

# Nebraska Department of Education Rule 24 Report

## SCHOOL COUNSELOR, PK-8

(Content Area)

### Educator Preparation Content Program Review

Name of institution	Creighton University
Date Submitted	
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Folio type:  Regular  Mini  Advanced Program

Program(s) Covered by this Folio

Press tab in last column to add

rows

Endorsement(s)	Type	Grade Level	Program Level
List Endorsements			
School Counselor	Field	PK-8	Masters of Science

Is the endorsement offered at more than one site?  Yes  No

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status:  National  State

Is this a Nationally Accredited Program?  Yes  No

If Yes, list Accrediting Organization:

Attach National Letter to Cover Sheet

## Section 1: Contextual Information

### 1a. Institutional Background Information

#### *Creighton University*

Creighton University (Creighton) is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate, and professional programs. Comprised of nine colleges and schools, Creighton is accredited by the [Higher Learning Commission](#) (HLC) and is a member of the [Association of Jesuit Colleges and Universities](#) (AJCU).

As a Jesuit Institution, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ. Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

#### *The Department of Education*

Creighton's initial and advanced educator preparation programs are administered through the Education Department, which is housed within the College of Arts and Sciences. The Education Department benefits from the expertise of 14 full-time faculty members, and its programs are supported by one administrative assistant. The Department offers programs that prepare students in 16 initial and advanced endorsement areas. Its teacher preparation programs are accredited by the Council for the Accreditation of Educator Preparation [CAEP], and all of the Education Department's endorsement programs are approved by the Nebraska Department of Education.

The Department of Education embraces Creighton's mission by empowering teachers, administrators, and counselors to transform the lives of their students by preparing graduates to be compassionate and effective leaders in the Jesuit tradition. The Department aims to graduate women and men who build a better world by living and leading according to these charisms (values):

- Reflective practice (contemplation in action),
- Care for others (*cura personalis*),
- Promotion of service, justice, and inclusive community (men and women for and with others),

- Sharing gifts for the greater good and the greater glory of God (*magis, ad majorem Dei gloriam*).

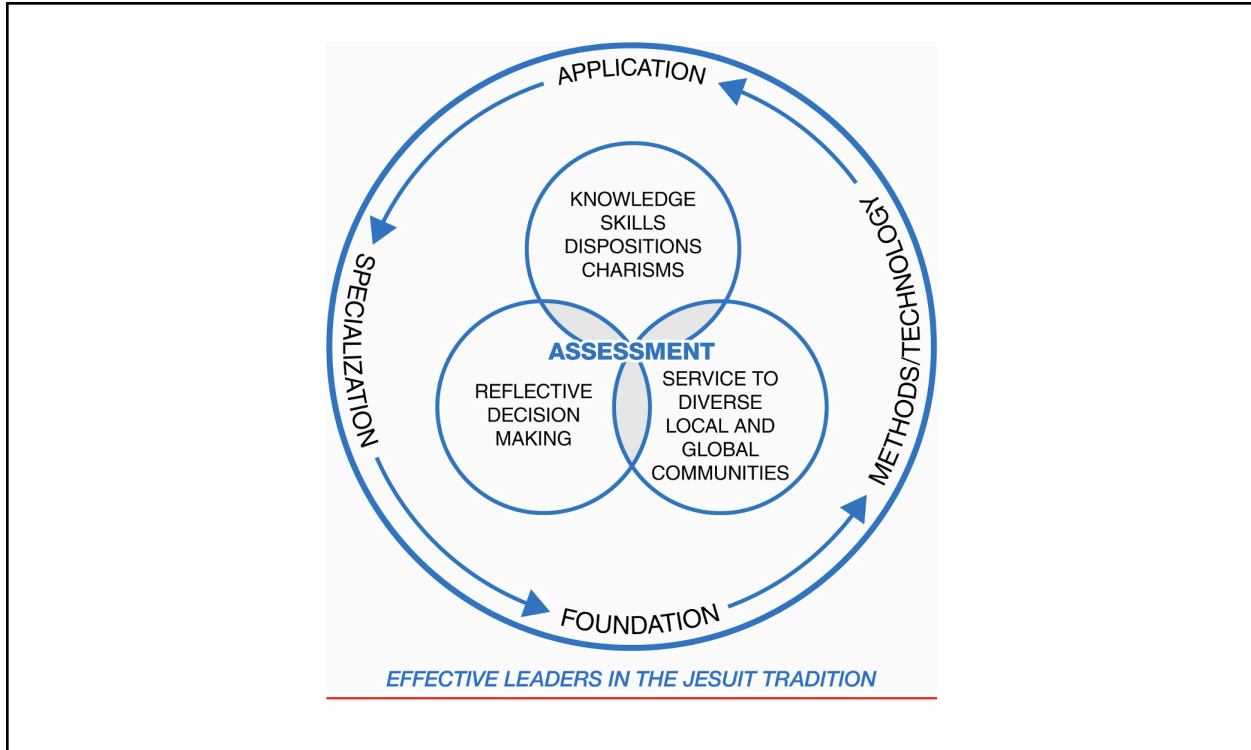
With each of our programs, it is the Department's hope that students will feel its commitment to professional formation and support as well as being known for:

- Placing the Jesuit charisms and Ignatian pedagogy at the center of all coursework.
- Emphasizing social justice so that our graduates are formed to lead in highly diverse schools.
- Providing specialized preparation so that our graduates are ready to serve students with diverse needs and backgrounds in P-12 schools.
- Providing specialized preparation for those who wish to serve in Catholic schools.

### *MS in School Counseling*

The school counseling program is housed in the education department and leads to a master of science degree that is approved by the Nebraska Department of Education. It requires a minimum of 36 credits of coursework for those persons who hold a valid teaching certificate; or those individuals who do not possess a teaching certificate, they must complete an additional 12 credits of coursework focused on educational processes such curriculum design, lesson plan development, classroom management, student assessment. the science of reading, and differentiated instruction. After successful completion of the program, candidates will be eligible to apply for endorsement in school counseling.

The program is currently built on the ASCA Professional Model of School Counseling and approved by the Nebraska Department of Education (NDE). The program is organized on the assumption that an effective counselor must be an ethical, moral human who has a cognitive understanding of people and of counseling theory and believes in the dignity of every person. In addition to intellectual understanding, the counselor must develop proficiencies and competence in specific skills germane to the helping relationship including embracing ethical standards and professional competencies as defined by ASCA. It is important for candidates beginning this program to understand that throughout their studies they are expected to further their maturity in three areas - personal growth (attitude), cognitive understanding (knowledge), and technical competence (skills) guided by ASCA's Professional Competencies and Creighton's professional dispositions.



The Professional School Counseling program at Creighton is designed to meet the needs, at the master’s level, of those interested in counseling roles within the school setting. As such, the program specializes in coursework that is designed to develop the initial competencies demanded of an individual embarking on a career in PK-12 schools. These individuals usually are employed by school systems and/or organizations related to the implementation of quality educational programming. However, the skills gained in this program are often relevant to other employment who value a master’s degree and professional and relational competence. Our program has been approved by the Nebraska Department of Education as a pathway to teacher certification and/or endorsement in school counseling. It also should be noted that potential employers frequently impose additional requirements above those needed for certification, e.g., teaching experience within that system or additional coursework related to specific states.

**1b. Standards for Admission, Retention, Transition, and Completion**

	Gateway 1	Gateway 2	Gateway 3
Institutional Criteria	Application to MS in School Counseling	Admittance to the Internship	Completion of the Program

GPA	3.0	3.0	3.0
Coursework	Baccalaureate degree from an accredited college or university	Successfully completed all coursework from year 1 of the program.	Successfully completed all program coursework including internship.
Praxis Exam	N/A		Praxis II (#5422)
Other Requirements	<ul style="list-style-type: none"> <li>Official copies of transcripts from all post-secondary schools attended</li> <li>Background Check</li> <li>Felony Convictions and Mental Health Statements</li> <li>3 letters of recommendation</li> <li>Personal written statement on "Why I want to be a school counselor"</li> </ul>	<ul style="list-style-type: none"> <li>Advisory meeting</li> <li>Completed dispositions survey with no concerns or written plan in place for concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully complete and defend their portfolio</li> <li>Create and present Reflective Journey</li> <li>Complete surveys on multicultural competencies and professional standards and competencies.</li> </ul>

**1c. Field Experiences**

Endorsement Program	Course Name	Credits	*Type of Field Experience	Total Number of Hours
Counseling (all levels)	COU617 - Practicum I: Introduction to School Climate and Procedures	3	P	25
Counseling (all levels)	COU618 - Practicum 2: Trends in School Policies and Practices	3	P	25
Counseling (all levels)	COU619 - Practicum 3: Curriculum, Instruction, and Assessment	3	P	25
Counseling (all levels)	COU620 - Differentiated Learning: Instruction, Classroom Management and Special Education	3	P	25

