program

1. Learning outcomes are accessed via multiple indicators:
2. Curriculum feedback surveys are used to assess whether course objectives are met.
3. Feedback from site supervisors and employers is used to assess applied learning and clinical performance.
4. Program pass rates for National Counselor Exam (NCE) are used to assess overall curriculum retention.

Summary of assessment findings for past five years

The marriage and family counseling program appears to be operating optimally. The determination is based on feedback from alumni (2011, 2014), site supervisors and employers (2011, 2014), and current students (ongoing). In addition to the feedback from alumni, site supervisors and employers, graduates of the marriage and family program pass the National Counselor Examination at a rate above the average for other counseling programs in Ohio, and well above the national average at 96%.

Major curricular changes since last review (or past five years)

1. The program was transformed from a quarter to a semester program
2. 4 Additional courses required for professional counselor licensure were added
3. 2 advanced techniques courses were merged into one course in the new semester format
4. The program requirements increased to 60 semester hours

Graduate placement data, employer satisfaction

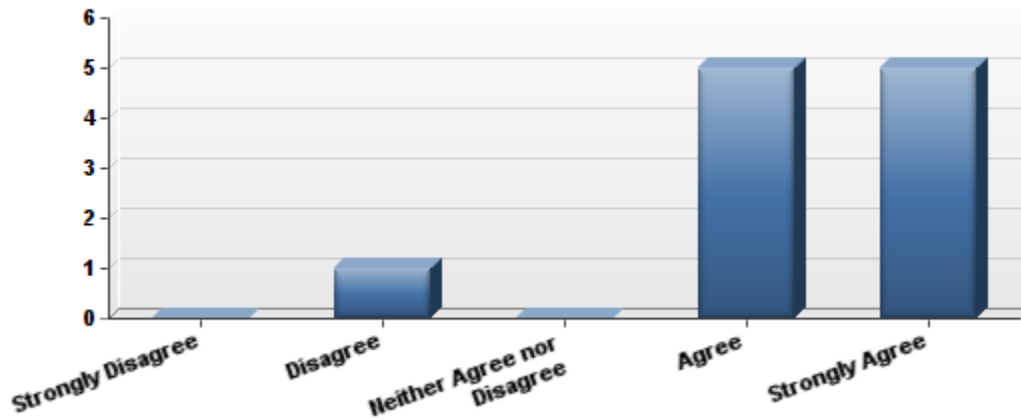
The most recent employer/site supervisor survey sent out November 2014 reveals positive feedback regarding graduates and interns. This survey was made up of 22 questions and respondents overwhelming either agreed or strongly agreed with graduates ability to identify, summarize, understand, describe and demonstrate each aspect of clinical practice.

Initial Report

Last Modified: 11/24/2014

Filter By: Report Subgroup

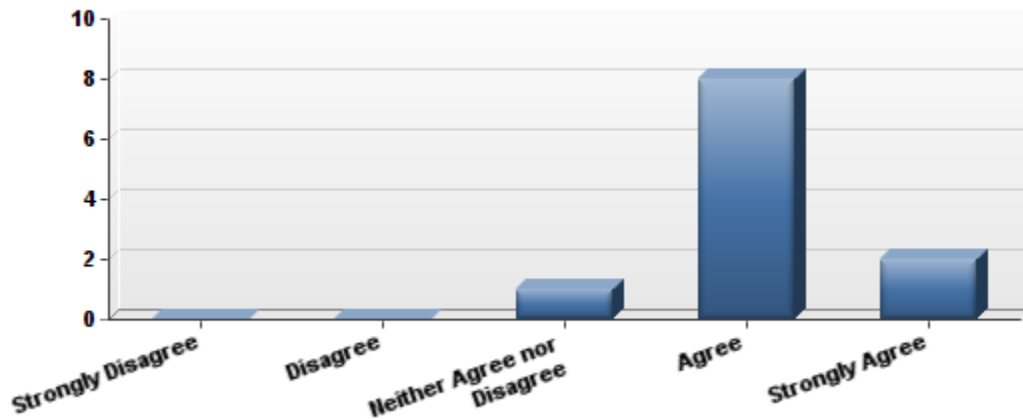
1. Demonstrate an understanding of counseling theory as it relates to the application of techniques.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	9%
3	Neither Agree nor Disagree	0	0%
4	Agree	5	45%
5	Strongly Agree	5	45%

Statistic	Value
Min Value	2
Max Value	5
Total Responses	11

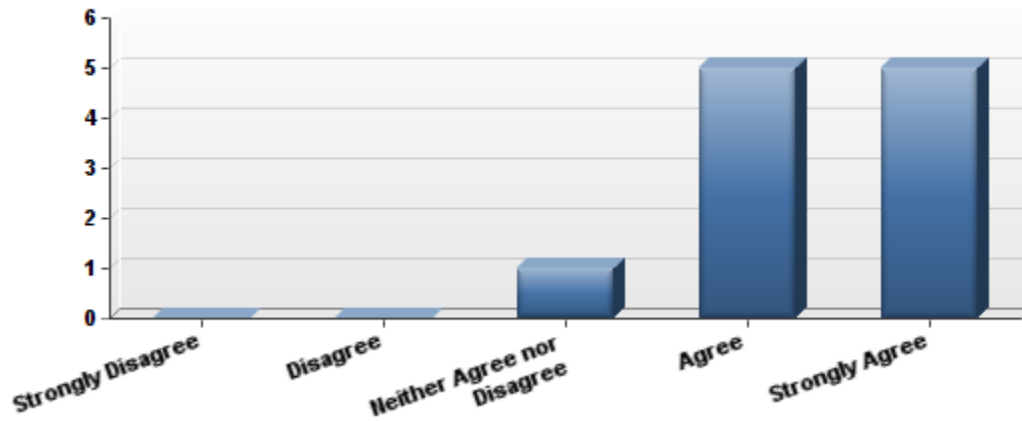
2. Demonstrate an understanding of cultural differences as they relate to counseling practices.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	8	73%
5	Strongly Agree	2	18%

Statistic	Value
Min Value	3
Max Value	5
Total Responses	11

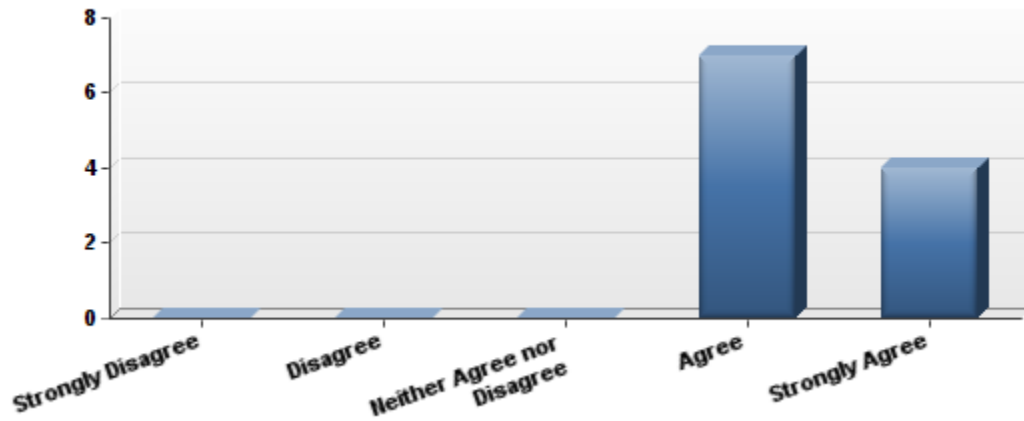
3. Demonstrate an understanding of the role and function of the counselor.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	5	45%
5	Strongly Agree	5	45%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.36
Variance	0.45
Standard Deviation	0.67
Total Responses	11

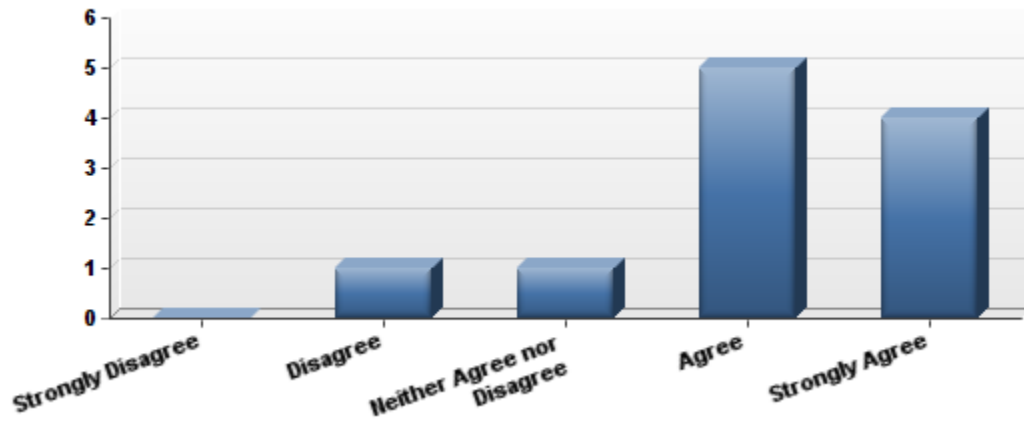
4. Demonstrate an understanding of the problems and concerns that many individuals confront (e.g. self-concept development).



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	7	64%
5	Strongly Agree	4	36%
	Total	11	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.36
Variance	0.25
Standard Deviation	0.50
Total Responses	11

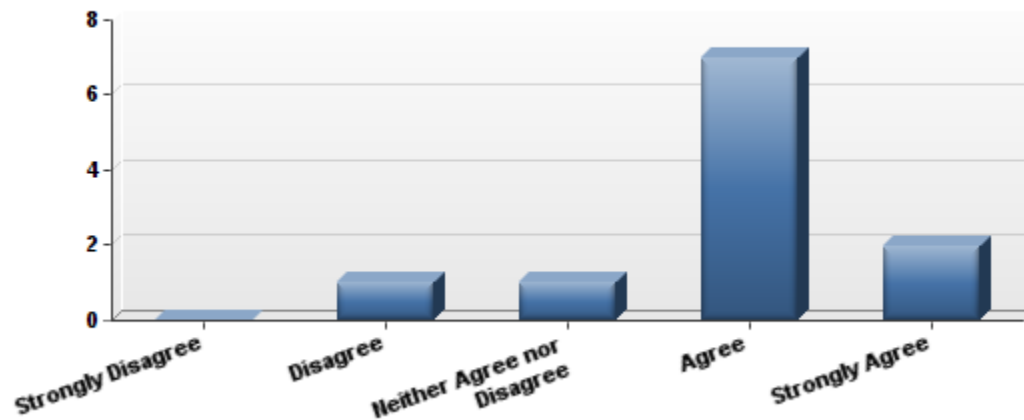
5. Demonstrate an understanding of the law and professional ethics as they apply to counseling.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	9%
3	Neither Agree nor Disagree	1	9%
4	Agree	5	45%
5	Strongly Agree	4	36%
	Total	11	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.09
Variance	0.89
Standard Deviation	0.94
Total Responses	11

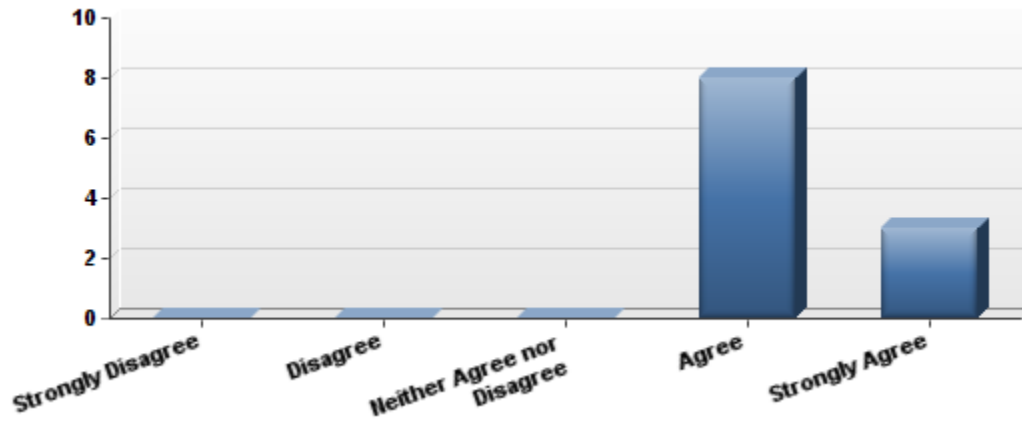
6. Describe the behavior effects of counseling strategies.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	9%
3	Neither Agree nor Disagree	1	9%
4	Agree	7	64%
5	Strongly Agree	2	18%

Statistic	Value
Min Value	2
Max Value	5
Total Responses	11

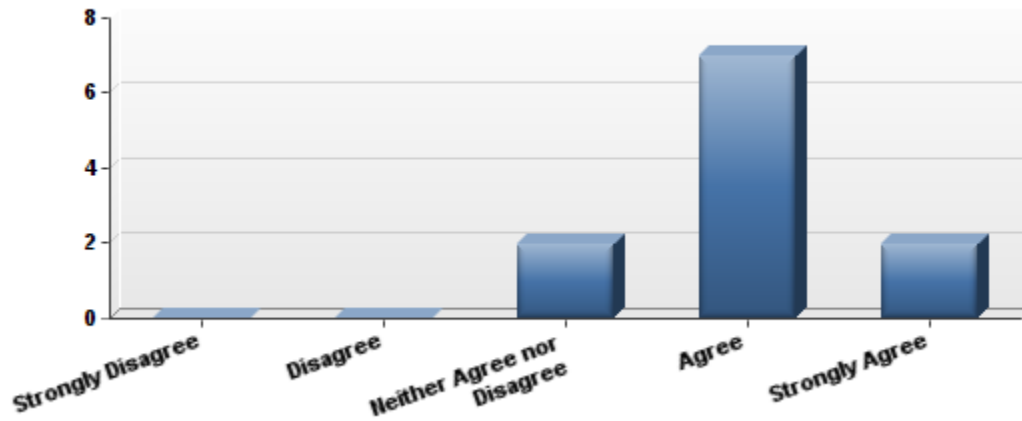
7. Describe the effects of client behavior on the counseling process.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	8	73%
5	Strongly Agree	3	27%

Statistic	Value
Min Value	4
Max Value	5
Total Responses	11

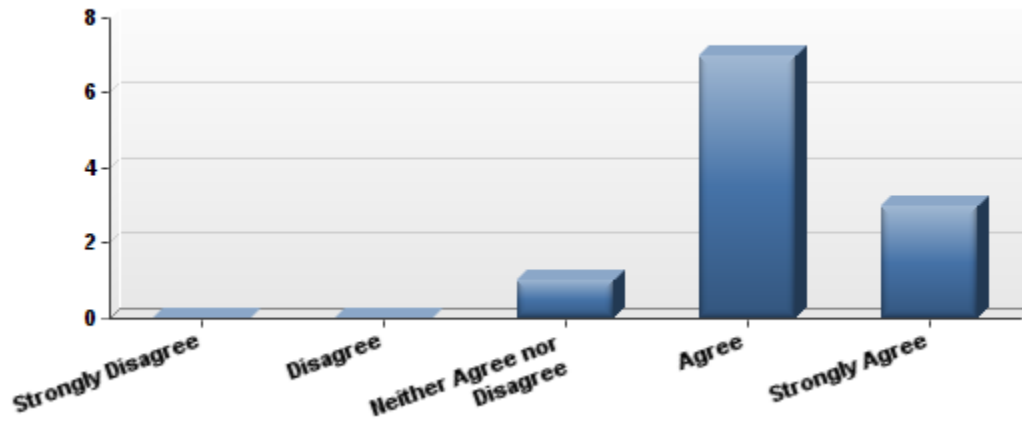
8. Describe the effects of counselor behavior on the counseling process.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	18%
4	Agree	7	64%
5	Strongly Agree	2	18%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.40
Standard Deviation	0.63
Total Responses	11

