



WAYNE STATE UNIVERSITY

Annual Report

Calendar Year 2024

Counselor Education Department

College of Education

Wayne State University



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Counselor Education Program

Overview of the Program

Wayne State University's M.A. in Counseling combines rigorous academic preparation with practical clinical experience to prepare students for impactful careers in diverse counseling settings. The program offers CACREP-accredited concentrations in Clinical Mental Health Counseling, School Counseling, and Clinical Rehabilitation Counseling, along with additional pathways such as Art Therapy and combined concentrations, catering to a broad spectrum of professional interests.

Program Mission and Objectives

Program Mission Statement

To prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theories and current research strategies into effective practice, who are committed to respecting diversity among all people and who ascribe to the highest ethical standards and practices.

Program Objectives

1. Students will acquire and demonstrate knowledge, skills, and professional dispositions of theoretical and evidence-based counseling practices through experiential opportunities across the program.
2. The program will promote DEIAJ across the lifespan through course assignments and community engagement as evidenced by increased self-awareness and personal growth.
3. The program will develop and advance counseling professional identity through engagement with professional organizations, promotion of licensure and certification, & demonstration of high ethical standards.

Students Data and Demographics



Master's Level Programs

Category	Count
Total Applications Received	251
Male Students	6
Female Students	30
Non-Binary/Gender Fluid	0
American Indian/Native Alaskan	0
Asian	1
Black	13
Hawaiian Native/Pacific Islander	0
Hispanic	6
Two or More Races	0
Unknown/Other	5
White	73
International Students	1
Veterans	2
Students with Disabilities	0

Specific Counseling Programs

Program	Credit Hours	Enrolled Students	Graduates	Completion Rate
Clinical Mental Health Counseling	60	125	38	97%
Clinical Rehabilitation Counseling	62	15	4	100%
School Counseling	62	35	10	100%

Summary of the Program Evaluation Results



2024 Graduate Survey Results

Demographics

- **Gender:** 80% Female, 4% Male, 12% Gender Fluid.
- **Age:**
 - 56% between 20-29 years old.
 - 36% between 30-39 years old.
 - 4% each for 40-49 and 50+ years old.
- **Race/Ethnicity:**
 - 52% White/European American.
 - 28% Black/African American.
 - 12% Middle Eastern.
 - 4% Other/Prefer Not to Disclose.

Specializations

- **Clinical Mental Health Counseling:** 68%.
- **School Counseling:** 20%.
- **Rehabilitation Counseling:** 12%.

Employment

- 76% of graduates indicated they are employed as professional counselors.
- 96% secured employment within six months of graduation, 100% indicated they were employed within a year of graduation.

Licensure Exams

- **National Counselor Exam (NCE):**
 - 20% of graduates indicated they have taken the NCE exam, 100% passed the exam.
- **MTTC School Counselor (051) Exam:**
 - 100% passed.



Engagement

- **Professional Development:**
 - 20% attended a professional counseling conference in the past year.
 - 68% read professional counseling journals.
 - 8% participated in professional organization committees or held office.

Satisfaction and Recommendations

- 96% of respondents agree the program provided a solid foundation for professional counseling.
- 56% strongly recommend the program.
- Areas for improvement include:
 - Increased integration of clinical skills earlier in the program.
 - More detailed support for securing internships.
 - Expanded focus on trauma-informed counseling and specific interventions.

Program Strengths

Graduates praised:

- The dedicated and responsive faculty
- Small class sizes enabling personalized attention
- Strong emphasis on diversity and multicultural competence
- Practical training through practicum and internships

Summary of Stakeholder Survey Results (2024)

The 2024 Counselor Education Program Stakeholder Evaluation Survey gathered feedback from stakeholders, including alums, employers, and internship supervisors, to assess program effectiveness and areas for growth.

Program Strengths

- **Competency of Graduates:** Stakeholders reported high satisfaction with graduates' preparedness for professional counseling roles, citing strong foundational knowledge and clinical skills.



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- **Focus on Diversity:** The program's emphasis on diversity and multicultural competence was appreciated.
- **Practicum and Internship:** Supervisors highlighted the effectiveness of practical training in preparing students for real-world counseling challenges.

