

BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

ACTION: **Approve 2022 Program Review Recommendations for Wayne State College**

Per Policy 4200, existing academic programs shall be reviewed every seven (7) years by each College to determine the quality and effectiveness of each program, the efficiency with which each is delivered, and to avoid unnecessary duplication. Each program is evaluated based on the minimum threshold requirements established by the Coordinating Commission for Postsecondary Education (CCPE). Below are the academic programs at Wayne State College that have been successfully reviewed for the 2020-2021 academic year and currently meet the minimum CCPE thresholds, along with the subsequent recommendations for continued offering of each.

Wayne State

- Counseling - continue program
- Curriculum & Instruction - continue program
- Early Childhood and Family Studies - continue program
- Education- continue program
- Exercise Science - continue program
- Health & Physical Education - continue program
- Human Services - continue program
- School Administration - continue program
- Special Education - continue program
- Sport Management - continue program

The System Office and Wayne State College recommend approval of the 2022 Program Review Recommendations for Wayne State College.

ATTACHMENTS:

- WSC Counseling Program Review (PDF)
- WSC Curriculum Instruction Program Review (PDF)
- WSC Early Childhood and Family Studies Program Review (PDF)
- WSC Education Program Review (PDF)
- WSC Exercise Science Program Review (PDF)
- WSC Health Physical Education Program Review(PDF)
- WSC Human Services Program Review (PDF)

- WSC School Administration Program Review (PDF)
- WSC Special Education Program Review (PDF)
- WSC Sport Management Program Review (PDF)

WSC Academic Program Review Report 2022
Counseling

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Graduate	Credit Hours
Counseling	Clinical Mental Health	MSE	60
Counseling	School	MSE	63 (PK-12)
Counseling	Student Affairs/College	MSE	60

All counseling programs have recently been reviewed for alignment with the most current Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the best practice standard for all counseling programs in the United States at the time of this report. The clinical mental health program is currently accredited by CACREP and is in good standing. The school and student affairs/college counseling programs have recently been reviewed using CACREP program standards by the counseling department, and the department is currently collecting data to submit for those programs' accreditation.

All educator preparation programs at WSC are approved by the Nebraska Department of Education (NDE). NDE conducts a full program review every seven years. WSC was last reviewed in 2016 and is scheduled to be reviewed again in 2023. In addition to the cyclical state approval process, WSC is required to submit annual reports to NDE. Both processes are utilized by NDE to determine compliance with Rule 24 (endorsements) and Rule 20 (overall preparation program) requirements; assessment results regarding candidate quality and performance in areas such as candidate's knowledge, skills, dispositions, and effect on PK-12 learning, and program improvement initiatives informed by candidate performance data.

2. Section Two (Option B): External Accreditation Findings

NDE School Counseling

The Nebraska Department of Education (NDE) started their Rule 20 Institutional Report and Rule 24 Folio off-site review in June of 2016 and ended with the on-site visit in the spring of 2017. Folios (NDE provided template) for all endorsements offered at WSC were provided to the NDE reviewers. The on-site visit was in conjunction with our CAEP Accreditation site visit. The on-site visit entailed interviews conducted with stakeholder groups and individuals to validate the information that WSC provided to the review team and to gain additional information about the characteristics and quality of WSC educator preparation program.

The School Counseling program was approved. NDE reviews contextual information, key assessments utilized by the institution, findings of those assessments, and if institutions are utilizing those findings to make program changes. All required areas were considered "Met" or "Met with Recommendations".

The reviewer felt the information provided in the folio was generally appropriate, with the exception of lack of specific assignments/rubrics to gain better sense of the rigor of the courses. On-site reviewers would likely benefit from access to these materials. Another element that would be helpful would be more detail regarding how the school counseling program might choose to address the preparation of students across the PK-12 paradigm given the expected changes to Rule 24.

Recommendations revolved around:

- Providing additional depth regarding how assessment data are utilized for program improvement and development.
- Providing additional information relative to the learning environment that was perceived useful (types of courses offered/times, info on placement sites, etc.).
- Providing one or two specific course assignments and rubrics to give a better representation of what students are being asked to do.

NCATE School Counseling

The Wayne State College (NE) continuing accreditation visit was one of the first to pilot the new Continuous Improvement option. The pilot consisted of an offsite review conducted by conference call, the preparation of an Offsite BOE Feedback Report, a shortened onsite visit, a smaller Onsite BOE team, and a new BOE report format. Four NCATE BOE members conducted the offsite review in February 2010 in consultation with two state representatives and a NCATE staff member. An offsite review report was completed and submitted to the institution in preparation for the onsite visit.

The onsite review was conducted jointly by an NCATE team and a state team in April 2010. Similarly to CAEP, NCATE does not accredit individual licensure programs or areas within an institution; rather their accreditation implies overall quality of all the programs and licensure areas offered by that institution. NCATE Both initial and advanced licensure programs were inspected during this accreditation cycle. Among the advanced programs, the school counseling program was included in the accreditation process. As all the standards for initial and advanced programs were met, the NCATE team recommended continuing accreditation for the WSC educator-preparation program.

The department has decided to seek future accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP—Clinical Mental Health Counseling

CACREP's most recent accreditation was conducted in mid-2019 as an interim off-site mid-cycle process whereby Wayne State College provides comprehensive documentation of the program and any previously cited accreditation issues. Following its review of the Mid-Cycle Report, the Board had remaining questions about the core faculty designations and the distribution of an official program evaluation report. The Board denied acceptance of the Mid-Cycle Report and formally cited standards. This was not a denial of continued accreditation; however, it did indicate a serious issue that WSC had to respond to with some urgency. To respond to the cited standards, the counseling program had to submit a Special Interim Report to the Board no later than April 1, 2021.

CACREP's board met in January 2021 to review the Special Interim Report submitted by WSC in response to the Mid-Cycle Report. Based on its review of the report and supporting documentation,

the Board accepted the report and decided to continue accreditation of the specialty area through the remainder of the accreditation cycle ending March 31, 2024.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for standalone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	MSE	15	29	16	31	26	23.4



The Standard of Excellence
in Teacher Preparation

Dr. Richard Collings
Wayne State College
Page 1

National Council for Accreditation of Teacher Education

James G. Cibulka
President



November 5, 2010

Dr. Richard Collings
President
Wayne State College
1111 Main Street
Wayne, NE 68787

Dear Dr. Collings:

At its October 19-22, 2010 meeting in Bethesda, Maryland, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the continuing accreditation of the School of Education & Counseling as the unit that oversees the professional education offerings at Wayne State College. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the School of Education & Counseling at Wayne State College at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion. Any areas for improvement that have been cited are listed in the enclosed accreditation action report.

The next NCATE visit is scheduled for **Spring 2017**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. In addition, your institution will be required to complete the AACTE/NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. During the accreditation period, you will be expected to report evaluations and changes in relation to the six standards.

The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration at your institution. Please let us know if there is anything we might do to explain the findings of the Board or to assist you in determining any future courses of action.

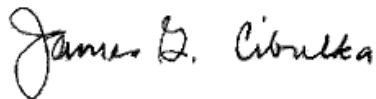
Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state

agency with program approval authority has access to these documents in NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Institutions," then "Resources," then "Press Packet" under the subhead "Celebrating Accreditation." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,



James G. Cibulka
President

Enclosures

cc: Dr. Carolyn V. Linster, School of Education & Counseling
Dr. Jean Blomenkemp, School of Education & Counseling
Ms. Phyllis Spethman, School of Education & Counseling
Dr. Tim Sharer, School of Education & Counseling
Dr. Robert Sweetland, School of Education & Counseling
Ms. Sharon K. Katt, Nebraska Department of Education
Board of Examiners Team



Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350 • Alexandria, VA 22314 • (703) 535-5990 • www.cacrep.org

February 28, 2021

Dr. Nicholas Shudak, Dean
School of Education and Behavioral Sciences
Wayne State College
1111 Main Street
Wayne, Nebraska 68787

Dear Dr. Shudak:

The Board of Directors of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) met January 14-16, 2021, for the purpose of making accreditation decisions. At this meeting, the Board reviewed the Special Interim Report submitted by the Department of Counseling at Wayne State College. This report was required to address standards cited in the Midcycle Review letter that was sent to your office and dated March 3, 2020. The report specifically addressed standards related to the accreditation of the Clinical Mental Health Counseling (M.S.E. degree) specialty area.

Based on its review of the report and supporting documentation, the Board accepted the report and decided to continue accreditation of the specialty area through the remainder of the accreditation cycle ending March 31, 2024.

A revised certificate of accreditation is enclosed with this letter. Once again, the Board extends its thanks to you and your administration for the support given to the faculty in maintaining the accredited status of the counseling program. Such support is considered vital to assuring continued quality in higher education programs.