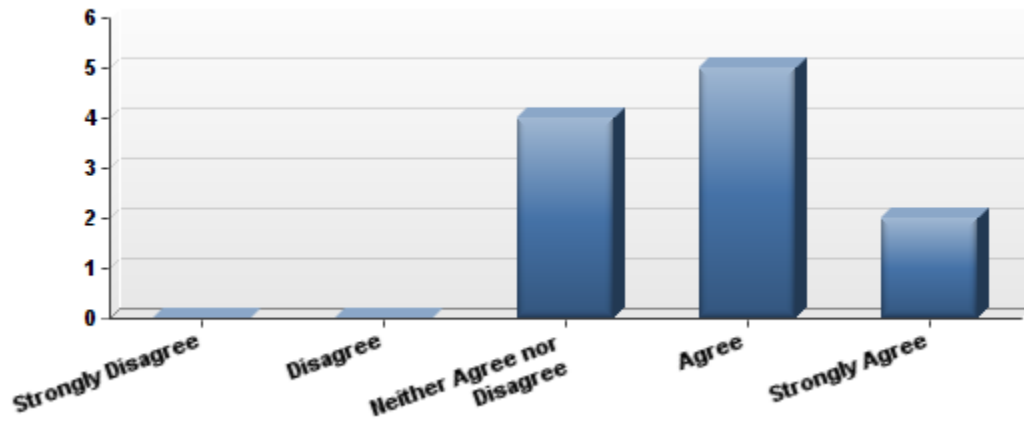
9. Identify nonverbal behavior of clients and its impact on treatment.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	7	64%
5	Strongly Agree	3	27%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.18
Variance	0.36
Standard Deviation	0.60
Total Responses	11

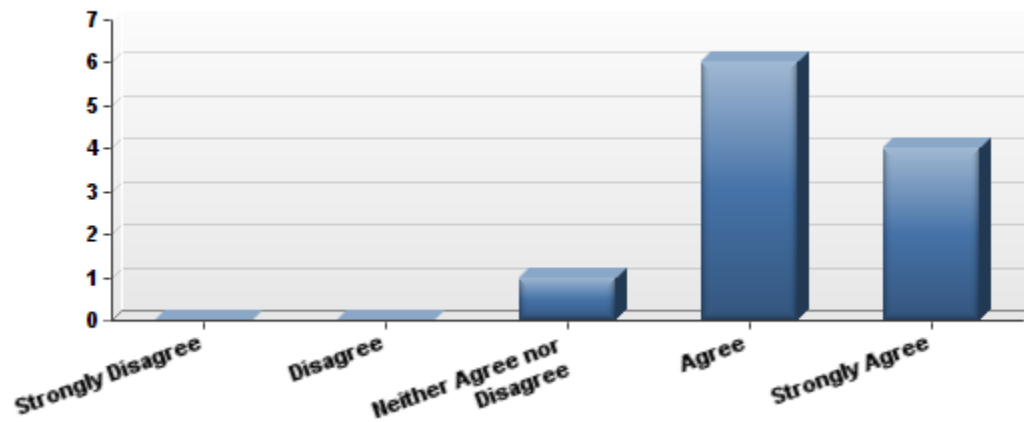
10. Identify nonverbal behavior of the counselor and its impact on treatment.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	4	36%
4	Agree	5	45%
5	Strongly Agree	2	18%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	3.82
Variance	0.56
Standard Deviation	0.75
Total Responses	11

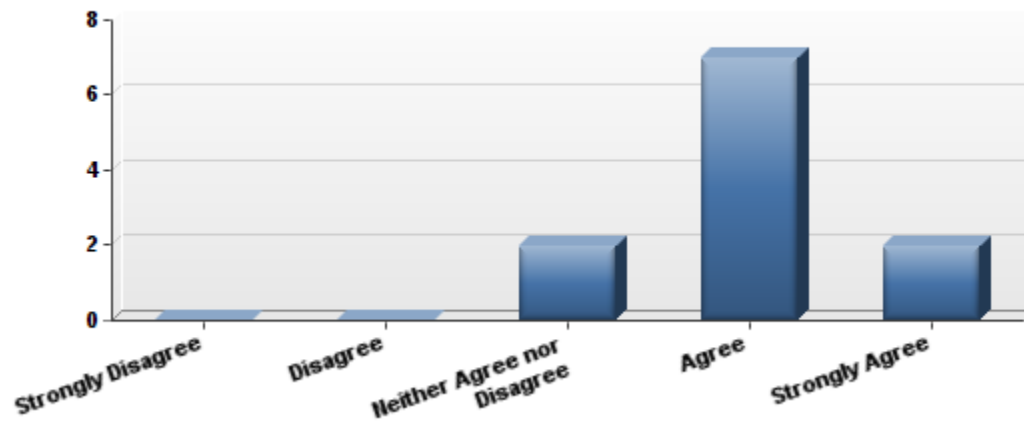
11. Summarize major counseling themes.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	6	55%
5	Strongly Agree	4	36%

Statistic	Value
Min Value	3
Max Value	5
Total Responses	11

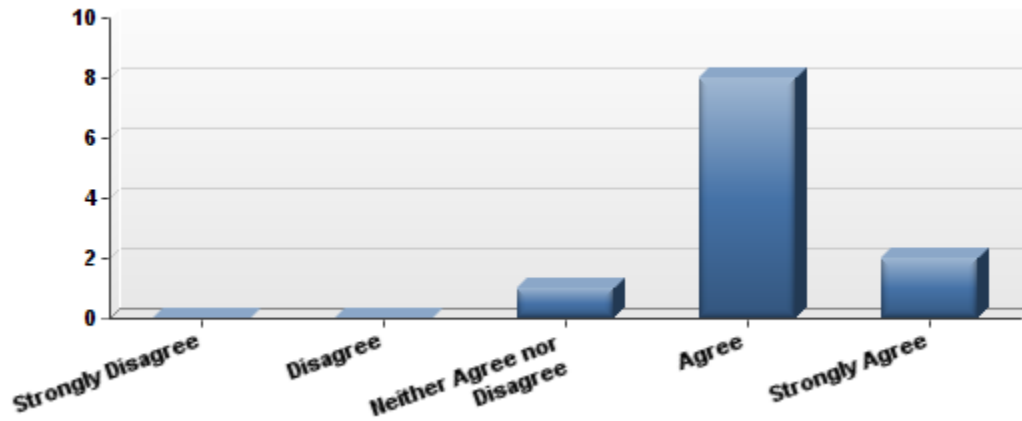
12. Understand case formation.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	18%
4	Agree	7	64%
5	Strongly Agree	2	18%

Statistic	Value
Min Value	3
Max Value	5
Total Responses	11

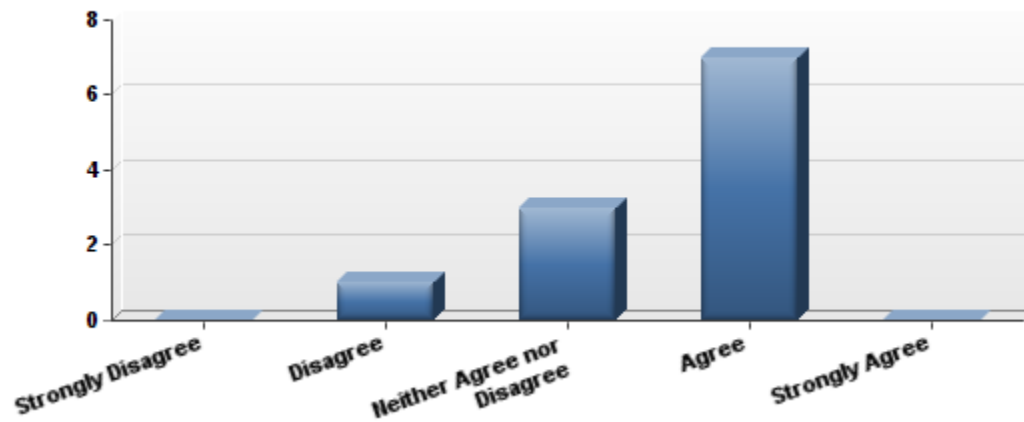
13. Understand the rationale for and use of treatment plans and progress notes.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	8	73%
5	Strongly Agree	2	18%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.09
Variance	0.29
Standard Deviation	0.54
Total Responses	11

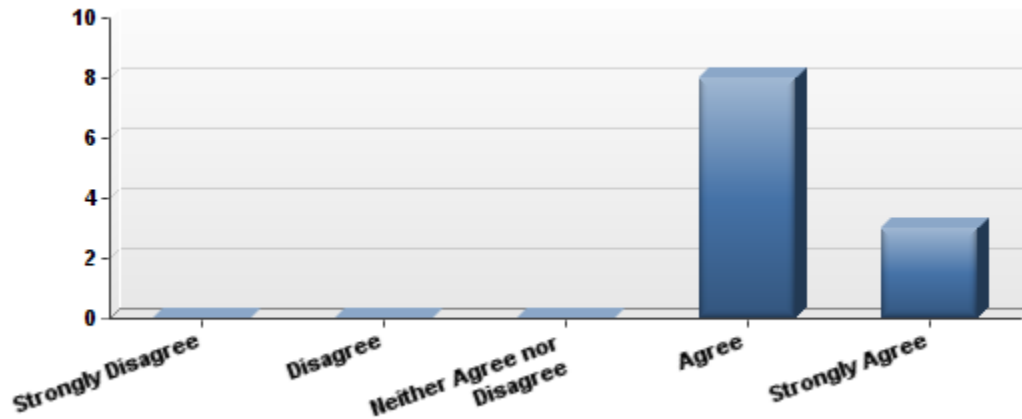
14. Understand the process of referral.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	9%
3	Neither Agree nor Disagree	3	27%
4	Agree	7	64%
5	Strongly Agree	0	0%
	Total	11	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.55
Variance	0.47
Standard Deviation	0.69
Total Responses	11

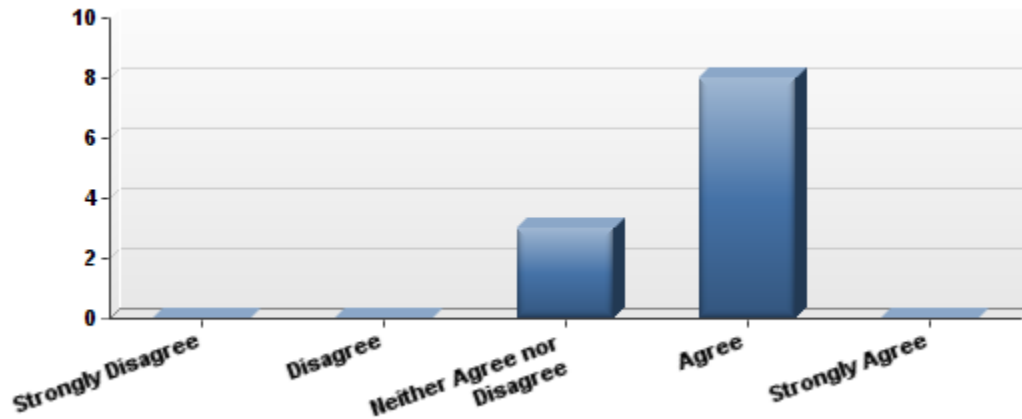
15. Describe the major dynamics of client behavior, as they relate to client, counselor, and the environment.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	8	73%
5	Strongly Agree	3	27%
	Total	11	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.27
Variance	0.22
Standard Deviation	0.47
Total Responses	11

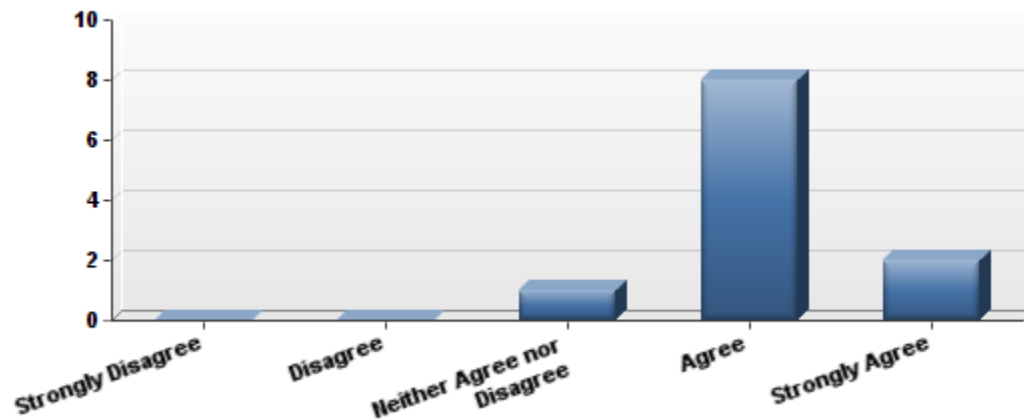
16. Describe the current medical status of a client as it relates to their mental health condition.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	3	27%
4	Agree	8	73%
5	Strongly Agree	0	0%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.73
Variance	0.22
Standard Deviation	0.47
Total Responses	11

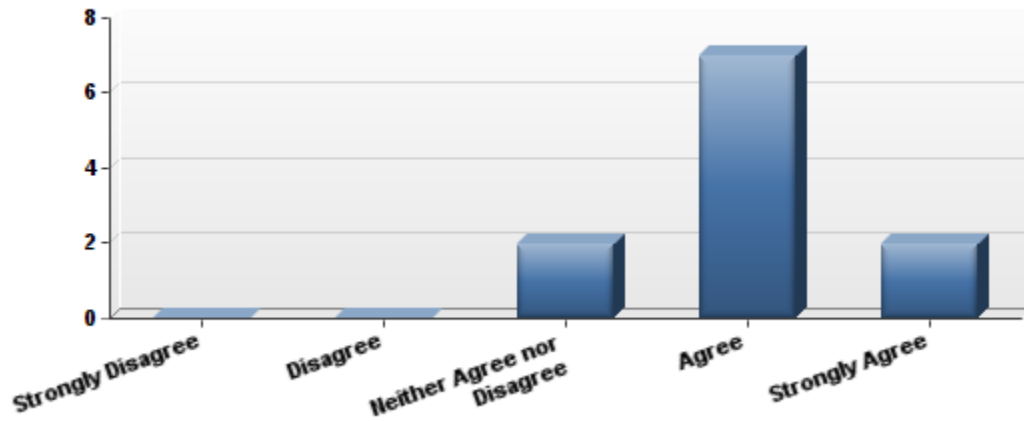
17. Describe group dynamics.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	8	73%
5	Strongly Agree	2	18%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.09
Variance	0.29
Standard Deviation	0.54
Total Responses	11

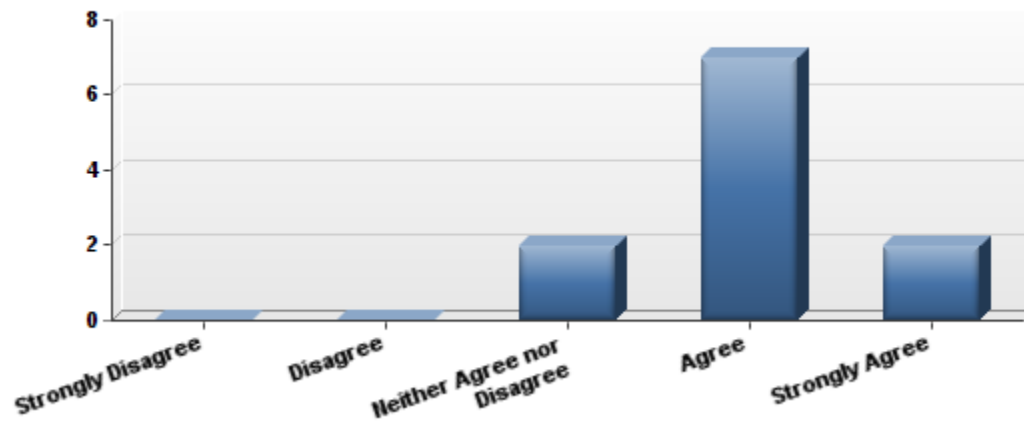
18. Demonstrate the knowledge of group counseling techniques.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	18%
4	Agree	7	64%
5	Strongly Agree	2	18%

Statistic	Value
Min Value	3
Max Value	5
Total Responses	11

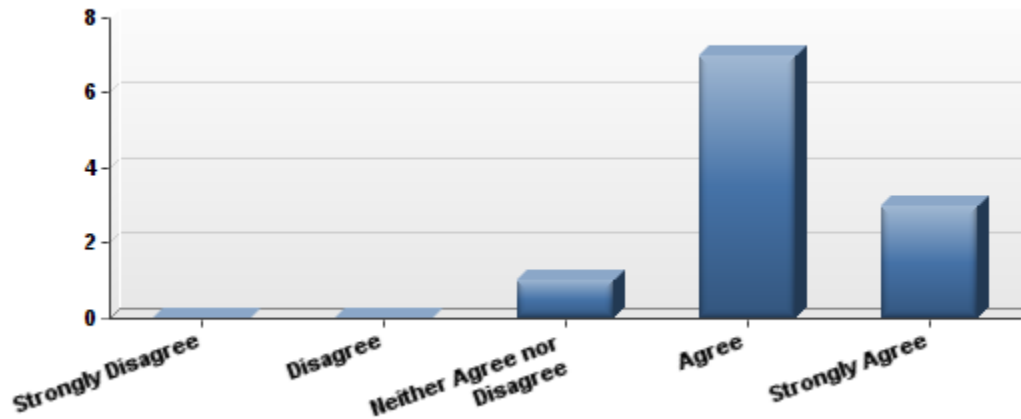
19. Demonstrate an understanding of the facilitation role.



