

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

ACTION: **Approve Certificates of Advanced Studies in Strength & Conditioning, Addictions Counseling, and Trauma Counseling, and Certificate in Intercultural Workplace Communication at Wayne State College**

Per Policy 4200, which requires all new academic programs to be submitted to the Board for approval, Wayne State requests approval of three graduate-level Certificates of Advanced Studies in Strength & Conditioning, Addictions Counseling, and Trauma Counseling, and one undergraduate-level Certificate in Intercultural Workplace Communication.

The System Office and Wayne State College recommend approval of the Graduate and Undergraduate Certificates for Wayne State College.

ATTACHMENTS:

- WSC Strength Conditioning Certificate of Advanced Studies (PDF)
- WSC Addictions Counseling Certificate of Advanced Studies (PDF)
- WSC Trauma Counseling Certificate of Advanced Studies (PDF)
- WSC Intercultural Workplace Comm Certificate (PDF)

Wayne State College
Proposal to Add a New Graduate Certificate of Advanced Studies
Strength and Conditioning

1. Descriptive information

- A. Name of institution
Wayne State College (WSC)
- B. Name of program
Certificate of Advanced Studies in Strength and Conditioning
- C. Degrees/credentials to be awarded graduates of the program
Graduate Level Certificate of Advanced Studies
- D. Other programs offered in this field by the institution
MSOM – Human Performance and Wellness Management Focus Area
Major in Exercise Science
Major in Applied Human and Sport Physiology
Major Sport Management
PE Subject Endorsement PK-12
PE Subject Endorsement 7-12
Health and PE Field Endorsement PK-12
- E. CIP code
52.1003
- F. Administrative units for the program
WSC - Department of Health Human Performance and Sport; School of Natural and Social Sciences
- G. Proposed delivery site(s) and type(s) of delivery, if applicable
Online
- H. Proposed date (term/year) the program will be initiated
Fall, 2022
- I. Description of Program

The National Strength and Conditioning Association (NSCA) is taking the lead in promoting the need for a qualified strength and conditioning professionals for every high school in the nation. A Certified Strength Coach helps reduce the risk of injuries, improves long-term athletic development, improves athlete confidence, and improves

health for the athletes. It also reduces liability, increases professionalism and safety, provides an extra coach on staff for all sports, and demonstrates due diligence and gender equity for the school (www.nasca.com).

This Certificate of Advanced Studies would provide an opportunity for those who already have a bachelor's degree in a related field to pursue the necessary education to prepare for the NSCA's Certified Strength and Conditioning Specialist (CSCS) exam. The courses included in this proposed Certificate of Advanced Studies align well with the content of the NSCA's CSCS exam. Current professionals can enroll in any/all of WSC's graduate courses individually to prepare for the exam, although pursuing a Certificate of Advanced Studies allows students to add another credential of recognition to their resume. It also better facilitates marketing of graduate courses to support the need for more strength coaches in Nebraska and across the nation.

WSC intends to incorporate this Certificate of Advanced Studies, along with the current MSOM focus area in Human Performance and Wellness Management, into WSC's application for the Education Recognition Program through the National Strength and Conditioning Association (<https://www.nasca.com/erp/>). This is a program designed to recognize academic programs across the nation that provide quality academic preparation for the NSCA certification exams. It provides additional marketing avenues for WSC, and students receive a monetary discount on the certification exam price.

Certificate Requirements - 12 Credit Hours

PED 607 Exercise & Nutrition	3
PED 614 Advanced Exercise Physiology	3
PED 657 Advanced Strength & Conditioning	3
PED 682 Optimizing Athletic Performance	3

Course Descriptions:

PED 607 Exercise & Nutrition (3 credits) This course will address nutritional training plans and foundational nutritional principles associated with sport and exercise.

PED 614 Advanced Exercise Physiology (3 credits) The advanced study of the physiological adaptations encountered by the human body as it reacts to exercise, physical training, and conditioning. This course will emphasize application of the acute and chronic effects of exercise and training to a variety of settings to include strength and conditioning as well as the field of health and wellness.

PED 657 Advanced Strength & Conditioning (3 credits) The course is a comprehensive study of strength training and conditioning for athletic or elite physical performance. Emphasis is given to the following areas of strength training and conditioning: (1) scientific principles, (2) testing and evaluation, (3) practical demonstration and instruction of exercise techniques and prescription (4) program design, (5) facility

organization and administration. The course content includes knowledge, skills and abilities related to the NSCA's Certified Strength and Conditioning Specialist certification and other leading certifications of strength training and conditioning.

PED 682 Optimizing Athletic Performance (3 credits) The course is a study of theoretical concepts and applications of activities for sport performance enhancement from various areas of sport science. Performance testing, evaluation and training, and psychology will be explored for the purpose of development of the athlete/individual/ and or team to optimum performance potential.

2. Centrality to Role and Mission

This graduate level Certificate of Advanced Studies is designed to bring an educational opportunity to those already working in health, wellness, and human performance related fields so they can advance their studies in strength and conditioning and successfully obtain a professional certification (i.e. NSCA-CSCS). The goal is to increase the number of credentialed strength and conditioning professionals in the region to provide higher quality services to individuals, schools, communities, and local governments. WSC is hoping that students can help fulfill the needs in these areas as they relate to strength and conditioning, human performance, health, and wellness. Additionally, this Certificate supports current students and aligns with the departmental role on campus.