Sincerely,

M. Sylvia Fernandez, Ph.D.

M. Sylvia Fernandez, Ph.D.
President and CEO

Enclosure

cc: Dr. Alison Boughn, Chair, Department of Counseling

**WSC Academic Program Review Report 2022
Curriculum & Instruction (C & I)**

1. Section One: Overview of Program Offerings

Major	Graduate Focus Area	Degree	Credits
Curriculum & Instruction	Business and Information Technology Education	MSE	36
Curriculum & Instruction	Cross-Curricular Education	MSE	36
Curriculum & Instruction	Early Childhood Education	MSE	36
Curriculum & Instruction	Elementary Education	MSE	36
Curriculum & Instruction	English Education	MSE	36
Curriculum & Instruction	ESL	MSE	36
Curriculum & Instruction	Exercise Science	MSE	36
Curriculum & Instruction	Family and Consumer Science Education	MSE	36
Curriculum & Instruction	Skilled and Technical Science Education	MSE	36
Curriculum & Instruction	Mathematics Education	MSE	36
Curriculum & Instruction	Music Education	MSE	36
Curriculum & Instruction	Reading Specialist (PK-12)	MSE	36
Curriculum & Instruction	Science Education	MSE	36
Curriculum & Instruction	Social Sciences Education	MSE	36

Wayne State College's educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP conducts a full on-site program review every seven years, and Wayne State College (WSC) is required to submit an annual report of progress to CAEP between the seven-year on-site accreditation visit. Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. CAEP is a professional accreditor because it reviews departments, schools, and colleges, which prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they wish to teach. WSC's last on-site visit was conducted in 2017, followed up with an interim visit in 2019. CAEP conferred full accreditation on WSC's educator preparation program until our next site visit in 2024. The 2024 site visit will include a review of our graduate initial and additional licensure programs. Because these programs were not reviewed at the last CAEP visit, the most recent review of our Curriculum and Instruction programs was in 2010 with the National Council for Accreditation of Educator Preparation (NCATE). NCATE no longer exists and was replaced with CAEP.

All educator preparation programs at WSC are approved by the Nebraska Department of Education (NDE). NDE conducts a full program review every seven years. WSC was last reviewed in 2016 and is scheduled to be reviewed again in 2023. In addition to the cyclical state approval process, WSC is required to submit annual reports to NDE. Both processes are utilized by NDE to determine compliance with Rule 24 (endorsements) and Rule 20 (overall preparation program) requirements; assessment results regarding candidate quality and performance in areas such as candidate's

knowledge, skills, dispositions, and effect on PK-12 learning, and program improvement initiatives informed by candidate performance data.

2. Section Two (Option B): External Accreditation Findings

Nebraska Department of Education (NDE)

The Nebraska Department of Education (NDE) started their Rule 20 Institutional Report and Rule 24 Folio off-site review in June of 2016 and ended with the on-site visit in the spring of 2017. Folios (NDE provided template) for all endorsements offered at WSC were provided to the NDE reviewers. The on-site visit was in conjunction with our CAEP Accreditation site visit. The on-site visit entailed interviews conducted with stakeholder groups and individuals to validate the information that WSC provided to the review team and to gain additional information about the characteristics and quality of WSC educator preparation program. Only advanced programs that offer additional endorsements or licensure are reviewed by NDE. The program was reviewed in 2016 and approved with little to no comments.

National Council for Accreditation of Teacher Education (NCATE)

The Wayne State College (NE) continuing accreditation visit was one of the first to pilot the new Continuous Improvement option. The pilot consisted of an offsite review conducted by conference call, the preparation of an Offsite BOE Feedback Report, a shortened onsite visit, a smaller Onsite BOE team, and a new BOE report format. Four NCATE BOE members conducted the offsite review in February 2010 in consultation with two state representatives and a NCATE staff member. An offsite review report was completed and submitted to the institution in preparation for the onsite visit.

The onsite review was conducted jointly by an NCATE team and a state team in April 2010. Similarly to CAEP, NCATE does not accredit individual licensure programs or areas within an institution; rather their accreditation implies overall quality of all the programs and licensure areas offered by that institution. NCATE Both initial and advanced licensure programs were inspected during this accreditation cycle.

Among the advanced programs, the Curriculum and Instruction programs were included in the accreditation process. As all the standards for initial and advanced programs were met, the NCATE team recommended continuing accreditation for the WSC educator-preparation program.

With the transition from NCATE to CAEP during the 2017 accreditation process, only initial licensure programs were observed and accredited. Advanced programs leading to initial and/or additional licensure will be included in the upcoming 2024 CAEP accreditation process. Curriculum and Instruction emphases that apply to this include Early Childhood Education, English as a Second Language, Information Technology, and Reading Specialist.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for standalone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards	MSE	56	90	59	88	59	70.4
<i>(list degrees/awards separately)</i>							



Dr. Richard Collings
Wayne State College
Page 1

National Council for Accreditation of Teacher Education
James G. Cibulka
President



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The next NCATE visit is scheduled for **Spring 2017**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. In addition, your institution will be required to complete the AACTE/NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. During the accreditation period, you will be expected to report evaluations and changes in relation to the six standards.

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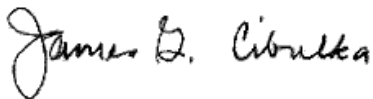
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Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,



James G. Cibulka
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Enclosures

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Ms. Sharon K. Katt, Nebraska Department of Education
Board of Examiners Team

WSC Academic Program Review Report 2022
Early Childhood

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Undergraduate	Credit Hours
Early Childhood	Early Childhood/Family Studies		BA, BS	56

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

The Early Childhood program in the School of Business and Technology continues to prepare students to work in programs for young children in a variety of settings. Throughout Nebraska there is a growing need for high quality early childhood care and education professionals. One of the primary settings in which those with the degree might work is in Head Start programs or in family services. It best prepares students to work in early childhood program centers, as these programs are comprehensive in nature serving both the young child and the family of the child. Day cares are a common employer, where routine activities such as managing the eating, sleeping, health care, and recreational needs of children are the main day-to-day tasks. The program also prepares future early childhood directors. A director supervises programs, including supplies and equipment, balancing the budget, and working with parents. This degree also prepares students to open their own early childhood centers as they become skilled in working with the entire range of young children from birth through age eight years.

The curriculum includes many Family Studies courses such as family resource management, which align well with the outcomes of the Early Childhood program. The courses of the early childhood program also support the Family and Consumer Science concentration areas and the preparation of future Family and Consumer Science educators. In addition, many students at Wayne State elect to pursue the family life minor, which includes the early childhood, and family studies courses in this program.

The numbers of students in the Early Childhood program has maintained a five-year average that is at the CCPE minimum threshold and in the current academic school year, there has been a significant increase in program completers.

The program has remained strong in promoting developmentally appropriate practice for those pursuing positions in the field of early childhood and family studies. The program also promotes early science learning for young children in coordination with the state's Nature Explore program. The coordination with Nebraska Game and Parks and the 'Growing Up Wild' programs also continues to be a strength of the Early Childhood major. Some concerns include the challenge of finding enough quality early childhood settings in the regional for students to complete the necessary field experiences. The pandemic has exacerbated the situation and has complicated access to these opportunities. Finally, federal funding may be considered a concern. This early childhood program would prepare a number of early childhood professionals to serve as early

childhood program coordinators if support for more high quality early childhood care settings is increased at the federal level.

➤ Faculty and faculty-related resources

The faculty of the Family and Consumer Sciences at the college and several adjunct instructors continue to provide sufficient instructional coverage for the courses in the Early Childhood program.

➤ Informational resources (library, technology, data services, etc.)

The U.S. Conn Library provides students access to resources from the National Association for the Education of Young Children and includes a good collection of digital articles for student research in the early childhood field. The library has acquired a number of excellent video clip collections which support students learning in the development of observing, recording and assessing skills necessary for those working with young children.

➤ Physical facilities and instructional equipment, if applicable

The classrooms in the newly remodeled Benthack Hall have the most current technology for teaching and includes a dedicated early childhood area with quality materials to demonstrate nurturing young children in all of the areas of development and learning.

➤ Fiscal resources.