#	Answer	Response	%
4	Agree	7	64%
5	Strongly Agree	2	18%
3	Neither Agree nor Disagree	2	18%
2	Disagree	0	0%
1	Strongly Disagree	0	0%

Statistic	Value
Min Value	3
Max Value	5
Total Responses	11

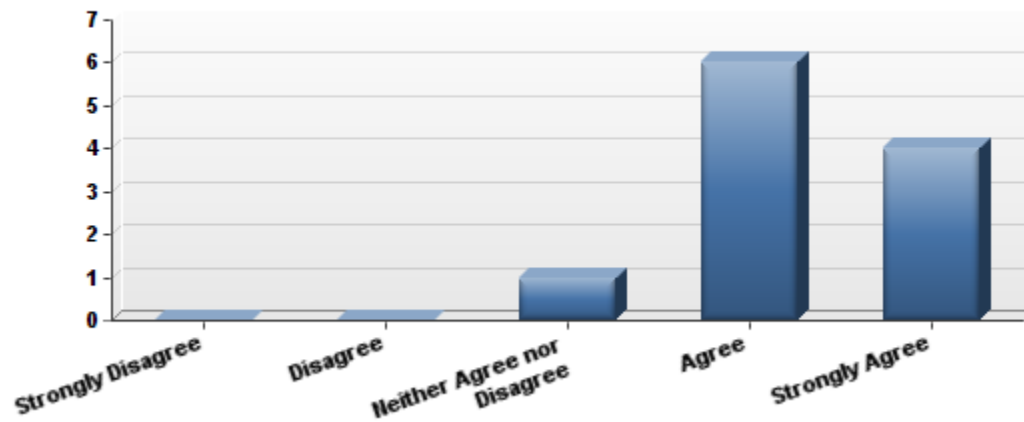
20. Demonstrate an understanding of the planning process as it relates to group counseling.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	7	64%
5	Strongly Agree	3	27%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.18
Variance	0.36
Standard Deviation	0.60
Total Responses	11

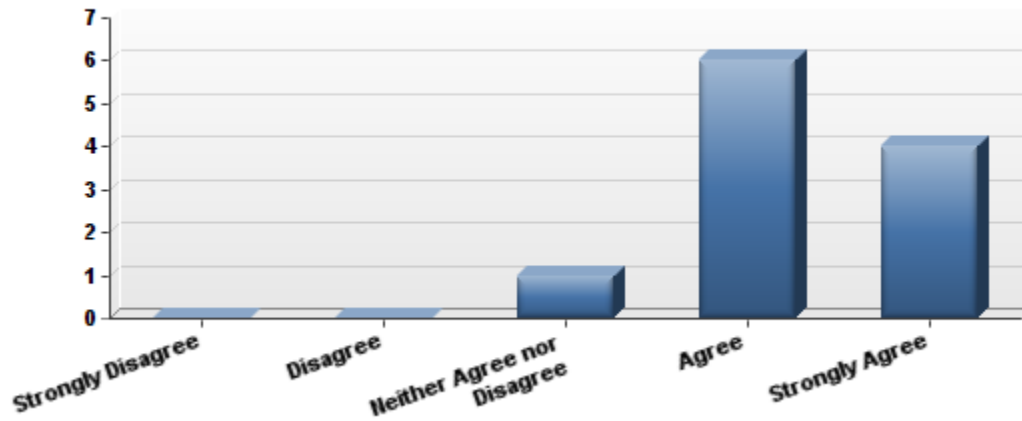
21. Conduct themselves in a professional manner.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	6	55%
5	Strongly Agree	4	36%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.27
Variance	0.42
Standard Deviation	0.65
Total Responses	11

22. Practice according to ACA, and Ohio Counselor & Social Worker Board Code of Ethics.



#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	9%
4	Agree	6	55%
5	Strongly Agree	4	36%
	Total	11	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.27
Variance	0.42
Standard Deviation	0.65
Total Responses	11

23. In your overall judgment do you feel that Wright State University counselor trainees have the potential to be effective counselors?

Text Response
Yes, all interns that have worked at our agency have displayed appropriate counseling techniques.
Yes. They seem very well prepared upon entering Practicum, especially regarding ethics.
yes
Yes
Yes
Yes
yes
yes
Yes
I do. The struggle I have faced with your students is the varied level of knowledge that they present with. Some have not had a group process class, some have not had a legal and ethical and some have not had any case documentation and can't form a treatment plan. I realize that I will teach them much of this, but some class work prior to the internship would be very beneficial.

Statistic	Value
Total Responses	10

24. Would you recommend a Wright State University counselor trainee for a position in your school or agency? Please explain why or why not.

Text Response
Yes, many of the students that have worked at our agency would make a great asset to our team.
Yes. The students I have worked with are very conscientious and flexible to the demands of the agency.
i would if possible, our agency only hires independently licensed counselors
Yes, they are typically well rounded students
Yes. I hired her as she was professional and a self directed learner
Yes
yes
yes.
Yes, great team players, open to feedback. Have several and they have been good employees.
Most of them, absolutely! I have had one that was a struggle and I would not recommend even continue in the field.

Statistic	
Total Responses	10

25. Please add any additional information, which may clarify the responses given above or add insight into your views regarding Wright State University counselor trainees.

Text Response

All of the practicum and counseling students that worked at our agency have demonstrated knowledge of counseling techniques and professionalism.

You are doing a good job with your students Betsy and Henrietta will be well equipped to move into professional roles as counselors

If program has professional accreditation, attach most recent review findings and recommendations

This program has been approved by the Ohio Counselor, Social Worker and Marriage and Family Therapy Board for both professional counselor licensure and marriage and family therapy licensure.

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions

1. Fortson, 2012 CACREP Counselor Accreditation Self-Study
2. Fortson, 2011 CORE Rehabilitation Counseling Accreditation Self-Study
3. Fortson, 2002 Outstanding Alumni Award, University of North Carolina, CH
4. **Hill, T.M.** (2014). Critical Incident Stress Management book chapter in The Encyclopedia of Theory in Counseling and Psychotherapy, Ed Neukrug (Ed.)
5. Clemens, E., **Hill, T.M.**, & Shipp, A. (2014). Chapter V: Emergency Response in Crisis Management in Counseling in *Introduction to Professional Counseling*. V.F. Sangganjanavanich & C. Reynolds (Eds). Thousand Oaks, CA. Sage.
6. Ackerman, A. M, **Wantz, R. A.**, Firmin, M. W., Poindexter, D. C., & **Pujara, A. L.** (in press, 2014). Mental Health Service Providers: College Student Perceptions of Helper Effectiveness. *The Professional Counselor: Research and Practice*, 4.
7. Miura, Y. & **Tromski-Klingshirn, D.** (2013, November), Cautions and Considerations for Future research of Credit. Paper presented at the 2013 University Council for Educational Administration Convention. Indianapolis, IN.
8. **Johnson, A.L.** (2013). Counseling the polyamorous client: Implications for competent practice. *VISTAS*. Alexandria, VA: American Counseling Association

Programs and areas of recognized excellence with supporting evidence

1. Marriage and Family Counseling program is approved by Counselor, Social Worker and Marriage and Family Therapy Board.

To:

Fortson, Stephen B.;

Cc:

Adorjan, MargaretAnn <MargaretAnn.Adorjan@cswb.state.oh.us>;

Steve,

Yes, your program is approved as requested. The MFT professional standards committee was very pleased with your program. Should you have any questions Margaret Ann is able to answer any issues on the MFT courses.

Thank you for your efforts on this issue.

Jim

James R. Rough

Executive Director

Counselor, Social Worker & Marriage and Family Therapist Board

50 West Broad Street, Suite 1075

Columbus, Ohio 43215-5919

614-752-5161

Capacity for growth of programs

The Marriage and Family Counseling program does have the capacity for growth. The program has averaged 23.2 students under the period of this review (2009-2013). However, due to changes in counselor licensure law, after 2018, marriage and family counseling graduates will no longer be eligible for licensure as professional counselors. A recently passed revised law make only graduates of CACREP accredited Clinical Mental Health Counseling (CMHC) programs eligible for licensure as professional counselors (PC) in Ohio. The PC is the preferred credential of mental health providers across the state. Though marriage and family graduates would still be eligible for MFT licensure, having only the MFT credential could negatively impact the employment opportunities of marriage and family graduates. Marriage and family graduates curriculum is 90% identical to the CACREP approved clinical mental health counseling program, so for graduates not to be eligible for PC would be a great disservice. Therefore the plan is the develop a marriage and family certificate for clinical mental health counseling program. This would involve 3 additional classes in marriage and family and 150 documented hours of treating couples and/or families during the internship. It is anticipated that this new certificate will be very popular with CMHC students because they will be able to acquire 2 professional credentials with a minimal amount of additional coursework.

New program opportunities

The long-term plans for the marriage and family counseling program are outlined in the previous section. In the interim, the program will cease accepting new students in 2016 as the new marriage and family certificate comes online. This certificate will be a part of the Clinical Mental Health Counseling program and involve 3 additional classes in marriage and family.

Proposals to enhance programs (if desired)

No proposals at this time.

2014 Program Assessment

School Counseling, MEd

Respectfully Submitted by Tara M. Hill

December 1, 2014

Enrollment and Graduate History (Data from PED)

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	50	60	70	52	42
Degrees Awarded	16	17	20	20	17

Program description

The Masters of Education in School Counseling program at Wright State University has been nationally accredited by the Council of Counseling and Related Educational Programs (CACREP) since 1989. Our program prepares school counseling professionals to provide services to students in kindergarten through 12th grade educational settings. Our curriculum emphasizes counseling approaches, lifespan development and comprehensive school counseling program models including courses in crisis counseling, counseling exceptional students, student problematic behaviors and family systems. Master's degree school counseling students develop professional skills such as consultation, collaboration, leadership, and advocacy to work with children and adolescents facing complex social, educational, and other pressures faced in today's world. Included in our 54 credit hour program is a one semester practicum and two semester internship. These hands on practical field experiences allow students to participate in a one and a half academic year professional training under the supervision of a professional school counselor supervisor. Graduates of our School Counselor Program are eligible for the Ohio Assessments for Educators (OAE) licensure examination. Our graduates consistently achieve high pass rates on licensure examinations.

Alignment with university mission, strategic plan

WSU Mission Statement

The Master Degree Program in School Counseling is based on a solid foundation for student success as evidenced by maintaining accreditation through national accreditation body (CACREP). Our faculty engages in scholarly research and creative endeavors and meaningful community service as evidenced by publications, scholarly presentations at local, state, and national professional conferences, and, providing leadership in local, state, and national professional associations and sitting on editorial boards for professional peer-reviewed journals.

Program distinctiveness

1. The School Counseling program is one of two CACREP accredited graduate programs and has the highest enrollment of graduate students in the department.
2. Last year, there were 17 graduates of Wright State University's School Counseling program. Our graduates consistently achieve high pass rates on licensing examinations. The pass rate for graduates taking the Ohio Assessment for Educators (OAE) -School Counselors Examination in 2014 was 100%. The OAE is a new assessment for students as of January 2014. Prior to this, graduates were required to take the PRAXIS Examination for School Counselors. From 2011-2013, the pass rate for graduates of the School Counseling Program was 100%.
3. Of the admitted students, 100% graduate from the program in the expected time period (65% in two years, 35% in three years).

Recognitions of quality of the program

1. The School Counseling graduate program is accredited by the Council for Accredited of Counseling and Related Programs (CACREP).
2. In the past year, 100% of the 17 graduates passed the required School Counseling Licensure Examination that is required for Ohio's School Counselors.

Program learning outcomes

The following is a list of the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Because our program is nationally accredited by CACREP, the following common core and program specific standards are required of all students in the School Counseling Program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. **HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;

- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

PRACTICUM

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNSHIP

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

The following is a list of the CACREP School Counseling Program Specific Standards

SCHOOL COUNSELING

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school

counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, an opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences

when

evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and

- communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.
- N. Skills and Practices
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
 2. Locates resources in the community that can be used in the school to improve student achievement and success.
 3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
 4. Uses peer helping strategies in the school counseling program.
 5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Description of learning outcomes assessment program

School Counseling Master's Degree Students must complete specific graduation requirements to meet the educational standards. These requirements exceed the curriculum and grade achievements of each student and are assessed using a portfolio format. No significant changes have been made to this system since 2008-2009 AY. The following are the learning outcome assessments.

Program Assessments: Rubrics Housed in Tk20

9. Post Secondary Planning: A Case Study on Multicultural Counseling Competency
10. Resources for Intervention and Crisis Management
11. Applied Knowledge in Counseling Intervention
12. Family Crises: Implications for Consultation, Collaboration and Multicultural Competency
13. Project in Comprehensive Developmental Guidance Programming
14. Assessment of Professional Development Advocacy, and Multicultural Responsiveness
15. Philosophy of School Counseling
16. Practicum Evaluation
17. Internship Evaluation
18. Impact on Student Learning Assessment
19. Portfolio/Measure of Dispositions

Summary of assessment findings for past five years

Review of the Program Review Assessment Reports for the past five years found that minor revisions to the curriculum were completed as a result of University-wide initiative to transition from the quarter credit system to the semester credit system, and the addition, modification, and merging of courses to meet CACREP accreditation standards. In addition, a recommendation was made to add another school counseling focused faculty member in 2011.

Major curricular changes since last review (or past five years)

The university as a whole transitioned from the quarter credit hour system and schedule to a semester credit hour system and schedule. This led the DHS and School Counseling Program to make changes to the curriculum to accommodate this change. Some of the changes included consolidating and merging courses as well as developing new courses to address all of the CACREP requirements into a 54 semester credit hour program.

Graduate placement data, employer satisfaction

The DHS Chair has been collecting and aggregating data regarding site supervisor and employer satisfaction of student performance. In November 2014, the results of this assessment were provided to program directors. It should be noted that despite the number of graduates the response rate for site supervisors and employers is significantly low (n=8). Therefore the following information should be used with caution for any policy or decision making processes.