Counseling (Elementary)	COU682 - Internship in Elementary School Counseling	3	1	600 total on-site. Minimum of 240 of direct student contact
Counseling (Elementary)	COU683 - Advanced Internship in Elementary School Counseling	3	1	
Counseling (Secondary)	COU684 - Internship in Secondary School Counseling	3	1	600 total on-site. Minimum of 240 of direct student contact
Counseling (Secondary)	COU685 - Advanced Internship in Secondary School Counseling	3	1	

**1d. Program Completers and Level**

Program Completers and Level – Content Area:					School Counselor PK-8					
Academic Year					Number of Endorsement Program Completers					
					Bac	Post Bac	Alternate Route	Masters	Ed. Specialist	PhD
20	22	to	20	23	n/a	n/a	n/a	3	n/a	n/a
20	23	to	20	24	n/a	n/a	n/a	4	n/a	n/a

1e. See Appendix A for Advising Worksheet

### Section 2: Endorsement Program Key Assessments and Related Data

The wrong instrument was originally linked for this assessment data. Each reference in the documentation relates to the Internship Evaluation. However, the instrument linked on the website was the Portfolio Rubric. The correct instrument has been updated.

#### Artifact 1: Summary of Key Assessments for Initial Programs

Name of Assessment used for the following areas:		Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content Knowledge	Standardized test, Summative	The Praxis II: School Counselor (5422) test is designed to measure the extent to which entry-level school counselors demonstrate the standards-relevant knowledge and skills necessary for competent professional practice. The Praxis exam 5422 has been adopted by the NDE as a standardized test for all candidates seeking a school counseling endorsement.	Program Completion
	Praxis II Subject Area Assessment			
2	Knowledge of Learner/Learning Environments	Rubric, Summative	The rubric developed for the internship experience in the School Counseling program is a key assessment tool designed to evaluate student performance based on real-world application of school counseling competencies. This rubric is completed by the site supervisor within their school setting, providing an external, practical evaluation of the student's progress.	Mid Year of Internship & Program Completion
	Internship Evaluation Data Reports by Site Supervisors			
3	Application of professional knowledge and skills	Rubric, Summative	The rubric developed for the internship experience in the School Counseling program is a key assessment tool designed to evaluate student performance based on real-world application of school counseling competencies. <b>School counseling competencies include professional psychoeducational knowledge, therapeutic skills, and instructional practices including their effects on student learning.</b> This	Mid Year of Internship & Program Completion
	Internship Evaluation Data Reports by Site Supervisors			

			rubric is completed by the site supervisor within their school setting, providing an external, practical evaluation of the student's progress.	
4	Professional Responsibility	Rubric, Summative	The rubric developed for the internship experience in the School Counseling program is a key assessment tool designed to evaluate student performance based on real-world application of school counseling competencies. This rubric is completed by the site supervisor within their school setting, providing an external, practical evaluation of the student's progress.	Mid Year of Internship & Program Completion
	Internship Evaluation Data as Reported Reports by Site Supervisors			
5	Overall Candidate Proficiency	Rubric, Summative	The rubric developed for the internship experience in the School Counseling program is a key assessment tool designed to evaluate student performance based on real-world application of school counseling competencies. This rubric is completed by the site supervisor within their school setting, providing an external, practical evaluation of the student's progress.	Mid Year of Internship & Program Completion
	Internship Evaluation Data Reports by Site Supervisors			

**Key Program Assessment #1: Content Knowledge: Praxis II: School Counselor (5422)**

The Praxis II: School Counselor (5422) test is designed to measure the extent to which entry-level school counselors demonstrate the standards-relevant knowledge and skills necessary for competent professional practice. The test is designed to follow the ASCA (American School Counselor Association) School Counselor Professional Standards and Competencies. These standards and competencies provide insight into the mindsets and behaviors school counselors must possess to meet the demands of the school counseling profession and needs of K-12 students. The Praxis exam 5422 has been adopted by the NDE as a standardized test for all candidates seeking a school counseling endorsement.