There are sufficient fiscal resources to support the program.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		2,178	2,351	2,175	2,529	2,382	2,323
Faculty Full-time Equivalency (FTE)		4.63	4.49	4.40	5.10	5.07	4.74
SCH/Faculty FTE		470	524	494	496	470	490
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BS	7	8	10	6	4	7.0

**WSC Academic Program Review Report 2022
Education**

1. Section One: Overview of Program Offerings

	Option, Concentration, Focus Area or Endorsement	Degree	Credit Hours
Education	Early Childhood Education Inclusive Field Endorsement (B-3)	BA, BS	51
Education	Early Childhood Education Supplemental Endorsement (PK-3)		18
Education	Elementary Education Field Endorsement (K-8)	BA, BS	41
Education	Middle Level Education Field Endorsement (5-9)	BA, BS	39-42

Wayne State College’s educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP conducts a full on-site program review every seven years, and Wayne State College (WSC) is required to submit an annual report of progress to CAEP between the seven-year on-site accreditation visit. Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. CAEP is a professional accreditor because it reviews departments, schools, and colleges which prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they wish to teach. WSC’s last on-site visit was conducted in 2017, followed up with an interim visit in 2019. CAEP conferred full accreditation on WSC’s educator preparation program until our next site visit in 2024.

All educator preparation programs at WSC are approved by the Nebraska Department of Education (NDE). NDE conducts a full program review every seven years. WSC was last reviewed in 2016 and is scheduled to be reviewed again in 2023. In addition to the cyclical state approval process, WSC is required to submit annual reports to NDE. Both processes are utilized by NDE to determine compliance with Rule 24 (endorsements) and Rule 20 (overall preparation program) requirements; assessment results regarding candidate quality and performance in areas such as candidate’s knowledge, skills, dispositions, and effect on PK-12 learning, and program improvement initiatives informed by candidate performance data.

2. Section Two (Option B): External Accreditation Findings

The Nebraska Department of Education (NDE) started their Rule 20 Institutional Report and Rule 24 Folio off-site review in June of 2016 and ended with the on-site visit in the spring of 2017. Folios (NDE provided template) for all endorsements offered at WSC were provided to the NDE reviewers. The on-site visit was in conjunction with our CAEP Accreditation site visit. The on-site visit entailed interviews conducted with stakeholder groups and individuals to validate the information that WSC provided to the review team and to gain additional information about the characteristics and quality of WSC educator preparation program.

The Elementary Education, Middle Level Education, Early Childhood Inclusive, and Early Childhood Education endorsements were all approved. NDE reviews contextual information, key assessments

utilized by the institution, findings of those assessments, and if institutions are utilizing those findings to make program changes. All required areas for undergraduate programs were considered “Met” or “Met with Recommendations”.

Recommendations revolved around:

- 1) Elementary Education—providing evidence that our elementary education candidates impact P-12 student learning. NDE realizes this is a difficult requirement to assess so work will need to be done to determine ways to assess this for our candidates.
- 2) Middle Level Education—the institutions should consider utilizing the Praxis II as the primary measurement of content knowledge, instead of GPA.

WSC’s first on-site accreditation visit from the newly formed CAEP (formerly NCATE) was conducted during spring 2017. CAEP’s role is to provide a peer-reviewed assessment of educator-preparation programs to assure the quality of those programs. CAEP does not accredit individual licensure programs or areas within an institution; rather their accreditation implies overall quality of all the programs and licensure areas offered by that institution. A total of 36 initial licensure programs comprised CAEP’s institutional accreditation for WSC.

Due to two stipulations (areas needing significant improvement) in Standard 5, WSC received a probationary accreditation requiring a follow-up visit in spring 2019. During this follow-up visit, the CAEP team recommended that both stipulations (i.e., the “There is limited evidence of a quality assurance system” and “There is no compelling evidence that data are systematically and regularly used as a basis for continuous improvement”) be removed. Therefore, following this follow-up visit, WSC’s educator preparation program was fully accredited by CAEP with only several minor areas for improvement. The next scheduled on-site accreditation visit is scheduled for spring 2024.

Every year WSC submits an annual report to CAEP that provides updates on progress made toward eliminating these few areas for improvement and highlights other programmatic improvements being made by WSC’s educator preparation program. CAEP reviewer feedback is provided following each annual report indicating any ongoing concerns with WSC’s progress. CAEP’s reviewer feedback for the 2021 annual report specified that no recommendations for changes or improvements to the report were required, indicating the WSC’s educator-preparation program is making adequate progress toward continued full accreditation.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		8,174	7,031	7,538	7,692	8,088	7,705
Faculty Full-time Equivalency (FTE)		19.15	16.38	16.92	16.77	17.20	17.28
SCH/Faculty FTE		427	429	446	459	470	446
Number of Degrees and Awards (list degrees/awards separately)	BS	91	88	71	71	75	79.2

**Includes Early Childhood Education, Elementary Education and Middle Level Education*

November 09, 2017

Dr. Marysz Rames
President
Wayne State College
1111 Main Street
Wayne, NE 68787

Dear Dr. Rames:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 23, 2017, and granted the following accreditation status:

The School of Education & Counseling at Wayne State College is **granted probationary accreditation** with the areas for improvement (AFIs) and stipulations outlined on the enclosed Accreditation Action Report

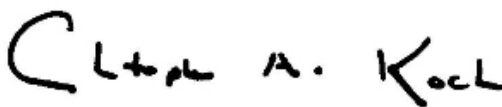
Additional details of the accreditation status are also provided in the enclosed report. The enclosed Information on CAEP Probationary Accreditation provides further information on the CAEP process and provider responsibilities during the accreditation term.

The recent meeting of CAEP's Accreditation Council culminates several years of preparation and deliberation on the part of both the EPP seeking accreditation and CAEP. Beginning with the self-study process and ending with the deliberation of the Council, a significant amount of thought and effort goes into the accreditation process. CAEP has confidence in its site visitors and the Council, and we want you to know that your EPP was examined with great care throughout each stage of the accreditation process.

We encourage you to contact Dr. Vince O'Neill (vince.oneill@caepnet.org), Accreditation Director, Councilors and Accreditation Decisions, for further explanation of the Council's findings or to assist you in determining any future courses of action.

CAEP has many resources available to support the continued improvements you will be making in your education programs. We appreciate your cooperation and commitment to CAEP accreditation.

Sincerely yours,



Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report and Information on CAEP Probationary Accreditation

cc: Dr. Nicholas J. Shudak, School of Education & Counseling;
Dr. Mark A. Baron, School of Education & Counseling;
Dr. Casey Humer, School of Education & Counseling;
Ms. Phyllis Spethman, School of Education & Counseling;
Ms. Sharon K. Katt;
Site Team

ACCREDITATION ACTION REPORT

Wayne State College
Wayne, Nebraska

October 2017

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Probationary Accreditation is granted. Standard 5 was found not met by the Accreditation Council. This accreditation status is effective between fall 2017 and fall 2019. The provider must demonstrate that Standard 5 is met and all stipulations cited have been corrected within two years to continue accreditation. A probationary accreditation site visit will take place no later than spring 2019.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Not Met	Not Applicable
Rationale for Standard 5 at the initial teacher preparation level being found Not Met: Lack of consistent quality assessment system for continuous improvement, and monitoring candidates progress.		

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

Areas for Improvement	Rationale
<p>1 There is a lack of evidence that candidates have demonstrated the proficiencies related to components 1.1 and 1.3.</p>	<p>Data submitted with the SSR and Addendum and evidence collected on site do not provide conclusive evidence of the development of a deep understanding of the critical concepts and principles of the discipline and that candidates, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p>

STANDARD 2: Clinical Partnerships and Practice

Areas for Improvement	Rationale
<p>1 The EPP does not provide for reciprocal evaluations of EPP-based and school-based clinical educators.</p>	<p>According to the SSR, which was corroborated by interviews, the EPP does not have a mechanism by which EPP-based and school-based clinical educators evaluate each other. This is an explicit requirement of Component 2.2 (Accreditation Manual, 2016, pp. 31-32).</p>
<p>2 The EPP does not provide consistent professional development for clinical educators on evaluating candidates in all programs.</p>	<p>The SSR, Addendum, and evidence for each do not demonstrate that clinical educators receive professional development consistently on the use of evaluation instruments, evaluating professional disposition of candidates, setting specific goals/objectives of the clinical experience, and providing feedback as required in Component 2.2 (Accreditation Manual, 2016, p. 32). Interviews presented conflicting opportunities and requirements for such professional development, which revealed an absence of consistent or compulsory training of clinical educators.</p>

STANDARD 5: Provider Quality Assurance and Continuous Improvement

Stipulations	Rationale
<p>1 There is limited evidence of a quality assurance system.</p>	<p>Per the CAEP Handbook, "EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric" (p.60). EPP-created assessments discussed within Standard 1 (Teacher Work Sample, Reflection of Instructional Choice, and Educator Growth Portfolio) and the EPP-created survey in Standard 2 (Clinical Practice Exit Survey) were found to be below CAEP sufficiency level.</p>