As evidenced by the results of the site supervisor and employer satisfaction survey (n=8), the following were identified as strengths of our school counseling graduates (with 80% agreement or better):

Understands counseling process, Demonstrates active listening, Demonstrates goal-setting skills Utilizes solution-focused interventions, Appropriately

terminates sessions, Interacts appropriately with parents and teachers, Evaluates the effectiveness of sessions, Reviews and addresses student progress, Effectively structures sessions, Demonstrates age appropriate interventions, Demonstrates culturally appropriate skills, Maintains and protects counseling notes and records, Identifies ancillary support services as needed, Demonstrates group facilitation skills, Establishes purpose and need for guidance programs, Selects appropriate guidance program activities, Effectively facilitates guidance programs, Implementation of guidance program activities, Recognizes and understands the specific needs of the students and school, Effectively handles student behavior, Effectively maintains student interest, Focuses topics on ASCA model student needs, Demonstrates creativity, Facilitates respectful student interaction, Presents material in logical and organized format, Demonstrates ability to organize various approaches to guidance education, Demonstrates observation skills, Coordinating test preparation and administration procedures, Accepting and recognizing constructive/critical feedback, Uses feedback to improve and build on strengths, Communicates respective, authentically and clearly, Displays affirmative school counseling values, Demonstrates leadership in program development and implementation, Demonstrates values that embraces the individuality and worth of every student, Practices in professional and ethical manner.

Areas for growth according to the respondents (50% or less agreement, n=8):

Demonstrates ability to serve on committees and/or intervention teams, Ability to develop a school calendar and master schedule, Ability to schedule courses with students and parents, Coordinating data entry, Serving as liaison for juvenile court cases, Coordinating school-wide initiatives, Maintaining and balancing the budget, Supervising office workers.

In reviewing these results several observations can be made. Of the 56 items, only eight items (14%) were shown to have 50% or less agreement. This means the majority of respondents indicated the neither agree nor disagree option for those particular items. It is suspected that if a response option of N/A to our setting option were available at the time participants responded, several of the respondents would have selected the N/A response option. Secondly, this tool was opened by 45 potential participants but only 8 participants completed the tool. This could indicate several different factors to lack of completion one of which may be the length of the instrument.

A plan will be developed to review the assessment for accuracy, response options, coordination to ASCA and CACREP standards. In addition, further evaluation is warranted to assess in which courses address the areas for improvement according to the findings on this evaluation.

If program has professional accreditation, attach most recent review findings and recommendations

Please see attachment in Appendix 1.

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions

Many of the faculty have experience working in the field and apply these experiences to their teaching methods through real-life examples and a focus on application of theories, skills, and techniques to the field. In addition, our faculty have been represented in peer-reviewed journals and recognized for excellent service through professional association awards.

Carlisle, R. M., Carlisle K. L., **Hill T.M.**, Kirk-Jenkins A.J., & Polychronopoulos G.B. (2013). Distance supervision in human services. *Journal of Human Services* 33, 19-31. (R)

Hill, T.M., Braun, E., Maweu, M.J., & Puateri, C.G. (2012). Technology considerations for human services practitioners. *Journal of Human Services* 32(1), 21-40. (R)

Hill, T.M., Stone, G., Laux, J., Dupuy, P., & Harper, H. (2011). A Rasch Analysis of the SASSI-3. *Journal of Addictions and Offender Counseling*. 34(1), 40-50. (R)

Huber, M. (2014). Mini-grant funded to create a digital video that bridges the gap between education, research, and clinical practice. She was also awarded a \$1.5 million dollar

grant to facilitate the translation of several functional and human service related assessments using American Sign Language.

Johnson, A.L (2014). 12-Step facilitation of treatment (3rd ed.)/ In Capizzi, D., Stauffer, M.D.

(Eds.), *Foundations of Addictions Counseling*. Boston, MA: Allyn and Bacon.

Johnson, A.L. (2013). Counseling the polyamorous client: Implications for competent practice.

VISTAS. Alexandria, VA: American Counseling Association.

Johnson, A.L. (2013-2015) Chair and Chair-elect of the Nominations and Elections committee for the College of Education.

Self, E. (2012). Two articles published one Multicultural Counseling and Graduate Admissions.

Self, E. (2012). Two mini-grants funded for projects on Workforce development: A STEM

school college/career technology center (CCTC) for a culturally diverse student population.

Wantz, R.A. (2013). Ohio Counseling Association Award Recipient for Research and Writing.

Ackerman, A.M., **Wantz, R.A.**, Firmin, M.W., Poindexter, D.C., & Pujara, A.L. (In Press, 2014).

Mental health service providers: College student perceptions of helper effectiveness. *The*

Programs and areas of recognized excellence with supporting evidence

The School Counseling Program has been accredited through the Council for Accreditation of Counseling and Related Educational Programs. Please see attached letter from CACREP for accreditation of the School Counseling Program in Appendix 1.

Capacity for growth of programs

The School Counseling Program is limited by the number of assigned faculty and adjuncts to maintain CACREP standard for student/faculty ratio.

New program opportunities

4. With additional faculty the department could increase enrollment.
5. Increase community engagement with area school partners.
6. Increase profession advocacy through encouraging paid internships and coops.
7. Develop measurable goals related to diversity goals for the program.
8. Assess the site supervisor and employer evaluation of graduates for coordination with CACREP standards.

Proposals to enhance programs (if desired)

7. Curriculum revision to better meet the needs of clients and employers. Include in this plan options for specialties and electives.
8. Increase faculty participation in local, regional, and national professional associations and accreditation bodies.
9. Increase student involvement in counseling related extracurricular activities sponsored by faculty and the counseling honorary (Chi Sigma Iota).
10. Include a course in the curriculum that could be taught at different sites, agencies, and schools throughout the community in a 'Rotations' format similar to other service professionals such as nursing and medical students.
11. Redesign the clinic space for additional and more efficient use to include technology for live supervision, sharing, and reviewing student counseling demonstrations.
12. Increase student attendance at state and national professional conferences.
13. Ensure all master syllabi include a diversity objective and measurable outcome.
14. Faculty engagement in recruitment efforts targeting under-represented student groups.
15. Re-submit the master syllabi to the college curriculum committee to verify the multi-cultural status on face sheet.

16. Develop a plan to verify the findings of the site supervisor and employer satisfaction inventory, including whether and where each of the components are being included in the curriculum.

Rehabilitation Counseling: Severe Disabilities – MRC

Enrollment and Graduate History

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	16	14	10	9	13
Degrees Awarded	4	2	4	4	3

Currently Program Director has 24 students as advisees in the program.

Program description

This program leads to a Master of Rehabilitation Counseling (M.R.C.) degree and qualifies graduates to sit for the Certified Rehabilitation Counselor (CRC) examination. Graduates of this program can work with people experiencing a variety of concerns that include physical, mental, emotional, and or social disabilities. The Severe Disabilities program leads to careers as vocational evaluators, rehabilitation counselors, and rehabilitation specialist. Graduates work in a variety of settings, which include hospitals, local, state, and federal agencies, and private practice. This program is available completely online or in a tradition classroom setting.

Alignment with university mission, strategic plan

The RCSD program aligns very well with the University mission statement. The program is in a regular mode of continual improvement in an effort to be a high-quality and innovative program in the field of rehabilitation counseling. This is also proven out through this programs accreditation by the standard of rehabilitation counselor education programs, the Council on Rehabilitation Education (CORE).

Faculty in the program engage in scholarly research and writing and other creative endeavors to impact student's education and those already in the field of rehabilitation counseling.

Faculty engage in meaningful community service through work with professional organizations and other meaningful opportunities.

The program is administered in a manner to empower students to develop professionally, intellectually, and personally.

The program aligns with the university strategic plan in the following ways:

The program is always in the mode of continual improvement to maintain the highest quality of educational services to students. This is shown through the accreditation secured by the Council on Rehabilitation Education.

The program works diligently in assisting students in educational attainment. Faculty works at all times to enhance student's academic success and retention.

The program values scholarship associated with rehabilitation counseling. Student's are given opportunities to participate in scholarship to enhance their learning and to expand their career opportunities.

Faculty in the program provide leadership within the field of rehabilitation counseling through leadership positions (both state and national) with rehabilitation professional organizations.

Program distinctiveness

The program is available entirely online for those that need that method of educational delivery.

The program is integrated throughout all of the counseling disciplines-giving students a well-rounded educational experience associated with not only rehabilitation counseling, but general counseling as well.

The Rehabilitation Counseling overall program is offered in 2 tracks, Severe Disabilities and Chemical Dependency. This is not typical of most Rehabilitation Counseling programs.

Recognitions of quality of the program

Accreditation through the Council on Rehabilitation Counseling (CORE)

Program learning outcomes

Knowledge of the following are aligned with the CRC examination:

- Assessment, Appraisal, and Vocational Evaluation
- Job Development, Job Placement, and Career and Lifestyle Development
- Vocational Consultation and Services for Employers
- Case Management, Professional Roles and Practices, and Utilization of Community Resources

-Foundations of Counseling, Professional Orientation and Ethical Practice, Theories, Social and Cultural Issues, and Human Growth and Development

-Group and Family Counseling

-Mental Health Counseling

-Medical, Functional, and Psychological Aspects of Disabilities

-Disability Management

-Research, Program Evaluation, and Evidence-Based Practice.

Description of description of learning outcomes assessment program

Passage of the CRC examination or

Passage of the Program Comprehensive Examination.

Summary of assessment findings for past five years

During the last reporting period, WSU students graduated from our Rehabilitation Counseling passing rate for the CRC is 91%. The expectations of our students graduating from WSU Rehabilitation program become Certified Rehabilitation Counselors (CRC) Certified Rehabilitation Counselor Examination. The national pass rate is 70%.

Over the past three years students that have opted to take the program comprehensive examination have done exemplary work at passed with flying colors.

Major curricular changes since last review (or past five years)

No changes made in curriculum since last review.

Graduate placement data, employer satisfaction

Program specific placement and employer satisfaction procedures are currently under development.

If program has professional accreditation, attach most recent review findings and recommendations

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions

Carl W. Sabo, Ph.D., CRC

Book chapters:

Henderson, D., Robinson, M., Sabo, C., & Hertzfeld, J. (2014). Workers' Disability Benefits Programs. In *Rehabilitation Services: An introduction for the human services professional, 3rd Edition*. (Eds. J. Andrew & C. Faubion).

Linn Creek, MO: Aspen Professional Services.

Henderson, D., Ware, S. M, & Sabo, C. (2015). Psychosocial Aspects of Disability. In

A case study approach to vocational rehabilitation counseling. (Eds. D. W. Edwards, Jr. & Y. V. Edwards). Linn Creek, MO: Aspen Professional Services.

Recent journal article:

Sabo, C. W. & Thornburg, C. (In Press). Predicting vocational rehabilitation services that contribute to successful outcomes for individuals with diabetes. *Journal of Rehabilitation*.

Professional Service

President-Past; Ohio Rehabilitation Association

President-Elect; National Association for Rehabilitation Leadership

Programs and areas of recognized excellence with supporting evidence

During the last reporting period, WSU students graduated from our Rehabilitation Counseling passing rate for the CRC is 91%. The expectations of our students graduating from WSU Rehabilitation program become Certified Rehabilitation Counselors (CRC) Certified Rehabilitation Counselor Examination. The national pass rate is 70%.

Capacity for growth of programs

This program does have the capacity to increase the number of students by approximately 50%. The department submitted a grant proposal to the U.S. Department of Education Rehabilitation Services Commission in 2014 that would have provided scholarship opportunities in this area. That grant was not funded, but the department is in the process of identifying additional opportunities for external assistance to grow this program.

New program opportunities

The US Department of Education has issues another round of RFPs to fund long-term training grants for new students in CORE accredited rehabilitation programs. The department is working towards submitting another application for funds.

Proposals to enhance programs (if desired)

The two preeminent accreditation boards within the field of counseling, the council of accreditation of counseling and related educational programs (CACREP), and the council on rehabilitation education (CORE) have entered into an affiliation in order to better work together within the counseling field. As a result a new programmatic designation was developed for universities to consider offering. The new program is Clinical Rehabilitation Counseling. Since we already have a Rehabilitation Counseling/Severe Disabilities program we would only need to adapt and enhance that program for it to align with the new standards associated with the Clinical Rehabilitation Counseling requirements.

It is thought that aligning to the new standards associated with the Clinical Rehabilitation Counseling program will potentially greatly increase enrollment into the program. The reason for this is that graduates of this enhanced program will qualify to sit for the Ohio licensure examination for professional counseling. Currently Rehabilitation Counseling/Severe Disabilities students must take 4 additional counseling courses in order to qualify for the Ohio Licensure examination for professional counseling.

Rehabilitation Counseling – Chemical Dependency– MRC

Enrollment and Graduate History

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	16	14	10	9	13
Degrees Awarded	4	2	4	4	3

Currently Program Director has 26 students as advisees in the program.

Program description

The Department of Human Services at Wright State University is dedicated to helping professional counselors obtain and maintain the education and training needed for employment and practice in today's market. The Master of Rehabilitation Counseling (MRC) degree qualifies graduates to sit for the Certified Rehabilitation Counselor (CRC) examination. The curriculum provides in-depth study of addictions, rehabilitation, and

counseling theory and practice. Graduates work as chemical dependency and rehabilitation counselors, prevention specialists, and employee assistant counselors. All coursework for the MRC is offered online. Because students are not limited by geographical distance there is more opportunity for learning with and from others around the country. The online environment provides learners with support, insights, and encouragement.

Alignment with university mission, strategic plan

The RCCD program aligns very well with the University mission statement. The program is in a regular mode of continual improvement in an effort to be a high-quality and innovative program in the field of rehabilitation counseling. This is also proven out through this programs accreditation by the standard of rehabilitation counselor education programs, the Council on Rehabilitation Education (CORE).

Specifically the program and Wright State University transform the lives of students and the communities we serve.

We:

- build a solid foundation for student success at all levels through high-quality, innovative programs;
- conduct scholarly research and creative endeavors that impact quality of life;
- engage in meaningful community service;
- drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

Wright State University values

- **People:** Success, diversity
- **Learning:** Discovery, innovation, scholarship
- **Partnerships:** Regional, entrepreneurial, global
- **Relationships:** Collegial, professional, ethical
- **Sustainability:** Social justice, economic opportunity, environmental protection
- **Stewardship:** Fiscal, intellectual

Program distinctiveness

The Department of Human Services at Wright State University is dedicated to helping professional counselors obtain and maintain the education and training needed for employment and practice in today's market. The Master of Rehabilitation Counseling (MRC) Chemical Dependency program leads to a MRC degree and qualifies graduates to sit for the Certified Rehabilitation Counselor (CRC) examination. The program consists of two tracks, Chemical Dependency and Severe Disabilities. Graduates of this program can work with people experiencing a variety of concerns that include physical, mental, emotional, and or social disabilities. The Severe Disabilities program leads to careers as vocational evaluators, rehabilitation counselors, and rehabilitation specialist. Graduates work in a variety of settings, which include hospitals, local, state, and federal agencies, and private practice. This program is available completely online or in a tradition classroom setting.

The Chemical Dependency track curriculum provides in-depth study of addictions, rehabilitation, and counseling theory and practice. Graduates work as chemical dependency and rehabilitation counselors, prevention specialists, and employee assistant counselors. This program is available completely online or in a tradition classroom setting. In addition, the program is integrated throughout all of the counseling disciplines-giving students a well-rounded educational experience associated with no only rehabilitation counseling, but general counseling as well.

Recognitions of quality of the program

The MRC program at Wright State University is accredited through the Council on Rehabilitation Counseling (CORE) for eight years, academic year 2011/2012 and continuing through the end of academic year 2019/2020.

Program learning outcomes

We currently have 26 students in our Rehabilitation Counseling Chemical Dependency program. Approximately 20% of the students are from underrepresented groups. Our department houses nine full time tenure track faculty who teach courses in the CORE accredited curriculum, and two of these faculty members are dedicated entirely to the Rehabilitation Counseling programs. Five adjunct faculty members also teach courses in the required curriculum. Our students currently hold an average cumulative GPA of 3.4.