Areas for Improvement

- **Skills Application:** Stakeholders suggested more integration of practical counseling techniques earlier in the program.
- **Internship Support:** Recommendations included providing students with enhanced resources and connections for securing internship placements.
- **Specialized Training:** Requests for expanded training in trauma-informed care, group counseling, and specific interventions were noted.

Stakeholder Engagement

- Employers and supervisors expressed willingness to participate in further program development initiatives, including offering feedback and mentoring opportunities for students.

Notable Program Activities and Updates

CACREP Visit (February 2024)

The Counselor Education Program recently underwent a CACREP (Council for Accreditation of Counseling and Related Educational Programs) accreditation visit from February 28 to March 1st, 2024. CACREP reviewers noted that the administration is clearly supportive of the program and values its contribution to the university, the Counselor Education Program is recognized as vital to the university, and the faculty demonstrates cohesive and collaborative working relationships with a strong focus on student success. Feedback shared by the reviewers also included that students stated they chose WSU due to the location in an urban area and the ability to engage with a diverse community. Students spoke highly of the diverse experience of the counseling faculty. The students, alumni, and adjuncts all spoke highly of the program and their pride in being associated with WSU. Students appreciated the program faculty for advising assistance, being responsive, and tailoring feedback to achieve their academic goals. With program specializations, students can build a customized plan that “provides a unique experience,



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in the heart of the city” to solidly prepare them to move from scholars to practitioners in counseling. The site supervisors, many alumni, report a high degree of pride in supervising WSU interns. Site supervisors praised the students on their (a) clinical and counseling performance, (b) readiness to maintain agency policies, (c) dedication to upholding ethical standards, (d) strong work ethic, (e) theoretical knowledge, (f) ability to ask for and accept feedback, and (g) willingness to participate in team building activities. The program has excellent relationships with the community, providing diverse and high-quality opportunities for student placement during field experience.

The reviewers also made valuable suggestions to improve the program. They suggested that the program director not take an advising load to allow for greater attention to program administration. They also suggested improving the diversity of the faculty by filling the current Assistant Professor of Teaching position w/non-WSU faculty. They suggested to strengthen professional identity among students, noting that art therapy students should identify first as Clinical Mental Health Counselors, and that the department could consider having counseling faculty teach courses currently taught by Educational Psychology faculty. They suggested that the department establish a more robust student assessment and program evaluation system. The department has already begun implementing many of these suggestions.

New Assistant Dean

The Counselor Education program welcomed the new Assistant Dean Ben Pogodzinski, Ph.D., Professor and Interim Assistant Dean of Administrative and Organizational Studies and Theoretical / Behavioral Foundations and Research

<https://education.wayne.edu/profile/cs3372>

Faculty Retreat in September 2024

Meeting Summary

The meeting began with the introduction of **Ben Pogodzinski**, the new Assistant Dean, who aims to support research collaboration, assist with student issues, and enhance faculty engagement. Updates on **student orientation** were provided, along with a review of **rehab students** and recommendations for VA internships. Two students received **notices of**



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concern, and a follow-up process was established. Academic updates included the approval of **replacing a 1-credit workshop with another 1-credit course** and a **revised grade policy**, stating that any grade below a **B- results in automatic dismissal**, while **B- grades can be repeated** if necessary. However, **three B- or below grades will lead to dismissal** from the program. Additionally, there was a suggestion to hire a dedicated student advisor to relieve faculty from extra administrative work and improve student follow-up and support.

For **admissions and upcoming events**, **Winter 2025 applications** are in progress, with interviews scheduled for mid-November. An **Adjunct Orientation** is set for **November 4**, followed by an **Information Night on November 6**. The **Advisory Council stakeholder meeting** is scheduled for **October 23**, and updates were made to the **organizational chart and committee assignments**.

Regarding **CACREP accreditation**, the program must address several standards in its **May 2025 report**. **Standard O** requires evidence of **student retention, remediation, and dismissal policies**, with the student notice serving as an example. **Standard X** mandates proof that **core faculty engage in sustained research and scholarly activity**, which will be supported by **CV submissions and faculty engagement in publications and presentations**. **Standard B** necessitates documenting **stakeholder input**, which will be addressed at the **October 23 meeting**. Lastly, **Standard Q** calls for **evidence of site supervisor orientation and ongoing consultation**, which will be documented through recorded orientation sessions.