3. Evidence of Need and Demand

Need for Program

The strength and conditioning coach and fitness trainers job outlook is expected to increase by approximately 26% and 39%, respectively, between now and 2030, according to the US Department of Labor. The NCAA has indicated that for the safety of athletes, strength and conditioning coaches must be certified to work with athletes. This safety emphasis has started to trickle down to other levels as well, as many high schools and youth programs are hiring certified strength coaches. To date, the NSAA does not report Strength Coach in the School Directory, nor could they provide any statistics on this position across the state, which might suggest that there are not enough strength coaches in the state to fulfill the needs of our 300+ state high schools.

Having a certified Strength Coach on staff at high schools, colleges, and universities helps reduce the risk of injuries, improves long-term athletic development, improves athlete confidence, and improves health for the athletes. It also reduces liability, increases professionalism and safety, provides an extra coach on staff for all sports, and demonstrates due diligence and gender equity for the school (www.nasca.com). Additionally, health and fitness is continuing to gain more attention, especially after the COVID pandemic, and the

need for fitness trainers continues to surge. A growing number of businesses are creating on-site fitness centers that are in need of fitness coaches. Similarly, health-conscious adults are increasingly seeking the advice of strength and conditioning coaches to become more physically fit.

Demand for the program

The need for this Certificate of Advanced Studies is similar to that of our new MSOM in Human Performance and Wellness Management. This certificate program is designed to provide the strength and conditioning content to those who are interested in what the MSOM-HPWM has to offer but are not interested in pursuing a full graduate degree (i.e. already have a Master's Degree in another field; do not require a full graduate degree but need additional professional preparations). WSC is already seeing significant interest in the MSOM-HPWM from current K-12 educators who want to obtain graduate level preparations in strength and condition so they can better serve their schools in roles related to strength and conditioning. A modest goal for this program would be to recruit a minimum of six (6) students per two-year course rotation for the first six (6) years. Since all courses are already offered as part of the MSOM-HPWM, no minimum enrollment is necessary to maintain viability for the individual courses.

Based on feedback from current K-12 educators in the MSOM-HPWM program (n = 7), we believe a number of current K-12 educators serving in strength coaching roles would pursue a certificate such as this for professional advancement. Additionally, those in the MSOM-HPWM from all career tracks would be able to add this Certificate of Advanced Studies by completing the additional coursework to meet both the MSOM-HPWM and the Certificate of Advanced Studies requirements. Since all the courses are already being offered as part of the MSOM-HPWM, any students completing this Certificate of Advanced Studies would be additional revenue for the College.

The online availability of the program provides flexibility and access for potential students across the region. Beyond word of mouth from WSC students, initial marketing of the program will be focused on local and regional wellness programs, colleges, K-12 school districts, and other human performance organizations as they are promising organizations from which to recruit students.

4. Adequacy of Resources

Faculty and Staff Resources

The four (4) courses included within the Certificate of Advanced Studies are already in the catalog and offered as part of the MSOM focus area in Human Performance and Wellness Management. No new courses would be required.

Current course rotation for the courses is: PED 607 (Summer Odd); PED 614 (Fall Even); PED 657 (Spring Odd); PED 682 (Fall Odd). With the existing rotation, there will be minimal impact on FTE and facility resources. The collaborative relationships that WSC has developed with individuals in the field provide us with access to adjunct faculty who would be eligible to teach some of these courses if needed.

While additional faculty lines may be needed in the long term to address potential growth in the program, no significant changes in faculty and staff resources are expected in the short term. Since all four (4) courses are included in both the MSOM in Human Performance and Wellness Management and the proposed Certificate of Advanced Studies in Strength and Conditioning, growth in either/both programs might require additional sections to be offered in the future, which could bring an added instructional cost to the program's budget. However, faculty load is based upon demand and need, so it may be that a new course will be offered in place of an existing course, rotated in a manner that is cost-effective, and/or in the summer. If additional instruction is needed beyond current loads, the colleges expect to be able to cover these through the hiring of adjunct faculty.

WSC currently has two (2) full-time faculty who teach the courses that would be required for the Certificate of Advanced Studies in Strength and Conditioning. They are Donovan Conley, EdD (PED 614) and Kris Fox, PhD, ATC, CSCS (PED 607, 657, 682).

WSC also has a current full-time faculty member who is working on his doctoral degree. Once he completes his terminal degree requirements, he will be eligible to teach courses as needed.

Physical Facilities

No anticipated needs

Instructional Equipment

Computers for all faculty are purchased by the departments. Faculty and staff offices are in close proximity to their respective instructional facilities, which is appropriate for the administrative functions of the program. Conn Library (at WSC) houses reference materials, periodicals, and digital media services.

The campus-wide Network and Technology Services installs all computer and computer-related equipment and software and oversees maintenance of same. Updates and maintenance typically are requested by faculty through the following channels: 1) emergencies are handled through a help desk; and 2) non-emergencies are requested through the use of a service ticket submitted by the faculty member or via the office assistant. If additional technical assistance is required, the Network and Technology Services staff is available to provide support.

Network and Technology Services is responsible for maintaining the campus network and technology requests. Annual replacement of equipment and technology is typically handled through year-end requests by the department. These requests are communicated to the Dean and are reported to the Vice President for Academic Affairs.

Budget Projections:

Revenue: Potential revenue is solely the tuition and fees that would be generated by student enrollments. A modest estimate of six (6) new students per two-year course rotation has been set, each taking six (6) credits per year for two (2) years, for a total of twelve (12) credits. While some students may attrit from the program, others may switch into it, balancing out attrition. Therefore, total enrollment in this program of six (6) students per two-year rotation have been estimated for the first three (3) cycles.

Based upon current tuition/fees of \$380 per graduate credit (FY21-22), revenue generated would be \$4,560 in online graduate tuition per student. This would generate revenue of \$27,360 during each two-year rotation, with annual revenue at **\$13,680**. This projected revenue is for those students who complete the Certificate of Advanced Studies only.

Expenses: Offering the Certificate of Advanced Studies in Strength and Conditioning will not require any new expenditures. All the courses for the program are already being offered and have the capacity for the six (6) additional students estimated in the Revenue section. Should enrollments grow, there may be future expenses for additional costs of instruction that would be offset by additional revenue generated by increased enrollments.

5. Avoidance of Unnecessary Duplication

WSC was only able to identify one (1) Graduate Level Certificate of Advanced Studies in Strength and Conditioning being offered fully online within the region. AT Still University (Missouri) offers a graduate program in Sports Conditioning. The other identified programs were in California, Georgia, and Australia.

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Consistency with the Comprehensive Statewide Plan for Postsecondary Education: In reviewing the document published by the Nebraska Coordinating Commission for Post-Secondary Education, WSC is convinced that the Graduate Certificate of Advanced Studies in Strength and Conditioning would address the goal of “Meeting the Needs of the State” to address ongoing training needs for strength coaches and fitness professionals.

Wayne State College
Proposal to Add a New Graduate Certificate of Advanced Studies
Addictions Counseling

1. Descriptive Information

- A. Name of Institution:
Wayne State College
- B. Name of Program:
Certificate of Advanced Studies in Addictions Counseling
- C. Degrees/credentials to be awarded graduates of the program:
Certificate of Advanced Studies
- D. Other programs offered in this field by the institution:
Graduate Trauma Counseling Certificate of Advanced Studies (proposed)
MSE Counseling, MSE School Counseling
MSE Student Affairs
- E. CIP code:
13.1102
- F. Administrative units for the program:
Department of Counseling, School of Education and Behavioral Sciences
- G. Proposed delivery site(s) and type(s) of delivery, if applicable:
Courses will be offered on the Wayne State College campus when available and asynchronously online.
- H. Proposed date (term/year) the program will be initiated:
Summer 2023 (for the 2022-2023 catalog)
- I. Description of Program:

This proposal aims to provide students and professionals who are pursuing a graduate degree in counseling or have a completed graduate degree in counseling or related field access to additional coursework needed to pursue licensure in addictions counseling. This proposal would develop the Certificate of Advanced Studies in Addictions Counseling.

Students and professionals may pursue this coursework if they have been accepted and are completing coursework in a graduate counseling program or related field or have a completed graduate degree in counseling or a related field. This coursework is aimed at providing classes typically needed in addition to a graduate counseling degree for application towards Nebraska state licensure for drug and alcohol counseling.

Certificate Requirements - 12 hours

CSL 541 Dual Diagnosis and Addiction Disorders	3
CSL 545 Clinical Issues in Substance-Related and Addictive Disorders	3
CSL 549 Alcohol/Drug Assessment, Case Planning and Management	3
CSL 605 Clinical Psychopharmacology	3
<i>OR</i>	
PSY 540 Psychopharmacology	3

Course Descriptions

CSL 541 Dual Diagnosis and Addiction Disorders (3 credits) This course is a conceptualization of how mental health disorders relate and exacerbate addictive disorders in the counseling relationship. Topics include: drug/alcohol assessment and diagnosis, level of care placement, record keeping, treatment planning, clinical case review, discharge planning, case management, program development, cultural impact, treatment intervention and referral strategies, ethical concerns, and overall client experiences.

CSL 545 Clinical Issues in Substance-Related and Addictive Disorders (3 credits) This course focuses on counseling approaches for persons with substance-related and addictive disorders and special issues including dual diagnoses, relationship(s) with family members, problems associated with a specific drug of choice and problems common to the populations of women, adolescents, and the elderly. Specific counseling approaches will be suggested for each. Suggestions for helping family members of persons with these issues will also be explored.

CSL 549 Alcohol/Drug Assessment, Case Planning and Management (3 credits) This course describes processes involved in collecting self-report and assessment data as a basis for making decisions regarding the diagnosis and selection of appropriate level of care of persons with substance-related and addictive disorders. Two or more alcohol/drug assessment instruments will be studied. This course will provide opportunities to study and practice maintaining confidentiality, as well as creating treatment plans, progress notes, discharge plans, and clinical reviews.

PSY 540 Psychopharmacology (3 credits) A study of the physical changes and psychological effects that drugs have on the brain and nervous system. Topics will include the basic organization and function of the brain and nervous systems and a history of the use of drugs. The course will emphasize how the functions of the brain are altered by the use of drugs, from both illegal and prescription uses. An overview of the mental disorders for which drugs are prescribed, and the mental disorders that result from drug use is included.

CSL 605 Clinical Psychopharmacology (NEW) (3 credits) An in-depth examination of the behavioral and central nervous system effects of pharmacologic substance use and abuse, and the application of such substances to the prevention and treatment of psychopathological dysfunction. Topics include basic neuronal function, pharmacology principles, medication selection and side effects, novel application of various medications, and assessment of clients considered for treatment. The course will also examine the cultural and ethical concerns of prescribing medication and the role of the pharmaceutical industry in drug development, research, and sales.

2. Centrality to Role and Mission

This certificate will aid students to further their ability to secure gainful employment after graduation. The coursework is aimed at providing classes typically needed in addition to a graduate counseling degree for application towards Nebraska state licensure for drug and alcohol counseling. The region will benefit from the potential of being provided with counselors who have both knowledge and skills to address the needs of clients.

3. Evidence of Need and Demand

Need for the program

Based on a survey conducted by the Behavioral Health Education Center of Nebraska (BHECN) the number of Licensed Drug and Alcohol Counselor (LADC) providers in the state of Nebraska increased from 2016 to 2018. This increase was from 419 to 447 providers. This shows an increase of 7% over the time period. This trend shows an increased need for the certificate in the profession of counseling. This survey also indicates 62% of all providers who are LADC's are over the age of forty-five (45). With this large of a percentage of the providers within twenty (20) years of retirement the profession will need more providers trained.

Demand for the Program

Based on the perceived need for the program, demand in this area will continue to be strong given the ever-growing need for employing those in behavioral health professions. Pairing these courses in the Counseling program will allow students to better understand the importance of being dual-licensed professionals.

These graduate level courses are currently being offered and routinely result in ten (10) to fifteen (15) students being enrolled in the 500 level of these previously cross-listed classes, as evidenced by historical enrollment averages in the CSL545 and CSL549 courses. WSC believes these numbers will continue as student interest is high. With the expectation that these courses may be offered solely at the graduate level, the number of students needed for the minimum enrollment threshold is six (6) students. These numbers will align with CACREP standards and expectations ensuring that our ratio of twelve (12) students to one (1) faculty may be maintained in context with all other courses delivered by the counseling department.

4. Adequacy of Resources

Faculty and Staff Resources

The courses are currently being offered in normal rotation, except for CSL 605 Clinical Psychopharmacology, which will be a new course delivered each fall. Though this course was created mainly for clinical mental health students, WSC plans to offer it as another option to PSY 540 Psychopharmacology (offered each odd fall semester). There will be no changes regarding faculty instruction assignments.

Physical Facilities

Courses will be offered on the Wayne State College campus and online via Canvas.

Instructional Equipment and Informational Resources:

There will be no changes needed regarding this proposal.

Budget Projections for the first five years of program:

This proposal is based upon an additional proposal submitted this year to remove all cross-listed courses in the counseling department. The WSC catalog outlines that undergraduate students are expected to complete the application for the counseling graduate program to enroll in courses listed in the counseling department at a graduate level. This ensures that all substance abuse classes are delivered solely at the graduate level to ensure that all licensure eligible educational content is held to the highest standard of practice.

Revenue: Potential revenue is solely the tuition and fees that would be generated by “net-new” student enrollments beyond those completing the Counseling degree program . A modest estimate of four (4) new students per two-year course rotation has been set, each taking six (6) credits per year for two (2) years, for a total of twelve (12) credits. While some students may attrit from the program, others may switch into it, balancing out attrition. Therefore, total enrollment in this program of four (4) students per two-year rotation have been estimated for the first three (3) cycles.

Based upon current tuition and fees of \$380 per graduate credit (as of FY21-22), revenue generated would be \$4,560 in online graduate tuition per student for completion of the certificate. This would generate revenue of \$18,240 during each two-year rotation, with annual revenue at **\$9,120**. This projected revenue is for those new to WSC students who complete the Certificate of Advanced Studies only.

Expenses: Offering the Certificate of Advanced Studies in Addictions Counseling will not require additional instructional expenses for faculty to teach these new courses, as they are being offered regardless of the certificate proposal. One course (CSL541) will be offered during the summer term. CSL549 and CSL605 will both be delivered in the regular fall rotation; PSY540 delivered ever odd fall. CSL545 will be offered each spring. All courses have already been configured into the regular faculty rotation and load to meet all CACREP ratio expectations. Available seats exist in these courses; therefore, no additional expenses will be initially incurred. Should interest exceed current seat availability, additional sections may be offered in the future.

5. Avoidance of Unnecessary Duplication

This type of program is offered at other institutions in the state of Nebraska, though none are explicitly offered at the graduate level. This ensures that WSC is providing an inclusive option for graduate students aiming to be dually licensed upon graduation. Currently, substance abuse classes are offered at Northeast Community College, University of Nebraska in Omaha and Kearney, and

University of South Dakota. Despite these other institutions offering similar programs, the demand for the classes has remained consistent at Wayne State College. Allowing for this certificate would enable students to meet the requirements for state licensure and provide documentation of completion of the credential.

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

The Certificate of Advanced Studies in Addictions Counseling at Wayne State College fits into the CCPE's Comprehensive Statewide Plan by offering a high quality academic program that enhances the learning experience of students.

The NSCS prides itself on providing a quality education with solid skills in service of regional workforce needs. This certificate program fits squarely within the NSCS mission, providing students with both the theory and the hands-on experience in addictions counseling to serve the needs of the state and region. The CCPE Plan notes that "Postsecondary education has an important role in supporting the state's economic development goals by contributing to a competent and competitive workforce for our state, by ensuring lifelong learning and training opportunities for our citizens, and by promoting an innovative and entrepreneurial culture that rises to the challenge of globalization."

This program is in accordance with the CCPE Plan's Shared Values and Beliefs of "unique areas of excellence in which they can bring major benefits to the state and to students"; "contributing to a competent and competitive workforce for our state"; and "ensuring lifelong learning and training opportunities for our citizens".

Wayne State College
Proposal to Add a New Graduate Certificate of Advanced Studies
Trauma Counseling

1. Descriptive Information

- A. Name of Institution:
Wayne State College
- B. Name of Program:
Certificate of Advanced Studies in Trauma Counseling
- C. Degrees/credentials to be awarded graduates of the program:
Certificate of Advanced Studies
- D. Other programs offered in this field by the institution:
Graduate Addictions Counseling Certificate of Advanced Studies (proposed)
Clinical Mental Health Counseling, School Counseling (PK-12), and Student Affairs and
College Counseling
- E. CIP code:
13.1102
- F. Administrative units for the program:
Department of Counseling, School of Education and Behavioral Sciences
- G. Proposed delivery site(s) and type(s) of delivery, if applicable:
100% asynchronous (online); summer-only
- H. Proposed date (term/year) the program will be initiated:
Summer 2023 (for the 2022-2023 catalog)
- I. Description of Program:

This proposal aims to provide students who are pursuing a graduate degree in counseling or have a completed graduate degree in counseling or related field, access to additional coursework needed to pursue a specialization in trauma counseling. This proposal would develop the Graduate Trauma Counseling Certificate. Though CACREP standards are comprehensively addressed in CACREP accredited programs, student are expected to gain enhanced knowledge related to the following standards (CACREP, 2024 draft two standards):

- Social and cultural diversity – (e.) the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
- Lifespan development – (i.) effects of crises, disasters, chronic stress, and trauma across the lifespan
- Counseling practice and relationships – (t.) crisis intervention, trauma-informed, community-based, and disaster mental health strategies
- Assessment and diagnostic processes – (n.) procedures for assessing clients' experience of trauma

Students may pursue this additional coursework as an extension of our current graduate counseling programming according to the following conditions: if they have been accepted to and are completing coursework in a graduate counseling program or related field and have passed CSL662 with a B- or better. Professionals who are seeking this certificate are eligible if they have completed a graduate degree in counseling or a related field and are in good standing with all state licensure boards and national certification bodies.

The coursework described below provides current students and professional counselors with applicable knowledge to serve clients impacted by trauma.

Certificate Requirements - 9 credit hours

CSL 606 Professional Preparedness for Trauma Counseling	2
CSL 607 Evidenced-Based Practices in Trauma Treatment	2
CSL 608 Special Topics in Trauma	2
CSL 609 Advanced Trauma Counseling	3

New Course Descriptions:

CSL 606 Professional Preparedness for Trauma Counseling (2 credits) Prerequisites: Enrolled in graduate counseling program or approved graduate program or completion of a graduate degree in counseling or related field. This course is designed to facilitate personal reflection and enhance sensitivity related to working with clients who have or are experiencing trauma. Topics in this course include identifying transference and countertransference concerns related to this work, integration of self into the therapeutic relationship, effective use of boundaries and self-disclosure, and professional evaluation of self-referrals. This course is utilized as a gatekeeping class to ensure that all students are adequately prepared both personally and professionally for this work. Please be mindful that the faculty instructor reserves the right to recommend personal counseling for the students if concerns arise.

CSL 607 Evidenced-Based Practices in Trauma Treatment (2 credits) Prerequisites: Completion of CSL606 with a B- or better. This course will evaluate and review current evidence-based practices (EBTs) related to working with clients in trauma in the clinical

counseling setting. Additional topics related to evidence-based practices include effective adaptation of models, lifespan concerns, legal processes and standards related to traumatic experiences, drug therapy implications, best practice standards, and certification requirements will be explored.

CSL 608 Special Topics in Trauma (2 credits) Prerequisites: Completion of CSL606 with a B- or better. This course will identify unique topics in the context of trauma treatment. Topics include child abuse/neglect, rape, sexual assault, domestic violence, complex grief, complex trauma, combat, witness to violence, etc.

CSL 609 Advanced Trauma Counseling (3 credits) Prerequisites: Completion of CSL606 with a B- or better or Completing CSL606. This course is designed to immerse students in the neurobiological responses related to trauma counseling practices and client symptom expression. This course will detail topics related to autonomic nervous system and sensory responses related to trauma, social and relational implications of trauma symptoms, and clinical awareness and treatment complexities related to trauma diagnoses.

2. Centrality to Role and Mission

This certificate will aid students to further their ability to secure gainful employment after graduation. The program will also aid the region in developing mental health counselors who are trained in this specialty and help serve a post pandemic population that may have experienced trauma as a result of the pandemic. The program aims at providing courses typically needed in addition to a graduate counseling degree for application toward practical expertise to provide comprehensive trauma counseling. This enhancement to the existing MSE program would serve the region through its potential to provide experienced and highly qualified mental health counselors.

3. Evidence of Need and Demand

Need for the program

Psychological trauma is common amongst the general population, as 70% of participants reported a history of trauma in one study (Benjet et al., 2018). Psychological trauma is also on the rise amongst the university student population, as 41% of clients reported a history of trauma when attending the University's Counseling Center. Training in this type of counseling is rare, as only two CACREP accredited Master of Counseling Programs offer a trauma certificate (Northern Illinois and Auburn University – as of 2017). In addition, grants, insurance agencies, and specialized practice locations require trauma training often taking on the expense to train their hired clinicians.

WSC is working to get ahead of the cost to employers in our region as many students seek this training early and enhances their employability. It is valuable to pursue this training because it is rare and WSC would be one of three Masters' programs (CACREP accredited) in the USA that would offer this type of training. This training would also benefit students who are seeking employment, as the prevalence of trauma in the general population is high, and counseling centers often would work with clients that have experienced a trauma.

Demand for the Program

Based on the information provided above, demand in this area will continue to be strong. Pairing these classes with the Counseling program's core curriculum broadens and deepens students' understanding of the importance of lifelong learning and professional expertise related to trauma counseling. Students might prefer this extended and complementary specialization because it enhances their existing knowledge base and might result in higher levels of employment due to the high prevalence in the general population. For example, 75.3% of practicing clinicians reported they did not think they were adequately prepared to do trauma counseling (Kumar et al., 2019) though it is estimated that 6 out of 100 people in the United States have experienced posttraumatic stress disorder (PTSD) at some point in their lives (US Department of Veteran Affairs, 2022)

Each course will be offered each summer, starting with the summer of 2023, allowing students to complete the certificate within one term if desired or move more slowly. CSL 606 will be offered in an accelerated 3-week May term, with the other courses scheduled in June and July to ensure that the 606 course is successfully completed. Each course enrollment is expected to result in a minimum of six (6) students, which establishes a conservative estimate that allows the counseling department to offer this program within the CACREP ratio requirements. WSC believes these numbers will continue to increase as student and professional interest is high, keeping in mind that minimum enrollment is six (6) students to proceed with the course delivery at the graduate level.

4. Adequacy of Resources

Faculty and Staff Resources

With our current in-house experts in trauma counseling and specialized full-time faculty, WSC is prepared to teach these courses during the future summer terms with existing faculty. This proposal is expected to result in providing education around trauma work for active counselors in the United States. Faculty teaching these courses will have supplemental work or specialized practice related to these topics.

Physical Facilities

The certificate will be 100% asynchronous online. Physical facilities are adequate.

Instructional Equipment and Informational Resources

Current resources are adequate to deliver the program. The only need is access to Canvas and access to relevant literature about trauma counseling and trauma counselor pedagogy. There will be one textbook for each course that will be updated once relevant literature is published. The textbook will be re-assessed in future semesters.

Budget Projections for the first five years of program

Since the certificate program courses are new, WSC will incur an additional instructional expense to deliver them. WSC currently has qualified faculty to deliver the courses over the summer, which is the term in which all will be offered. Since these courses will be offered in the summer, they will not conflict or interfere with other regular courses offered by these faculty during the fall and spring terms. The costs of instruction will be offset by the revenue generated by student enrollments.

Revenue: Potential revenue is solely the tuition/fees that would be generated by student enrollments. A modest estimate of six (6) new students per course has been set based on minimum graduate course enrollment expectations, with all four courses being offered each summer to provide flexible scheduling for students who want to complete the entire certificate within one summer. While some students may attrit from the program, others may switch into it, balancing out attrition. Therefore, total enrollment of six (6) students in each course has been estimated for the first five (5) years. Based upon current online tuition/fee rates of \$380 per graduate credit (as of FY21-22), revenue generated from the four courses each summer, at a total of nine (9) credits, equates to **\$20,520**.

Estimated total revenue generated for the first five years of the program equates to **\$102,600**. WSC believes this is a conservative estimate of potential revenue, as the perceived interest and demand for this training from both existing WSC Counseling students and individuals currently serving as counselors is high.

Expenses: Offering the certificate will incur additional instructional expenses for faculty to teach these new courses. All four courses will be offered during the summer term, rather than embedded in fall or spring terms. Instructional costs for full-time, specialized faculty (based up specialized faculty salary average for the 21-22 academic year of \$63,000) teaching these courses are \$14,175, if all courses are taught by full-time faculty, or for specialized adjunct faculty are \$9,000, if all credits taught by adjunct. The higher cost of \$14,175 will be used for the first year, with instructional costs for each additional year increasing by 2.5% per year to account for potential salary increases that may occur.

This certificate will not require additional marketing outside of sharing on our WSC website as we do with all counseling programs and in the current catalog. Additional sharing of this program may be delivered in meetings/emails with other professionals, through our partners with BHECN (in which they would incur marketing costs), and in our current

student program orientations and advising sessions. Initial costs to pay specialize faculty to develop the certificate courses is expected to be paid for through BHECN funding as this project aligns with our current implementation of a BHECN-Northeast Site at WSC and Nebraska Behavioral Health Workforce Development. Faculty developing these courses are expected to complete the course development during the summer months on a specialized contract at the rate of \$100 per eight (8) hour day for no more than five (5) days with no more than two (2) faculty members during this time. This will result in a one-time cost of \$1,000.

Estimated total expenses for the first five years of the program equate to **\$74,769**. Net revenue for the first five years, as computed in the tables at the end of the proposal, and based upon a very conservative enrollment of six (6) students per course, equates to **\$27,831**.

5. Avoidance of Unnecessary Duplication

WSC was unable to identify any existing trauma-focused graduate certificates available for Counselors in Nebraska. One related program, Concordia University's Trauma and Resiliency Certificate, is offered as part of its M.Ed program.

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

This proposal will ensure WSC provides access to education needs impacting the mental health workforce and critical education required to serve clients effectively with mental health concerns.

The NSCS prides itself on providing a quality education with solid skills in service of regional workforce needs. This certificate program concentration fits squarely within the NSCS mission, providing students with both the theory and the hands-on experience in trauma counseling to serve the needs of the state and region. The program will create a pool of students trained to work in high need clinical services addressing the need for trauma counseling in the state. The CCPE Plan notes that "Postsecondary education has an important role in supporting the state's economic development goals by contributing to a competent and competitive workforce for our state, by ensuring lifelong learning and training opportunities for our citizens, and by promoting an innovative and entrepreneurial culture that rises to the challenge of globalization."

This program is in accordance with the CCPE Plan's Shared Values and Beliefs of "unique areas of excellence in which they can bring major benefits to the state and to students" and "contributing to a competent and competitive workforce for our state".

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY 22-23 Year 1		FY 23-24 Year 2		FY 24-25 Year 3		FY 25-26 Year 4		FY 26-27 Year 5		Total	
	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Personnel												
Faculty ¹	2	\$14,175	2	\$14,175	2	\$14,175	2	\$14,175	2	\$14,175	2	\$70,875
Professional												
Graduate assistants												
Support staff												
Subtotal	2	\$14,175	2	\$14,459	2	\$14,748	2	\$15,043	2	\$15,344	2	\$73,769
Operating												
General Operating												
Equipment												
New or renovated space												
Library/ Information Resources												
Other (Course Development)		\$1000										
Subtotal												
Total Expenses		\$15,175		\$14,459		\$14,748		\$15,043		\$15,344		\$74,769

¹ Full-time faculty instructional costs are computed at nine (9) credits of teaching load each year, at a summer SCEA faculty rate of 2.5% per credit of faculty salary. The average salary of current WSC Counseling faculty is \$63,000. Therefore, nine (9) credits of instruction, at a summer rate of \$1575 per credit (which is 2.5% of \$63,000), equates to \$14,175 for Year 1. Years 2-5 include an annual 2% increase to the initial instructional costs to account for potential salary raises. Year one also includes costs of \$1000 for course development.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY 22-23 Year 1	FY23-24 Year 2	FY24-25 Year 3	FY 25-26 Year 4	FY 26-27 Year 5	Total
Reallocation of Existing Funds						
Required New Public Funds						
1. State Funds						
Tuition and Fees ²	\$20,520	\$20,520	\$20,520	\$20,520	\$20,520	\$102,600
Other Funding						
Total revenue for new program						\$102,600

² Tuition for each year is based upon FY 21-22 current online graduate tuition/fee rate of \$380 per credit, with a minimum enrollment of 6 students enrolled in 9 credits of coursework per summer, which equates to \$20,520 per year.

Wayne State College
Proposal to add a New Undergraduate Certificate
Intercultural Workplace Communication

1. Descriptive Information

- A. Name of Institution:
Wayne State College
- B. Name of Program:
Intercultural Workplace Communication
- C. Degrees/credentials to be awarded graduates of the program:
Undergraduate Certificate
- D. Other programs offered in this field by the institution:
Major in Communication Studies, with the following concentrations
- Communication Studies
 - Organizational Leadership and Public Relations
 - Theatre Arts
- Minors in
- Communication Studies
 - Theatre Arts
 - Digital Film Production
 - Promotion and Media
- E. CIP code:
09.0101
- F. Administrative units for the program:
Department of Communication Arts; School of Arts and Humanities
- G. Proposed delivery site(s) and type(s) of delivery, if applicable:
WSC is proposing mainly in-person delivery on the Wayne campus. However, two of the five courses are already offered on-line. CNA 210 Interpersonal Communication has an on-line section every term. CNA 467 Intercultural Communication has an on line section every summer. If “net new” (or post baccalaureate) enrollment justifies, CNA 302 Language and Human Behavior, CNA 346 Organizational Communication and CNA 470 Family Communication could be offered as on-line courses during summer sessions when faculty are available.
- H. Proposed date (term/year) the program will be initiated:
Fall 2022

I. Description of Program:

A certificate in Intercultural Workplace Communication can help prepare students for today's global workplace by providing knowledge about the complexities of intercultural communication and through enhancing intercultural communication skills.

Certificate Requirements – 15 credits

CNA 210 Interpersonal Communication	3
CNA 302 Language and Human Behavior	3
CNA 346 Organizational Communication	3
CNA 467 Intercultural Communication	3
CNA 470 Family Communication	3

Course Descriptions:

CNA 210 Interpersonal Communication (3 credits) The study of theories and models of interpersonal communication that enhance understanding and development of interpersonal relationships. Skills are developed in listening behavior, dyadic interaction, relationship and conflict management, verbal and nonverbal communication, and intrapersonal processing.

CNA 302 Language and Human Behavior (3 credits) Examines in depth the relationship among language, thought, and behavior, emphasizing the role linguistic communication plays in culture and society.

CNA 346 Organizational Communication I (3 credits) Explores the nature and function of communication in organizations. Emphasis on concepts, skills for effective management of communication, analysis, and evaluation of formal and informal patterns of communication in organizations.

CNA 467/567 Intercultural Communication (3 credits) A course aimed at developing a thorough understanding of communication and culture, in both global and community settings, and the way members of diverse cultures and subcultures utilize unique systems, symbols and media representation to communicate among themselves and other groups. Emphasis on media representation of minority groups and U.S. sponsored health/public welfare campaigns in developing nations will enable students to critically assess the communication process in a cultural context.

CNA 470/570 Family Communication (3 credits) An in-depth study of family communication concepts including family systems, roles, networks, power, intimacy, and decision-making. Special attention will be given to research affecting family communication in such areas as gender, culture, race, and age.

2. Centrality to Role and Mission

The proposed certificate in Intercultural Workplace Communication will provide students with a highly accessible and quality academic program. The fifteen (15) credit program of study will be accessible to a variety of students on campus who desire to grow their skillset in the study of intercultural communication. It will engage and serve the region by providing educational opportunities for those currently in the workforce who desire additional training to meet changing community populations and Nebraska's global economic future.

3. Evidence of Need and Demand

Need for the program

The Nebraska economy is a global economy. According to "Growing Nebraska through International Trade" by Governor Pete Ricketts, each year, Nebraska exports \$10 billion of goods and services worldwide. Over 95% of our consumers live outside of our borders (February 8, 2022). Thus, organizations need competent employees and leaders who understand intercultural workplace communication. The certificate would be valuable for students of any major interested in promoting intercultural understanding and connections, improving the overall health of organizations and communities, applying ethical principles of organizational communication, promoting economic development and diversity, and reducing intercultural conflict.

Demand for the Program

Because of Nebraska's global economic connections, WSC believes the certificate will be popular with current students and new post baccalaureate students already in the workplace. Our conservative projection of enrollment is a combination of five (5) students for the first few years and averaging ten (10) students after five (5) years of operation. As not all courses are offered online, potential post-baccalaureate students will likely be drawn from industries within driving distance to campus.

4. Adequacy of Resources

Faculty and Staff Resources

No new faculty are needed to implement this concentration. All courses already exist in the catalog. Additionally, sufficient seats are available in these courses for our on-campus students. The courses are offered on a regular rotation (with some also offered on-line) so students can complete the certificate in a timely manner.

Physical Facilities

All courses will be offered in the Humanities building, which offers adequate classroom space and technology.

Instructional Equipment and Informational Resources

The current instructional equipment and resources are sufficient for this program.

Budget Projections for the first five years of program

All courses within this certificate are currently offered on regular rotation with existing faculty members and have room for additional students to enroll. WSC does not expect additional expenses associated with this certificate. Enrollment may be primarily existing students who select these courses to meet their baccalaureate degree requirements, which will not result in additional revenue. However, revenue could increase as “net new” (or post baccalaureate) students pursue completion of this certificate. Each “net new” student completing the fifteen (15) credit certificate requirements in one (1) year, at a current tuition rate of \$186 per credit, would result in \$2790 of revenue per student.

5. Avoidance of Unnecessary Duplication

There do not appear to be certificate programs of this kind in the State or in the region.

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Consistent with the CSPPE document this certificate serves several long-range impacts:

- 1) The CSPPE delineates that “Nebraska’s population will become more diverse” (p.10). Thus, the certificate can assist in preparing our students for that diversity.
- 2) The CSPPE document states that “as more adults remain in the workforce, there will be a continuing need for access to lifelong learning and retraining opportunities to keep skills current to workplace needs” and “institutions will develop new strategies and support programs for attracting and retaining adult students who need new skills and training, some of whom will enroll part-time and take courses via distance education technology” (page 11). Thus, the certificate can offer additional training to help excel Nebraska in its global economic competition.
- 3) The CSPPE document lists economic forces of “employers demanding a skilled workforce that can keep pace with an explosion of knowledge and rapid technological change – locally, regionally, nationally, and globally.” Additionally, “estimates of 71% of Nebraska jobs will require at least some postsecondary education by 2020. This includes everything from vocational certificates through graduate and professional degrees” (page 11). Our certificate can assist with employer training demands.