During the last reporting period, WSU students graduated from our Rehabilitation Counseling passing rate for the CRC is 91%, well above the national average of 70%. The expectations of our students graduating from WSU Rehabilitation program become Certified Rehabilitation Counselors (CRC). Our department offers the additional coursework required for Rehabilitation Counseling students to obtain their Professional Counselor (PC) license in the state of Ohio. The additional coursework in mental health counseling is accredited by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) and fulfills the requirements for students to take the National Counselor Examination (NCE) upon completion.

Students education is aligned with the CRC examination and gain knowledge and skills in the following areas:

- Assessment, Appraisal, and Vocational Evaluation
- Job Development, Job Placement, and Career and Lifestyle Development
- Vocational Consultation and Services for Employers
- Case Management, Professional Roles and Practices, and Utilization of Community Resources
- Foundations of Counseling, Professional Orientation and Ethical Practice, Theories, Social and Cultural Issues, and Human Growth and Development
- Group and Family Counseling
- Mental Health Counseling
- Medical, Functional, and Psychological Aspects of Disabilities
- Disability Management
- Research, Program Evaluation, and Evidence-Based Practice

Description of description of learning outcomes assessment program

Passage of the CRC examination or passage of the Program Comprehensive Examination

Summary of assessment findings for past five years

During the last reporting period, WSU students graduated from our Rehabilitation Counseling passing rate for the CRC is 91%. The expectations of our students graduating from WSU Rehabilitation program become Certified Rehabilitation Counselors (CRC) Certified Rehabilitation Counselor Examination. The national pass rate is 70%.

Major curricular changes since last review (or past five years)

No changes made in curriculum since last review

Graduate placement data, employer satisfaction

Program specific placement and employer satisfaction procedures are currently under development.

If program has professional accreditation, attach most recent review findings and recommendations

**Please complete the information below as applicable so that it can be summarized
for the Departmental Program Review Report.**

Faculty accomplishments and recognitions

Mary J. Huber, Ph.D., CRC

Recent journal article (6):

Huber, M. J., Workman, J., Ford, J., Moore, D. & Mayer, T. (2009). Evaluating prevention through alternative learning styles (PALS) program. *Journal of Drug Education, 39*(3), 239-259.

Huber, M.J., Keferl, J.E., Lazowski, L.E., Heinemann, A.W., & Moore, D. (2011). A comparison of didactic and learner-centered training models for substance abuse screening considerations for administrators. *Journal of Rehabilitation Administration, 35*(2), 95-104.

Workman, J., Huber, M. J., Ford, J., Mayer, T., Moore, D., Wilson, J., & Kinzler, N. (2013). The *PALS* prevention program and its long-term impact on student intentions to use alcohol, tobacco and marijuana. *Journal of Drug Education, 42*(4), 469-485.

Heinemann, A. W., Moore, D., Lazowski, L., Huber, M. J., & Semik, P. (2014). Benefits of substance use disorder screening on employment outcomes in state-federal vocational rehabilitation programs. *Rehabilitation Counseling Bulletin, 57*(3), 144-158.

Oswald, G., Huber, M. J., & Wilson, J. (in press 2014). The status of technology-enhanced education and service delivery in rehabilitation counselor education. *Rehabilitation Research, Policy and Education*.

Oswald, G., Huber, M. J., & Workman, J. (in press 2014). A guide to developing evidence-based practices in rehabilitation counseling research. *Journal of Rehabilitation Counseling*.

Recent grants (4):

(1) A community partnership grant titled "Facilitating a partnership between a chemical dependency education program, a mental health outpatient program, and a disability research program" 10/04/13-10/01/14 (total cost \$1,000).

(2) A community partnership grant titled "An incentive program to reduce opiate substance abuse in the Neighborhood Revitalization Zone of East Dayton" 3/30/14-3/30/15 (total cost \$1,000).

(3) A Faculty Development Grant titled "Psychosocial and educational outcomes of students with disabilities" 3/30/14-3/30/15 (total cost \$1,000).

- (4) Co-PI: "Development of an Online Suite of VR Assessments to Enhance Employment of Individuals who are Deaf" National Institute on Disability and Rehabilitation Research (NIDRR). A Development Rehabilitation and Research Programs (DRRP). 9/30/14-9/29/19 (total cost \$800,000)

Professional Service

Member of Montgomery County Drug-Free Coalition.

Member of the Greene County Disability Coalition.

Reviewer for the Journal of Applied Rehabilitation Counseling.

Selected to be a special reviewer for JARC's special summer issue.

Grant reviewer for NIDRR DRRP applications (Oct. 2013).

Grant reviewer for NIDRR Minority 21 applications (March, 2014).

Grant reviewer for NIDRR Field Initiated Proposals (FIP) (May, 2014).

Programs and areas of recognized excellence with supporting evidence

During the last reporting period, WSU students graduated from our Rehabilitation Counseling passing rate for the CRC is 91%. The expectations of our students graduating from WSU Rehabilitation program become Certified Rehabilitation Counselors (CRC) Certified Rehabilitation Counselor Examination. The national pass rate is 70%.

Capacity for growth of programs

This program does have the capacity to increase the number of students by approximately 50%. The department submitted a grant proposal to the U.S. Department of Education Rehabilitation Services Commission in 2014 that would have provided scholarship opportunities in this area. That grant was not funded, but the department is in the process of identifying additional opportunities for external assistance to grow this program.

New program opportunities

The US Department of Education has issues another round of RFPs to fund long-term training grants for new students in CORE accredited rehabilitation programs. The department is working towards submitting another application for funds.

Proposals to enhance programs

None exist at this time.

Proposals to enhance programs (if desired)

The two preeminent accreditation boards within the field of counseling, the council of accreditation of counseling and related educational programs (CACREP), and the council on rehabilitation education (CORE) have entered into an affiliation in order to better work together within the counseling field. As a result a new programmatic designation was developed for universities to consider offering. The new program is Clinical Rehabilitation Counseling. Since we already have a Rehabilitation Counseling/Severe Disabilities program we would only need to adapt and enhance that program for it to align with the new standards associated with the Clinical Rehabilitation Counseling requirements.

It is thought that aligning to the new standards associated with the Clinical Rehabilitation Counseling program will potentially greatly increase enrollment into the program. The reason for this is that graduates of this enhanced program will qualify to sit for the Ohio licensure examination for professional counseling. Currently Rehabilitation Counseling/Severe Disabilities students must take 4 additional counseling courses in order to qualify for the Ohio Licensure examination for professional counseling.

Sign Language Interpreting - BS

Enrollment and Graduate History

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	26	24	22	14	10
Degrees Awarded	8	4	13	2	6

Program description

The Bachelor of Science degree completion program in Sign Language Interpreting (SLI) is designed for students who have completed an associate's degree in Sign Language Interpreting for the Deaf. The degree prepares students for positions in interpreting for the deaf in a variety of community settings. In this program, students will complete 40 semester hours of professional requirements focusing on sign language interpreting and Deafness and approximately 24 hours of general education courses beyond the associate degree if needed to complete the Wright State Core.

Alignment with university mission, strategic plan

The SLI program aligns well with the University Mission and the Strategic Plan. The SLI program is an innovative Bachelor completion degree that builds on an Associate degree to seamlessly allow students to complete an advanced degree in Interpreting. There are very few of these programs in the United States. The SLI program is working to train professionals to the skill level expected in other parts of the nation, but not yet fully realized locally. The concept of lifelong learning is included in many of the courses, with academic and professional goals being emphasized and encouraged, with continuing education a priority. Graduates of this program increase the professionalism and competency in the field of interpreting, due to their higher level of language sophistication and advanced interpreting skills. Due to this, students should be better prepared to sit for the national certification test, thus increasing the skilled work force providing interpreting services for the Deaf and hard of hearing populations in Ohio.

Program distinctiveness

This was the first Bachelor degree completion program in the state and is still the only one that is offered in part in a traditional classroom setting allowing for immediate feedback and peer interaction, and in part on-line to allow students from outside the greater Dayton area access to courses that minimize their travel time back and forth to campus.

Recognitions of quality of the program

There has been no formal recognition of the quality of the program. However, student feedback on the Senior completer surveys have a high percentage of responses stating that the program was very worthwhile and that the courses were each very worthwhile and added to their professional and personal development.

In addition, students call or email the program director with comments about information and skills they learned in the program that have come up and been useful in their work

Program learning outcomes

The fundamental objective of the Sign Language Interpreting degree is to prepare students to enter the field as professionals who make significant contributions to the deaf and interpreting community, working at a high level of proficiency in both ASL and English, while conducting themselves in professional and ethical ways.

1. To train students to participate as effective members of service delivery teams
2. To develop strong ethical practices and standards of practice
3. To provide understanding of interpreting theory, techniques, and the application of knowledge and skills to interpreting performance
4. To provide expertise in the leadership and participation in state and national professional practices
5. To develop strong advocates for the deaf and the deaf community
- 6.

Description of learning outcomes assessment program

Skills based courses, those focusing on 'hands-up' interpreting, have testing on a regular basis consisting of recordings of interpretations from a variety of sources and at an increasing levels of difficulty. The instructor grades these recordings and the student does a self- evaluation as well. These periodic tests check for developing skills and help pinpoint problem areas for the students.

During class time occasional live interpreting samples are conducted as well, with feedback being given by the class peers and the instructor.

At the end of the semester students are asked to fill out surveys asking if they feel the academic goals for the course were met from the instructional perspective only.

Their individual skills are addressed in another overall self-evaluation and continued growth plan.

The senior capstone course includes a portfolio with artifacts from all the courses completed in the program, and a final example of interpreting in various modes. During that course, a live interpreting experience occurs with the instructor observing and giving feedback immediately.

During the Senior Capstone course an anonymous survey is completed by each student asking for effectiveness ratings and comments in each course and the program as a whole.

Summary of assessment findings for past five years

Student GPA within the professional core courses shows a high level of skill and learning that is occurring. The overall GPA of students has been high, with some students struggling in Math within the general education area.

Testing in the classroom shows that some students come to the program with a high skill level and others are at a lesser level, as is understandable with any program of study. The work expected in the classroom is at a high skill level and pushes students to grow. For the most part the scores on these assignments and overall in these courses have been high.

Student survey feedback has shown that some students felt that several courses are a review of information taught at the Associate degree level, or were not challenging enough. This has been

due in part to changes at the Associate degree level of instructions, and secondly to a change in personnel at WSU and finding new adjuncts to teach some courses. These courses are being enhanced and in some cases faculty changed.

Feedback obtained from the College completer surveys have shown an overall satisfaction with the program. There have been some issues with faculty satisfaction in the past, but that issue has been rectified.

Major curricular changes since last review (or past five years)

2010 – 15 professional electives were added to the program. The need was obvious for professional specific elective courses, and students had expressed the same thoughts. These courses offer some specialization in the interpreting curriculum.

2012 – During the semester conversion process the entire program was reviewed to determine the best way to combine courses and still maintain a robust curriculum. Classes were analyzed to determine which aspects could be subsumed into other courses, and were therefore redundant. Some courses were able to expand due to the additional time provided by the semester timeline. Additionally it was determined that half the program could be offered on-line, while still retaining the face to face aspect of the 'hands-on' skills courses required in the program.

2014 - Student feedback from two courses, SLI 3200 and SLI 4400, is resulting in changes to those courses the next time they are taught. Wider varieties of topics and at a more advanced level are being incorporated into 4400 and the newest 'hot button' topics will be covered with more up-to-date information in 3200. The program director is already working with the two instructors responsible for these courses to update them.

Graduate placement data, employer satisfaction

Due to the fact that this is a bachelor completion degree, 95% of the students in the program are already working in the interpreting field. They are completing the bachelor degree in order to complete the professional path they have begun, obtain teaching jobs at the local community college, and to be eligible to sit for the national certification test administered by the Registry of Interpreters for the Deaf. In addition many of the students work as independent contractors for interpreting agencies, or as interpreters for deaf students in school systems. Both of these work settings have strict codes of confidentiality, therefore, no formal data is available in this area.

Emails and other informal contact with graduates gives a few insights into their jobs and continued education. These conversations show that there are currently at least 6 graduates teaching at a university level - one full time and 5 at an adjunct level. These positions were available only after the students completed their Bachelor degree. Two graduates are currently enrolled in Master degree programs in Education of ASL and Interpreting.

If program has professional accreditation, attach most recent review findings and recommendations

A separate body does not accredit this program.

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions

- Program Director Barbara Dunaway completed a Masters of Interpreting Pedagogy, graduating in April 2010 from Northeastern University in Boston, Massachusetts, earning an Award of Academic Excellence

Programs and areas of recognized excellence with supporting evidence

None

Capacity for growth of programs

The program has a great deal of potential for growth. Attendance declined due to the development of two other programs that are marketed as Bachelor completion degrees in which class are conducted fully on line, and a faculty problem. Some past issues have been addressed and the program is now in a 'clean up' time. To accomplish this growth more outreach will occur to sign language interpreting Associate level programs in the state that prepare students that can transfer to the SLI program at WSU.

There is an untapped area of courses that could be offered for CEUs to working interpreters in the area. These courses could be offered through the Department of Professional Development and students taking those courses may be interested in completing the full degree if they have not already done so.

Information from the Bureau of Labor Statistics (<http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>) state that "the median annual wage for interpreters and translators was \$45,430 in May 2012. As far as job outlook is concerned "employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification." This shows that there is still a need for skilled, qualified interpreters with a Bachelor degree. Using this information in recruiting visits will be a valuable tool in growing the program.

New program opportunities

There is not an opportunity for a new program within the SLI program, but the ASL series of courses that are taught as a foreign language are quite popular (350 – 400 students each semester) and a minor in Deaf Studies is being proposed and will begin additional classes in Fall of 2015. One of these courses would be appropriate as a general education Wright State Core

course within the specialty of Multicultural competency. Two of the courses could later be cross-listed within the Counseling degrees as specialty electives for students.

Proposals to enhance programs (if desired)

- Review all SLI courses to determine if most current materials are being utilized in the courses. Update any materials that are outdated. Checking with the Associate degree programs in Ohio to see which curricular materials are being used will ensure that different materials are used at Wright State.
- Compare SLI skills building classes to ensure scaffolding of learning, but not overlap of topics or materials
- Investigate the possibility of Wright State becoming an approved site for SLPI (Sign Language Proficiency Inventory) assessment and have all of the seniors in the SLI program complete this assessment of sign skills.
- Find ways to incorporate more Deaf teachers or mentors in the SLI program and ASL classes.
- There has been an increase in the incidents of disrespect for the profession and inappropriate attitude and behaviors in the classroom. This has been noted by the faculty in work production, classroom behaviors, and professional behaviors both in the classroom and on line. To that end there will be the development of a 'professionalism and disposition' grade sheet that will be incorporated into at least one SLI course each semester. Students with scores that cause concern will be met with on an individual basis.
- There is a new national interpreting company that has established a satellite office in the Fairborn area. Outreach can happen to see if there are any opportunities for a partnership with them to present training for their employees or to co-sponsor workshops, both of which could bring more students to the SLI program
- The language lab is used by the ASL courses as well as the SLI courses. Plans to make the lab a more interactive learning environment include: hiring a deaf lab worker that could be a language model and tutor as well as lab worker, obtain a video phone that the faculty and students can use to contact and sign with Deaf persons, establish open tutoring time for ASL students that would be manned by the SLI students in a service learning project as well as a learning experience for both students. This expansion of the available activities in the lab would enhance learning opportunities for the students in both the ASL and SLI programs.