Application Process

Number of applicants:

Winter 2024-132 applications received for 24 spots.

Fall 2024-192 applications received for 24 spots.

Adjusted due date for fall semester admission from September 1 to August 1.

EXXAT



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In 2024, the program expanded its use of the EXXAT document management platform. The program has been integrated into the Wayne State University registration system allowing for registered students in Counselor Education courses to automatically be entered into EXXAT under their corresponding classes. Each student is able to build a profile in the EXXAT system and their assigned advisor has been linked to their profile. The system allows faculty and advisors to manage student records, advise students and track student progress throughout the program. In addition, EXXAT was incorporated into all clinical classes to track and document clinical activities, evaluate student progress, and communicate with site supervisors. The faculty is currently working to delineate and incorporate key performance indicators (KPIs) into the platform.

Faculty Presentations and Service Appointments

For 2024, the College of Education took a leading role in the Detroit Cultural Center Association's (DCCA) 2nd Annual Educator's Night that was held on September 2, 2024. The WSU Welcome Center served as the COE's home base, showcasing the 2024 year's theme: "Educational Wellbeing – Elevating, Innovating, and Transforming for the Public Good." As part of this initiative, the **CED faculty** led an educational session on **Resilience & Coping for Educators** offering practical tips and tools to enhance their well-being and professional growth.

In 2024, Dr. Atiyeh was elected Secretary-Elect for the Michigan Counseling Association (MCA), appointed to the Board of Health in Washtenaw County, Advisory Council Member for HIAS' Economic Advancement Fund, and Editorial Board Member for the Journal for Counselor Practice and Journal of Employment Counseling. She also served as a Committee Member for the National Board of Certified Counselors (NBCC) Examination Sensitivity & Bias Review Committee. She participated in the planning of two conferences in 2024: Humanitarian Assistance Program's (HAP) 2nd Annual Conference on Trauma Recovery and the Michigan Immigrant Youth Conference. She co-chaired the Taskforce on the Creation of an Ethnic Interest Group for Middle Eastern & North African (MENA) Counselors for the Association for Multicultural Counseling & Development (AMCD) and served as a member of Network for Anti-Racist Teaching in Counseling (NARTIC) MENA Interest Group co-presenting a webinar on MENA Identities in Counseling. She also published a chapter and presented at two national conferences:



Atiyeh, S., Dari, T., & Behl, M. (2024). Challenges and interventions to promote recovery for immigrant and refugee children. *The Handbook of Research on the Impact of Trauma on Children*.

Atiyeh, S. (June 2024). *The role of microenterprise in refugee well-being*. National Career Development Association (NCDCA). San Diego, CA.

Alkhatat, L. **Atiyeh, S.** (June 2024). *Healing the Silent Wounds: Addressing the Challenges and Traumas of Refugees within Culturally Competent Lens*. American Mental Health Counseling Association (AMHCA). Charlotte, NC.

Dr. Michalos assumed the role of President of the Michigan School Counseling Association (MSCA) in 2024. This appointment follows his five years of service on the MSCA governing board, during which he has made significant contributions in various capacities. His prior roles include serving as the School Counselor Educator Representative, Vice-President School Counselor Educator, Fall Conference Chair, and most recently, President-Elect. Dr. Michalos's extensive experience and leadership in these positions have been instrumental in advancing the goals of MSCA. His new appointment reflects the trust and confidence of his colleagues in his ability to further the association's mission and strengthen its impact on the field of school counseling in Michigan.

In 2024, Dr. Moreno presented at the Association for Creativity in Counseling conference as well as at the American Art Therapy conference. She has been waitlisted for a presentation at the American Counseling Association in late March of 2025 and will be hearing on the status of this presentation in mid-February. Dr. Moreno has been accepted into an Expressive Therapies Training program as part of Salve Regina University's Holistic Counseling department during the summer of 2025. As part of this training, she will be carrying out research exploring ways to instill self-care practice for students via curriculum through the incorporation of Expressive Therapies, while considering the theoretical foundations of the Learning Enrichment Model and Student-Centered Learning. Dr. Moreno has also submitted articles to various journals which are currently having revisions reviewed.