2 There is no compelling evidence that data are systematically and regularly used as a basis for continuous improvement.	The EPP utilizes a committee system to manage program assessment with the TPAC serving as the leading committee. While the structure itself organizes members, and ensures all stakeholders are involved, there lacked a discernible structure for the way by which data was reviewed and acted upon on a systematic basis (p.60).
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AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
None	None

Continued:

Area for Improvement or Weakness	Rationale
None	None

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of document



**Council for the
Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

School of Education &
Counseling Wayne State College
Wayne, Nebraska

Accreditation Council October 2019
Accreditation Application Date:
7/27/2007

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation
cycles.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2019 and Fall 2024. The next site visit will take place in Spring 2024.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Not Applicable	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Not Applicable	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Not Applicable	Not Applicable
STANDARD 4/A.4: Program Impact	Not Applicable	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

As this was a Probation visit, any Areas for Improvement from the last decision in Fall 2017 will still need to be addressed in the EPP's annual reports until the next site visit.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that it used results for program improvement. (component 5.3)	The EPP did not have three cycles of data to determine trends and evaluate program changes.
2	The EPP does not sufficiently utilize available data of completer impact on P-12 student growth as a means of program improvement. (component 5.4)	The EPP has participated in some analysis of available P-12 student growth data, but evidence was not provided that analyses were connected to programmatic decision making.

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two(2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

licensure level and advanced-level that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report

WSC Academic Program Review Report 2022
Exercise Science

1. Program Overview and Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degrees	Credits
Exercise Science			BS, BA	55
Exercise Science		Exercise Science		18

Program Overview and Goals:

Exercise Science is a comprehensive major providing undergraduate students with a broad exposure to both basic and applied knowledge and skill sets to support successful employment or advanced studies in a variety of exercise, fitness and allied health settings and professions. The Exercise Science program is committed to developing students with the capability of becoming leaders in their professions and communities.

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

Program assessment

The department assesses the Exercise Science program annually using one direct measure and one indirect measure for program assessment. For Exercise Science, the direct measure includes supervisor evaluations from the internships that students are required to complete in their final semester. The indirect measure is an exit survey completed just prior to graduation.

Programmatic concerns based on assessment of program

The Exercise Science program continues to serve 18-20 graduates per year and supports other programs and students on campus. The continued strong enrollment into this program is a result of students' desire to enter Health & Human Performance fields and receive a rigorous education and training using modern equipment and course work that leads to successful careers in the health & sport industries. Assessment Indirect and Direct Measures continue to confirm that the program is preparing students very well for professions in health, exercise, fitness and conditioning.

Program Summary

Students develop critical skills that are applicable to a variety of exercise, health, and sport fields. The WSC human performance lab is among the best in the state and is used regularly by a range of classes to complete a curriculum under the supervision of our distinguished faculty. An additional uncommon feature of our program is that our Exercise Science students must complete an internship prior to their graduation.

Many of our students go on to become physical educators in Nebraska, attend professional physical therapy or athletic training school, and other various health and wellness professions. Other students go on to jobs in the collegiate or professional industries both in Nebraska and across the country. Some students go on to graduate school and become researchers and faculty members at major universities. Our faculty frequently hear back from graduates who praise the preparation they received at Wayne State College.

Faculty and faculty-related resources

Six of our eight current full-time faculty are tenured while the other two are at Instructor level having more than 25 years combined teaching experience at Wayne State College. The faculty are:

- Professor Chad Maas (Ph.D., University of Southern Mississippi)
- Professor Donovan Conley (Ed.D., University of Georgia)
- Professor Barbara Engebretson (Ph.D., Colorado State University)
- Professor Kris Fox (Ph.D., Rocky Mountain University of Health Professionals)
- Professor Cameron Geisert (Ed.D., United States Sports Academy)
- Professor Kevin Hill (Ed. D., University of South Dakota)
- Instructor Jeff Meyer (MSE, Wayne State College)
- Instructor Paul McCawley (MSE, Wayne State College)

All full-time faculty members in the department have their own offices adjacent to classrooms and the human performance lab in the lower level of Rice Auditorium.

We are currently in the first year of offering a new graduate MSOM program in Human Performance and Wellness Management. It was anticipated that a minimum of 12 new students would enroll in the program in the first 2 years. The current enrollment halfway through the first year is 18 students and that number continues to grow almost daily. The anticipated course rotation to cover this demand will include an additional two courses (6 credits) offered per academic year and two courses (6 credits) offered in the summer. With the current number of FTE in the department this will need to be covered using either adjuncts or overload.

For the past 3-5 academic years, the HHPS department has depended on graduate assistants and adjunct instructors to cover approximately 30% of course offerings.

PED 103 Physical Health and Wellbeing, HHPS' sole general education course, is offered exclusively using GA and adjunct staffing. This is generally between 350-400 students per semester

Informational resources

Wayne State College has excellent information resources available to all students including those in Health, Human Performance, and Sport. The primary information resource employed the HHPS, however, is the information technology support provided by Wayne State College Network and Technology Services (NATS). NATS is invaluable in the planning, acquisition, and trouble-ticket service of hardware and software systems. Additionally, our library houses a number of peer-reviewed journals in hard-copy, has access to virtually any science journal through inter-library loans and many prominent research publications are available free to the public over the internet.

Physical facilities and instructional equipment

The current physical facilities and instructional equipment are adequate for a rural undergraduate institution with current enrollment levels. The Department is housed in a recently renovated garden level of the Rice Auditorium, which houses a human performance lab with a broad range of cutting-edge research and teaching equipment.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		6,047	6,014	6,672	6,964	7,348	6,609
Faculty Full-time Equivalency (FTE)		9.44	10.20	10.48	11.81	12.37	10.86
SCH/Faculty FTE		641	590	637	590	594	609
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA	1	0	0	0	0	.2
	BS	18	17	19	14	13	16.2

WSC Academic Program Review Report 2022
Health & Physical Education

1. Program Overview and Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degrees	Credits
Health & Physical Education			BS, BA	55
Health & Physical Education	Physical Education PK-6		BS, BA	30
Health & Physical Education	Physical Education 7-12		BS, BA	34
Health & Physical Education		Coaching		18

Program Overview and Goals:

The programs of study in this area are designed to provide students with opportunities to develop basic knowledge, understanding, and skills necessary for careers in health, physical education, recreation, athletics, coaching, and sport management.

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

Program assessment

The department assesses the Health & Physical Education (HPE) program annually, using one direct measure and one indirect measure for program assessment. The Health and Physical Education program uses the Educator Growth Portfolio for the indirect measure and student teaching evaluations for the direct measure.

Programmatic concerns based on assessment of program

The HPE program continues to serve 9-12 graduates per year and supports other programs and students on campus. The continued strong enrollment into this program is a result of students' desire to enter Health & Human Performance fields and receive a rigorous education and training using modern equipment and course work that leads to successful careers in the health & sport industries. Assessment Indirect and Direct Measures continue to confirm that the program is preparing students very well for professions as physical educators in the Nebraska education system.

Program Summary

Students develop critical skills that are applicable to a variety of exercise, health, and sport fields. The WSC human performance lab is among the best in the state and is used regularly by a range of classes to complete a curriculum under the supervision of our distinguished faculty.

Many of our students go on to become, physical educators in Nebraska and other various health and wellness professions. Other students go on to jobs in the collegiate or professional industries both in Nebraska and across the country. Some students go on to graduate school and become researchers

and faculty members at major universities. Our faculty frequently hear back from graduates who praise the preparation they received at Wayne State College.

Faculty and faculty-related resources

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3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		6,047	6,014	6,672	6,964	7,348	6,609
Faculty Full-time Equivalency (FTE)		9.44	10.20	10.48	11.81	12.37	10.86
SCH/Faculty FTE		641	590	637	590	594	609
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BA	0	0	1	0	1	.4
	BS	12	11	5	9	8	9.0

**WSC Academic Program Review Report 2022
Human Services**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degree	Credit Hours
Human Services			BA, BS	36
		Human Services		21

The Council for Standards in Human Service Education (CSHSE) was established in 1979 to give focus and direction to education and training in mental health and human services throughout the country. CSHSE is recognized by the Council for Higher Education Accreditation. The council assists programs in self-study evaluation and continual improvement as they prepare practitioners. A self-study is conducted every 5 years and an on-site visit is required every 10 years beginning with initial accreditation.