College of Education and Human Services

Department of Human Services

Counseling: Business and Organizational Management – MS

Program Review Committee:

Dr. Tara Hill, Assistant Professor

Dr. Adrienne Johnson, Assistant Professor

Dr. Eileen F. Self, Associate Professor

Dr. Donna Tromski-Klingshirn, Associate Professor

Dr. Richard A. Wantz, Professor

Submitted December 1, 2014

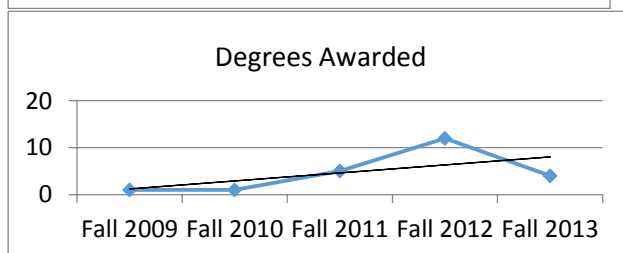
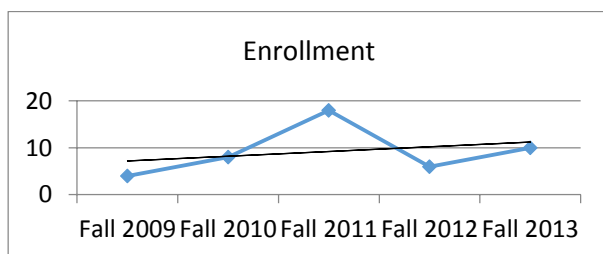
Department Chair, Dr. Stephen Fortson, Associate Professor

Dean, Dr. Charlotte Harris, Associate Professor

Enrollment and Graduate History Data in PED

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	4	8	18	6	10
Percent Change	n/a	100%	125%	-67%	67%
Degrees Awarded	1	1	5	12	4
Percent Change	n/a	0%	400%	140%	-67%

(Note: all programs saw increase in graduation in 11-12)



Based on percent changes, the enrollment and graduation trend lines are trending upward.

Program description 1 paragraph

The Business and Organizational Management Counseling (BOMC) program prepares graduates with basic interviewing, training, and management skills to work in business and organizations with emphasis in such areas as human resources, consultation, and development within a culturally diverse society. Coursework and training in group dynamics, leadership, diversity, assessment and referral, communication skills, and organizational climate assist graduates in providing services on general developmental issues of employees and organizations. Because people are the most vital resource in a business/organizational structure, there is a need for preparing professionals to provide human service programs. This program educates and trains persons to provide these services in such areas as stress and change management, career development, decision making, professional development, time management, supervisory skills, assertion, conflict resolution, and retirement. Graduates qualify for a variety of positions in business, government, non-profits, social services, and consulting. This degree brings together information and skills offered by the counseling faculty in the Department of Human Services in the College of Education and Human Services, the Management Department in the College of Business, and human services and counseling professionals working with organizations. An Advisory Board also provides feedback. Examples of Advisory board members have included Organizational Effectiveness Consultant, Senior Manager of Employee Relations, Human Resource Manager, Vice President of Human Resources, Director of Human Resources, Management Faculty, Alumni, and student from various settings such as hospitals, businesses, and universities. Additional coursework can lead to a professional counseling license. Students and graduates with at least a 3.5 grade point average and recommendations can be invited to join Chi Sigma Iota, an International academic and professional counseling honor society.

Alignment with university mission, strategic plan 1 paragraph

Our college (and this program) mission and strategic plan is completely aligned with the university mission and strategic plan. The program is consistent with the university mission ranging from building student success to engaging in meaningful community service. **Program Quality and Academic Distinctiveness** include ongoing program level annual assessment report and review as well as college level assessment of program on a periodic basis. Assessment plan includes conceptual framework, learning outcomes, and artifacts. All reviews are based on data ensuring program quality and unique distinctiveness with a collaborative diverse faculty partnering with community organizations to meet regional needs. **Student Access and Educational Attainment** include recruitment efforts such as Graduate Open Houses and outreach as well as systematic admissions process and tracking via above assessment reports for retention review, exit requirement, practicum field experience, and graduation toward career goals. On campus and online courses are offered. **Research and Innovation** include conducting independent studies with students to provide additional opportunities for students to research an area with faculty. Also, refer students to faculty providing students opportunities to engage in research. Opportunities and incentives are made available for such areas as internal grants and travel for professional development. Faculty members are actively engaged in

research/grant writing at all levels and are responsive to the needs of our community partners. **Community Transformation and Economic Development** include students (under the supervision of faculty and field site supervisors) that are actively engaged with the community by providing services in the community primarily via field experiences in collaboration and partnership with a wide range of agencies and organizations. Also, graduates enhance these settings by providing career development of the personnel they serve. The curriculum provides opportunities and the degree program is in line with community need. An advisory group of stakeholders is utilized. We also provide field supervisors, employers in the field, and faculty with ongoing training for simultaneous renewal. **Marketing** is internal and external targeted to prospective students, students, alumni, employers, and supervisors by sharing results of our outcome assessments. **Valued Resources** are managed at Department and College level based on information and data provided by program via assessment reports as noted above to support goals and professional development.

Program distinctiveness Maximum 5 items, if applicable

MBA and graduate level management courses along with core counseling courses provide for a unique program like few others of its type in the nation.

Brings together faculty from the Department of Human Services in the College of Education and Human Services, the Management Department in the College of Business, and human services and counseling professionals working with organizations.

Recognitions of quality of the program Maximum 5 items, if applicable

Reviewed and approved by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board for courses to apply for licensure.

Nine of the 13 required program courses are shared with department courses (and faculty) that have been approved by the Council for Accreditation of Counseling and Related Educational Programs. The College of Business is accredited by the Association to Advance Collegiate Schools of Business International.

Successful Annual program assessment reviews by the College.

Successful program review by College unit assessment process.

All students have passed department comprehensive examination.

Program learning outcomes

The program level learning outcomes are derived from our learned societies, program faculty, professional associations, and advisory groups as follows:

Develop competent professionals who can exhibit empathy, genuineness, warmth, and positive regard.

Demonstrate rapport, active listening, emotional intelligence, intervention, evaluation, and follow up.

Develop competent professionals who can exhibit multicultural sensitivities.

Dialogue about the values, contributions and struggles within and between groups.

Formulate strategies for working with diverse populations (e.g., ethnic, socioeconomic, cultural, gender, disability/ability, and sexual orientation).

Advocate for social justice, tolerance and recognition of sociopolitical barriers common in a diverse society.

Develop competent professionals who can exhibit knowledge of ethical standards.

Conduct self professionally and in a legal, professional, and ethical manner.

These learning outcomes have been assessed by students, faculty, graduates, site supervisors, and employers. See summary of assessment findings and employer satisfaction sections below.

Also, common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program and serve as student learning outcomes.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

The common core curricular areas have been assessed via curriculum surveys each term and comprehensive examination. See summary of assessment findings below.

Description of learning outcomes assessment program 1 paragraph

The assessment process is based on the College Conceptual Framework and addresses the learning outcomes that include six strands. Students submit artifacts aligned with these strands as part of their academic portfolio. The first four are assessed by faculty prior to their field experience. The Diversity Strand includes a graded reflection paper from program of study completed with a grade of "B" or better. Paper must involve some aspect of diversity. The Technology Strand includes a PowerPoint, Excel, WebCT, Pilot, Elluminate Live, or Blackboard Collaborate graded assignment related to their field. The Professionalism Strand includes professional resume, professional association membership (evidence), or certificate of attendance at a professional conference related to major. The Emotional Intelligence Strand is results from an Emotional intelligence assessment. During the last term of enrollment students must submit the following artifacts for the last two strands. The Content Knowledge Strand is successful completion of the Department comprehensive examination and GPA. The Pedagogical Content Knowledge Strand includes completed Practicum Field Evaluation form and Completed Goal Attainment form reflecting successful interventions. Students are evaluated for endorsement by Department faculty for demonstrating ethical, academic, and competence in the professional orientation. In addition, the learning outcomes have been assessed by graduates, site supervisors, and employers. Results are shared with stakeholders- program site supervisors during site visits and students in final field experience as well at Department Faculty meetings.

Summary of assessment findings for past five years 1/2 page

All areas assessed indicated strengths. The summary is from 2008-2009 academic year to present based on Program Annual Assessment reports (all reports available upon request) as well as Program College Unit Assessment review report (complete report available upon request) showing how changes have been made based upon standards and/or needs within the field. Multiple sources of evidence demonstrate a positive effectiveness of the program over multiple years.

The completer surveys have noted program strengths as follows: Faculty, Curriculum, Applied skills, Faculty supervisor, Teaching effectiveness, Faculty professional competence, Accessibility/Availability of faculty, Campus supervised practice experiences, Course evaluation procedures, Faculty assistance in personal development, Diversity of faculty and students, Professional identity, Professional organizations, Advocacy, Ethical and legal issues,

Multiculturalism, Cultural self awareness, Consultation, Theories of group work, Methods of group work, Group dynamics, Program evaluations. Exit survey results of students showed that they were satisfied and prepared by the program and would recommend this program to future students interested in this field of study.

Ratings on conceptual frameworks strands rated as strong on key assessments were diversity, emotional intelligence, technology, professionalism, content knowledge (e.g., GPA, comprehensive exam results), pedagogical content knowledge (field evaluations, impact on client assessment data). All six areas of the BOMC Student Portfolio yielded acceptable and target scores on rubrics. Curriculum surveys have indicated the majority of students rated objectives covering all the conceptual framework strands and common core curricular areas in required courses as either met or exceeded (available upon request).

Some of the most recent year highlights are: Overall GPA is 3.7 a on a 4 point scale (Fall/13 3.5, Spring/14 3.7, Summer/14 3.7), practicum field evaluations had an overall mean score of 4.8 (range 4.3-5.0) out of 5 point rating scale, and all had passing scores (department required passing score is 108) on the comprehensive exam at end of program (mean score 124, range of 115-134). In practicum, 80% of the goals attained were rated either as most likely, more than expected, or much more than expected outcomes. 93.3% of the outcomes were rated as planned or almost as planned. BOMC practicum curriculum surveys yielded an overall mean of 2.6 on a 3 point scale with all items as either met or exceeded. The highest rated item was "Conceptualize multicultural/pluralistic factors which influences clientele and professionals." 28% (and 14% pending for a total of 42%) of the BOMC majors graduated in 2013-2014 before or on target.

A 2014 follow up survey (available upon request) of recent BOMC graduates in this reporting period asked them to rate the eight major program outcomes. The results indicated an overall mean rating of 4.7 (ranging from 4-5) on a 5 point scale. The program outcome mean ratings were Outcome 1-4.9, Outcome 2-4.7, Outcome 3-4.7, Outcome 4-4.6, Outcome 5-4.4, Outcome 6-4.5, Outcome 7-4.9, Outcome 8-4.9. Advisory board members indicated that MBA and MGT courses are helping in learning business culture, counseling courses provide a foundation for human relations aspects in organizations, program is unique, and professionals in the field see program as having a good blend of counseling and business courses culminating in a applied field experience.

Major curricular changes since last review (or past five years) Maximum 4 items

All courses were converted from quarter to semester.

Moved Techniques course to later in curriculum to be in closer proximity to field experience.

Added Multicultural course (with a grade of B or better) as a prerequisite for Practicum.

In consultation with the Management faculty, a new required management course Managing for Creativity and Innovation has been added to the required curriculum. Discussion and proposed updates continue within the department as well as with the Department of Management.

Graduate placement data, employer satisfaction 1/2 page

The department conducts follow up surveys of graduates and employers on a regular basis yielding positive outcomes.

Graduate Placement Data

An Alumni follow up survey in 2011 had mean scores from 2.34 to 3.93 on a 4 point scale on outcome measures. In addition, a follow up survey of recent alumni from the Business and Organizational Management Counseling master's program during this reporting period was conducted in 2014 (survey and complete results available upon request). There was a response return rate of 74% with 79% females, 21% males; 86% Caucasians, 7% African Americans, 7% Asian Americans; and a mean age of 36.6 (range from 25-58) with mean age at time of graduation of 34.4 (range from 23-56). Graduate placement data indicated 79% of the graduates were employed in their field or related field within three months of graduation, 7% within six months, and 7% within 2 years. The remaining 7% represents full time graduate study seeking an additional graduate degree beyond the masters. Overall, 93% of our graduates are employed and 21% are pursuing additional graduate work full time or while also working. Graduates are employed with a military related setting such as WPAFB or VA (31%), private sector (31%), public sector (31%), and university setting (7%). Mean starting salary is \$42,814 (range from \$26,000-\$65,000) and the mean current salary is \$48,236 (range is \$27,144-\$81,000). Job title examples are Specialist, Coordinator, Administrator, Manager. Graduates mean rating of their academic preparation was 4.6 and a mean of 4.2 for job satisfaction both on a 5 point scale. In addition to excellent graduate placement, program is in line with employment projections (see future employment projections).

Employer Satisfaction

An Employer/Site Supervisor survey conducted in 2011 had mean scores ranging from 3.94-4.75 on a 5 point scale on outcome measures. One highly rated item was 'conduct themselves in a professional manner and practice according to the ACA Code of Ethics.' In a 2014 Employer and Supervisor survey, the majority agreed or strongly agreed that our graduates demonstrated outcome measures and would recommend them for a position (specific survey results available). In addition, a follow up survey of recent employers and supervisors from the Business and Organizational Management Counseling master's program during this reporting period was conducted in 2014 (survey and complete results available upon request). There was a response return rate of 63% (42% were both employers and supervisors, 33% were supervisors only, 25% were employers only). Their rating of our graduate academic preparation was a mean of 4.6 and their satisfaction was a mean of 4.8 both on a 5 point scale. They were also asked to rate our graduates on each of the eight overall program outcomes on a 5 point scale. The overall mean rating was 4.8 (ranging from 4 to 5). The program outcome mean ratings were Outcome 1-4.8,

Outcome 2-4.8, Outcome 3-4.9, Outcome 4-4.5, Outcome 5-4.8, Outcome 6-4.6, Outcome 7-4.9, Outcome 8-4.8.

Departmental Summary

Faculty Data in ADS

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Full	3.00	3.00	1.00	1.00	1.00
Associate	6.00	6.00	5.00	6.00	4.00
Assistant	1.00	1.00	1.00	1.00	3.00
Instructor/Lecturer	2.00	2.00	3.00	3.00	2.00
Total	12.00	12.00	10.00	11.00	10.00

Other Staff Personnel

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Unclassified	--	--	--	--	--
Classified	2.00	2.00	1.00	1.00	1.00
Total	2.00	2.00	1.00	1.00	1.00

Student/Faculty Ratio Data in ADS

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Student FTE Per Faculty FTE	10.96	13.63	15.29	15.10	13.01
Student WFTE Per Faculty FTE	30.19	36.73	40.56	37.19	31.91

Average Section Size by Section Type Data in ADS

	Fall 2010	Fall 2011	Fall 2012
Lecture	22.15	--	21.83
Lab only	19.53	--	19.48
Lecture/Lab	19.00	--	18.78

Total of student data for all programs in unit Data in PED

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	391	450	497	471	386
Graduates	87	102	124	126	129

Course Credit Hours Taught Data in PED

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	5,455	6,334	6,788	6,335	7,201
Graduate	3,945	4,664	4,719	3,955	3,557
Total	9,400	10,998	11,507	10,290	10,758

Course Completions Data in ADS

	2008	2009	2010	2011	2012
Undergraduate	92.7%	94.3%	93.9%	93.7%	91.5%
Master's	94.0%	93.5%	95.1%	94.6%	95.2%

Expense per student and revenue to expense ratio Data in ADS

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Expense Per Student FTE	\$6,979	\$6,221	\$4,726	\$4,891	\$5,044
Expense Per Student WFTE	\$2,481	\$2,283	\$1,768	\$1,962	\$2,012
Revenue/Expense	2.485	2.874	3.866	3.579	3.970

Total Cost Funded by Department (RSP) Data in PED

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Department Total	--	--	--	--	--

Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.