Moreno, J. (April 2025.) *Culturally Inclusive Creative Forms of Supervision in Counseling* waitlisted until February for American Counseling Association Annual Conference.

Moreno, J. (November, 2024). *Culturally Inclusive Creative Forms of Supervision in Counseling*. at the Association for Creativity in Counseling Virtual Conference.



Moreno, J. (October, 2024). *Reconnecting With Self: Using Metaphor and Arts-Based Inquiry with Acquired Injury and Illness*. at the American Art Therapy Conference.

Moreno, J. (October, 2024). *Culturally Inclusive Creative Forms of Supervision in Art Therapy*. at the American Art Therapy Conference.

Moreno, J. (December, 2024). *Reconnecting With Self: Using Metaphor and Arts-Based Inquiry with Acquired Injury and Illness*. Revised manuscript currently under final review for *Journal of Autoethography*.

In 2024, Dr. Alkhayat was invited to present at the University of Michigan's Brown Bag Talk, delivering a discussion titled "*Bridging the Gap: Improving Mental Health Services for Resettled Refugees*." In addition, Dr. Alkhayat participated in several conferences, contributing to critical conversations on mental health and resilience among marginalized communities.

Khachab, N.; Hissy, E.; **Alkhayat, L. (2024, November)**. *Resilience amidst geopolitical challenges among MENA and Muslim college students*. AMENA-Psy Annual Conference. Virtual.

Alkhayat, L.; Charara, F. **(2024, August)**. *Threads of Strength: Resilience Among Arab and Muslim American College Students*. American Psychologist Association. Seattle, WA.

Alkhayat, L. Atiyeh, S. **(2024, June)**. *Healing the silent wounds: Addressing the challenges and traumas of refugees within a culturally competent lens*. American Mental Health Counselor Association Conference, Charlotte, NC.

Alkhayat, L. Hissy, E.; Khachab, N.; Charara, F. **(2024, June)**. *Resilience Among MENA and Muslim American Students during Global Turbulence*. Round table discussion at The Society for the Psychological Study of Social Issues (SPSSI) Annual Conference, Atlanta, GA.

Alkhayat, L. (2024, June). *Addressing the Challenges and Traumas of Refugees within a Culturally Competent Lens*. Round table discussion at The Society for the Psychological Study of Social Issues (SPSSI) Annual Conference, Atlanta, GA.

Dr. Davenport was elected as a board member of the Michigan Rehabilitation Association. Dr. Davenport also serves on the Membership and Communications Committee and the Professional Development Committee for the Michigan Rehabilitation Association. Since 2020, Dr. Davenport has continued to serve on the National Rehabilitation Associations Public Policy committee.



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Open Faculty Search

The Counselor Education Department at Wayne State University is currently engaged in a faculty search to appoint a full-time teaching member. This strategic search aims to attract an individual who can contribute significantly to both the academic and professional development of the department. The ideal candidate is expected to possess (or eligible for) an LPC as well as a School Counseling credential or license, ensuring a robust understanding of both therapeutic and educational perspectives within the counseling field. This appointment is designed to bolster our academic offerings, enhance curriculum development, and provide high-quality instruction that meets the evolving needs of future counseling professionals.

MCC Student Group Activities

The Multicultural Counselors Connection is a student organization for Wayne State University's counseling and art therapy graduate students that promotes multicultural exchange in a relaxed and open atmosphere. The goals of the group are to learn about our fellow students' cultures, ask questions and find answers from others, share our concerns and opinions, increase multicultural competency, and network with peers. As the only student counseling organization at Wayne State University, MCC is also invested in representing counseling students and their educational interests as well as advocate for the counseling profession in general. In 2024 the group held monthly gatherings which included social and study sessions, group volunteering for the Children's Center, hosting a Counseling Connections Panel, case study discussion led by current clinician, discussion of the podcast episode: "Decolonize Your Practice" ep65 of *Am I a Bad Therapist* and discussion of an episode of *Couples Therapy* (psychoanalyst Dr. Orna Guraln).