2. Section Two (Option B): External Accreditation Findings

CSHSE Human Services

The mission of the Council for Standards in Human Service Education (CSHSE) is to improve the quality, consistency, and relevance of human service education programs and assuring best practices in Human Service Education through evidence-based standards and a peer-review accreditation process. CSHSE's accreditation process involves an on-site campus visit every 10 years with an off-campus self-study accreditation review every five years. The most recent accreditation was the interim five-year self-study completed during fall 2015. In November the CSHSE Board announced that WSC's Human Services Counseling (now Human Services) program was fully approved through October 2020. Following a one-year extension that maintained our accreditation through October 2021, the School of Education and Behavioral Sciences decided to change the Human Services comprehensive major to a non-comprehensive major in which all required courses will come from the Counseling program.

Because CSHSE is exclusively a Human Services association for comprehensive programs, this transition will end our ability to maintain our association with CSHSE. However, this is a necessary step to enable Human Services majors to accumulate additional credits and/or a minor in the supporting behavioral sciences such as psychology, sociology, and/or criminal justice. The benefit of pairing the human service degree with a second major in one of these areas ensures students can market their skills and knowledge in accordance with their anticipated career paths more effectively. Previously, the "human services" major, as an overall title, created a vague and oftentimes misunderstood degree major in the behavioral science professions limiting how students could market their scope of practice after graduation. Human services is an enhancement to those grounding theory majors, but it is no longer marketable by itself in today's job force. The aim of this change is to ensure the professionalism of the human services major is supported by a traditional major/minor explicitly.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		1,757	1,650	1,786	2,003	2,096	1,858
Faculty Full-time Equivalency (FTE)		4.21	3.64	4.08	4.25	3.81	4.0
SCH/Faculty FTE		417	453	437	472	550	465
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BA	1	0	0	0	0	.2
	BS	31	23	38	35	32	31.8

Wayne State College

CSHSE

Council for Standards in Human Service Education

10/2015 – 10/2020



Rutgers University

Baine R. Green, EdD, HS-SCP
President
Chestnut Hill College

Jacquelyn Kaufmann, MS, HS-BCP
Vice President Program
Accreditation
Elgin Community College (rel)

Gigi Franyo-Ehlen, PhD, HS-SCP
Vice President Publications
Stevenson University

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Salem Community College
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Madison College (ret)

Stephany Hewitt, MS, HS-SCP
Regional Director, South
Trident Technical College

Laura Kelley, PhD, HS-BCP
Regional Director, Northwest/Pacific
Univ. of Alaska-Anchorage (ret.)

Lynne Kellner, PhD, U.S. Psych.
Regional Director, New England
Fitchburg State University

Shawn Worthy PhD, HS-SCP
Regional Director, Southwest
Metropolitan State University of Denver

Lodovico Tadros, PhD
Public Member

*Assuring the quality,
consistency,
and relevance of human
service education
programs.*
**<http://www.cahae.org>
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Alexandria, VA
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571-257-3959;
info@cshse.org**

r. Branis Knezevic
Counseling Dept Chair
School of Education and Counseling
Wayne State College
1111 Main St.
Wayne, NE 68787

November 3, 2015

Dear Dr. Knezevic:

As you know, the Council for Standards in Human Service Education Board met on October 19, 2015 to make accreditation decisions. It is my pleasure to inform you that the Human Service Counseling B.S. Program at Wayne State College has been accredited for the period of October, 2015 through October 2020.

PROGRAM STRENGTHS

The following strengths were identified from your self-study and/or site visit:

- Well trained faculty from various backgrounds
- Great array of courses to support development of knowledge and skills
- Interdisciplinary program
- Strong university assessment structure
- Strong support from Administration and Advisory Board
- Strong connections to the community
- The self-care plan assignment is a positive strategy
- Clear budgetary information

CSHSE. October 29, 2015

2

REQUIREMENTS FOR NEXT ACCREDITATION

The following requirements related to the standards, will need to be remediated for the next reaccreditation:

Standard 4.b. Constituents other than students and alumni need to be included in data collection. Agency surveys, graduate follow-up surveys (directed to graduates and employers) active participation of the advisory committee, involvement of agencies where students are in field placement, course and faculty evaluations, and evaluative data mandated or conducted by the institution, should be included in the evaluation.

Standard 4.c. Public information provided on the website should include the above.

Standard 18. The course in administration needs additional indicators of knowledge, theories and skills used in Human Services.

Standard 21.f. Ensure that Senior Field Placement students meet for seminar the required number of hours.

Standard 21.h. Field work experiences do not seem to align with other specific learning objectives as measured by the key in Appendix D. Clearly articulate the different levels of learning in fieldwork.

ADDITIONAL RECOMMENDATIONS

The following recommendations, although not required, are submitted for your consideration:

- A more formalized process for mentoring adjunct faculty may help ensure consistency in reaching teaming objectives.
- Consider developing an informed consent process for students entering the program to inform them that their behaviors will be monitored and evaluated for continued enrollment in the program.

The readers report that the self-study was well organized and easy to read. There was comprehensive supportive evidence for almost every standard. The questions were answered clearly and concisely.

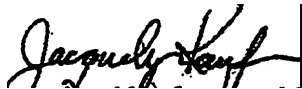
As stated above, your next reaccreditation will be October, 2020. Please review information on our website, www.cshse.org, for any new policies and standards at that time. A copy of this letter needs to accompany your next self-study.

Congratulations on becoming one of our exceptional accredited programs. A formal certificate, signed by our President Elaine Green, will be forthcoming.

CSHSE, October 29, 2015

3

Very sincerely,

A handwritten signature in black ink, appearing to read "Jacquelyn Keuf", is written over a horizontal line. The signature is cursive and somewhat stylized.

Jacquelyn Keuf, M.S. HS-CP
Vice President of Accreditation

Cc: Dr. Keith Willis, Chair, Wayne State College
Dr. Dennis Lichty, Dean, Wayne State College
Dr. Michael Anderson, VPAA, Wayne State College
Dr. Elaine Green, President, CSHSE
Dr. Lynne Kellner, Lead Site Visitor, CSHSE
Mr. Harold Gates, Regional Director, CSHSE

WSC Academic Program Review Report 2022
School Administration

1. Section One: Overview of Program Offerings

Program/Major	Focus Area	Degree/Endorsement	Credit Hours
School Administration	PK-8	MSE	36
School Administration	Athletic Administration PK-8	MSE	42
School Administration	Special Education Supervisor PK-8	MSE	39
School Administration	7-12	MSE	36
School Administration	Athletic Administration 7-12	MSE	42
School Administration	Special Education Supervisor 7-12	MSE	39
School Administration	PK-12	MSE	45
School Administration	Athletic Administration PK-12	MSE	48
School Administration	Special Education Supervisor PK-12	MSE	45
School Administration	PK-8	Endorsement	36
School Administration	Athletic Administration PK-8	Endorsement	42
School Administration	Special Education Supervisor PK-8	Endorsement	39
School Administration	7-12	Endorsement	36
School Administration	Athletic Administration 7-12	Endorsement	42
School Administration	Special Education Supervisor 7-12	Endorsement	39
School Administration	PK-12	Endorsement	45
School Administration	Athletic Administration PK-12	Endorsement	48
School Administration	Special Education Supervisor PK-12	Endorsement	45
School Administration	PK-8 (9 hour)	Endorsement	9
School Administration	7-12 (9 hour)	Endorsement	9
School Administration	Superintendent PK-12	Educational Specialist	30

Wayne State College’s educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP conducts a full on-site program review every seven years, and Wayne State College (WSC) is required to submit an annual report of progress to CAEP between the seven-year on-site accreditation visit. Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. CAEP is a professional accreditor because it reviews departments, schools, and colleges which prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they wish to teach. WSC’s last on-site visit was conducted in 2017, followed up with an interim visit in 2019. CAEP conferred full accreditation on WSC’s educator preparation program until our next site visit in 2024.

All educator preparation programs at WSC are approved by the Nebraska Department of Education (NDE). NDE conducts a full program review every seven years. WSC was last reviewed in 2016 and is scheduled to be reviewed again in 2023. In addition to the cyclical state approval process, WSC is required to submit annual reports to NDE. Both processes are utilized by NDE to determine compliance with Rule 24 (endorsements) and Rule 20 (overall preparation program) requirements; assessment results regarding candidate quality and performance in areas such as candidate’s

knowledge, skills, dispositions, and effect on PK-12 learning, and program improvement initiatives informed by candidate performance data.

School administration programs at WSC prepare students for building-level principal positions or other administrative positions involving the supervision of certificated employees. Program standards and outcomes are aligned with Nebraska Department of Education Rules 21 and 24, the Council for the Accreditation of Educator Preparation (CAEP) Advanced Standards, and the Professional Standards for Educational Leaders (PESL).

The School of Education and Behavioral Sciences has eight different degree and endorsement programs in school administration and two add-on focus areas. A focus program must be added to a degree or certificate program.

The Educational Specialist program at WSC prepares students for district-level administrative positions and an endorsement for Superintendent. The program aligns with the standards of the Council for the Accreditation of Educator Preparation (CAEP) Advanced Standards and the Professional Standards for Educational Leaders (PESL).

2. Section Two (Option B): External Accreditation Findings

Nebraska Department of Education (NDE) Review

The Nebraska Department of Education (NDE) started their Rule 20 Institutional Report and Rule 24 Folio off-site review in June of 2016 and ended with the on-site visit in the spring of 2017. Folios (NDE provided template) for all endorsements offered at WSC were provided to the NDE reviewers. The on-site visit was in conjunction with our CAEP Accreditation site visit. The on-site visit entailed interviews conducted with stakeholder groups and individuals to validate the information that WSC provided to the review team and to gain additional information about the characteristics and quality of WSC educator preparation program.

NDE reviews contextual information, key assessments utilized by the institution, findings of those assessments, and if institutions are utilizing those findings to make program changes. The Principal and Superintendent program were initially considered "Not Met" by the review team. However, WSC was given an opportunity to file a rejoinder and after a review of the additional material, these programs were fully approved. A summary of the folio reviews is below.

Principal Folio

- Grade level data needs to be examined at the on-site visit, as this was not available to Folio Reviewers.
- An additional year of Praxis II data will need to be examined.
- Review alignment documents to standards and associated outcomes delineated in the endorsement guidelines for two of the required key assessments: 'Knowledge of Learner/Learning Environments' and 'Knowledge and Effective Use of Professional Practices'. Wayne State needs to provide a detailed alignment of the required key assessments being used for these two areas to the endorsement guidelines so it can be determined if the data supports candidate attainment of the competencies and dispositions required by the guidelines. Assessment instruments and scoring rubrics should also be included.

Superintendent Folio

- **Endorsement Guidelines 7.1/7.2**

Information provided indicates EDU 786 Advanced Internship is offered every semester and in the June summer session and requires 90-clock hours of 'assigned activities'. It is not clear that this is substantial/sustained experience within a district environment. Further, it is not clear how EDU 786, when completed during a summer session, provides an authentic experience for preparation of the school superintendent position. Wayne State College needs to provide documentation that all candidates complete the minimum internship hour requirements in district settings. The information provided about the internship experience must show alignment to the endorsement guideline standards. In addition, the State Approval Onsite Team will further discuss with Wayne State College faculty regarding how a summer experience constitutes an authentic internship experience at the State Approval Onsite Visit scheduled for March 12-14, 2017.

- **Key Assessment – Knowledge of Learner/Learning Environments**

Not met. One assessment is identified as the admissions process. A second assessment, the 15- hour Progress Interview does not indicate proficiency in learner/learning environments. GPA of courses and completion of internship could be viable assessment measures but are not linked specifically to knowledge of learner/learning environments.

An Admission Essay and Administrator Recommendation are used as key assessments for 'Knowledge of Learner/Learning Environments'. Instruments and scoring rubrics do not document alignment to the standards and rely on self-reflection or opinion. Information about the 15-Hour Progress Interview is limited and does not clearly provide information about linkage to the endorsement guideline standards. Narrative information provided regarding assessments requirements embedded in EDU 786 is the strongest in terms of linking standards to outcomes; however, this is also limited.

Wayne State College needs to show alignment of the assessment(s) used for 'Knowledge of Learner/Learning Environments' with applicable guideline standards.

- **Key Assessment – Knowledge and Effective Use of Professional Practices**

Met with Conditions. The two assessments (GPA and internship) could provide insight into effective use of professional practices. GPA is not specifically linked to any standards and internship experience does not appear to be evaluated by mentor or advisor with the exception of submission of assignments.

- **Key Assessment – Professional Responsibility and Overall Proficiency**

Not met. The survey results appear to be for both principal and superintendent candidates. Narrative indicates 23 completers of the EdS—no specific information is provided regarding these individuals perceptions of their proficiency. GPA is used by Wayne State College to address this required key assessment but does not provide as complete or true picture of overall candidate proficiency as other assessments clearly linked to endorsement guideline standards would. In addition, data specific to the Superintendent program completers could not be found.

Information on the specific assessments of Content, Learner/Learning Environments, and Knowledge and Effective Use of Practice interpretation/summary is not evident.

- **Evaluation of Use of Assessment Results**

Not met. Program changes are indicated, for example dropping the GRE as an admission requirement, but the reason for such changes is not provided in the data. Findings do not include concrete plans for continuous program improvement.

- **Additional Comments:** Data specific to Superintendent program completers is needed, including alignment of key assessments to endorsement program guideline standards, a narrative summary of the key assessments and data for each, and the evaluation of the use of assessment results. In addition, the institution’s plan for Continuous Program Improvement of the endorsement program, based on data, is needed for the State Approval Onsite Team to review at the onsite visit March 12-14, 2017 (or the information can be submitted to NDE for review prior to the onsite visit.)

NCATE

The Wayne State College (NE) continuing accreditation visit was one of the first to pilot the new Continuous Improvement option. The pilot consisted of an offsite review conducted by conference call, the preparation of an Offsite BOE Feedback Report, a shortened onsite visit, a smaller Onsite BOE team, and a new BOE report format. Four NCATE BOE members conducted the offsite review in February 2010 in consultation with two state representatives and a NCATE staff member. An offsite review report was completed and submitted to the institution in preparation for the onsite visit.

The onsite review was conducted jointly by an NCATE team and a state team in April 2010. Similarly to CAEP, NCATE does not accredit individual licensure programs or areas within an institution; rather their accreditation implies overall quality of all the programs and licensure areas offered by that institution. NCATE Both initial and advanced licensure programs were inspected during this accreditation cycle.

Among the advanced programs, both the principalship and superintendent programs were included in the accreditation process. As all the standards for initial and advanced programs were met, the NCATE team recommended continuing accreditation for the WSC educator-preparation program.

With the transition from NCATE to CAEP during the 2017 accreditation process, only initial licensure programs were observed and accredited. The advanced programs, including school principal and superintendent, will be included in the upcoming 2024 CAEP accreditation process.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		SCH/FTE not required for standalone graduate programs					
Faculty Full-time Equivalency (FTE)							
SCH/Faculty FTE							
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	MSE	28	31	29	32	42	32.4
	EdS	9	10	13	26	12	14.0



The Standard of Excellence
in Teacher Preparation

Dr. Richard Collings
Wayne State College
Page 1

National Council for Accreditation of Teacher Education

James G. Cibulka
President

November 5, 2010

Dr. Richard Collings
President
Wayne State College
1111 Main Street
Wayne, NE 68787



Dear Dr. Collings:

At its October 19-22, 2010 meeting in Bethesda, Maryland, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the continuing accreditation of the School of Education & Counseling as the unit that oversees the professional education offerings at Wayne State College. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the School of Education & Counseling at Wayne State College at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. The copy of this letter sent to the head of your professional education unit includes a certificate in acknowledgement of the unit's accomplishment.

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion. Any areas for improvement that have been cited are listed in the enclosed accreditation action report.

The next NCATE visit is scheduled for **Spring 2017**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. In addition, your institution will be required to complete the AACTE/NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. During the accreditation period, you will be expected to report evaluations and changes in relation to the six standards.

The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration at your institution. Please let us know if there is anything we might do to explain the findings of the Board or to assist you in determining any future courses of action.

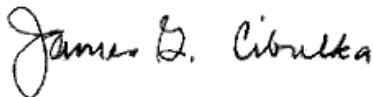
Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record and lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state

agency with program approval authority has access to these documents in NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Institutions," then "Resources," then "Press Packet" under the subhead "Celebrating Accreditation." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,



James G. Cibulka
President

Enclosures

cc: Dr. Carolyn V. Linster, School of Education & Counseling
Dr. Jean Blomenkemp, School of Education & Counseling
Ms. Phyllis Spethman, School of Education & Counseling
Dr. Tim Sharer, School of Education & Counseling
Dr. Robert Sweetland, School of Education & Counseling
Ms. Sharon K. Katt, Nebraska Department of Education
Board of Examiners Team

**WSC Academic Program Review Report 2022
Special Education**

1. Section One: Overview of Program Offerings

Major	Option, Concentration, Focus Area or Endorsement	Degree	Credit Hours
Special Education	Generalist K-12 (field endorsement)	BA, BS	46
Special Education	Generalist Initial Certification K-12 (field endorsement)	MSE	51
Special Education	Generalist K-6 (subject endorsement)	BA, BS	39
Special Education	Generalist K-6 (subject endorsement)	MSE	42-48
Special Education	Generalist 7-12 (subject endorsement)	BA, BS	30
Special Education	Generalist 7-12 (subject endorsement)	MSE	42-48
Special Education	Advanced Study	MSE	36

Wayne State College’s educator preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP conducts a full on-site program review every seven years, and Wayne State College (WSC) is required to submit an annual report of progress to CAEP between the seven-year on-site accreditation visit. Accreditation is quality assurance through external peer review. When an institution or specialized program is accredited, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. CAEP is a professional accreditor because it reviews departments, schools, and colleges which prepare teachers and other educators. After completing a program, teachers seek licensure or certification from the state in which they wish to teach. WSC’s last on-site visit was conducted in 2017, followed up with an interim visit in 2019. CAEP conferred full accreditation on WSC’s educator preparation program until our next site visit in 2024.

All educator preparation programs at WSC are approved by the Nebraska Department of Education (NDE). NDE conducts a full program review every seven years. WSC was last reviewed in 2016 and is scheduled to be reviewed again in 2023. In addition to the cyclical state approval process, WSC is required to submit annual reports to NDE. Both processes are utilized by NDE to determine compliance with Rule 24 (endorsements) and Rule 20 (overall preparation program) requirements; assessment results regarding candidate quality and performance in areas such as candidate’s knowledge, skills, dispositions, and effect on PK-12 learning, and program improvement initiatives informed by candidate performance data.

2. Section Two (Option B): External Accreditation Findings

Nebraska Department of Education (NDE)

The Nebraska Department of Education (NDE) started their Rule 20 Institutional Report and Rule 24 Folio off-site review in June of 2016 and ended with the on-site visit in the spring of 2017. Folios (NDE provided template) for all endorsements offered at WSC were provided to the NDE reviewers. The on-site visit was in conjunction with our CAEP Accreditation site visit. The on-site visit entailed

interviews conducted with stakeholder groups and individuals to validate the information that WSC provided to the review team and to gain additional information about the characteristics and quality of WSC educator preparation program. Results are summarized here.

The Special Education program was approved. NDE reviews contextual information, key assessments utilized by the institution, findings of those assessments, and if institutions are utilizing those findings to make program changes. All required areas were considered "Met". A summary of the additional comments is below.

- Explanation of the Survey data indicators 6.2, 7.2, and 7.3, and how this information is being utilized when evaluating the program.
- Follow-up to the ongoing discussions between the 7-12 special education and content programs.
- Explanation to the reporting of data with individual scores reported for GPA and Praxis scores.

Council for Accreditation of Educator Preparation (CAEP)

WSC's first on-site accreditation visit from the newly formed CAEP (formerly NCATE) was conducted during spring 2017. CAEP's role is to provide a peer-reviewed assessment of educator-preparation programs to assure the quality of those programs. CAEP does not accredit individual licensure programs or areas within an institution; rather their accreditation implies overall quality of all the programs and licensure areas offered by that institution. A total of 36 initial licensure programs comprised CAEP's institutional accreditation for WSC; among these were Special Education K-6, 7-12, and K-12.

Due to two stipulations (areas needing significant improvement) in Standard 5, WSC received a probationary accreditation requiring a follow-up visit in spring 2019. During this follow-up visit, the CAEP team recommended that both stipulations (i.e., the "There is limited evidence of a quality assurance system" and "There is no compelling evidence that data are systematically and regularly used as a basis for continuous improvement") be removed. Therefore, following this follow-up visit, WSC's educator preparation program was fully accredited by CAEP with only several minor areas for improvement.

The next scheduled on-site accreditation visit, scheduled for spring 2024, will include advanced as well as initial programs. Therefore, the advanced MSE in Special Education will be included in the upcoming accreditation process. This advanced program was not in existence during the 2010 NCATE visit, so it has yet to be part of WSC's accreditation status.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		1,789	2,195	3,274	3,104	3,037	2,680
Faculty Full-time Equivalency (FTE)		3.89	4.21	6.42	6.25	6.63	5.48
SCH/Faculty FTE		460	521	510	497	458	489
Number of Degrees and Awards <i>(list degrees/awards separately)</i>	BA	0	1	0	1	1	.6
	BS	30	16	26	30	27	25.8
	MSE*	NA	NA	3	11	21	NA

**Special Education MSE program was reinstated in the 2018-2019 Academic Year, so 5-year data are not available during this review cycle. SCH, FTE and degree data are included for 2018-19, 2019-20, and 2020-21.*

November 09, 2017

Dr. Marysz Rames
President
Wayne State College
1111 Main Street
Wayne, NE 68787

Dear Dr. Rames:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 23, 2017, and granted the following accreditation status:

The School of Education & Counseling at Wayne State College is **granted probationary accreditation** with the areas for improvement (AFIs) and stipulations outlined on the enclosed Accreditation Action Report

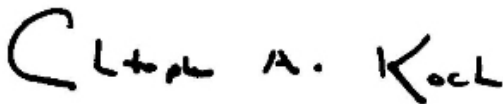
Additional details of the accreditation status are also provided in the enclosed report. The enclosed Information on CAEP Probationary Accreditation provides further information on the CAEP process and provider responsibilities during the accreditation term.

The recent meeting of CAEP's Accreditation Council culminates several years of preparation and deliberation on the part of both the EPP seeking accreditation and CAEP. Beginning with the self-study process and ending with the deliberation of the Council, a significant amount of thought and effort goes into the accreditation process. CAEP has confidence in its site visitors and the Council, and we want you to know that your EPP was examined with great care throughout each stage of the accreditation process.

We encourage you to contact Dr. Vince O'Neill (vince.oneill@caepnet.org), Accreditation Director, Councilors and Accreditation Decisions, for further explanation of the Council's findings or to assist you in determining any future courses of action.

CAEP has many resources available to support the continued improvements you will be making in your education programs. We appreciate your cooperation and commitment to CAEP accreditation.

Sincerely yours,



Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report and Information on CAEP Probationary Accreditation

cc: Dr. Nicholas J. Shudak, School of Education & Counseling;
Dr. Mark A. Baron, School of Education & Counseling;
Dr. Casey Humer, School of Education & Counseling;
Ms. Phyllis Spethman, School of Education & Counseling;
Ms. Sharon K. Katt;
Site Team

ACCREDITATION ACTION REPORT

Wayne State College
Wayne, Nebraska

October 2017

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Probationary Accreditation is granted. Standard 5 was found not met by the Accreditation Council. This accreditation status is effective between fall 2017 and fall 2019. The provider must demonstrate that Standard 5 is met and all stipulations cited have been corrected within two years to continue accreditation. A probationary accreditation site visit will take place no later than spring 2019.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Not Applicable
STANDARD 4/A.4: Program Impact	Met	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Not Met	Not Applicable
Rationale for Standard 5 at the initial teacher preparation level being found Not Met: Lack of consistent quality assessment system for continuous improvement, and monitoring candidates progress.		

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

Areas for Improvement	Rationale
<p>1 There is a lack of evidence that candidates have demonstrated the proficiencies related to components 1.1 and 1.3.</p>	<p>Data submitted with the SSR and Addendum and evidence collected on site do not provide conclusive evidence of the development of a deep understanding of the critical concepts and principles of the discipline and that candidates, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</p>

STANDARD 2: Clinical Partnerships and Practice

Areas for Improvement	Rationale
<p>1 The EPP does not provide for reciprocal evaluations of EPP-based and school-based clinical educators.</p>	<p>According to the SSR, which was corroborated by interviews, the EPP does not have a mechanism by which EPP-based and school-based clinical educators evaluate each other. This is an explicit requirement of Component 2.2 (Accreditation Manual, 2016, pp. 31-32).</p>
<p>2 The EPP does not provide consistent professional development for clinical educators on evaluating candidates in all programs.</p>	<p>The SSR, Addendum, and evidence for each do not demonstrate that clinical educators receive professional development consistently on the use of evaluation instruments, evaluating professional disposition of candidates, setting specific goals/objectives of the clinical experience, and providing feedback as required in Component 2.2 (Accreditation Manual, 2016, p. 32). Interviews presented conflicting opportunities and requirements for such professional development, which revealed an absence of consistent or compulsory training of clinical educators.</p>

STANDARD 5: Provider Quality Assurance and Continuous Improvement

Stipulations	Rationale
<p>1 There is limited evidence of a quality assurance system.</p>	<p>Per the CAEP Handbook, "EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric" (p.60). EPP-created assessments discussed within Standard 1 (Teacher Work Sample, Reflection of Instructional Choice, and Educator Growth Portfolio) and the EPP-created survey in Standard 2 (Clinical Practice Exit Survey) were found to be below CAEP sufficiency level.</p>

<p>2 There is no compelling evidence that data are systematically and regularly used as a basis for continuous improvement.</p>	<p>The EPP utilizes a committee system to manage program assessment with the TPAC serving as the leading committee. While the structure itself organizes members, and ensures all stakeholders are involved, there lacked a discernible structure for the way by which data was reviewed and acted upon on a systematic basis (p.60).</p>
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AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
None	None

Continued:

Area for Improvement or Weakness	Rationale
None	None

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of document



**Council for the Accreditation of
Educator Preparation**

ACCREDITATION ACTION REPORT

School of
Education &
Counseling
Wayne State
College
Wayne, Nebraska

Accreditation Council
October 2019
Accreditation Application
Date: 7/27/2007

This is the official record of the Educator Preparation Provider's accreditation status.

The Educator Preparation Provider should retain this document for at least two accreditation cycles.

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2019 and Fall 2024. The next site visit will take place in Spring 2024.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Not Applicable	Not Applicable
STANDARD 2/A.2: Clinical Partnerships and Practice	Not Applicable	Not Applicable
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Not Applicable	Not Applicable
STANDARD 4/A.4: Program Impact	Not Applicable	Not Applicable
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Not Applicable

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider's annual report.

Stipulations: Stipulations are addressed in the provider's annual report and must be corrected within two years to retain accreditation.

As this was a Probation visit, any Areas for Improvement from the last decision in Fall 2017 will still need to be addressed in the EPP's annual reports until the next site visit.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 5: Provider Quality Assurance and Continuous Improvement

	Areas for Improvement	Rationale
1	The EPP provided limited evidence that it used results for program improvement. (component 5.3)	The EPP did not have three cycles of data to determine trends and evaluate program changes.
2	The EPP does not sufficiently utilize available data of completer impact on P-12 student growth as a means of program improvement. (component 5.4)	The EPP has participated in some analysis of available P-12 student growth data, but evidence was not provided that analyses were connected to programmatic decision making.

INFORMATION ABOUT ACCREDITATION STATUSES

Accreditation for seven (7) years is granted if the EPP meets all CAEP Standards and components, even if areas for improvement (AFIs) are identified in the final report of the Accreditation Council.

- **Areas for Improvement (AFIs)** indicate areas which must be improved by the time of the next accreditation visit. Progress reports on remediation of AFIs are submitted as part of the Annual Report. AFIs not remediated by a subsequent site visit may become stipulations.

Accreditation with stipulations is granted for 2 years if an EPP meets all standards but receives a stipulation on a component under any standard. Failure to submit a response to the stipulation within a two(2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation or probation.

- **Stipulations** describe serious deficiencies in meeting CAEP Standards and/or components and must be brought into compliance in order to continue

accreditation. All stipulations and relevant evidence are reviewed by the Accreditation Council. Failure to correct the condition leading to the stipulation results in probation or revocation of accreditation.

Probationary Accreditation is granted for two (2) years when an EPP does not meet one (1) of the CAEP Standards. Failure to submit a response to the stipulation within a two (2)-year time frame results in revocation. Failure to correct the condition leading to the stipulation within the specified two (2)-year period results in revocation.

SCOPE OF ACCREDITATION

The scope of CAEP's work is the accreditation of educator preparation providers (EPPs) that offer bachelor's, master's, and/or doctoral degrees, post-baccalaureate or other programs leading to certification, licensure, or endorsement in the United States and/or internationally. (2018).

CAEP does not accredit specific degree programs, rather EPPs must include information, data, and other evidence on the following in their submission for CAEP's review:

All licensure areas that prepare candidates to work in preschool through grade 12 settings at the initial- licensure level and advanced-level that lead to professional licensure, certification, or endorsement as defined by the state, country, or other governing authority under which the EPP operates and for which the state, country, or other governing authority has established program approval standards.

Depending on an EPP's submission, accreditation may be awarded at one or both of the following levels: Initial-Licensure Level and/or Advanced-Level.

1. **Initial-Licensure Level Accreditation** is provided at the baccalaureate or post-baccalaureate levels leading to initial-licensure, certification, or endorsement that are designed to develop P-12 teachers.
2. **Advanced-Level Accreditation** is provided at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement. Advanced-Level Programs are designed to develop P-12 teachers who have already completed an initial-licensure program, currently licensed administrators, or other certified (or similar state language) school professionals for employment in P-12 schools/districts. CAEP's Advanced-Level accreditation does not include any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 schools/districts; any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); or Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

Information on accreditation status, terms, and any conditions provided within this directory is specific to the accreditation level(s) described above. CAEP-accredited EPPs are required to distinguish accurately between programs that are accredited and those that are not.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Action Report

WSC Academic Program Review Report 2022
Sport Management

1. Program Overview and Offerings

Major	Option, Concentration, Focus Area or Endorsement	Minor	Degrees	Credits
Sport Management			BS	56
Sport Management		Sport Management		20

Program Overview and Goals:

The Sport Management major is designed to prepare students to be leaders in the ever-changing and highly-competitive sport industry. The curriculum provides students with the skills and knowledge, as well as practical experience necessary to excel as professionals that will positively impact practices and policies at all levels of organized sport.

2. Section Two (Option A): Analysis of Program, Including Adequacy of Resources and Related Concerns

Program assessment

The department assesses the sport management program annually, using one direct measure and one indirect measure for program assessment. Sport Management uses a direct measure that includes supervisor evaluations from the internships that students are required to complete in their final semester. The indirect measure is an exit survey completed just prior to graduation.

Programmatic concerns based on assessment of program

The Sport Management program continue to serve almost 18-20 graduates per year and supports other programs and students on campus. The continued strong enrollment into this program is a result of students' desire to enter the sport and recreation industry and receive a rigorous education and training using modern equipment and course work that leads to successful careers in the sport field in Nebraska and throughout the Midwest. Assessment Indirect and Direct Measures continue to confirm that the program is preparing students very well for professions in in sport related careers.

Program Summary

Students develop critical skills that are applicable to a variety of sport and recreation fields. Students develop an understanding of many aspects of the sport industry including sport law, media relations, liability, finance, ethics, and organizational structure among others. An additional uncommon feature of our program is that our Sport Management students must complete an internship prior to their graduation

Many of our students go on to become employed in the sports and athletic field Nebraska and surrounding states. Students go on to jobs in the collegiate or professional industries both in Nebraska and across the country. Some students go on to graduate school and become researchers and faculty members at major universities. Our faculty frequently hear back from graduates who praise the preparation they received at Wayne State College.

Faculty and faculty-related resources

Six of our eight current full-time faculty are tenured while the other two are at Instructor level having more than 25 years combined teaching experience at Wayne State College. The faculty are:

- Professor Chad Maas (Ph.D., University of Southern Mississippi)
- Professor Donovan Conley (Ed.D., University of Georgia)
- Professor Barbara Engebretson (Ph.D., Colorado State University)
- Professor Kris Fox (Ph.D., Rocky Mountain University of Health Professionals)
- Professor Cameron Geisert (Ed.D., United States Sports Academy)
- Professor Kevin Hill (Ed. D., University of South Dakota)
- Instructor Jeff Meyer (MSE, Wayne State College)
- Instructor Paul McCawley (MSE, Wayne State College)

All full-time faculty members in the department have their own offices adjacent to classrooms and the human performance lab in the lower level of Rice Auditorium.

For the past several academic years, the HHPS department has depended on graduate assistants and adjunct instructors to cover approximately 30% of course offerings.

Informational resources

Wayne State College has excellent information resources available to all students including those in Health, Human Performance, and Sport. The primary information resource employed the HHPS, however, is the information technology support provided by Wayne State College Network and Technology Services (NATS). NATS is invaluable in the planning, acquisition, and trouble-ticket service of hardware and software systems. Additionally, our library houses a number of peer-reviewed journals in hard-copy, has access to virtually any science journal through inter-library loans and many prominent research publications are available free to the public over the internet.

Physical facilities and instructional equipment

The current physical facilities and instructional equipment are adequate for a rural undergraduate institution with current enrollment levels. The Department is housed in a recently renovated garden level of the Rice Auditorium, which houses a human performance lab with a broad range of cutting edge research and teaching equipment.

3. Section 3: Evidence of Demand and Efficiency (per established CCPE standards)

		16-17	17-18	18-19	19-20	20-21	5 yr avg
Student Credit Hours (SCH)		6,047	6,014	6,672	6,964	7,348	6,609
Faculty Full-time Equivalency (FTE)		9.44	10.20	10.48	11.81	12.37	10.86
SCH/Faculty FTE		641	590	637	590	594	609
Number of Degrees and Awards <i>(list degrees/ awards separately)</i>	BS	14	24	15	17	24	18.8