Faculty accomplishments and recognitions

Dr. Eileen F. Self

- CEHS Mathies Outstanding Service Award (2014)
- Two mini grants on Workforce development: A STEM school college/career technology corner (CCTC) for a culturally diverse student population (2012).
- Two articles published on Multicultural Competency and Graduate Admissions in 2012.
- Professional Service at National, State and Local levels (e.g., ACA, OCA, MVCA)
- University Service at University, College, and Department levels (e.g., Faculty Senate, Graduate Council, P&T, Program Director, Alumni Conference, Clinical Coordinator)
- Journal of Counselor Practice (formerly OJPC), Editorial Review Board (2009, 2010)
- Numerous national professional presentations (e.g., National Career Development Association, American College Counseling Association, 2009-2011).

Other department faculty will be listed here as well.

Programs and areas of recognized excellence with supporting evidence

See recognitions of quality of the program as noted in report.

Capacity for growth of programs

There is a great capacity for growth of programs with increased marketing and faculty. Also, online coursework allows for expansion with minimum campus space.

New program opportunities

A new configuration of existing programs (consolidating four programs) could be desirable for utilization of resources, licensure, and professional accreditation. For example, our CACREP accredited Clinical Mental Health Counseling program could also include three specialty areas (for example, Marriage and Family, Business and Organizational Management, and Addictions) by having the student take three additional courses in their specialty area.

Proposals to enhance programs (if desired)

See new program opportunities above.

Other items that will be summarized as applicable with other programs in Departmental Program Review Report.

Future employment projections for discipline (to be provided to unit)

“Management consultants, propose ways to improve an organization's efficiency. They advise managers on how to make organizations more profitable through reduced costs and increased revenues.

Employment of management analysts or consultants is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Demand for the services of these workers will grow as organizations continue to seek ways to improve efficiency and control costs. Job opportunities are expected to be best for those who have a graduate degree or a certification.”

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Management Analysts, on the Internet at <http://www.bls.gov/ooh/business-and-financial/management-analysts.htm> (visited December 01, 2014).

“Training and development specialists help plan, conduct, and administer programs that train employees and improve their skills and knowledge.

Employment of training and development specialists is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations.”

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Training and Development Specialists, on the Internet at <http://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm> (visited *December 01, 2014*).

Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

Because people are the most vital resource in a business/organizational structure, there is a need for preparing professionals to provide human service programs. This is in alignment with university mission and strategic plan as noted in report.

Undergraduate Academic Program Review: Rehabilitation Services 2014

Additional Information not included in CORE annual review or reaccreditation application.

Name of Program: Rehabilitation Services (RS)

Gina Oswald, PhD, CRC, PC

Program Director, Rehabilitation Services

Allyn 108R, 937-775-3270

XX On campus

1. Program Mission

A. Program Mission-

“The mission of the Rehabilitation Services Major/minor at Wright State University is to provide quality undergraduate education of the area of rehabilitation services. Students will come from diverse backgrounds and be trained to work with a broad spectrum of consumers in rural, urban and suburban communities. The priorities and expectations of the faculty are to provide students with the necessary training to perform ethically, competently and successfully as entry-level rehabilitation service providers.”

B. University Mission-

“We transform the lives of our students and the communities we serve.

We will:

- build a solid foundation for student success at all levels through high-quality, innovative programs;
- conduct scholarly research and creative endeavors that impact quality of life;
- engage in meaningful community service;
- drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.”

-RS is consistent with the university mission in that the program provides a unique learning experience for students wishing to pursue a career working with individuals with disabilities. Having been one of the first two programs in the nation to be nationally accredited at the undergraduate level, the program has demonstrated high quality and appropriate curriculum for this field. All faculty in RS are engaged in scholarly activity (book chapters, journal article submissions, conference presentations and grant proposals), community service, and/or leadership in rehabilitation organizations, activities that benefit the field as well as the classroom. The rehabilitation services program is fully committed to meeting the needs of the community through service learning initiatives in almost every required course as well as 425 required hours of field experience to graduate. Through these experiences, the program recognizes committee needs as well as student skill acquisition needs while providing opportunities for collaboration and networking.

C. College Mission

“Preparing professionals to meet the educational, leadership, and human services needs of a diverse, democratic society.”

As mentioned, rehabilitation services students are prepared 1) in the classroom with nationally standardized curriculum based on evidence-based practices, best practices, and real life rehabilitation service experience of the instructors and 2) in the field with community partners.

D. Goals/Learning Objectives

Program Goals

“The rehabilitation services major/minor is designed to:

1. Increase the supply of qualified rehabilitation personnel.
2. Enhance the quality of services to people with disabilities and other life altering experiences.
3. Contribute to the general body of knowledge associated with the rehabilitation profession.

4. Produce self-aware graduates who will act as consistent advocates for the populations served.
5. Promote a multidisciplinary approach to the rehabilitation process.”

Program Objectives

“Upon completion of the rehabilitation services major, the graduate will be able to demonstrate:

Knowledge

1. A basic understand the history, legislation, and philosophy of rehabilitation. This includes the American Disabilities Act (ADA). Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
2. An understanding of the rehabilitation process.
3. An understanding of the physical, psychological, social, and/or vocational problems encountered by people with disabilities.
4. A basic understand of communication techniques used to improve interpersonal effectiveness with clients/consumers, other professionals, peers, and supervisors.
5. A basic understanding of medical terminology and how it applies to rehabilitation.
6. A basic understanding of mental retardation, developmental disabilities, and psychiatric disabilities and their impact upon the physical, psychological, social and vocational activities of the client and his/her family or significant others.
7. A basic understanding of the value of occupational information to the rehabilitation process.
8. A basic understanding of how to read and interpret research data.
9. An understanding of various techniques used for intake interviewing, casework recordings, and needs assessments.
10. A basic understanding of resources available to the rehabilitation process.
11. A basic understanding of confidentiality and the rehabilitation team process.

12. A basic understanding of substance abuse.
13. A basic understanding of assistive technology and the independent living philosophy.

Skills

The graduate will be able to demonstrate the ability to:

1. Implement the rehabilitation process with the assistance of other human service personnel.
2. Identify assets and limitations imposed by a disability which are unique to the individual.
3. Locate resources which will facilitate the rehabilitation process.
4. Determine community need for rehabilitation services and assist in developing and implementing appropriate rehabilitation plans.
5. Evaluate community agencies, programs, and organization and determine their feasibility.
6. Provide minimum interpretation of medical and psychological information to consumers/clients.
7. Teach basic job seeking skills to consumers/clients.
8. Assist persons with disabilities in developing realistic occupational goals.
9. Read and use research material.
10. Consistently make appropriate ethical decisions concerning specific populations.
11. Conduct initial assessment interviews with clients/consumers and their families.
12. Conduct career assessments.
13. Understand when it is appropriate to use assistive technology.

Dispositions

The graduate will demonstrate:

1. An open and accepting attitude towards people with disabilities and cultural aspects involved in rehabilitation services provision.
2. An awareness of personal attitudinal and/or educational limitations which may negatively impact upon the rehabilitation process.
3. An understanding of diversity and multicultural issues that affect the rehabilitation process.
4. An appreciation of peers and other professionals involved in the rehabilitation process.
5. Empathy towards people with disabilities and other life altering experiences.
6. Awareness of the professional growth opportunities through professional organizations and the importance of networking.

Note: Rehabilitation services minors will have exposure to similar knowledge, skills, and dispositions, however their exposure will be more limited due to the fewer number of courses taken by the rehabilitation services minor.”

-All goals and objectives are based on nationally normed standards by the Council on Rehabilitation Education that were developed to prepare students to be competent RS professionals. The standards are based on content needs as well as skills and dispositions required of a culturally competent professional to meet the needs within whatever community a graduate may wish to be employed.

E. Global, Diverse, and Technological Society

Students in the RS program are exposed to various populations during the program to provide them with the ability to build rapport and provide competent services to any person seeking assistance. As well, all courses require technological skills through PILOT course activity requirements.

F. Civic Engagement and Social Responsibility

RS students are required to complete 425 structured field experience hours (RHB 2020 and 4900) within rehabilitation service organizations within the area to practice skills learned in the classroom, engage disability populations, and build connections with community partners. Students often develop a better understanding of the realities of a person requiring services as

well as have the opportunity to bring those experiences back to the classroom for discuss and project development. Students are also exposed to various one-day service learning activities in several other courses (RHB 2010, RHB 3030, 4010, and 4040).

G. Life-Long Learner

A clear emphasis is provided during the program to students about the importance of continued professional development. The recognition that the field is in constant flux due to new evidence-based practices, legislation changes, and the evolution of populations to be served. Students are taught to understand research articles, legislation, and policies, as well as identify community needs and develop projects to address those needs. Students are also informed of the importance of credentials, continuing education, professional organization membership, and the potential requirement for graduate degrees to perform specific occupations.

H. General Education

As a less typical major, students often come to the RS major during their junior and senior years having already completed their general education requirements. Students are also required to complete various courses in other disciplines to round out their rehabilitation education including: pharmacology, management, communication, and abnormal psychology. Students are able to recognize how critical thinking and various course information related to working with consumers in the community once they are required to develop a service learning project (that requires relating the project back to course content) and the field experiences.

I. Other WSU Programs

As mentioned above, students are required to take four courses in other disciplines as well as either newly developed rehabilitation services electives or psychology/sociology electives. Students are able to tailor their learning experiences based on the area of rehabilitation sought upon graduation. The program also requires Integrated Writing that allows students to develop higher level writing skills in field specific assignments such as grant proposal writing and career assessment reports. Students are encouraged to use the Office of Disability Services, Writing Center, and Counseling and Wellness Center when appropriate. Students are also encouraged to get involved in student organizations such as the Rehabilitation Services Organization and the Special Olympics Club.

J. Community Engagement

Community Engagement is an integral part of the RS program. Between service learning, field experience, and community partnerships, students are exposed to a wide variety of rehabilitation services agencies and the opportunities afforded by those agencies. Community partners also frequent the classroom as guest speakers and adjunct faculty members. Community partners also provide valuable site visit experiences for lower level rehabilitation courses.

II. Program Description

A. Brief History

The Rehabilitation Services Program has evolved immensely over the past seven years. Moderate changes include new faculty (based on retirements and promotions), the accreditation of the program, and the addition of rehabilitation electives for students in any major. Based on the complete turn over of the rehabilitation faculty, Dr. Oswald (program director) and Dr. Sabo were hired in the fall of 2011. Dr. Huber and Dr. Anderson were hired in the fall of 2013. Ms Taylor has transitioned from the instructor position (replaced by Dr. Anderson) to a split position with the Office of Partnership and Field Experience under the College of Education and Human Services. She is now responsible for building partnerships and teaching one course in RS per term. The program also was offered the opportunity to be assessed as one of the first programs in the nation to be accredited at the national level. In 2012, the RS program was accredited and will be applying for reaccreditation for 2014-2015. All recommendations in the past several years have focused on decreasing faculty to student ratio. Although additional faculty has not been approved, student numbers have been decreased to better serve the student population and maintain accreditation.

B-D, J. Student Numbers

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Majors	156	184	217	227	177
Minors	2	1	6	10	8
Graduates	25	23	42	44	44
Non-Caucasian	52	65	77	68	57
Disability	21	18	16	21	17
Veteran	6	3	6	6	8

E. No certificate programs

F, H, & J. Faculty

Please see Annual Personnel Update Form

G. Student/Faculty Ratio

Currently, the program has a 1 to 36.7 faculty to student ratio. The average class size is 30 students per on campus course and 20 students per online section.

I. Staff

At this time, the RS program has access to the secretary for the Human Services Department. We also have access to the student workers for the department.

K. Budget

L. Facilities and Equipment

The RS program has recently moved to the first floor of Allyn Hall. At this point, the program has access to counseling booths, an American Sign Language lab, the Educational Resource Center, and Allyn Hall classrooms. All faculty have offices with computers, phones, and access to a printer/copier/scanner/fax machine.

M. Technology and Information Resources

The RS program has access to both the CaTS help desk and the CEHS technology team.

N. Program Cost

III. Program Effectiveness

A. Student Learning Outcomes

The program completed alumni and supervisor surveys during the spring of 2012. These surveys provide insight into the program prior to the current full time faculty being hired. The supervisor responses were all very positive, noting that the students were well prepared for the field and that RS graduates were also highly sought when positions were open. Some comments about the potential of RS graduates to be effective rehabilitation professionals included:

- Yes, my intern did a fantastic job while here.
- Yes, the interns were very articulate, professional and grounded.
- In my experience, WSU rehab service students have demonstrated themselves to be effective within our agency.
- Yes, in a variety of different professions in the field.
- Yes, they understand what employers expect and are willing to learn the job.
- Yes, they have been professional, strong opinionated individuals with the ability to be self-sustaining learners.

Alumni surveys highlighted the content, hands-on experiences and career availability. Some alumni had concerns about adjunct faculty, more diverse disability focus, more clear feedback from professors, and better communication. With the new director and faculty positions, a greater emphasis on all disabilities has been developed as well as standards for communication and feedback between faculty and students. As well, previous adjunct faculty have been replaced and new adjunct faculty are mentored and reviewed by the director on a consistent basis.

B/C. Student Retention Rate

The retention rates for RS majors have fallen over the past five years. The program believes that this is indicative of a renewed attention to rigorous standards, expansion of the program with accompanying high graduation rates, complete turnover in faculty, and the inclusion of a high number of intended students (many of which are dismissed for low GPA before ever reaching the program or coursework).

Retention rates are as follows:

	Cohort Total	Graduated	Retained	Eligible to be Retained	% Retained
Fall 2008	136	20	96	116	82.8
Fall 2009	156	26	98	130	75.4
Fall 2010	184	42	106	142	74.6
Fall 2011	217	43	126	174	72.4
Fall 2012	227	52	123	175	70.3

D. Placement of Graduates

Please see Annual Program Data

E. Teaching Effectiveness

Instructional Activities that RS faculty and instructors have completed include:

1. Consulted and/or collaborated with other faculty to better achieve course objectives.
2. Communicated with students individually to ensure participation in internship and semester classes on campus and in the community.
3. Supervises students in honors projects and service learning activities.
4. Served as faculty advisor for students in the Rehabilitation Services Program, meeting to determine program of study, transfer class equivalencies, and semester conversion.
5. Facilitated communication with outside agencies regarding the Rehabilitation Program graduates and current students therefore increasing the out reach our department has with local and Federal agencies.
6. Class preparation including procuring audiovisual and PowerPoint.
7. Participated in CTL trainings on Quality Matters and various topics.

8. Offered one section of UVC 1010 for RS intending first year students.

9. Converted courses to online formats.

F. Faculty Productivity

All the RS faculty have all been hired within the last three years, many have been very active in scholarly pursuits.

Publications:

Oswald, G. (2013). Careers and Credentials: Employment Settings for Rehabilitation Practitioners. In Andrew, J. D. & Faubion, C. W. (Eds.) *Rehabilitation Services: An introduction for the Human Services Professional*. Linn Creek, MO: Aspen Professional Services.

Under Review:

Oswald, G., Workman, J., & Huber, M. A Guide to Developing Evidence-based Programs in Rehabilitation Counseling Research." *Journal of Applied Rehabilitation Counseling*.

Oswald, G., Huber, M, & Wilson, J. The status of technology-enhances education and service delivery in rehabilitation counselor education. *Rehabilitation Research, Policy and Education*.

Kiener, M. & Oswald, G. Student Perceptions of Completing a Research Methods Course. *Rehabilitation Education*.

Grant Submissions:

Oswald, G. *Building STEM-related Employment Opportunities for Students with Disabilities: the STEM Careers Project*. IES 2012.

Oswald, G. *Research to Identify Cognitive and Psychosocial Factors Underlying Mathematics Deficiencies of College Students with Physical Disabilities*. NSF 2012.

Oswald, G. & Vernooy, J. *Postsecondary Preparation, Skill and Intervention Requirements for Students with Disabilities*. NIDRR, 2012.

Presentations:

Bruce, A., Marme, M., & Oswald, G. From Kafka to MOOCs: Disruptive Innovation in Globalized Rehabilitation Education. Presentation at the Presentation at the National Council on Rehabilitation Education Conference, Spring 2014.