## **Key Program Assessment #2: Knowledge of Learner/Learning Environments: Creighton University Supervisor Internship Evaluation**

The Creighton University Supervisor Internship Evaluation is administered by the Internship Coordinator and completed by the site supervisor of each intern, and each intern as a mode of self-evaluation. The rubric assesses the intern across three performance levels: Target, Acceptable, and Unacceptable. These levels offer a structured framework for evaluating how effectively the intern demonstrates real-world application of school counseling competencies:

- Target: Indicates solid, reliable performance, with the intern meeting all expectations and competently handling counseling tasks.
- Acceptable: Reflects emerging competence, where the intern is progressing but still requires further development and guidance to meet expectations.
- Unacceptable: Denotes inadequate performance, where the intern fails to meet the standards expected for school counselors, necessitating significant improvement.

The assessment is administered twice, once at the end of the fall semester and at the end of the spring semester. This rubric serves as a summative assessment, from the supervisor, and an opportunity for reflective formative feedback as self-evaluation. Data from this assessment is used to inform continuous program improvement and ensure alignment with accreditation requirements.

## **Key Program Assessment #3: Knowledge and Effective use of Professional Practices: Creighton University Supervisor Internship Evaluation**

The Creighton University Supervisor Internship Evaluation is administered by the Internship Coordinator and completed by the site supervisor of each intern, and each intern as a mode of self-evaluation. The rubric assesses the intern across three performance levels: Target, Acceptable, and Unacceptable. These levels offer a structured framework for evaluating how effectively the intern demonstrates real-world application of school counseling competencies:

- Target: Indicates solid, reliable performance, with the intern meeting all expectations and competently handling counseling tasks.
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- Unacceptable: Denotes inadequate performance, where the intern fails to meet the standards expected for school counselors, necessitating significant improvement.

The assessment is administered twice, once at the end of the fall semester and at the end of the spring semester. This rubric serves as a summative assessment, from the supervisor, and an opportunity for reflective formative feedback as self-evaluation. Data from this assessment is

used to inform continuous program improvement and ensure alignment with accreditation requirements.

#### **Key Program Assessment #4: Professional Responsibility and Overall Proficiency: Creighton University Supervisor Internship Evaluation**

The Creighton University Supervisor Internship Evaluation is administered by the Internship Coordinator and completed by the site supervisor of each intern, and each intern as a mode of self-evaluation. The rubric assesses the intern across three performance levels: Target, Acceptable, and Unacceptable. These levels offer a structured framework for evaluating how effectively the intern demonstrates real-world application of school counseling competencies:

- Target: Indicates solid, reliable performance, with the intern meeting all expectations and competently handling counseling tasks.
- Acceptable: Reflects emerging competence, where the intern is progressing but still requires further development and guidance to meet expectations.
- Unacceptable: Denotes inadequate performance, where the intern fails to meet the standards expected for school counselors, necessitating significant improvement.

The assessment is administered twice, once at the end of the fall semester and at the end of the spring semester. This rubric serves as a summative assessment, from the supervisor, and an opportunity for reflective formative feedback as self-evaluation. Data from this assessment is used to inform continuous program improvement regarding Instructional Practices on Student Learning with evaluations of student success initiatives, program planning, and program development in order to align and ensure alignment with accreditation requirements.

#### **Key Program Assessment #5: Overall Proficiency: Creighton University Supervisor Internship Evaluation**

The Creighton University Supervisor Internship Evaluation is administered by the Internship Coordinator and completed by the site supervisor of each intern, and each intern as a mode of self-evaluation. The rubric assesses the intern across three performance levels: Target, Acceptable, and Unacceptable. These levels offer a structured framework for evaluating how effectively the intern demonstrates real-world application of school counseling competencies:

- Target: Indicates solid, reliable performance, with the intern meeting all expectations and competently handling counseling tasks.
- Acceptable: Reflects emerging competence, where the intern is progressing but still requires further development and guidance to meet expectations.
- Unacceptable: Denotes inadequate performance, where the intern fails to meet the standards expected for school counselors, necessitating significant improvement.

The assessment is administered twice, once at the end of the fall semester and at the end of the spring semester. This rubric serves as a summative assessment, from the supervisor, and an

opportunity for reflective formative feedback as self-evaluation. Data from this assessment is used to inform continuous program improvement and ensure alignment with accreditation requirements.

**Artifact 2: Data Tables with Summarized Data for Each Key Assessment**

The wrong instrument was originally linked for this assessment data. Each reference in the documentation relates to the Internship Evaluation. However, the instrument linked on the website was the Portfolio Rubric. The correct instrument has been updated.

n/a - This is a mini-folio

Section 2 Overall Rating Labeled as not met. However, the following are the results.

<b>Artifact 1:</b>	<b>Met</b>	<b>Met w/ Conditions</b>	<b>Not Met</b>
1. Content: PRAXIS	X		
2. Content	X		
3. Learner/Learner Env	X		
4. Instructional Practices		X	
5. Effect of Instructional Practices		X	
6. Professional Respons.	X		
7. Overall Proficiency	X		

<b>Artifact 2:</b>	<b>Met</b>	<b>Met w/ Conditions</b>	<b>Not Met</b>
1. Content: PRAXIS	X		
2. Content	X		
3. Learner/Learner Env	X		
4. Instructional Practices		X	
5. Effect of Instructional Practices		X	
6. Professional Respons.	X		
7. Overall Proficiency	X		

<b>Artifact 3:</b>	<b>Met</b>	<b>Met w/ Conditions</b>	<b>Not Met</b>
1. Narrative Summary	X		

<b>Overall:</b>	<b>Met</b>	<b>Met w/ Conditions</b>	<b>Not Met</b>
			X

### **Artifact 3: Summary of Findings**

#### **Key Program Assessment #1: Content Knowledge: Praxis II: School Counselor (5421) & (5422)**

The PRAXIS II is necessary as it is the sole data point derived from standardized content evaluation and used in the licensure process across multiple states; however, the data is not wholly indicative of the success of each cohort. Although the exam is a requirement of the program, it has not been a requirement for graduation. This change was due to the varied licensure requirements of states and the flexibility required to navigate the COVID-19 pandemic.

Due to professional flexibility, and portability, the focus has been on encouraging students to pursue a Pk-12 endorsement. Due to this reason, and the variability of state licensure requirements, few students have pursued this endorsement.

#### **Key Program Assessment #2: Knowledge of Learner/Learning Environments: Creighton University Supervisor Internship Evaluation**

Between the 2022-2023 and 2023-2024 graduating cohorts there was a 6-point dip in mean score in this category. This decrease indicates a need to reflect upon programmatic discrepancies. Additionally, the 2022-2023 and 2023-2024 cohorts were strongly affected by the COVID-19 pandemic, an increase in mental health concerns in school systems, and the expectation of school settings. The data suggests that the program invest time and resources into formative opportunities. Regardless, the mean score exceeds the benchmark for Knowledge of Learner/Learning Environments.

#### **Key Program Assessment #3: Knowledge and Effective use of Professional Practices: Creighton University Supervisor Internship Evaluation**

Between the 2022-2023 and 2023-2024 graduating cohorts there was a 20-point dip in mean score in this category. This decrease indicates a need to reflect upon programmatic discrepancies. Additionally, the 2022-2023 and 2023-2024 cohorts were strongly affected by the COVID-19 pandemic, an increase in mental health concerns in school systems, and the expectation of school settings. The data suggests that the program invest time and resources into formative opportunities. Regardless, the mean score exceeds the benchmark for Knowledge and Effective use of Professional Practices.

#### **Key Program Assessment #4: Professional Responsibility and Overall Proficiency: Creighton University Supervisor Internship Evaluation**

Between the 2022-2023 and 2023-2024 graduating cohorts there was a 12-point dip in mean score in this category. This decrease indicates a need to reflect upon programmatic discrepancies. Additionally, the 2022-2023 and 2023-2024 cohorts were strongly affected by the COVID-19 pandemic, an increase in mental health concerns in school systems, and the expectation of school

settings. The data suggests that the program invest time and resources into formative opportunities. Regardless, the mean score exceeds the benchmark for Professional Responsibility and Overall Proficiency.

**Key Program Assessment #5: Overall Proficiency: Creighton University Supervisor Internship Evaluation**

Between the 2022-2023 and 2023-2024 graduating cohorts there was a 6-point dip in mean score in this category. This decrease indicates a need to reflect upon programmatic discrepancies. Additionally, the 2022-2023 and 2023-2024 cohorts were strongly affected by the COVID-19 pandemic, an increase in mental health concerns in school systems, and the expectation of school settings. The data suggests that the program invest time and resources into formative opportunities. Regardless, the mean score exceeds the benchmark for Overall Proficiency.

### **Section 3: Uses of Related Data and Information for Continuous Program Improvement of Endorsement Program**

#### **Key Program Assessment #1: Content Knowledge: Praxis II: School Counselor (5421) & (5422)**

Beginning with the 2022-2023 academic year the decision was made to allow students that live, and expect to be licensed, in states that do not require the PRAXIS II to forgo taking the exam. This began as a discussion during the COVID-19 pandemic and revolved around the strain placed upon students that did not require the exam for licensure. With this decision, and the resulting decrease in cohort discussion surrounding the PRAXIS, less emphasis was placed on ensuring test results were sent to the university leading to a significant decrease in reported scores.

During the 24-25 academic year, an emphasis was placed on communicating the requirement to take, and report, the PRAXIS II. The data also supports the programmatic decision to require all students follow Nebraska licensure requirements, removing any confusion surrounding individual state requirements. In conjunction, a shift from requiring the PRAXIS to be taken prior to graduation to a requirement for the PRAXIS II to be completed by the end of the fall semester has been discussed by program faculty and will be implemented.

Overall, since the 2018-2019 academic year, the PRAXIS II results held steady at 90%+ pass rate across endorsements. It is expected that the results will rebound to previous levels.

Key Program Assessment #2: Knowledge of Learner/Learning Environments

Key Program Assessment #3: Knowledge and Effective use of Professional Practices

Key Program Assessment #4: Professional Responsibility and Overall Proficiency

Key Program Assessment #5: Overall Proficiency

Additionally, the program endured significant change with the sudden, and unexpected, death of the program director in 2021. This event, and the previous retirement of the other 2 faculty members, left a deficit of institutional knowledge. These events most likely contributed to the decreased results as new faculty navigated the program. Overall, the data for Key Program Assessment 2-5 have trended down over the 2022-2023 and 2023-2024 academic years compared to historic results. This can be partially attributed to decreased cohort size. Based on input and feedback from site supervisors, it has been discussed that there is a need for intentional site supervisor training and a re-evaluation of the Creighton University Internship Evaluation.

Through program meetings and Advisory Board meetings, it was determined Creighton University Internship Evaluation would be streamlined and undergo the Lawshe Content Reliability Method with assistance from the advisory council. In the fall of 2024, the instrument was revised, validated, and will be used moving forward beginning with 25-26. Lastly, the updated internship evaluation was converted to a digital format, Qualtrics, which will improve dissemination and quantifying the yearly results.

Lastly, the program implemented the use of a professional disposition checklist to be used as a self-evaluation during the first summer, a faculty led formative exercise at the end of the first year, and at the end of the program as a reflective growth opportunity. The use of the professional disposition checklist has allowed students and faculty to identify potential areas of growth and, more importantly as a strengths-based program, areas of strength that could be utilized.

**Appendix A - Plan of Study**

YEAR ONE						
SUMMER June - July		FALL Term I Aug- Oct	FALL Term II Oct- Dec	SPRING Term I Jan-March	SPRING Term II March-May	
COU 613 Foundations of School Counseling	COU 605 Individual and Program Assessment in School Counseling	COU 604 Issues in Child and Adolescent Development for School Counselors	COU 603 Action Research in School Counseling	COU 606 Theoretical Perspectives in School Counseling	COU 609 Individual Planning and Counseling Techniques for School Counselors	
		* For students who do not have a teaching certificate				
		*COU 617 Practicum 1: Introduction to School Climate and Procedures	*COU 618 Practicum 2: Trends in School Policies and Practices	*COU619 Practicum 3: Curriculum, Instruction, and Assessment	*COU620 Practicum 4: Differentiated Learning: Classroom Management and Special Education	

YEAR TWO							
SUMMER June - July		FALL Term I Aug- Oct	FALL Term II Oct- Dec	SPRING Term I Jan-March	SPRING Term II March-May		
COU 660 Group Counseling Approaches for Children and Adolescents	COU 663 Diagnosis and Mental Health Issues in Children and Adolescents	COU665 Issues in Secondary School Counseling <i>(PK-12 Students take both Issues classes)</i>	COU664 Issues in Elementary School Counseling <i>(PK-12 Students take both Issues classes)</i>	COU667 Social Justice and Diversity in School Counseling	Portfolio Defense		
		<b>FALL Terms 1-2, Aug - Dec</b>			<b>SPRING Terms 1-2, Jan - May</b>		
		COU682 Elementary or COU684 Secondary Internship <i>If student in PK-12 specialization takes Elementary Fall Internship, they will take Secondary Internship in the Spring. If PK-12 student takes Secondary Fall Internship they will take Elementary Internship in the Spring.</i>			COU683 Elementary Advanced or COU685 Secondary Advanced Internship <i>If student in PK-12 specialization takes Elementary Fall Internship, they will take Secondary Internship in the Spring. If a PK-12 student takes Secondary Fall Internship they will take Elementary Internship in the Spring.</i>		