Oswald, G., Huber, M., & Wilson, J. The status of technology-enhanced education and service delivery in rehabilitation counselor education. Presentation at the Presentation at the National Council on Rehabilitation Education Conference, Spring 2014.

Keferl, J., & Oswald, G. Forgive Me Father, For I Have Forgotten You: Experiences of Fathers of Children With Disabilities. Presentation at the National Council on Rehabilitation Education Conference, Spring 2013 and the American Counseling Association Conference, Spring 2014.

Sabo, C., & Oswald, G. Wellness for Rehabilitation Professionals... It's the Ethical Thing to Do. Plenary session at the National Rehabilitation Association Conference, Fall 2012 and presentation at the Ohio Rehabilitation Association Annual Training Conference, Fall 2012.

Oswald, G. Community Service Program Evaluations: Assessing Effectiveness while Creating Evidence-Based Practices. Presentation at the National Council on Rehabilitation Education Conference, Spring 2012.

Wagner-Williams, C., Oswald, G., & Sabo, C. Baccalaureate Service Provider Code of Ethics. Presentation at Ohio Rehabilitation Association Conference, Fall 2011.

Oswald, G. Community Service Program Evaluations: Assessing Effectiveness while Creating Evidence-Based Practices. Presentation at the Division of Career Development and Transition Conference, Fall 2011.

G. Teaching, Research and Service

Faculty and Instructors are currently working on research activities related to online learning, evidence-based practices, and employment services for individuals with disabilities. All of these topics directly relate to meeting the needs of the community, educating students in best practices, and teaching with appropriate instructional methods.

H. Technology

All faculty and instructors utilize the PILOT system for synchronous and asynchronous activities. Faculty have up to date computers while students have access to multiple computer labs. All classrooms are electronic.

I. Program staying current

The RS program maintains current curriculum and instruction through accreditation standards and the assistance of an Advisory Board made up of community partners representing various areas of rehabilitation. The advisory board is requested to meet annually to discuss the program, graduate effectiveness, and curricular needs. These activities ensure that the program evolves to meet the ever-changing needs of the community and field.

J. Comparative Advantage

The Rehabilitation Services program is a unique program in and of itself. There are very few RS programs within the region, and no accredited RS programs. Students interested in the disability field and seeking an accredited program have Wright State University as the only option at this point in time.

IV. Program Needs

As has been stated in several annual reviews both at the program level, college level, and accrediting body level, the rehabilitation services program has served too many students without the appropriate ratio of faculty and staff to serve them. With additional faculty resources, the program could maintain the current student body, solidify accreditation, and recruit additional students for the program. The program is also poised to offer the curriculum online and within a 3 year program of study; however, these options are not feasible with current resources.

V. Proposed Improvement Action Plan

At this time, the program will continue to maintain and improve student learning outcomes without additional recruitment efforts that negatively impact accreditation reviews. The program will also reapply for accreditation status and continue to maintain accreditation standards.

ANNUAL PERSONNEL UPDATE FORM

a	b	c	d	e	f	g	h	i	j	k	l
Name	CRC Y/N	Degree	Position Rank/Tenure	Courses Taught	Supv/Advise Yes <input type="checkbox"/> No <input type="checkbox"/>	Yrs on Rehab Faculty	Other Yrs Rehab	Other Yrs Rehab Cnslg	% Time URE Prog	Sex	Race

Full-Time URE Faculty at Institution

Gina Oswald	Y	PhD	Assistant Professor	RHB 2010, 2020, 3030, 3040, 4010, 4040, 4070, 4900	Supervise interns and Advise	6.5 years		8 years	100	F	W
Eric Anderson	Y	PhD	Instructor	RHB 2010, 2020, 3030, 4010, 4070	Supervise and Advise	.5 years	3 years		100	M	W

Part-Time/Adjunct URE Faculty at Institution

Ryan Taylor	Y	MRC	Community Partnerships	RHB 2020	Supervise	3.5 years	7 years		25	F	W
Carl Sabo	Y	PhD	Assistant Professor	RHB 4020	Advise	2.5 years		26 years	40	M	W
Mary Huber	N	PhD	Assistant Professor	RHB 3050	N	.5 years	30 years		40	F	W
Helen Devore	Y	MRC	Adjunct Professor	RHB 3040	N	.5 years	5 years		20	F	W
Kelly Lockwood	Y	MRC	Adjunct Professor	RHB 3050	N	1 year	11 years		20	F	W
Angie Bonza	N	MRC	Adjunct Professor	RHB 4040	N	.5 years	6 years		20	F	W
Deanna Arbuckle	Y	MRC	Adjunct Prof	RHB 3010, 3040	N	4 years	20 yrs		60	F	W

ANNUAL PROGRAM DATA

The following information is required of all accredited undergraduate programs. Please note that data reflects the following semesters: Summer 2013, Fa11 2013, Spring 2014.

1. 156 Total number of students in the program.
2. 57 Number of students in the program who self-identify as members of an under-represented population.

Groups represented: Asian, African American, Hispanic, Two or more races

3. 17 Number of students with disabilities in the program. *(Please respond if this data is kept or is known by the coordinator/faculty).*
4. Unknown Number of adult learners/non-traditional learners *(defined as over the age of 25 or students who have responsibilities as parents)*
5. 8 Number of students who are veterans.

Graduates of program during the reporting period

numbers for summer and fall 2013

6. 36 Total number of graduates.
7. 8 Number of students who entered graduate school (any degree).
8. 3 Number of students enrolled in graduate rehabilitation counseling programs.
9. 17 Number of students who found employment.

Please respond to the following questions if this data is kept or is known by the coordinator/faculty.

10. 2 Number of students employed in Community-based Rehabilitation Facilities.
11. 12 Number of students employed in local, state, federal agencies (excluding rehabilitation agencies).
12. _____ Number of students employed in state/tribal vocational rehabilitation program.
13. _____ Number of students employed in vocational rehabilitation program.
14. 2 Number of students employed in an educational setting.
15. _____ Number of students employed in private sector.
16. 1 Number of students seeking employment.
17. 2 Number of students employed in non-rehabilitation settings.
18. 0 Number of rehabilitation faculty that identify themselves as members of an under-represented population.

Departmental Summary

Faculty Data in ADS

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Full	3.00	3.00	1.00	1.00	1.00
Associate	6.00	6.00	5.00	6.00	4.00
Assistant	1.00	1.00	1.00	1.00	3.00
Instructor/Lecturer	2.00	2.00	3.00	3.00	2.00
Total	12.00	12.00	10.00	11.00	10.00

Other Staff Personnel

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Unclassified	--	--	--	--	--
Classified	2.00	2.00	1.00	1.00	1.00
Total	2.00	2.00	1.00	1.00	1.00

Student/Faculty Ratio Data in ADS

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Student FTE Per Faculty FTE	10.96	13.63	15.29	15.10	13.01
Student WFTE Per Faculty FTE	30.19	36.73	40.56	37.19	31.91

Average Section Size by Section Type Data in ADS

	Fall 2010	Fall 2011	Fall 2012
Lecture	22.15	--	21.83
Lab only	19.53	--	19.48
Lecture/Lab	19.00	--	18.78

Total of student data for all programs in unit Data in PED

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	391	450	497	471	386
Graduates	87	102	124	126	129

Course Credit Hours Taught Data in PED

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	5,455	6,334	6,788	6,335	7,201
Graduate	3,945	4,664	4,719	3,955	3,557
Total	9,400	10,998	11,507	10,290	10,758

Course Completions Data in ADS

	2008	2009	2010	2011	2012
Undergraduate	92.7%	94.3%	93.9%	93.7%	91.5%
Master's	94.0%	93.5%	95.1%	94.6%	95.2%

Expense per student and revenue to expense ratio Data in ADS

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Expense Per Student FTE	\$6,979	\$6,221	\$4,726	\$4,891	\$5,044
Expense Per Student WFTE	\$2,481	\$2,283	\$1,768	\$1,962	\$2,012
Revenue/Expense	2.485	2.874	3.866	3.579	3.970

Total Cost Funded by Department (RSP) Data in PED

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Department Total	--	--	--	--	--

Future employment projections for discipline (to be provided to unit)

The following information is found in the Bureau of Labor Statistics, Occupational Outlook Handbook:

Employment of mental health counselors and marriage and family therapists is projected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations. Growth is expected in both occupations as more people have mental health counseling services covered by their insurance policies.

Employment of school and career counselors is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Increasing school enrollments should lead to employment growth of school and career counselors. However, hiring may be limited, due to slow growth—or decline—in school funding from state and local governments.

Employment of rehabilitation counselors is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Demand for rehabilitation counselors is expected to grow with the increase in the elderly population and with the continued rehabilitation needs of other groups, such as veterans and people with disabilities.

Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification.

Based on the information above, the major offerings in the department appear to have favorable employment outlooks over the next decade. This information should be taken into consideration when CEHS and the university make funding considerations and evaluations.

Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

The Department of Human Services programs and curricula are critical to the core educational experience at the university. Human Services professionals make significant impacts in the communities where they work and live. The department trains a variety of service personnel that work in such diverse settings as schools, community and mental health agencies, rehabilitation facilities, government, non-profits, universities, hospitals and the private sector. Additionally, many of the department alumni go on to become entrepreneurs and in doing so employers. As greater attention and value is being given to programs that train students for careers that are in demand, the Department of Human Services appears to be well prepared to play its part in providing the Miami Valley and beyond with well trained human services professionals.

Faculty accomplishments and recognitions

Wantz, R. A. 2014 Counselor Educator of the Year (Ohio Association for Counselor Education and Supervision)

Johnson, A.L. (2013). Counseling the polyamorous client: Implications for competent practice. *VISTAS*. Alexandria, VA: American Counseling Association.

Hill, T.M. (2014). Critical Incident Stress Management book chapter in *The Encyclopedia of Theory in Counseling and Psychotherapy*, Ed Neukrug (Ed.)

Hill, T.M. (2012). The Career and Life Explorer: A Review. In D. Hays & C. Wood, (Eds.), *The Counselors Guide to Career Assessment Instruments*, (6th ed.). National Career Development Association. (Accepted)

Fortson, 2012 CACREP Counselor Accreditation Self-Study

Fortson, 2011 CORE Rehabilitation Counseling Accreditation Self-Study

Miura, Y. & **Tromski-Klingshirn, D.** (2013, November), Cautions and Considerations for Future research of Credit. Paper presented at the 2013 University Council for Educational Administration Convention. Indianapolis, IN.

Henderson, D., Robinson, M., **Sabo, C.**, & Hertzfeld, J. (2014). Workers' Disability Benefits Programs. In *Rehabilitation Services: An introduction for the human / services professional, 3rd Edition*. (Eds. J. Andrew & C. Faubion). Linn Creek, MO: Aspen Professional Services.

Oswald, G., Huber, M. J., & Workman, J. (in press 2014). A guide to developing evidence-based practices in rehabilitation counseling research. *Journal of Rehabilitation Counseling*.

Oswald, G., Huber, M. J., & Wilson, J. (in press 2014). The status of technology-enhanced education and service delivery in rehabilitation counselor education. *Rehabilitation Research, Policy and Education*.

Programs and areas of recognized excellence with supporting evidence

1) Graduates approved for Professional Counseling licensure by Ohio Counselor, Social Worker and Marriage and Family Therapy Board:

- a. Marriage and Family Counseling
- b. Clinical Mental Health Counseling
- c. School Counseling
- d. Business and Organizational Management Counseling
- e. Rehabilitation Counseling: Severe Disabilities
- f. Rehabilitation Counseling: Chemical Dependency

2) Programs with specialty accreditation

- a. Clinical Mental Health Counseling
- b. School Counseling
- c. Rehabilitation Counseling: Severe Disabilities
- d. Rehabilitation Counseling: Chemical Dependency
- e. Rehabilitation Services (undergraduate)

Capacity for growth of programs

The following programs have a capacity for growth:

Sign Language Interpreting
Rehabilitation Counseling: Severe Disability
Rehabilitation Counseling: Chemical Dependency
Business and Organization Management Counseling

New program opportunities

The US Department of Education has issues another round of RFPs to fund long-term training grants for new students in CORE accredited rehabilitation programs. The department is working towards submitting another application for funds.

Proposals to enhance programs (if desired)

The two preeminent accreditation boards within the field of counseling, the council of accreditation of counseling and related educational programs (CACREP), and the council on rehabilitation education (CORE) have entered into an affiliation in order to better work together within the counseling field. As a result a new programmatic designation was developed for universities to consider offering. The new program is Clinical Rehabilitation Counseling. Since we already have a Rehabilitation Counseling/Severe Disabilities program we would only need to adapt and enhance that program for it to align with the new standards associated with the Clinical Rehabilitation Counseling requirements.

It is thought that aligning to the new standards associated with the Clinical Rehabilitation Counseling program will potentially greatly increase enrollment into the program. The reason for this is that graduates of this enhanced program will qualify to sit for the Ohio licensure examination for professional counseling. Currently Rehabilitation Counseling/Severe Disabilities students must take 4 additional counseling courses in order to qualify for the Ohio Licensure examination for professional counseling.

PROGRAM: Counseling: Business and Organizational Management – MS

RECOMMENDATION:

Increase Resources Maintain Current Resources Reduce Resources Phase Out the Program

SPECIFIC DETAILS OF THE RECOMMENDED ACTION:

PROGRAM: Counseling: Clinical Mental Health – MS

RECOMMENDATION:

Increase Resources Maintain Current Resources Reduce Resources Phase Out the Program

SPECIFIC DETAILS OF THE RECOMMENDED ACTION:

This program has specialty accreditation by CACREP and is our flagship graduate program that draws high interest from potential students. This program may need to increase faculty resources in order to meet high demand.

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PROGRAM: Counseling: Marriage and Family – MS
<u>RECOMMENDATION:</u> <input type="checkbox"/> Increase Resources <input checked="" type="checkbox"/> Maintain Current Resources <input type="checkbox"/> Reduce Resources <input type="checkbox"/> Phase Out the Program
<u>SPECIFIC DETAILS OF THE RECOMMENDED ACTION:</u> This program is going to transition to a certificate program that is connected to the Clinical Mental health Counseling Program. These changes are necessary due to changes in Ohio licensure law. The department believes that the addition of a M&F certificate to the Clinical Mental Health Counseling Program will be extremely attractive.

PROGRAM: Rehabilitation Counseling: Chemical Dependency – MRC
<u>RECOMMENDATION:</u> <input type="checkbox"/> Increase Resources <input checked="" type="checkbox"/> Maintain Current Resources <input type="checkbox"/> Reduce Resources <input type="checkbox"/> Phase Out the Program
<u>SPECIFIC DETAILS OF THE RECOMMENDED ACTION:</u>

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PROGRAM: Rehabilitation Counseling: Severe Disabilities – MRC
<u>RECOMMENDATION:</u> _____ Increase Resources ___X___ Maintain Current Resources _____ Reduce Resources _____ Phase Out the Program
<u>SPECIFIC DETAILS OF THE RECOMMENDED ACTION:</u>

PROGRAM: Rehabilitation Services – BS
<u>RECOMMENDATION:</u> ___X___ Increase Resources _____ Maintain Current Resources _____ Reduce Resources _____ Phase Out the Program
<u>SPECIFIC DETAILS OF THE RECOMMENDED ACTION:</u> This program is positioned to expand with added faculty resources. It was reviewed and approved by the university during a

preliminary review cycle that took place spring 2014. That review is included for consistency.

PROGRAM: School Counseling – MED

RECOMMENDATION:

Increase Resources Maintain Current Resources Reduce Resources Phase Out the Program

SPECIFIC DETAILS OF THE RECOMMENDED ACTION:

PROGRAM: Sign Language Interpreter – BS

RECOMMENDATION:

Increase Resources Maintain Current Resources Reduce Resources Phase Out the Program

SPECIFIC DETAILS OF THE RECOMMENDED ACTION:

