

COUNSELNG AND ART THERAPY DEPARTMENT ANNUAL PROGRAM REPORT

Program Updates and Activities, Program Evaluation of Academic Quality Indicators, and Continuous Improvement Planning 2024-2025

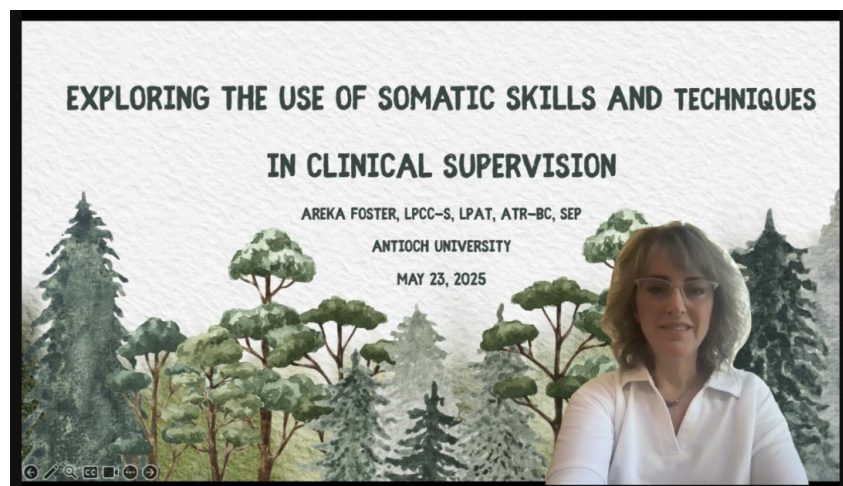
Program: Master of Arts, Counseling and Art Therapy

Completed by: Rebecca D. Miller, PhD, LPC, LPAT, ATR-BC, ATCS, Program Director, Associate Professor

I. PROGRAM UPDATES AND ACTIVITIES

A. Faculty/Staff Updates

Dr. Katherine Jackson was promoted to full Professor with tenure, and Dr. Rebecca Miller, was promoted to Associate Professor. Dr. Miller was also the 2024 recipient of the Teaching Excellence award, given each year to a full-time faculty member. Former adjunct, Judy Jankowski, also received the award given to a part-time faculty member for Teaching Excellence for 2023-2024 academic year. Areka Foster, CAT Clinical Director, defended her dissertation titled "*Exploring the Use of Somatic Skills and Techniques in Clinical Supervision*" on Friday, May 23rd at Antioch University to fulfill the requirements of her Ph.D. degree in Counselor Education and Supervision. Congratulations to Dr. Foster! At the end of Summer 2024, our data analysis assistant, Samantha Pfeiffer, let us know that she would be unable to continue working with us due to already working two jobs and acclimating to being a new mother. Congratulations Sam! We have not filled the position.



B. New Graduate Assistantship Position

We welcomed one new Graduate Assistant, Bayona Sloan, in the Fall of 2024! Our other two GA's continued working with us as well through the prior academic year. The annually renewable GA positions are part of an initiative developed through the Office of Admissions to boost enrollment and increase the diversity of the student body. They offer a partial tuition waiver, along with a part-time work position. Bayona currently works under the supervision of CAT Clinical Director, Areka Foster.

C. Curriculum and Other Programming/Institutional Updates

1. Curriculum/Course Sequencing

No major changes were made to the curriculum during the 2024-2025 academic year. However, we have recently been informed that the revisions to the *CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy* were approved and will become effective on January 1, 2026. During 2025, there will be an implementation

period for ACATE and programs to bring their processes into alignment. The CAT faculty are already at work to update to the new ACATE standards across the program curriculum. Additionally, due to a smaller than anticipated Spring '25 cohort, we did alter the sequencing for this cohort to ensure more robust course enrollment. Moving forward, we are also looking at reducing the number of electives we offer each term to ensure robust enrollment in these by students taking for credit. We will continue offering these both for credit and for CEUs. We anticipate being able to offer 1-2 electives per term. A sequence of three 1 credit trauma-focused elective courses, developed from within the undergraduate social work department, were cross-listed with CAT and offered to CAT graduate students in Fall 2024, along with many other electives based on interest surveys and feedbacks from students, site supervisors, alumni, and members of the CAT advisory board.

2. Electives/Workshops Offered:

- **Summer 2024:** CAT 510W Exploration of Expressive Arts Therapies (1 credit); CAT 517W Service Learning: Cheyenne River (July 8-14, 2024; 1 credit, or non-credit option); also CAT 517W South Africa trip (with 1 credit course offered in SP '24) took place from July 16-29
- **Fall 2024:** CAT 512W: Introduction to Somatic Counseling and Art Therapy: Theory and Techniques (1 cr.), w/ Areka Foster; CAT 532: Introduction to Trauma-Informed Care (1 cr.); CAT 533: Trauma & the Brain: Complex Trauma Case Studies (1 cr.); CAT 534: Helping the Helper: Secondary Traumatic Stress Prevention and Mitigation (1 cr.); CAT 517W-01 Service Learning: Nepal (1) Travel: March 5-16, 2025; *Non-credit:* Silk Painting workshop: November 23rd. Self-care and holiday pop-up art events held throughout November & December on various dates for all students
- **Spring 2024:** CAT 510W: DBT & Art Therapy: An Integrative Approach to Mental Health Treatment; CAT 512W: Navigating Reproductive Trauma: Translating the Reproductive Story Framework to Counseling & Art Therapy Practice; CAT 513W: An Introduction to Principles and Methods of Internal Family Systems; *Non-credit:* Silk Painting: March 8th

3. Special Initiatives & Events

a. CAT Students Benefit from Ohio Department of Education Behavioral Health Workforce Funds

This past Spring CAT students who are also Ohio residents received funds to support them in persisting towards degree completion through a Behavioral Health Workforce grant provided by the Ohio Department of Education. Nearly all students received funds ranging in amount from \$100-\$5,000, which went towards tuition, as well as to offset costs related to clinical fieldwork travel, background checks for clinical fieldwork, and the costs of professional liability insurance. In addition, the CAT department also received funds to renovate their clinical skills lab spaces to better prepare and train students, as well as to purchase additional materials, resources, and equipment to help prepare students for counselor licensing examinations. Funds from this grant were also previously used last Summer and in the Fall to train students, faculty, and site supervisors in several trauma-informed modalities, including Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) and Eye Movement Desensitization and Reprocessing (EMDR) therapy.



The EMDR training cohort

b. 10th Healing Imagination Art Show

The 10th Healing Imagination art show entitled “Courageous Hearts Rooted in Unity,” took place September 27-December 5th at the Wasmer Gallery. This biannual juried show featured the art of 22 art therapists from the Greater Cleveland area, and was co-juried by Gretchen Miller, MA, ATR-BC, LPAT, ACTP, and Cheryl Pete, LPAT, ATR-BC. For images of the show, visit:

<https://www.flickr.com/photos/ursulinecollege/albums/72177720320788558/>

The award winners of the Art Show were:

1st Place – Amber McElreath for “Not the Way I Left It” (Assemblage)

2nd Place – Kristen Kantounatakis for “Mother Nature Eternal” (Mixed Media Sculpture)

3rd Place – Elise Radzialowski for “Let the Good Things Grow” (Watercolor)

Honorable Mention – Jennifer Price for “Class President” (Mixed Media on Canvas)



c. CAT Sponsorship at All Ohio Counselor’s Conference

The CAT program was a bronze-level sponsor at the All Ohio Counselor's Conference this past Fall, held October 28-30 in Columbus, OH. The theme of the conference was *Creativity at Work*. CAT graduate assistant and student, **Amber Bennett**, was awarded a North Central Ohio Counseling Association scholarship to attend the event, and helped work in the Ursuline booth alongside CAT graduate assistant and student, **Arvilla Morett** and Graduate Admissions Director, **Melanie Steele**, facilitated a booth at the conference. **Rebecca D. Miller, PhD, LPC, LPAT, ATR-BC, ATCS**, program director and assistant professor of the Graduate Counseling and Art Therapy program, co-presented a session titled, "Art and Music Therapy Licensure in Ohio: What Counselors Need to Know."



d. The CAT Program Shined Brightly at the Annual American Art Therapy Association Conference

This year’s annual American Art Therapy Association conference held this October in Pittsburgh had strong representation from Ursuline College’s graduate Counseling and Art Therapy (CAT) and undergraduate Art Therapy programs. More than 13 Ursuline faculty, alumni, and current graduate students gave conference presentations with other Arrows in attendance or receiving awards.

CAT program director and assistant professor; **Rebecca D. Miller, PhD, LPC, ATR-BC, ATCS**; CAT associate professor **Katherine Jackson, PhD, ATR-BC**; undergraduate Art Therapy chair and assistant professor **Jennifer Schwartz, MAAT, ATR-BC, ATCS**; and undergraduate Art Therapy assistant professor **Molly Hagaa, PhD, ATR-BC, LPC** along with Lesley University colleague Michelle Pate engaged in the panel discussion “*Bridging into the Future of the Profession: Art Therapy Bridge Programs.*” that highlighted Ursuline’s unique bridge program.



CAT graduate student **Monica Brown** joined **Dr. Miller** for a workshop, “*Amplifying Resiliencies: A Multi-layered Collage Experiential for Stress Management.*” **Dr. Miller** also gave a presentation with colleagues from various other institutions highlighting multidisciplinary trauma-informed practices titled, “*Restoring Hope, Health, and Resilience through Creative Arts Practice.*” **Dr. Jackson**, assistant professor **Megan Seaman, PhD, LPCC, NCC, RYT**; and CAT graduate student **Sheridan Furrer** presented, “*Bridging the Expressive Therapies Continuum and Developmental Counseling Therapy Approach in Treatment.*” **Dr. Jackson** also gave several other presentations, including “*Integrating Polyvagal Theory into Art Therapy and Counseling,*” in collaboration with CAT clinical director, **Areka Foster** and assistant professor **Fawn Gordon**, and “*Collaborative Art Practices in Group Art Therapy,*” with **Heather Denning**, CAT adjunct faculty.

Several Ursuline alumni also gave presentations including **Ursula Messina ‘24**, **Tammy Shella ‘95**, **Michele Tarsitano-Amato ‘91**, **Molly Kometiani ‘08**, and **Gretchen Miller ‘99**.

At the conference, CAT graduate student, **Monica Brown** received the *Myra Levick Scholarship*. Ursuline alumna **Diane Fleisch-Hughes** a CAT adjunct faculty, and site supervisor for both the undergraduate and graduate programs, received the *Outstanding Applied Creative Practice award*.



e. 43rd Annual Buckeye Art Therapy Association Symposium

The undergraduate art therapy program and graduate counseling and art therapy programs were once again well represented at the 43rd annual Buckeye Art Therapy Association symposium, which took place this year from November 7th-9th at the University of Cincinnati, Clermont Campus in Batavia, OH. Highlights included presentations by many Ursuline faculty, current students, and alumni. CAT graduate student **Monica Brown** and **Dr. Megan Seaman, PhD, LPCC, NCC, RYT**, Assistant Professor in CAT, presented a workshop, “*Visualization, Therapeutic Mandala Making, and Yoga: A Synergistic Art Experiential to Help Promote Healing in Cancer Patients and their Caregivers.*” CAT graduate student **Sheridan Furrer** presented a case study, under the supervision of **Dr. Katherine Jackson, PhD, LPAT, ATR-BC, RYT**, Associate Professor in CAT, on using Magazine Photo Collage as a therapeutic tool, an approach that likely provided participants with valuable insights into collage-making as a form of expression and healing. Undergraduate Art Therapy chair and assistant professor **Jennifer Schwartz, MAAT, ATR-BC, ATCS**; **Dr. Megan Seaman**, and **Dr. Jackson** also presented “*The Kramer Method: Using the Third Hand Approach with Underserved Children in the South African Townships to Promote Empowerment.*” CAT Program Director and Assistant Professor, **Dr. Rebecca Miller, PhD, LPC, ATR-BC, LPAT, ATCS**; associate professor **Dr. Katherine Jackson, PhD, ATR-BC**; and CAT adjunct professor **Heather Denning ATR-BC**; along with authors **Jill McNutt, Ph.D., LPC, ATR-BC, ATR-L, ATCS** and **Peg Dunn-Snow, PhD, LPAT**,

LMHC engaged in an insightful and dynamic panel discussion regarding their newly published book, *“Art Therapy through the Lifespan.”* Further workshops were presented by **Jennifer Schwartz** and **Heather Denning** titled *“Eco Art Therapy Wellness Practices: Nature as Media”* and **Diane Fleisch-Hughes**, CAT adjunct faculty and Ursuline alumna, presented a workshop on use of self-portraiture within the context of art therapy supervision. Various Ursuline alumni also presented, including **Gretchen Miller, '99**.

Conference awards were also awarded to several members of the Ursuline community. **Bayona Sloan**, first-year CAT graduate student, was the recipient of the *Lucille Venture Diversity Scholarship* and Ursuline adjunct professor and alumna, **Diane Fleisch-Hughes** received the *Honorary Lifetime Member* award for her commitment and contributions to the art therapy field.



D. Practicum and Internship Updates

1. General Overview and Highlights

The Practicum and Internship Program for the 2024-2025 year remained dedicated to providing the students with a solid foundation for entry into the professions of counseling and art therapy. We welcomed several new sites and supervisors, as listed further below, with a continued focus on increasing the diversity of supervisors and sites. In addition, the curriculum was reviewed, and assignments were revised in CAT 549, 550 & 649, including the application of clearer expectations in Advanced Internship. We hired another team of faculty supervisors for the evening, Melissa Hladek and Tiya Williams. The year also included continued training and meetings for students, faculty, and supervisors to maintain communication, solicit feedback, address updates or changes, answer questions, and provide support. The Art Therapy Authorization & Consent form was updated to meet legal and HIPAA standards. Overall, the clinical component of the program continues to provide a strong foundation of clinical and art therapy skills.

Other important highlights for 2024-2025 include:

- In total, 20 students successfully completed all clinical hours during the 2024-2025 academic year.
- Curriculum Updates: The initial assessment role-play assignment in CAT 547 Clinical II Practicum was modified to promote the development of reflective practices regarding intersectionality. Additionally, the final art therapy presentation in CAT 549/550 was modified to reduce redundancies.
- Updates were completed in the Fieldwork Experience Manual.
- Experiential Learning Cloud (formally known as Tevera) the electronic platform for fieldwork, continued to provide the tools needed to help the students meet the requirements and to house the many roles, responsibilities, and documentation needed. While it runs smoothly on a day-to-day basis, it does lack ease of use when pulling needed information or the ability to modify our own forms. Due to their change in ownership and updates to their name, customer service was slow and inconsistent. Fortunately, this did not affect the students, and they were able to use the system with few errors or complications.
- With the help of the graduate assistant, we have been making corrections to the site lists and contacts in ELC (Tevera). Ongoing communication with sites and supervisors helped to determine sites with openings. Additionally, efforts were made to ensure that all recent and current sites had up-to-date affiliation agreements and that this information was housed in ELC. Furthermore, we have continued to ensure that all supervisors licensure and certificate information is up-to-date in ELC.

- Two continuing education workshops were held virtually for supervisors for OCSWMFT approved CEUs, one in Fall and one in Spring:
- The fall workshop provided 3 CEUs in ethics: Cultural Responsiveness in Counseling Ethics: Enhancing Practice and Professionalism by Angela Banks, LPCC-S, NCC of The Clarity Couch. There were 24 participants.
- The spring workshop provided 3 CEUs in supervision: Creating Safe Spaces: Building LGBTQ+ Inclusive Supervision in Therapy by K. Pepera, LPCC-S and Hannah Leytze, LPC and ATR-P (alumnus) of Colors + Counseling. There were 22 participants.
- Three adjunct faculty supervisor meetings were held virtually to provide updates and gain feedback.
- Several meetings were held each term to prepare and support students in their clinical fieldwork.
- The next site supervisor orientation and meeting is tentatively scheduled for early Fall- 9/01, 6:30-7:30 pm.
- Rebecca Miller, Diana Wallace, and Areka Foster finalized the worked to ensure that CAT's clinical fieldwork program is prepared for CACREP recertification and update to the 2024 standards.

2. New Sites and Supervisors Utilized

There was a total of 5 new sites, 2 new departments under existing sites, and 12 new site supervisors for 24-25:

New Sites and Supervisors

Progression Counseling Group: Rachel Cobos and Jennifer Reed
 Emerge Counseling Ministries: Patrick Milloy and Shanon Miller
 Ubuntu Wellness: Dallas Roessner-Lang
 HopeBrook: Jessica Wallborn
 The Azalea Institute: Katherine Fertig

New Departments at Existing Sites:

Catholic Charities Covenant
 Akron Childrens Behavioral Health: John Gill

New Supervisors at Pre-Existing Sites

Bellefaire JCB: Shane Bakovich
 Rape Crisis Center: Jessica King
 Ravenwood: Samantha Jackson
 Recovery Resources: Mary Sax
 Suma Health Akron: James Lake (Alumnus)

E. Service Learning Program

Katherine Jackson, Ph.D., & Megan Seaman, Ph.D., led 16 students/volunteers to Gqeberha, South Africa in July 2024 for a service-learning trip. They worked with underserved school children providing art as therapy for them. Additionally, CAT adjunct faculty, Heather Denning, led a group of Ursuline students to Cheyenne River, which was the 9th trip.

In December 2024, a fundraiser was held to make money for art materials for underserved children and girls traumatized by sexual abuse, in Nepal. \$1,200 was raised by selling crafts and artwork created by students. The trip to Nepal took place from March 4th-17th, led by Dr. Katherine Jackson and Dr. Megan Seaman, with a total of 17 students and community members participating. It was the department's 5th service learning trip to Nepal, where they worked with girls who have been victims of sexual trauma, as well as kids in a residential home due to parental incarceration. This year United Planet, who helps organize the trip experience for the CAT program, created an updated video showcasing interviews with CAT faculty and students about the memorable learning experiences that these trip excursions provide: https://www.youtube.com/watch?v=S4T_4TR96aw



Upcoming trips also led by Dr. Jackson and Dr. Seaman include: Cheyenne River Reservation in July of 2025, currently there are 14 students/volunteers slated to participate. We will work with the Lakota trip in South Dakota, helping with the Red Can graffiti jam. In Summer, 2026, we will also be hosting a service-learning trip to New Zealand, learning and understanding indigenous cultures and healing art making practices.

F. CAT Student Development, Scholarship, & Awards

1. Mentoring Program

From Fall 2024-Spring 2025, the mentoring program added 8 new mentee/mentor pairs. During the fall and spring open houses, mentors and mentees had the opportunity to learn about the program, meet other members, and participate in making lanyards to hold their student ID cards and other art activities. It is one of the few opportunities where students within different cohorts can socialize and connect in a casual atmosphere. An open house in the coming Fall 2024 term is tentatively scheduled for early September. Mentor/mentee relationships really do make a difference. As an illustration of this, a recently graduated mentor decided to continue serving as a mentor this past year by supporting her mentee when starting her internship at the same site where the graduate currently works. The mentoring relationship will continue into practical skill application in the community as the mentee will observe and eventually co-facilitate dual diagnosis art therapy groups with her mentor.

2. Chi Sigma Iota, Chi Alpha Theta Chapter Activity 2024-2025

Three CAT faculty and eight students traveled to Columbus, Ohio to meet with legislators of Ohio to advocate for client rights and rights of all Ohioans. Dr. Megan Seaman, Dr. Fawn Gordon, and Professor Areka Foster, along with students Riley Capritto, Monica Brown, Griffin Koelsch, Amber Bennett, Laura Gill, Arvilla Morrett, Kaylynn Berrios, and Savannah Zupan participated in the annual Ohio Counseling Association's Legislative Advocacy Day on April 8th. They learned about important house and senate bills that impact how counselors work and advocate for clients; they learned how to talk with senators and house representatives; they met with senators and representatives to advocate for and against bills. It was a magnificent learning experience!



During 24-25, the Chi Alpha Theta Chapter of Chi Sigma also hosted various social events including: Chinese New Year celebration (1/29/25) and a Valentine's Day (2/12/25) Self-Care Event. CAT students and faculty attended a guest presentation led by Victoria Nagel LCADC, LPC, ACS, NCC, BC-TM on Servant Leadership in February co-hosted by the Mentoring Program. Most recently, Chi Alpha Theta also hosted their Spring 2025 Initiation and Induction Ceremony with previous president of the chapter, Gabrielle Cooper, M.A., LPC, ATR-P as the guest speaker. The induction welcomed 12 new student members. Monica Brown, outgoing President, was the recipient of the Chi Alpha Theta Chapter Leadership Award. Riley Capritto was welcomed as our chapter's new President, Elisheva Bloom was welcomed as our new Secretary and won the t-shirt design contest, and Griffin Koelsch was welcomed in as our new Treasurer. Chi Alpha Theta also has begun 2025 summer planning which will include attending the Cleveland Pride Parade on 6/1/24 and working with youth creating a mural project through their collaboration with Access the Arts and Medina County Juvenile Detention Center.



From left to right: Elisheva Bloom (Secretary), Riley Capritto (President), Breanna Moldoch, and Griffin Koelsch (Treasurer)

3. Capstone Research Projects, 2023-2024



Fall 2024:

Nicholas Leciejewski	Exploring the Effectiveness of Alcohol Ink Interventions with Pediatric Hospital Patients
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Spring 2025:

**Denotes Summer 2025 graduate*

Monica C. Brown	Healing through Art: Empowering Sickle Cell Patients with Mandala Making and Body Mapping
Alyssa B. Carlston	A Proposed Case Study on the Impact of Mindful Art-Making with an Adolescent of Divorced Parents Experiencing Symptoms of Anxiety
Sarah K. Eshelman	A Proposed Art Therapy and Bibliotherapy Group Program to Increase Coping and Self-Esteem in Adolescents with Anxiety Diagnoses
Allyna N. Fischbach	Exploring Mindfulness-Based Art Therapy for Pediatric Burn Survivors in a Hospital Setting

Sheridan A. Furrer*	Processing Religious Trauma Experienced in Family of Origin: Case Study Utilizing Magazine Photo Collage
Ava T. Gleason	Artistic Expression and Mindfulness: A Proposed Case Study on Integrating Art Therapy and Yoga Approaches for a Child with Generalized Anxiety Disorder
Cristiana F. Goldfuss	Creative Paths to Healing: A Proposed Art Therapy Group for Women Recovering from Religious Abuse and Trauma
Sara. G. Hilpert	A Proposed Art Therapy Group for Adult Women with Sexual Trauma
Todd Jakubisin	Preparing Adolescents for Independent Living with Group Narrative Interventions: A Proposed Pilot Study
Kayla D. Kade*	Exploring Art Therapy's Role in Pain Perception and Catastrophizing in an Adult Experiencing Chronic Pain
Jocelynn O. Lash	Exploring the Integration of Cognitive Behavioral Therapy and Art Therapy in Addressing Medical Trauma
Alyssa Lopez	Integrating Art Therapy with TF-CBT for Adolescents with Substance Use Disorders: A Therapeutic Approach
Kristy F. Monnin	Exploring Art Therapy and the Companioning Philosophy of Grief Care with an Adolescent: A Proposed Pilot Study
Mary Newton	Recovery of Meaning: A Pilot Proposal for Integrative Narrative and Art Therapy Groups for Adults Coping with Grief and Loss in Substance Use Disorder Treatment
Alishia C. Rohr	A Proposed Pilot Study Exploring the Integration of Art Therapy and Dialectical Behavior Therapy to Address Postnatal Depression in Women
Davia L. Smith*	School-based Art Therapy for Students with Anxiety
Mariana A. Sosa Saldana	Exploring Mandala Making and Group Cognitive Behavioral Therapy on Test Anxiety in Adolescents
Chantaisia C. White	A Proposed Pilot Study: Exploring Grief through Art and Trauma-Focused Cognitive Behavioral Therapy

4. Student Graduation Awards



a. Overall Academic Excellence Awards (awarded to graduating students with a 4.0)

Allyna Nicole Fischbach (Spring 2025)

Kristy Faye Monnin (Spring 2025)

b. St. Hildegard of Bingen Award

Allyna Nicole Fischbach (Spring 2025)

c. *St. Angela Merici Service Learning Award*

Sheridan Anderson Furrer (Spring 2025)

d. *Clinical Excellence Award*

Alyssa Beth Carlston (Spring 2025)

e. *Innovative Research Award*

Monica Christine Brown (Spring 2025)

5. *CAT Student Scholarships Awarded for 2024-2025*

a. *Carol Hunter Kelley/Graham Hunter Foundation Recipients*

Sara Boyer
Monica Brown
Amber Keaton
LaShanta Knowles
Arvilla Morett

b. *Helen Dineen Christ Child Scholarship Recipients*

Amber Bennett
Elisheva Bloom
Kayla Kade
Griffin Koelsch
Hannah Namenyi
Angell Quarterman (Educational Admin. Student)
Bayona Sloan
Savannah Zupan

c. *American Art Therapy Association Myra Levick Award*

Monica Christine Brown

d. *NCOCA Scholarship to the All Ohio Counselor's Conference*

Amber Bennett

e. *Lucille Venture Diversity Scholarship (awarded by BATA)*

Bayona Sloan

6. *Greater Minds Fellowship Initiative and Recipients*

Beginning Fall 2023, Ursuline College was pleased to offer funds of up to \$10,000 to several eligible CAT students through the Ohio Great Minds Fellowship program. The Great Minds Fellowship is a unique and time-limited initiative developed through the Ohio Department of Education that aims to grow Ohio's behavioral healthcare workforce. Students in their second year of the program or beyond who were completing their internship hours at a qualifying community-based healthcare provider and who made a commitment to work for one-year post-graduation at a CBHC were able to apply for and receive these funds. Fellowship applicants and recipients from CAT for the prior academic year include:

Alyssa Carlston (2024)
Maggie Deininger Berris (2024)
Lindsey Ford (2024)
Sheridan Furrer (2024)
Cristiana Goldfuss (2024)
Kayla Kade (2024)
Amber Keaton (2024)
Kristy Monnin (2024)

Mary Newton (2024)
Alayna Smith (2024)

G. CAT Faculty Scholarship, Service, and Professional Activity

Areka Foster, LPCC-S, LPAT, ATR-BC, SEP

Conference Presentations

Foster, A., & Gordon, F. (2025, April 10). *Creativity, body, and liberation: Decolonizing wellness through expression and somatic experience*. Chi Sigma Iota Social Justice Online Symposium, Antioch University.

Foster, A. & Gordon, F. (2025, January 8). *Integrating polyvagal theory into the classroom*. Epiphany, Ursuline College.

Foster, A. (2024, October 19). *Ethical considerations of incorporating somatic practices into supervision*. Roundtable. Rosemount, IL.

Foster, A. (2024, October 17). *Body of wisdom: Incorporating somatic practices into counselor education*. Presentation. Rosemount, IL.

Foster, A., Gordon, F. & Jackson, K. (2024, October 8). *Integrating polyvagal theory into art therapy and counseling*. American Art Therapy Association. Pittsburgh, Ohio.

Doctoral Degree Activity

Antioch University, Seattle, WA: 2022 – 2025
June 13, 2024, defended and passed comprehensive exams at Antioch University
May 23, 2025 Counselor Education and Supervision, dissertation defense

Professional Qualifications/Certifications Earned

Licensed Professional Art Therapist, Ohio, received August 19, 2024

Artwork Exhibited

**Courageous Hearts Rooted in Unity*, Healing Imagination X, juried exhibition for art therapists, Wasmer Gallery, Ursuline College, September 27–December 5, 2024 (exhibited three art works)

Professional Service & Leadership

Community Action Poverty Simulation Volunteer, Oct. 3, 2024
Board Member, NCOCA, Art Therapy representative, August 2024- present.
Epiphany planning committee, Ursuline College, 2024-2025
Book Store Committee member, Ursuline College, 2023-2025
Member, ACES Clinical Director Interest Network
Writing Exchange group member, 2025
CSI Member 2023-2025
Co-leader of Section 4 CACREP Self-Study reaccreditation, CAT Department, Ursuline College
Somatic Experiencing Training Assistant, 2022-present
Program Committee Member, *Good Grief of Northwest Ohio*

Professional Development

May 21, 2025: *Building Community Day*, Ursuline College.
May 20, 2025: *Faculty Professional Development Day* (attended morning session), Ursuline College.
March 5-17, 2025 :Attended the service learning trip to Nepal as faculty supervisor
January 20, 2025: Instinctual Trauma Response Level One Online training
January 6, 2025: Epiphany Celebration *Co-presenter of breakout session
October 25-26, 2024: Developed and offered Introduction to Somatic Counseling and Art Therapy: Theory and Technique Workshop at Ursuline College
October 21, 2024: Culturally Responsive in Counseling Ethics: Enhancing Professional Practice and Professionalism
October 16-19: North Central Region American Counselor Education and Supervision Conferences
October 6-9, 2024: American Art Therapy Association National Conference
August 21, 2024: U.C. Town Hall/Community Building Day

August 19, 2024: Fall Faculty and Staff Professional Development Day
July 13 & 14, 2024: Introduction to Hakomi Therapy Training
June 21 & 22, 2024: (plus online course) Trauma-Focused Cognitive Behavioral Therapy Training

Clinical Practice

Art Therapy and Counseling by Areka Foster, LLC, Center for Growth and Creativity- private practice.

Fawn Gordon, Ph.D., LPCC, NCC

Publications

Bradley, K., Nolan, E., **Gordon, F.**, & Horton, E. (accepted January 2025). Using the companioning model to create spaces of belonging in online counselor education classrooms. *Journal of Technology in Counselor Education and Supervision*.
Nolan, E., **Gordon, F.**, & Bradley, K. (2025, April). Counseling young adults regarding spiritual wellness: The need and practice. *Adultspan Journal*.

Conference Presentations

Gordon, F. & Owens, D. (2025, April). *Leading with purpose: Navigating Sociopolitical Challenges as Counselor Education Faculty, Counselors, and Counselor Trainees*. Session presented at the Online Social Justice Symposium, hosted by the Chi Sigma Iota Omega Mu Gamma Chapter and Counselors for Social Justice, Antioch University.

Gordon, F. & Foster, A. (2025, April). *Creativity, body, and liberation: Decolonizing wellness through expression and somatic experience*. Session presented at the Online Social Justice Symposium, hosted by the Chi Sigma Iota Omega Mu Gamma Chapter and Counselors for Social Justice, Antioch University.

Takeda, M. & **Gordon, F.** (2025, April). *Nature calls us to return: Reconnecting to the power of nature in handling depression*. Session presented at Ohio Counseling Association's 2025 Virtual Spring Conference.

Gordon, F., Takeda, M., Collins-Gaines, B., Armbrust Beach, M., & Morgan-Swaney, M. (2025, April). *Challenging neutrality in a polarized society: Ethical considerations and professional advocacy*. Session presented at Ohio Counseling Association's 2025 Virtual Spring Conference.

Foster, A. & **Gordon, F.C.** (2025, January). *Integrating polyvagal theory in the classroom*. Session presented at Epiphany: Making Connections, CoHatch Beachwood, OH.

Foster, A., Jackson, K. & **Gordon, F.** (2024, October). *Integration of polyvagal theory into counseling and art therapy*. Session presented at the American Counseling Association's Conference, Pittsburgh, PA.

Gordon, F., Bradley, K., & Nolan, E. (2024, June). *Counseling young adults regarding spiritual wellness: Integrating and utilizing the ways paradigm of spirituality*. Session presented at the Association for Spiritual, Ethical, and Religious Values in Counseling 2024 Virtual Conference.

Takeda, M. & **Gordon, F.** (2024, May-June). *Making sense and peace in youth's world: Removing barriers of therapy for youth using mindfulness practices tailored to their worldview*. Session presented at the Association for Humanistic Counseling (AHC) virtual conference.

Professional Qualifications/Certifications Earned

Eye Movement Desensitization and Reprocessing (EMDR) Trained Clinician, Institute for Creative Mindfulness, completed 12/3/24

Awards/Honors

Nominee, Professional Leadership Award for 2024, Ohio Counseling Association

Professional Service/Leadership

President, Ohio Association for Spiritual, Ethical, and Religious Values in Counseling (OASERVIC),

July 2024-present

Faculty Co-Advisor, Chi Alpha Theta Chapter (at Ursuline) of Chi Sigma Iota Faculty, 2022-present

Faculty Liaison, North Central Ohio Counseling Association, 2024-present

Faculty Leader/Attendee, Legislative Advocacy Day, Ohio Counseling Association, 4/8/25

Academic Policy Committee Member, 2024-present

Women's Center Advisory Board Member, 2022-present

Continuing Education Reviewer for Ursuline CSWMFT CEU provider status, 2022-present

Professional Development Attended

May 21, 2025: *Building Community Day*, Ursuline College.

May 20, 2025: *Faculty Professional Development Day* (attended morning session), Ursuline College.

April 2, 2025: *Navigating Belonging in Higher Education Amid Challenging Contexts* (webinar).

March 8, 2025: *Power of Women in Civic Engagement*, facilitated by Jill Kracov Zinckgraf, Interim Executive Director & CEO of the National Women's History Alliance (webinar)

March 3, 2025: *Happier Hour Book Discussion*, facilitated by Dr. Krystal Culler, Founder & Creator of the Virtual Brain Health Center (webinar)

October 7–9, 2024: *Annual American Art Therapy Association conference*, various sessions (presenter & attendee), Pittsburgh, PA.

September 27–29, 2024: *EMDR Training: Part II*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).

August 23–25, 2024: *EMDR Training: Part I*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).

Katherine Jackson, Ph.D., ATR-BC, RYT

Publications

Jackson, K. (2026, under contract & in process). *Engaging service learning through expressive arts therapy*. Routledge. (complete manuscript due Dec. 2025).

Jackson, K. (Oct. 2024). Burning with shame, a case study of a sexual trauma survivor.. In J. McNutt & P. Dunn-Snow, *Art therapy throughout the lifespan*. Routledge.

Presentations

Jackson, K. (2025, April 12). *Exploration of Expressive Arts Therapies*, Keynote speech. The Intersection of art and healing: CATAC. Akron, Ohio.

Jackson, K., Denning, H., & Seaman, M. (2024, November 8). *The Kramer Method: Using the third hand approach with underserved children in the South African townships to promote empowerment*. Buckeye Art Therapy Association conference, Cincinnati, OH.

McNutt, J., **Jackson, K.**, Miller, R., & Denning, H. (2024, November 9). Art therapy across the lifespan. Panel presentation at the Buckeye Art Therapy Association conference, Cincinnati, OH.

Jackson, K., Seaman, M., & Furrer, S. (2024, October). *Bridging the expressive therapies continuum and the developmental counseling technique in treatment*. American Art Therapy Conference, October 6-9, Pittsburgh, PA.

Denning, H. & **Jackson, K.** (2024, October). Creative strategies for group and community therapy. American Art Therapy Conference, October 6-9, Pittsburgh, PA.

Hagaa, M., Schwartz, J., Miller, R. D., **Jackson, K.**, & Pate, M. (2024, October 8). Bridging into the future of the profession: Art therapy bridge programs. Panel session presented at the annual American Art Therapy Association conference, October 6-9, Pittsburgh, PA.

Foster, A., **Jackson, K.** & Gordon, F. (2024, October). Integration of Polyvagal theory into creative counseling practice.” American Art Therapy Conference, October 6-9, Pittsburgh, PA.

Professional Qualifications/Certifications Earned

LPAT, Licensed professional art therapist. August 2024.
Promotion to Professor- Ursuline College, March 6, 2025
Promotion to Tenure- Ursuline College, March 6, 2025

Artwork Exhibited

**Courageous Hearts Rooted in Unity*, Healing Imagination X, juried exhibition for art therapists, Wasmer Gallery, Ursuline College, September 27–December 5, 2024 (exhibited three watercolor paintings chronicling my cornea transplant surgery)

Professional Service & Leadership

President- Buckeye Art Therapy Association, November 2024-present.
Chair- Human Subjects Committee/ IRB, Ursuline College (2022- present)
Ad Hoc Editor for the American Journal of Art Therapy (2019-present)

Professional Development

November 8–10, 2024: Buckeye Art Therapy Association Conference, various sessions (presenter & attendee), Cincinnati, Ohio (12 CEU's)
October 7–9, 2024: *Annual American Art Therapy Association conference*, various sessions (presenter & attendee), Pittsburgh, PA. (15 CEUs).

Clinical Practice

Psychotherapist and Registered Board Certified Art Therapist

Beachwood Counseling Center, Beachwood, OH

Rebecca D. Miller, Ph.D., LPC, LPAT, ATR-BC, ATCS

Publications

- Freedle, A., & Miller, R. D. (2025). Counselor competency to work with clients following reproductive trauma: An exploratory study. *Journal of Mental Health Counseling & Development*, 47(2), 169-185.
<https://doi.org/10.17744/mehc.47.2.05>
- Miller, R. D. (2025). Drawing from the *SELF*: Creative strategies for promoting a healthy classroom environment. In L. Kay, D. Heise, & B. H. Johns, *Restorative practices in education through art* (pp. 54-61). Davis Publications.
- Miller, R. D. (2025). An in-home trauma-informed art therapy approach in the case of a toddler impacted by experiences of violence and loss. In J. McNutt & P. Dunn-Snow, *Art therapy throughout the lifespan* (pp. 15-21). Routledge.
- Miller, R. D. (2024, July). A quick introduction to art therapy. *Ohio Counselor, Social Work, Marriage and Family Therapist Board Summer Newsletter*. <https://cswmft.ohio.gov/about-the-board/news-letter>

Conference Presentations

- McNutt, J., Jackson, K., Miller, R. D., & Denning, H. (2024, November 9). Art therapy across the lifespan. Panel presentation at the Buckeye Art Therapy Association conference, November 7-9, Cincinnati, OH.
- Miller, R. D. & McCullough, S. (2024, October 29). Art and music therapy licensure in Ohio: What counselors need to know. Conference session presented at the All Ohio Counselor's Conference, October 28-30, Columbus, OH.
- Miller, R. D. & Brown, M. (2024, October 8). Amplifying resiliencies: A multi-layered collage experiential for stress management. Workshop presented at the annual American Art Therapy Association conference, October 6-9, Pittsburgh, PA.
- Hagaa, M., Schwartz, J., Miller, R. D., Jackson, K., & Pate, M. (2024, October 8). Bridging into the future of the

profession: Art therapy bridge programs. Panel session presented at the annual American Art Therapy Association conference, October 6-9, Pittsburgh, PA.

Kay, L., Snyder, K., Hicks, V., & Miller, R. D. (2024, October 7). Restoring hope, health, and resilience through creative arts practice. Panel session presented at the annual American Art Therapy Association conference, October 6-9, Pittsburgh, PA.

Professional Qualifications/Certifications Earned

Licensed Professional Art Therapist, ART.24000001, Ohio CSWMFT Board, Effective August 12, 2024

Eye Movement Desensitization and Reprocessing (EMDR) Trained Clinician, Institute for Creative Mindfulness, completed 12/3/24

Promotion to Associate Professor- Ursuline College, March 6, 2025

Creative Arts Exhibitions & Publications

Miller, R. D. (2025). *One drawer*. Poem published in *Inscape*, Volume LVII. Ursuline College's fine arts annual literary magazine.

**Creative Resilience: Art's Role in Mental Health*, Cuyahoga Community College, Gallery East, group art and healing exhibition, February 27–April 3, 2025 (exhibited two art works)

**Courageous Hearts Rooted in Unity*, Healing Imagination X, juried exhibition for art therapists, Wasmer Gallery, Ursuline College, September 27–December 5, 2024 (exhibited two art works)

Awards/Funding Received

**Teaching Excellence Award recipient for 2024*, Ursuline College.

Professional Service & Leadership

Ohio Perinatal Mental Health Task Force, Treatment & Support subcommittee member, joined February 2025
Board Member, Ohio Counselor, Social Work, and Marriage Family Therapy Board (OCSWMFT), appointed by Governor Mike DeWine, March 29, 2024. Current term: March 29, 2024–October 10, 2025, with annual renewal expected for three-year term

Faculty Liaison, Ohio Association for Counselor Educators and Supervisors (OACES), 2024- present

Lead, CACREP Self-Study reaccreditation, CAT Department, Ursuline College

Assessment of Student Learning committee, 2024-present

College Benefits & Remuneration committee, 2024-present

Writing Exchange group member, 2021–present

Parenting Den group member, 2021–present

Chair/Convener, Counseling and Art Therapy Advisory Board, Ursuline College, 2022-present

Professional Development

May 30, 2025: *Business of Counseling Summit*, American Counseling Association. (virtual).

May 21, 2025: *Building Community Day*, Ursuline College.

May 20, 2025: *Faculty Professional Development Day* (attended morning session), Ursuline College.

April 11–12, 2025: Developed and offered “*Navigating Reproductive Trauma*” training as a special topics elective and workshop for CEUs, Ursuline College.

March 10, 2025: *Creating Safe Space: Building LGBTQ+ Inclusive Supervision in Therapy*. Presented by Colors+, Continuing Education Series approved by CSWMFT Board, Ursuline College (virtual, 3 Supervision CEUs).

February 28, 2025: *Educators Summit*, Ohio CSWMFT Board. Attended virtually.

January 31, 2025: *Advanced Perinatal Mental Health Psychotherapy*. Postpartum Support International. (virtual, 6 CEUs).

January 8, 2024: *Epiphany*, Ursuline College. Attended at the CoHatch Beachwood conference space.

November 13–14, 2025: *Perinatal Mood Disorders: Components of Care*. Postpartum Support International. (virtual, 14.5 CEUs).

November 9, 2024: *Art therapy through the lifespan*. Buckeye Art Therapy Association conference presentation (panelist- 2 CEUs).

October 28–30, 2024: *All Ohio Counselor's Conference*, various sessions (presenter & attendee), Columbus, OH (5 CEUs).

October 23, 2024: *Getting into the game: Strategies to explore AI literacy and adoption*. Alchemy virtual webinar (1 hr).

October 21, 2024: *Feast of St. Ursula educational session & tour*. Presented by Office of Mission of Ursuline College, held at Merici Crossings. (1.5 hrs).

October 7–9, 2024: *Annual American Art Therapy Association conference*, various sessions (presenter & attendee), Pittsburgh, PA. (16 CEUs).

September 27–29, 2024: *EMDR Training: Part II*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).

August 23–25, 2024: *EMDR Training: Part I*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).

August 21, 2024: *UC Town Hall/Community Building Day*, Ursuline College.

August 19, 2024: *Fall Faculty and Staff Professional Development Day*, Ursuline College.

Megan Seaman, Ph.D., LPC, NCC, RYT

Presentations

Seaman, M., & Brown, M. (2024, November). *Visualization, therapeutic mandala-making, and yoga: A synergistic art experiential to help promote healing in cancer patients and their caregivers*. Paper presented at the annual Buckeye Art Therapy Association Conference, Cincinnati, OH.

Jackson, K., Denning, H., & Seaman, M. (2024, November). *The Kramer method: Using the third hand approach with underserved children in the South African townships to promote empowerment*. Paper presented at the annual Buckeye Art Therapy Association Conference, Cincinnati, OH.

Jackson, K., Seaman, M., & Furrer, S. (2024, November). *Bridging the expressive therapies continuum and developmental counseling and therapy approach in treatment*. Paper presented at the annual American Art Therapy Association conference, Pittsburgh, PA.

Professional Qualifications/Certifications Earned

Eye Movement Desensitization and Reprocessing (EMDR) Trained Clinician, Institute for Creative Mindfulness, completed February, 2025.

Professional Service/Leadership

Faculty Co-Advisor of the Chi Alpha Theta Chapter of Chi Sigma Iota, 2020 – Current

Yoga Teacher (Volunteer), Yoga Tuesdays, Ursuline College, 2019-present

Meditation Mentor (Volunteer), Mindful Mondays, Ursuline College, October 2020 - Present

Clinical Practice

Licensed Professional Counselor, Beachwood Counseling Center, Beachwood, OH

Professional Development

November 8-9, 2024: *The strength of the creative spirit* and other sessions. Annual Buckeye Art Therapy Association Conference, University of Cincinnati, Clermont Campus, Batavia, OH. (14 CEUs)

October 6 -9, 2024: *Curiosity: A precursor to the development of expressive therapies continuum-based assessment skills*, and other sessions. Annual American Art Therapy Association Conference, Wyndham Grand Pittsburgh Downtown, Pittsburgh, PA. (6 CEUs)

September 27–29, 2024: *EMDR Training: Part II*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).

September 25, 2024: *Dialogue Circle on Racism* with guest speaker Ms. Sandra Coles-Bell, hosted by Ursuline Sisters, Ursuline College.

August 23–25, 2024: *EMDR Training: Part I*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).

Diana T. Wallace, PhD Candidate, LPCC-S, ATR-BC

Professional Qualifications/Certifications

Eye Movement Desensitization and Reprocessing (EMDR) Trained Clinician, Institute for Creative Mindfulness, completed December, 2025. (Certification expected 5/30/2025)
Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), certification expected 8/15/2025
Obtained Doctoral Candidate Status, Walden University, PhD in Counselor Education and Supervision, Winter Quarter 2024

Professional Service & Leadership

Professional Development, Research, and Merit Co-Chair, Ursuline College, Fall 2024 – Present
Academic Program Review Committee member, Ursuline College, Fall 2023- Spring 2025
Academic Policy committee member, Ursuline College, Fall 2022 – Spring 2024
Counseling and Art Therapy Advisory Board member, Ursuline College: 2022 – Present
Co-leader of Sections 3-5, CACREP Self-Study reaccreditation, CAT Department, Ursuline College
Writing Exchange member, Ursuline College: 2023 – 2024
CAT Department Mentoring Program Faculty Liaison, Ursuline College, Fall 2021 – Present
CAT Department Continuing Education Co-chair, Ursuline College, Fall 2022 - Present

Professional Development

March 10, 2025: *Creating Safe Space: Building LGBTQ+ Inclusive Supervision in Therapy*. Presented by Colors+, Continuing Education Series approved by CSWMFT Board, Ursuline College (virtual, 3 Supervision CEUs).
January 22, 2025: *Ohio House Bill 68 Webinar: Clinical Implications and Advocacy*, National Association of Social Workers, Ohio Chapter
January 22, 2025: *Ohio House Bill 8 Webinar: Clinical Implications and Advocacy*, National Association of Social Workers, Ohio Chapter.
January 8, 2024: *Epiphany*, Ursuline College. Attended at the CoHatch Beachwood conference space.
October 25, 2024: *The Four Blinks Version FLASH training*, EMDRIA consulting, EMDR Cleveland LLC, October 25, 2025 (3 CEUs).
October, 21, 2024: *Cultural Responsiveness in Counseling Ethics: Enhancing Practice and Professionalism*, Ursuline College. (3 Ethics CEUs).
September 27–29, 2024: *EMDR Training: Part II*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).
September 2024- present: *Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) Consultation*, Kristine Buffinton consulting and training, 7 hours, various dates.
August 23–25, 2024: *EMDR Training: Part I*. The Institute for Creative Mindfulness (in-person at Ursuline College, 21 CEUs).
August 21, 2024: *UC Town Hall/Community Building Day*, Ursuline College.
June 27, 2024- June 27, 2025: *Trauma-Informed Clinical Strategies for Equity, Inclusivity and Client Empowerment: Social Justice, Ethics, and Diversity in Therapy*, Online course, PESI, Inc.
June 27, 2024 – June 27, 2025: *Culture Competency, Research, Children, and ITR Protocol Webinar Series*, Instinctual Trauma Response (ITR) Training Institute
June 21-22, 2024: *Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) In-person Training*, National TF-CBT Consultant and Trainer (11 CEUs)
June 14-15, 2024: *Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) Online Training*, Medical University of South Carolina (11 CEUs)
June-August, 2024: *Internship II*, Walden University, PhD in Counselor Education

H. Accreditation Updates

1. Council for Accreditation of Counseling and Related Educational Programs (CACREP):

The self-study for CACREP reaffirmation of accreditation (the 10-year reaccreditation process) was submitted in July of 2024. The program received regular updates informing us that the reviewing process was running behind due to many

programs electing to submit self-studies under the 2016 standards prior to the deadline for to apply under these at end of June. The CAT program recently received a first round of review at the end of April requesting additional information in the form of an addendum that is due in late October before the site visit can be scheduled. The CAT faculty will prepare the response over the summer in aims of submitting as early as possible, ideally by end of July. Additionally, the Program Director submitted a substantive change report regarding Change of Control, the initial first phase of our merger with Gannon University, on May 15, 2025 for review at the next CACREP board meeting, scheduled for July 15, 2025.

2. Commission on Accreditation of Allied Health Education Programs and Accreditation of Educational Programs in Art Therapy (CAAHEP/ACATE): The CAT program completed its third yearly report for CAAHEP/ACATE, which was due September 15, 2024. All sites, supervisors, credentials, and current students were reported; retention, graduation, and positive placement rates; and program and student learning outcomes. The program accreditation was successfully renewed, with no citations. However, the reviewers requested another change to how retention data is reported each year, which also required additional changes to the reporting data on the Outcomes page of the Ursuline CAT program sections of the website. Following the submission of revised information, the program received a satisfactory renewal. For the upcoming 4th yearly report, the program will be required to submit data collected from all CAT stakeholders assessing the quality of program resources. In addition, we have also been informed that the revisions to the *CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy* were approved and will become effective on January 1, 2026. During 2025, there will be an implementation period for ACATE and programs to bring their processes into alignment. The CAT faculty are already at work to update to the new ACATE standards across the program curriculum. Additionally, the Program Director submitted written notification regarding Change of Control, the initial first phase of our merger with Gannon University, on May 13rd, 2025 to the ACATE Council Director, the ACATE Council Chair, and the liaison at CAAHEP for their review.

II. PROGRAM EVALUATION OF ACADEMIC QUALITY INDICATORS

A. Recruitment, Enrollment, Retention

1. Recruitment and Outreach Events

CAT Program Director, Rebecca D. Miller and several other CAT faculty, together with the Graduate Admission staff, completed 20 total recruitment and outreach events for 2024-2025, further detailed below. Additionally, Dr. Miller and Admission Staff held multiple meetings with prospective students and their families, both in person and via Zoom, as well as fielded numerous inquiries on an ongoing basis to provide information about the program, conduct transcript reviews, and provide feedback on candidate materials (i.e., art portfolios) during the inquiry and/or application process. A total of 225 CAT program inquiries was tracked by Admissions from June 1, 2024-May 15, 2025 (the prior year had 238 inquiries for comparison purposes).

- 10 virtual information sessions were held, 1x/monthly, from August-May, with 113 persons registered and 60 confirmed attendees.
- Additionally, outreach presentations &/or information tabling occurred, either in person or virtually, at the following institutions, with potential impacts to over 1,500 individuals in attendance at these events, many of whom stopped by the tables to receive more information. The sessions and tabling focused on educating about the fields of Counseling and Art Therapy, and the distinctive dual-training program offered at Ursuline.
 - Ohio Wesleyan University Career and Graduate School Fair (Sept 19th)
 - Ohio Northern University Healthcare and Pharmacy School Fair (Sept 30th)
 - Cleveland Institute of Art Career and Graduate School Fair (Oct 15th)
 - The College of Wooster Graduate and Professional School Fair (Oct 17th and Feb 4th)
 - All Ohio Counselors Conference (Oct 28th-30th)
 - Wilmington College Career, Internship and Graduate School Fair (Oct 29th)
 - Defiance College Graduate and Professional School Fair (Jan 15th)
 - Cedarville University Graduate and Professional School Fair (Feb 19th)
 - Tri-C art show opening (Feb 27th)
 - Case Western Reserve University Graduate School Expo (Feb 28th)

- The Program Director and other CAT faculty also represented Ursuline at various conferences attended, and at which they gave professional presentations, throughout the prior year, including OCA, AOCC, ACA, AATA, BATA, and more. See professional development section of this report.

2. Enrollment and Retention Trends

a. Active Enrollment in Classes and Credit Hours*

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
Headcount	75	68	81	89	98	86	83	70	58
Credit Hrs.	515	490	619	702	797	644	619	534	413
Completers	5	6	6	7	5	8	9	8	1
Spring	2017	2018	2019	2020	2021	2022	2023	2024	2025
Headcount	70	66	83	85	90	78	78	68	62
Credit Hrs.	495	464	665	689	707	545	568	499	350
Completers	19	9	12	13	16	13	17	10	15
Summer	2017	2018	2019	2020	2021	2022	2023	2024	2025
Headcount	49	54	71	56	70	62	52	54	45
Credit Hrs.	315	328	500	350	475	407	392	345	269
Completers	0	1	0	4	7	4	2	6	3
Total Completers	24	16	16	25	28	25	28	24	19

*Note that these numbers do not include students who are on leave and bridge student enrollment hours

The data reflects a downward trend in numbers from an enrollment peak in the 2020-2021 academic year.

a. CAT Student Enrollment and Retention

New student enrollment decreased significantly for the reporting year. Interest in the program seems to remain high based on admissions data, including inquiries and attendance at virtual informational sessions and open houses. The admissions department was unable to fill a vacant position for approximately six months during the prior year, which likely had an impact, among other factors. However, CAT student retention continues to trend upwards as reflected in the change of three-year retention average from 85% to 93%. CAT student retention data is made publicly available on the Ursuline website and is updated regularly. The retention expectation set by our accreditation is a 70% average across three years, and by this benchmark we are doing exceptionally well.

CAT Student Enrollment and Retention	2021-2022	2022-2023	2023-2024	2024-2025
# New Students Admitted and Enrolled*	24	32	18	11
# Withdrew- Personal Reasons	4	2	2	0
# Withdrew- Academic Reasons	2	1	0	0
# Retained**	18	28	16	11
Retention Rate***	75%	90.63%	88.89%	100%
Three-Year Retention Average			For 2021-2024 85%	For 2022-2025 93%

*Excludes non-degree seeking students- note that 1 NDS student transitioned to degree-seeking during 24-25; Bridge students added to cohort semester following BA conferral

**Refers to # of students retained specific to cohort of students enrolled that year

***Retention rate is % of students specific to cohort of students enrolled that year. Figures updated annually.

Additionally, the below chart from Admissions shows total number of applicants, admitted, deposited, and enrolled students for each semester over the last two-year period to help track trends in admissions.

	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Applicants	33	7	3	21	8	18	9
Admits	25	7	3	17	5	13	5
Deposits	24	7	3	15	4	10	4
Enrolled	22*	6*	2	12*	4*	7	4*

*Numbers do not include bridge students who begin taking graduate CAT classes concurrently with finishing their undergraduate degree. They begin counting as FT CAT students only once they have completed their undergraduate degrees.

B. Current students, graduates, & positive placement

There were **65** students actively enrolled during 2024-2025. (There were 77 students actively enrolled during 22-23). The program had 19 graduates, 100% of whom graduated within 3 years (full-time status). The employment rate of graduates has remained at or near 100% for the past several years, with most reporting positive placement at the time of graduation, and in follow-up surveys.

Positive placement is defined as those who are employed in the field 6-12 months following graduation or have gone on to pursue advanced studies (i.e., doctoral degree), and is reflected in the table below.

Positive Placement by Graduation Year	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
# Graduated	28	25	28	24	19
# Employment Surveys sent 6-12 months following graduation	24	25	27	24	***
# Surveys Returned	7	17	18	18	***
Knowledge Rate*	30%	68%	67%	75%	***
% Employed or Admitted to Doctoral Programs**	100%	100%	100%	100%	***

*Knowledge rate is # of surveys sent/# surveys returned; ACATE/CAAHEP sets a threshold knowledge rate of 35%

**Of those actively seeking employment of those who completed surveys 6-12 months following graduation

***Complete data not yet available

Preliminary data on employment plans is also collected at the time of student graduation as part of the program exit survey and is reported on further below.

C. Assessment of Academic Quality Indicators: KPIs, PDs, Clinical Outcomes, Capstone Assessments, Licensure and Credentialing, Alumni/Employer Surveys

Note: Evaluation processes for 2024-2025 are addressed in detail further below this brief overview of evaluation areas, and wherever possible include comparisons to prior year(s) for purposes of trend analyses:

1. CACREP Key Performance Indicators- tracked by semester and reported in aggregate by calendar year; tracked individually and feedback provided to students by course faculty, as well as reviewed by all CAT faculty and overall individual progress communicated by faculty advisors (complete report available within department)
2. ACATE competencies- tracked by semester and reported in aggregate by calendar year; reviewed by all CAT faculty and overall individual progress communicated by faculty advisors (complete report available within department)
3. Professional Dispositions (CREATE)- Student self-assessment on CREATE at entry (analyzed in aggregate); Pre-fieldwork faculty evaluation of PD's, with individual feedback provided by advisor; Faculty and site supervisor evaluation of PD's at mid-term in Internship I, with individual feedback provided by faculty supervisor and site supervisor, reviewed by clinical faculty. Reviewed individually and in aggregate each semester by CAT faculty, feedback communicated to students by CAT faculty. Students also self-assess on CREATE PD's as part of every course evaluation.
4. Clinical Placement and Site Supervisor Evaluation Data- collected each semester, analyzed annually

5. Capstone Assessments (tracking of internship completion; successful completion of Capstone project; Pass rate on comprehensive counseling content exit exam)- collected each semester, analyzed annually
6. Test pass rates for licensure and credentialing (e.g., NCE exam pass rates)- analyzed annually
7. Exit data consists of employment outlook data, as well as assessment of program learning objectives completed at the time of graduation, and general program feedback for continuous improvement- collected each semester, analyzed annually
8. Alumni Survey data: A series of post-graduation surveys are sent out to alumni track: 1) ratings of program effectiveness (1-5 months following graduation (ACATE dimensions) and 2) positive employment data (6-12 months following graduation)
9. Supervisor/employer survey data, including assessment of program learning objectives- collected & analyzed annually
10. Assessment of Student Learning Report- completed annually, based on KPI/ACATE competency data
11. Summary of Strengths and Needs Overall (Qualitative, based on review of all data)

*The comprehensive evaluation plan and flowsheets are available within the CAT department

1. CACREP Key Performance Indicators

Data is collected each semester for 8 CACREP and 2 CMHC KPI's, for **a total of 10 KPI's assessed** annually. Each of the 10 KPI's are assessed in a primary course and secondary course across three semesters. Each KPI is assessed at two different points in time during a student's progression through the program, using qualitative different types of assignments, with one of these considered primary and the other secondary. The aggregate benchmark expectation is considered met if **85% of students score 85% or higher on the designated graded course activity or measure associated with each KPI**, with KPI's flagged as lower scoring if the aggregate percentage fell below a minimum threshold of 80%. For purposes of individual student assessment, the individual benchmark attainment goal is 85% or better, with a minimum expectation of 80% for an assignment to be considered passing, which corresponds to the low B range of the grading scale. Individual achievement scores of less than 80% on two or more KPI associated assignments/measures may result in a Student Performance Review and Remediation conference and plan. CAT faculty reviewed aggregate KPI outcomes from the prior academic year (SU '24, FA '24, SP '25) in June during a department meeting to review progress made and identify areas for continuous improvement. In late Spring, CAT faculty reviewed individual student KPI attainment using Individual Student KPI/PD Assessment Tracking Sheets for the prior two grading periods (SU '24 & FA '24), including to determine whether any student remediation was needed. Below is a summary of aggregate and individual KPI data outcomes, with full reports available within the department:

a. Aggregate KPI outcomes for prior year

Overall, students achieved the KPI's with an average of **96.1% achievement rate**. This is a 2.1% increase in achievement from prior academic year. The most improved areas included: KPI 3- Lifespan Development, KPI 8-Research and Program Evaluation, KPI 10-CMHC specialty area. Overall, aggregate data shows that students met KPI's in all ten areas at 85% or better, and at 80% or better in areas of Counseling and Helping Relationships (KPI 5). Faculty discussed ways to continue to support students' success in all areas. The complete CACREP KPI report for 2024-2025 is available from the department.

b. Individual KPI outcomes

CAT faculty reviewed students' individual KPI attainment outcomes in Spring using the individual KPI/PD Assessment tracking sheets. No students were identified as having not met more than 2 KPI's, therefore no students were recommended for an SPRR based on individual KPI outcomes. However, several students were discussed who had lower KPI attainment scores in one area, and their advisors will follow-up during the upcoming FA '25 advising period when discussing progress in program, outcomes on KPIs/PDs, etc. Additionally, individualized feedback was provided to all students regarding KPI linked assignments by the course instructor of the class in which the KPI was assessed.

2. ACATE Competencies

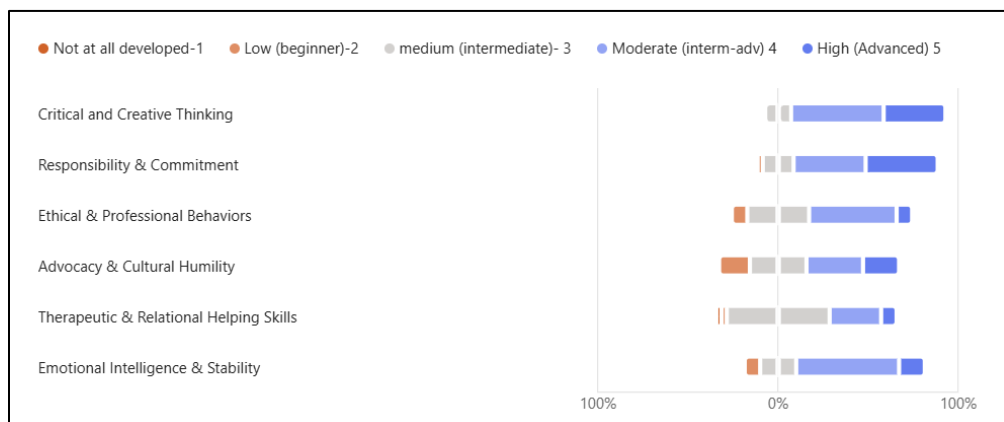
This data shows how many students meet the competencies at 85% or better and 43 competencies were tracked. This allows the program to see which competencies have higher and lower pass rates as well as to identify students who do not meet the 85% threshold.

Overall, students are achieving the student learning objectives as shown in the above tables with an average of **94.7% achievement rate**. This is a 2.7% increase in achievement from prior academic year. There was significant improvement in several years from the prior academic year: **Professional Orientation, Ethics, and Legal Issues** (b.K.2- CAT_500); **Group Work** (e.K.1-CAT_507); **Appraisal and Evaluation** (l.K.3- CAT_548); **Research** (m.K.2- CAT_594); and **Studio Art** (o.A.1-CAT_544- DigiStory Assignment). Averaged across all three semesters, several SLO's did not achieve 85% or better: **Art Therapy Assessments** (f.S.6-CAT_520); **Psychopathology and Diagnosis** (j.K.1-CAT_519); **Psychopathology and Counseling Theories** (k.A.1- CAT_519); **Appraisal and Evaluation** (l.K.1-CAT_548). This data was reviewed by CAT faculty in a department meeting in Summer 2025 to discuss strategies for supporting students in the attainment of these competencies.

3. Professional Disposition Assessment (CREATE)

Below are summaries/charts of aggregate PDA data. For 2024-2025, all students met or exceeded the benchmarks for PD's, as formally evaluated by faculty at two points (pre-fieldwork, during Internship I & II) during the program.

a. Student Self-Assessment of CREATE completed at program entry during orientation

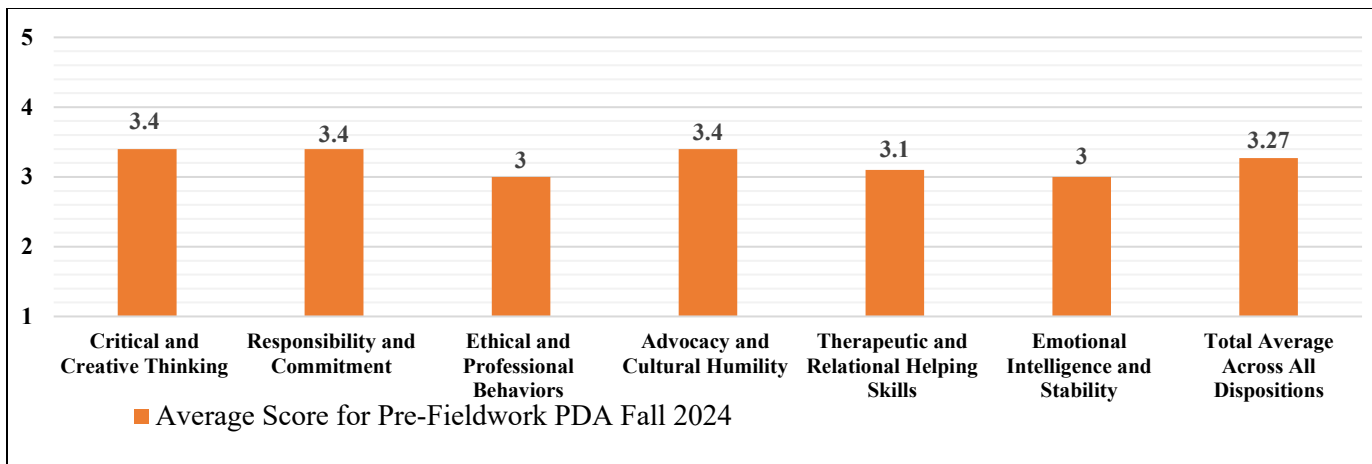


N = 35 (includes data from Fall 2023, Spring 2024, Fall 2025, & Spring 2025 cohorts for trend analyses over time; note that no benchmarks are set for students' initial self-assessment of CREATE, rather this initial self-assessment is used to begin to orient them to the professional dispositions needed to excel as future counselors and art therapists.

b. Faculty Assessment of PD's

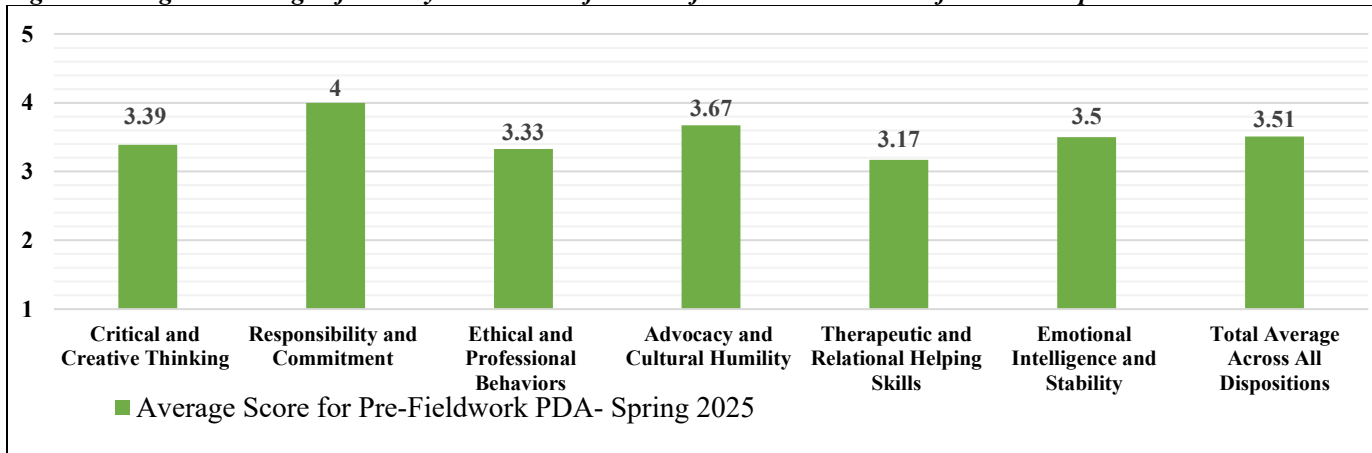
1. Pre-Fieldwork Faculty Assessment of CREATE Professional Dispositions

Figure 1: Weighted Average of Faculty Evaluation of Student for Pre-Fieldwork Professional Dispositions Assessment- FA 2024



N = 5 (For most students, pre-fieldwork PDA is completed in 2nd semester concurrent to enrollment in CAT 546 Clinical I)

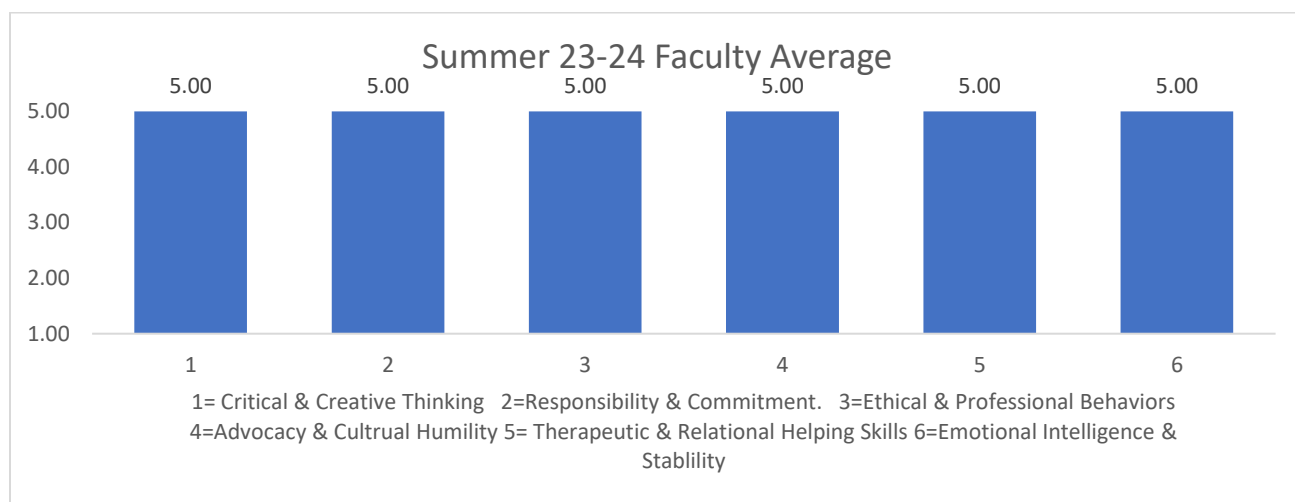
Figure 2: Weighted Average of Faculty Evaluation of Student for Pre-Fieldwork Professional Dispositions Assessment- SP 2025



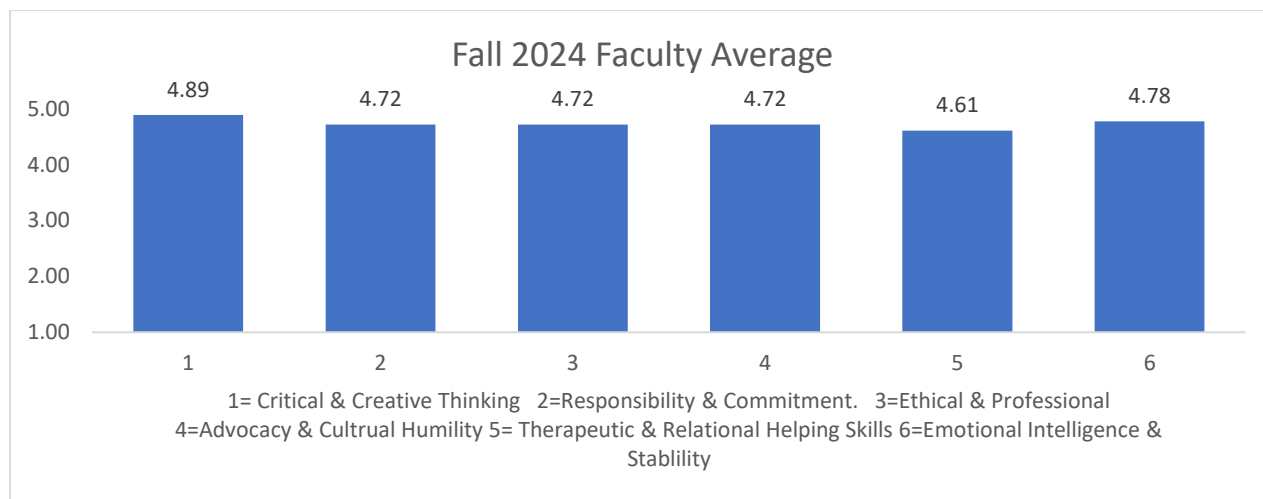
N = 9 (For most students, pre-fieldwork PDA is completed in 2nd semester concurrent to enrollment in CAT 546 Clinical I)

2. Faculty Clinical Supervisor Assessment of PD's

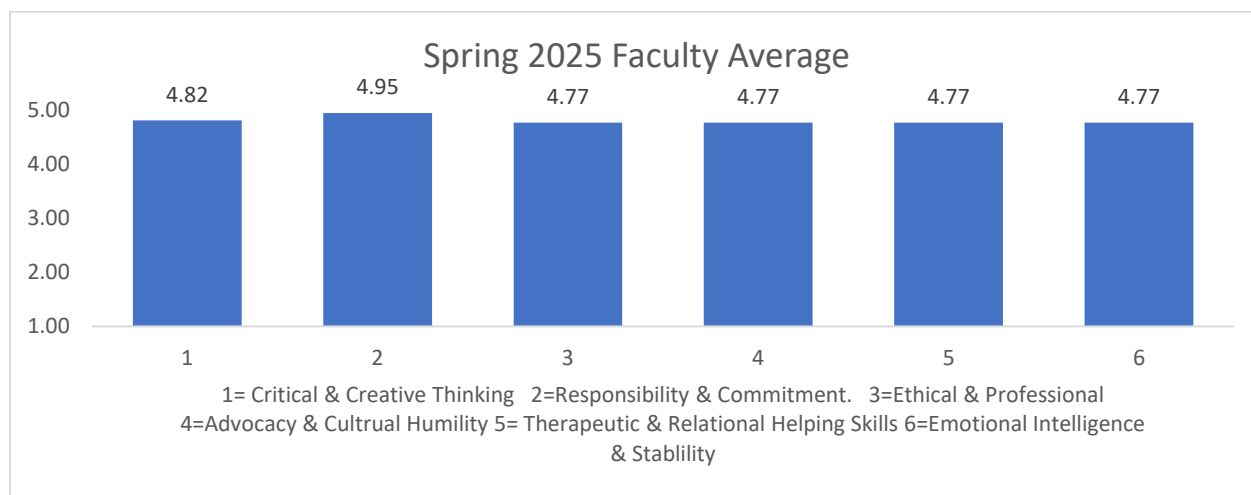
Weighted Average of Faculty Supervisor PDA of CAT 549/550 Internship I & II Students during SU 24, FA 24, & SP 25



N=4 evaluations



N= 18 evaluations



N= 22 evaluations

Note: Information on site supervisor assessment of CREATE professional dispositions is included in subsequent section further below.

The data reflects that, on average, as students progress through the program they show the expected improvement in the development of professional dispositions. For this prior year, all students met or exceeded the benchmarks pre-fieldwork and during fieldwork, with the exception of one student who received subpar scores on both the CREATE (and CCS-R; also noted in next section below), which resulted in a Student Performance Review and Remediation plan to support this student.

4. Clinical Placement & Faculty/Site Supervisor Evaluation Data

a. Clinical Placement

For 2024-2025, 100% of eligible students were successfully placed for fieldwork (Practicum & Internship).

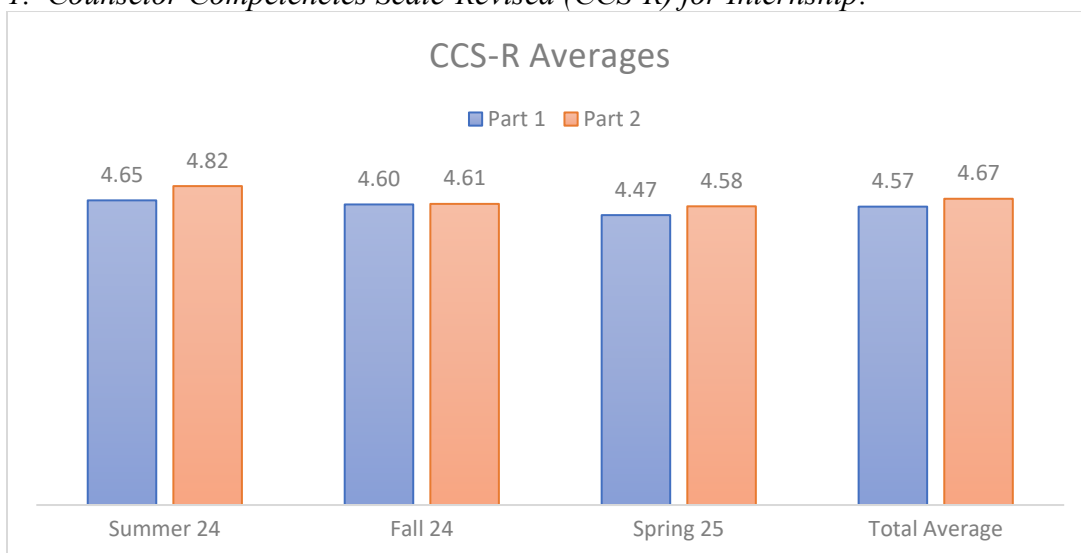
Practicum and Internship Positive Placement, 24-25 Academic Year											
	CAT 547 Practicum			CAT 549 Internship I			CAT 550 Internship 2			Total Students Placed per Term	
Term	# Eligible	# Placed	% Placed	# Eligible	# Placed	% Placed	# Eligible	# Placed	% Placed	# Placed	% Placed

Summer '24	4	4	100%	17	17	100%	6	6	100%	27	100%
Fall '24	6	6	100%	22	22	100%	4	4	100%	32	100%
Spring '25	8	8	100%	10	10	100%	17	17	100%	35	100%
Total Placements by Type per Year		18	100%		49	100%		27	100%		
POSITIVE SITE PLACEMENT FOR 2024-2025 ACADEMIC YEAR=										94/94	100%

b. Site Supervisor Evaluations of Students (CCS-R & CREATE)

Site supervisors evaluate students using a comprehensive program evaluation that assesses students' preparation for placements, as well as knowledge, skills, and professional dispositions. This includes both the CCS-R and *CREATE*. Overall, ratings from this prior academic year were highly positive. Qualitative data was also collected and further information can be found in the section below. Please note that the CCS-R and *CREATE* data below reflects numbers of evaluations completed during the 24-25 academic year, SU 24-SP 25. Overall, all ratings for '24-'25 were very high. For the CCS-R, there was an average of 4.57 (a very slight decrease of .12 from prior average of 4.69) out of 5 for Part 1-Skills & Therapeutic Conditions and an average of 4.67 out of 5 on Part 2-Dispositions and Behaviors (very slight decrease of .15 from 4.82 average from prior year. Similarly, for site supervisor ratings on *CREATE* averages ranged from 4.56-5.0 across the three semesters. Note that based on feedback from a site supervisor to the faculty clinical supervisor, and as per not meeting benchmarks on the CCS-R and *CREATE* scales, in Spring of 2025 one student was remediated via the formal Student Performance Review and Remediation plan process.

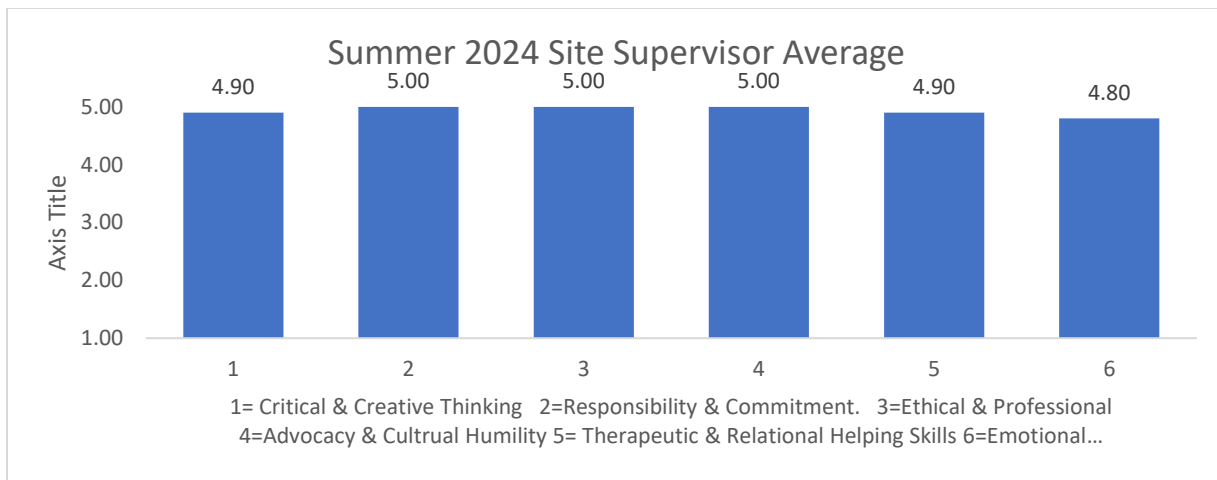
1. Counselor Competencies Scale-Revised (CCS-R) for Internship:



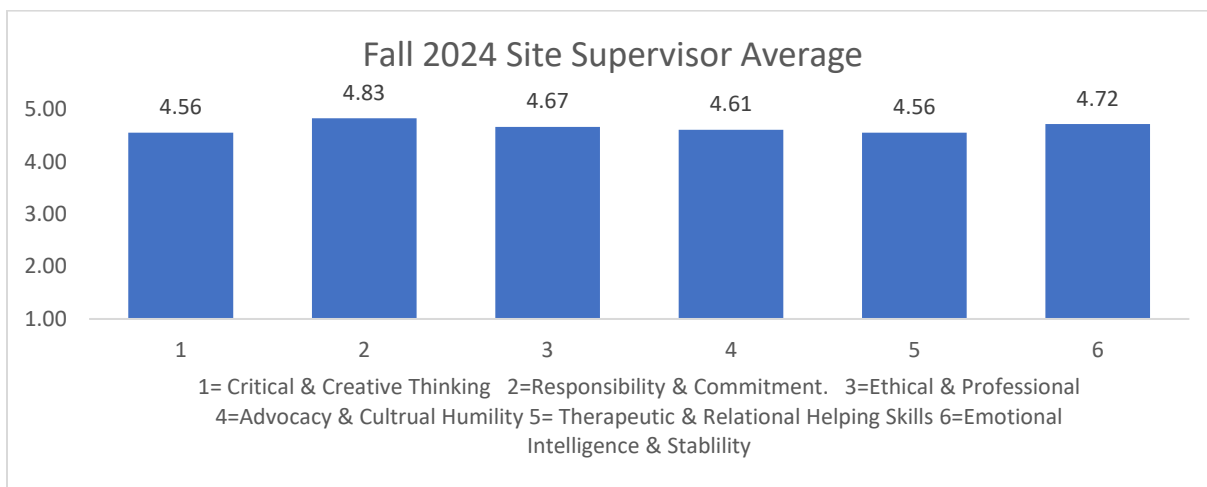
*SU 24, N=7 *FA 24, N=16 *SP 25, N=24 *Total N= 47

2. Supervisor Assessment of CREATE

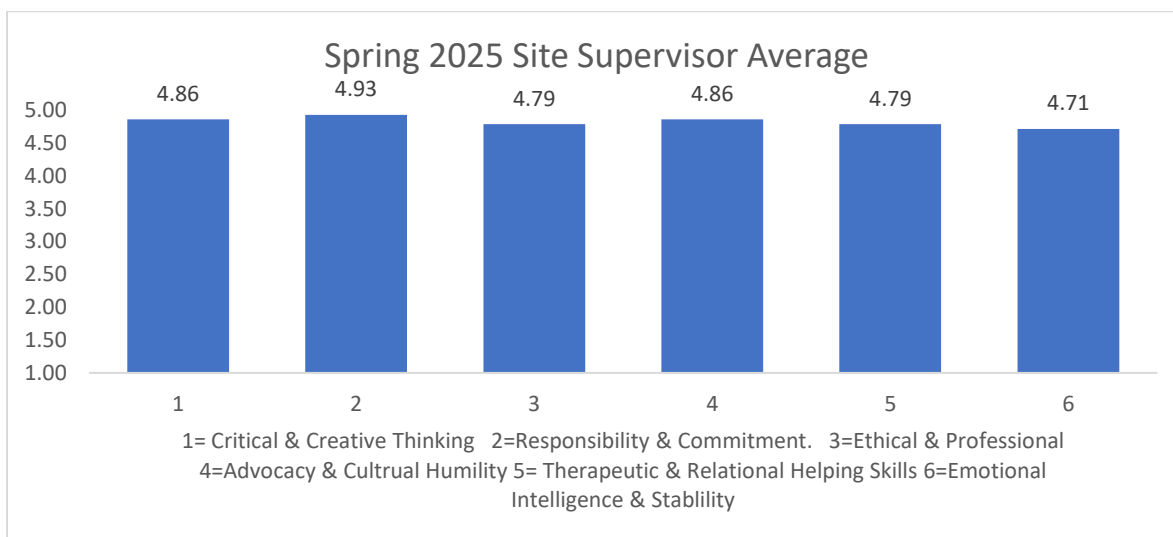
Weighted Average of Site Supervisor PDA of CAT 549/550 Internship I & II Students during SU 24, FA 24, & SP 25



N= 10 evaluations



N=18 evaluations



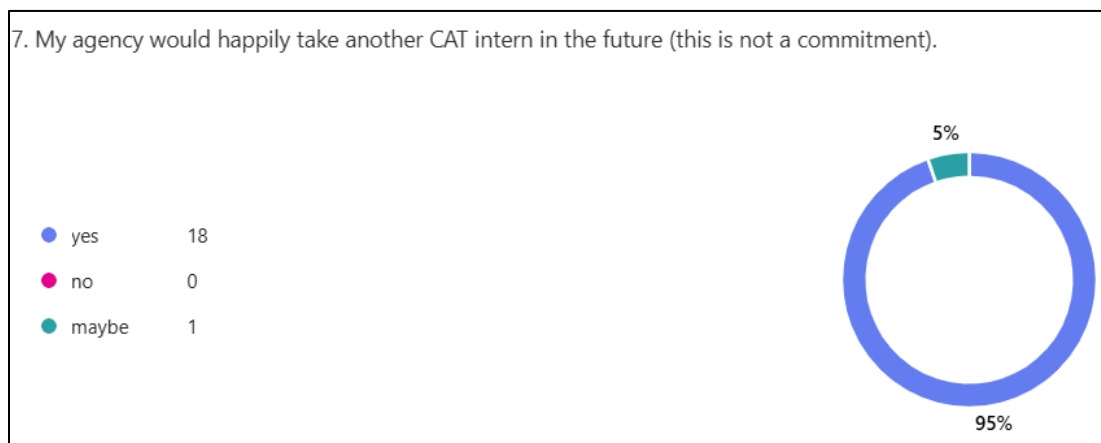
N=14 evaluations

3. Qualitative Data on CCS-R Strengths and Areas of Needed Improvement Noted by Supervisors in Student Evaluations

Strengths on the Art Therapy Final assessment/ CREATE showed that students demonstrated strong abilities in building rapport, showing empathy, and tailoring interventions to client needs using a wide variety of art therapy techniques and media. Many showed professional maturity through self-awareness, critical thinking, adaptability, and the ability to process complex client experiences, including grief, trauma, and cultural differences. They were consistently described as creative, insightful, reliable, and collaborative, with strong communication skills and a commitment to ethical practice. Additionally, students frequently engaged well in supervision, applied feedback effectively, and exhibited growth in clinical confidence and reflective practice. Qualitative data on growth areas on the Art Therapy Final Assessment/ CREATE suggested that students would benefit from gaining more experience with diverse populations, particularly adults, families, and individuals, as well as expanding their use of varied and culturally responsive art media. Common developmental goals include improving confidence, deepening theoretical orientation, enhancing time management, and strengthening documentation and assessment skills. Additionally, areas such as emotional regulation, ethical decision-making, group facilitation, and clinical presence were identified as important for continued growth. Students were also encouraged to remain open to feedback, practice self-care, and continue developing a client-centered and culturally aware therapeutic approach. A complete report is available in the CAT department.

c. Annual Site Supervisor Feedback Survey- Practicum and Internship Process Evaluation of Assessment of Student Attainment of Program Learning Objectives

This survey is sent annually to all current and active site supervisors during the spring and asks questions regarding general clinical placement procedures, use of Tevera, perceptions of student attainment of program objectives, and other areas. This data informs continuous program improvement particular to clinical component of program. For this past Spring 2025, there were 19 survey respondents. Overall, site supervisor respondents indicated a highly positive experience of working with CAT student interns.



In response to several open response items in the survey soliciting general suggestions and feedback, positive comments were received related to the overall preparedness and professionalism of students, as well as some suggestions. Below are several examples. The Clinical Director reviews and uses to help improve clinical placement, orientation, and onboarding processes for students, faculty supervisors, and site supervisors.

“I have been extremely impressed with your students and their preparation to step into the role of therapist. They appear knowledgeable and confident in their skills and have been very professional. I have worked with other students from other colleges that were not nearly as qualified as your students.”

“We are ready for another intern! Ursuline interns are the best trained in Ohio in my opinion.”

Challenges/Suggestions for improvement: better communication between faculty supervisors & site supervisors, clarity around on-site visits, Tevera frustrations

5. Capstone Student Assessments

Course(s)	Assessment Methods	What does it measure?
A. Completion of Internships CAT 549/550 with “B-” or better	Site supervisor evaluation LPCC-S and ATR-BC supervisor evaluations Session notes, treatment plans, journal, case presentation	Counselor and art therapy knowledge and skills
B. Successful completion of CAT 596 Capstone Project: Integrative Seminar	Thesis paper and final verbal formal presentation	Critical thinking, ability to integrate theory and practice, professional presentation skills
C. Counseling content exit exam completed in CAT 596 Thesis/Integrative Seminar-	Passing score on Comprehensive Counseling exit exam	Counselor and art therapy knowledge and skills (Professional Identity Knowledge Core-CACREP, and specific areas also on ACATE competencies)

1. *Internship*: 100% of eligible students passed Internship with a grade of B- or better. In one instance of an unsatisfactory site supervisor evaluation resulting in a Student Performance Review and Remediation (SPRR) plan, the Clinical Director required the student to gain additional hours and supervision and provided this through 1:1 meetings using role plays, etc. in the Clinical Skills lab.

2. *Thesis*: 100% of eligible students successfully completed thesis/capstone. See section above.

3. *Capstone Counseling Exit Exam*: For 2024-2025, 19 students took a comprehensive counseling exit exam that was designed to be similar in scope and content areas to the Comprehensive Practice Counseling Exam (CPCE) to prepare them for the National Counselor Exam (NCE). As the CPCE cut-off score is around 70%, we set the expectation similarly. The aggregate means for the exam was 69%, with a range of 51-80%. Most students passed or were just below the cut-off by a few percentage points. The high scoring areas included Ethics and Helping Relationships. Similar as in prior years, the low scoring areas were Appraisal/Assessment and Research and Program Evaluation. The Program Director met with the student who significantly under-performed at 51% to provide them with strategies to be successful for the NCE.

Recommendations: Most students go on to pass the NCE with scores at or above the national average, as noted in next section. We will continue to examine where study content can be better integrated into the curriculum, such as courses pertaining to lower scoring areas (CAT 594, 591, 548, and 596) and will continue to provide practice with multiple choice examinations similar to our capstone counseling exit exam and NCE. Additionally, for the year ahead, a grant through the Ohio Department of Education has enabled us to purchase additional study materials for the CAT resource library, such as exam practice manuals, as well as to supply students in the next few years ahead with Pocket Prep accounts specific to studying for the NCE exam.

6. Test Pass Rates for Counseling Licensure

Information made available by national exam offices is indicated in the charts below. For the 2024 calendar year, 86% of Ursuline graduates passed the NCE, which is well above the national average of 74.3% for all NCE exam test takers.

Test	Assessment Timeline	Measures
NCE (National Counseling Exam)	NCE Exam-taken in the last semester or after graduation	Counselor knowledge and skills

Counselor Licensure Test Pass Rates (NCE)

Data based on calendar year

Note: Beginning in 2024, the OCSWMFT stopped supplying programs with exam data for the NCMHCE

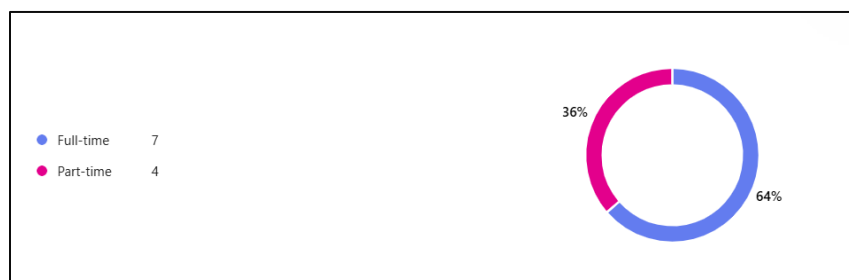
Year	NCE Exam No. of CAT Testers	CAT NCE Exam Pass Rates	NCE National Pass Rates
2024	43	86%	74.3%
2023	27	89%	81%
2022	24	83%	79%

2021	34	91%	81.3%
2020	18	94.5%	85.2%
2019	21	90.4 %	89.8%
2018	10	93.7%	88.2%
2017	23	91%	Data not available

7. Exit Survey Data (completed by graduating students prior to commencement)

a. Employment Plans

Of the 19 students who graduated during the 2024-2025 academic year, 11 of 19 graduates indicated that they had already obtained either full-time (64%) or part-time (36%) employment. The remaining students indicated that they were either currently actively searching for positions or were taking time off post-graduation to prepare for the licensing exam, rest/travel, tend to medical issues, or other plans before applying for positions.



a. Student Evaluation of Program Learning Objectives at Exit

Graduating student ratings (N= 19, FA24 & SP/SU 25 graduates) of program learning objectives were highly positive, with most students indicating strong agreement for all items.



c. Qualitative Data on Strengths and Areas of Improvement Noted by Graduating Students in Exit Survey

Based on your experiences, please identify three strengths of the program:

Passionate and knowledgeable educators, close community, nice facility.

organized, supportive, comfortable

Highly knowledgeable and professional professors and educators; emphasis on practical application of counseling and art therapy skills; and a program culture which encouraged support and positive, constructive feedback from instructors and peers

Building community relationships, setting personal and professional ethical standards, exploration of modalities

1. Strong support in faculty 2. development self-awareness 3. various intervention exploration

Professor support, smaller classes, and professor teaching styles.
Flexibility, understanding,
The program was engaging and a very hands-on experience. We were asked to self-reflect a lot and gained a deeper understanding not only of the program but also of ourselves. The professors are all very engaged and knowledgeable in the field.
Passionate teachers, felt success was supported by program and staff, holistic and introspective growth is cultivated
A personalized experience. A facility that genuinely cared about the student's growth and well-being. A well-rounded, professionally challenging environment that supported development.
Art (duh), supportive faculty, flexible timelines
knowledge of the professors, supportive students and staff, Respect for various opinions.
Supportive faculty, emphasis on personal and professional development, alignment with professional and ethical standards
Compassionate and knowledgeable professors, helped to build up art therapy identity, creative expression and exploration
Compassionate, knowledgeable, and diligent

Based on your experiences, please identify three suggestions to further strengthen the program:

A fall break, reduce work in internship courses

Include more instruction on ways to communicate and work with parents of children/minor clients (based on personal internship experience); allow more time in internship class for supervision rather than discussing/presenting weekly assignments; provide more guidance/a more thorough explanation of capstone project options and process prior to capstone class.

Having an accessible booklet or website of information for community resources, a class for what to do post grad more in-depth (licensing, insurance, etc.)

Various clinical documentation examples, development with faculty and student relationships

More exploration of different populations in Clinical I. Maybe visit different sites with different populations or different settings.

More professors in different specialties

I would make clear that there are two very distinct ways of writing in the program - one very scientific and factual and the other creative and exploratory. I was blending the two quite a bit at first.

I think that Cheyanne River service learning should be mandatory + research paper as replacement for service learning experience on a indigenous peoples of the Americas, smaller class sizes, and uhhhhhhhhhhh I can't think of a third!

Implement a running documentation system from day one, allowing students to record and reflect on every art therapy intervention they learn throughout the program. Integrate art therapy practices more intentionally into counseling-focused courses to create a balanced and interdisciplinary learning experience. Incorporate art therapy interventions into theory courses to help students connect core counseling concepts with creative, expressive techniques.

More timely feedback/more faculty, more creative study tools, more art!

Increase support through finding an appropriate internship/practicum.

More specialized art therapy courses (trauma-informed, digital media, community based, etc.), Expressive arts therapy courses (music, drama, dance), A post-graduation preparation course (Licensure, CEU's, insurance policies, billing procedures, etc.)

8. Alumni Survey Data

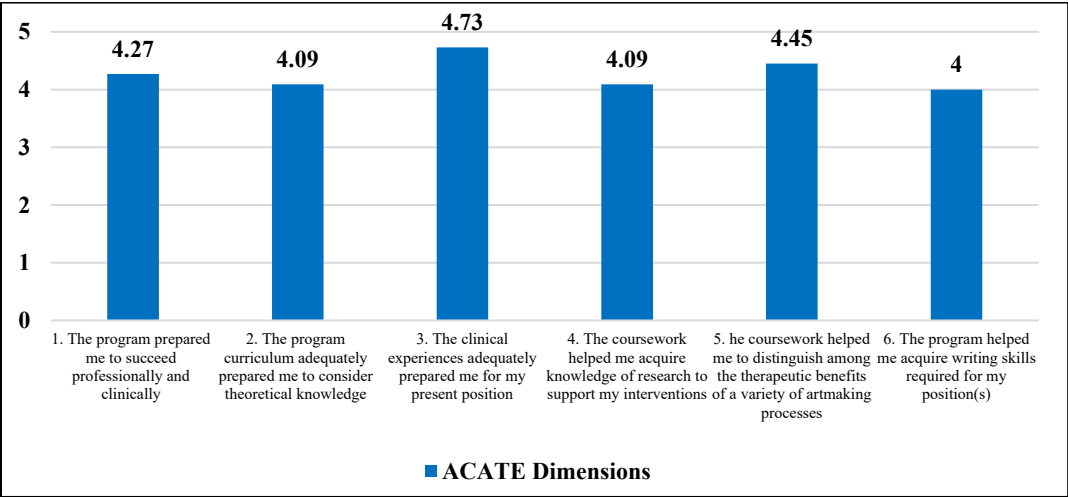
Soliciting feedback from students who have graduated remains a challenge. We continue to utilize various strategies to increase return rate of surveys, including offering incentives (raffles for free CEU opportunities offered through department, gift cards), as well as streamlined processes for sending surveys. In total, 11

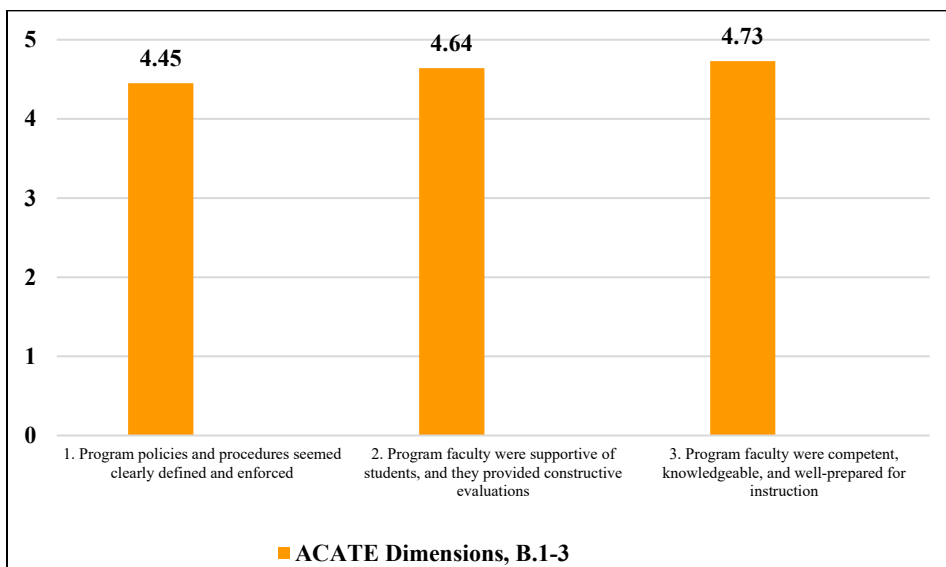
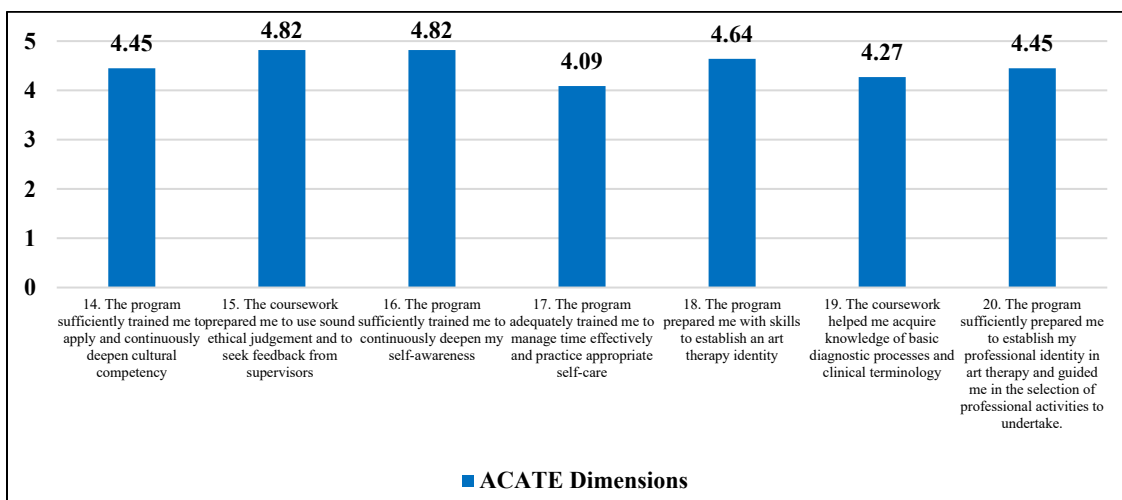
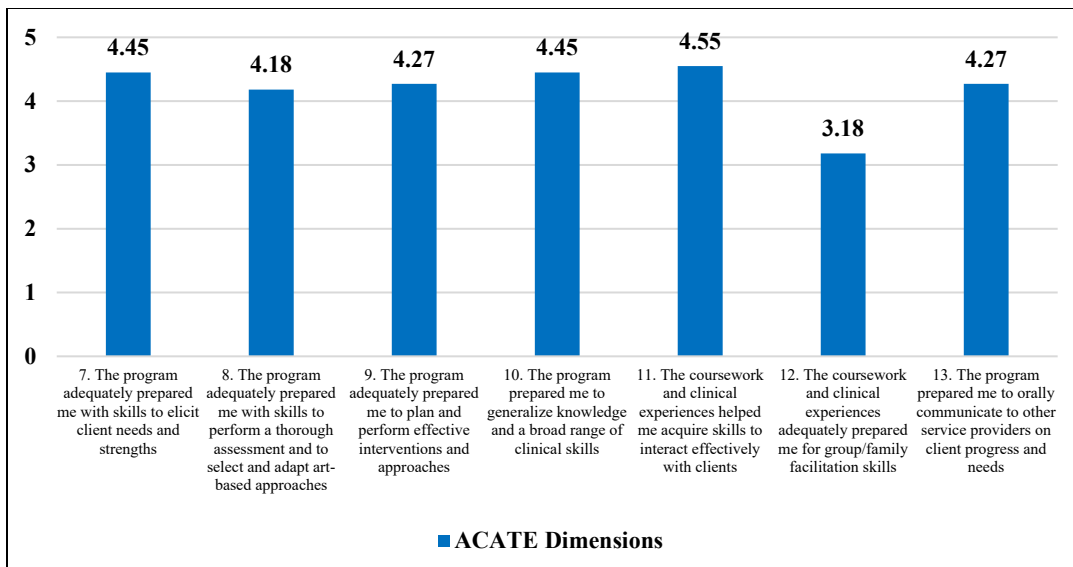
surveys were completed for students who had graduated between Fall 2023-Summer 2024 of the prior academic year for reporting during the 2024-2025 reporting cycle. There was a total of 24 graduates during this period, and 24 surveys were sent out and 11 surveys completed and returned, for a knowledge rate of 46, which exceeds the minimum threshold of 35% required by ACATE/CAAHEP for the initial ACATE survey. For the employment survey sent out 6-12 months following graduation, 19 surveys were returned for a knowledge rate of 75% for this survey.

a. Ratings of Program Effectiveness from ACATE alumni survey

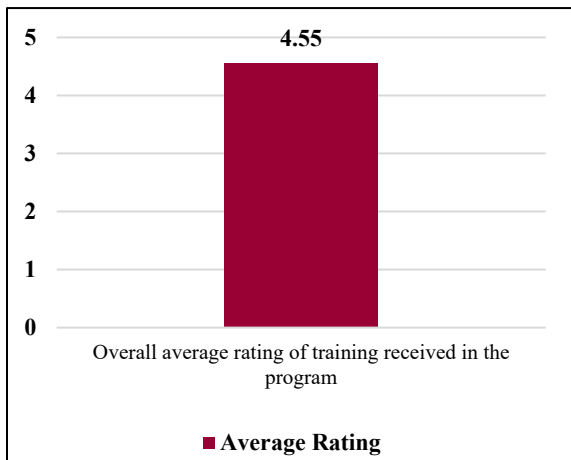
Alumni are requested to complete ratings of program effectiveness within 1-5 months after graduation. The specific items are supplied by our ACATE accreditation council and assess how well a student feels the program prepared them to succeed across a variety of areas of clinical practice, including items specific to art therapy interventions. An example of an item is: “The coursework helped me acquire knowledge of research to support my interventions.” See charts further below. Overall, ratings were very positive, with 85% or more of all respondents agreeing or strongly agreeing with the dimensions of program effectiveness in most areas. The survey was sent to all students who graduated during the 23-24 year, and 11 surveys were returned. The mean scale scores are indicated in the charts below. Means ranged from 3.18-4.83 on a 5.0 scale, with the highest areas related to preparedness to make ethical judgments (#15) and deepening of self-awareness (#16), and the lowest area in use of family/group therapy facilitation skills (#12).

Ratings of Program Effectiveness; N= 11, Alumni who graduated FA 23-SP/SU 24





b. Overall Rating of CAT Program Effectiveness and Feedback on Professional Activities

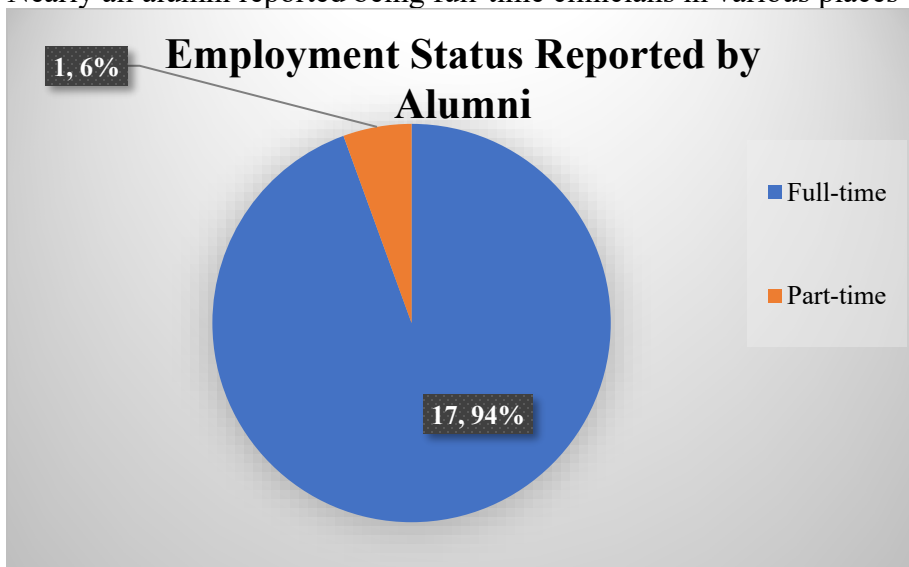


Alumni Program Training Rating	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	N/A
Overall Rating of Training Received in Program N = 11 Respondents	64%	27%	9%	0%	0%	0%

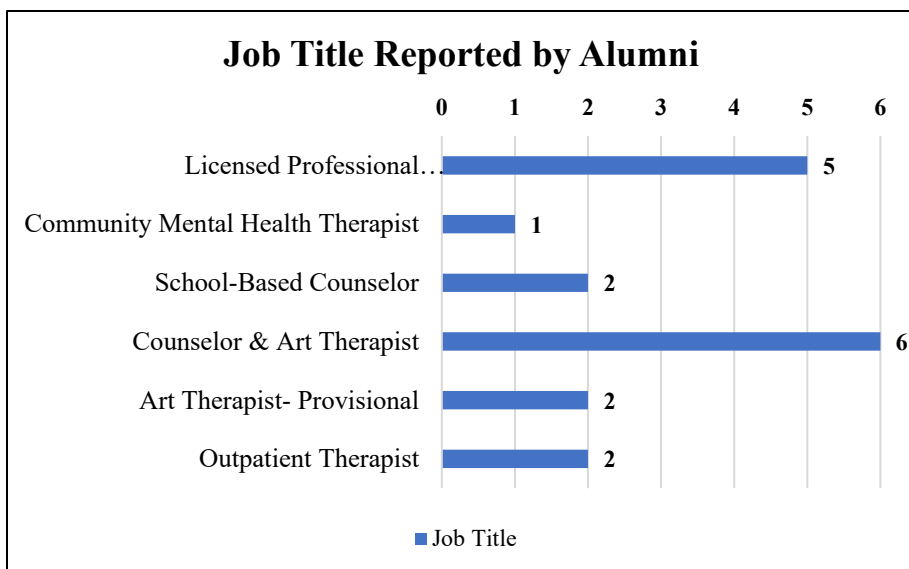
Most respondents, or 91%, rated the quality of the training received as very good or excellent, and 100% rated quality as good to excellent, or a mean of 4.55 out of 5.0 (an improvement of .32 from prior year alumni survey).

c. ACATE employment survey (sent out 6-12 months following graduation)

Nearly all alumni reported being full-time clinicians in various places of employment.

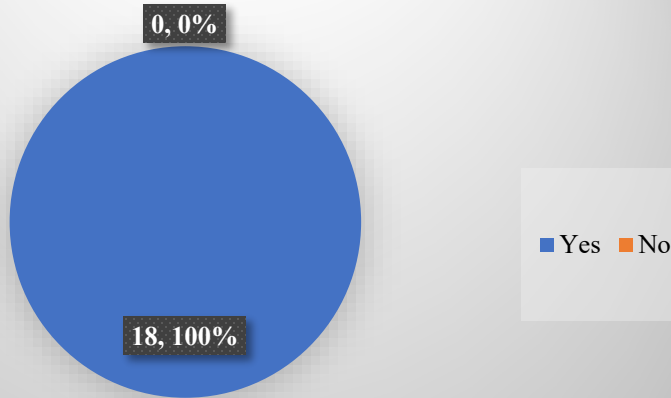


N=18



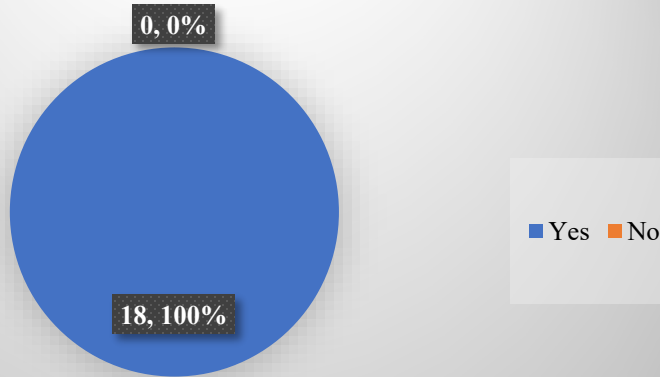
N=18

Alumni Actively Pursuing Clinical Mental Health Counseling Licensure in Ohio



N= 18

Alumni Actively Pursuing Registration/Board Certification as an Art Therapist



N=18

d. Positive Placement Data- see **Graduation & Positive Placement** section above

e. Qualitative Feedback Provided by Alumni

Alumni surveys provided a space to provide additional feedback to the program. The following responses were given:

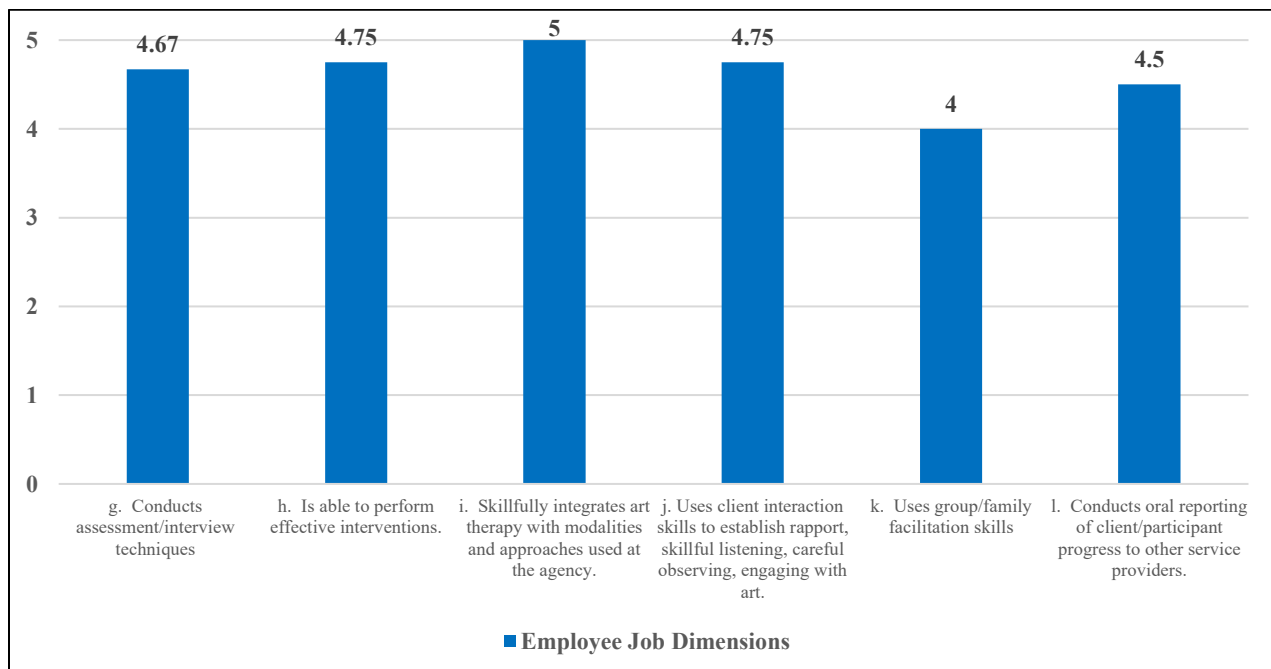
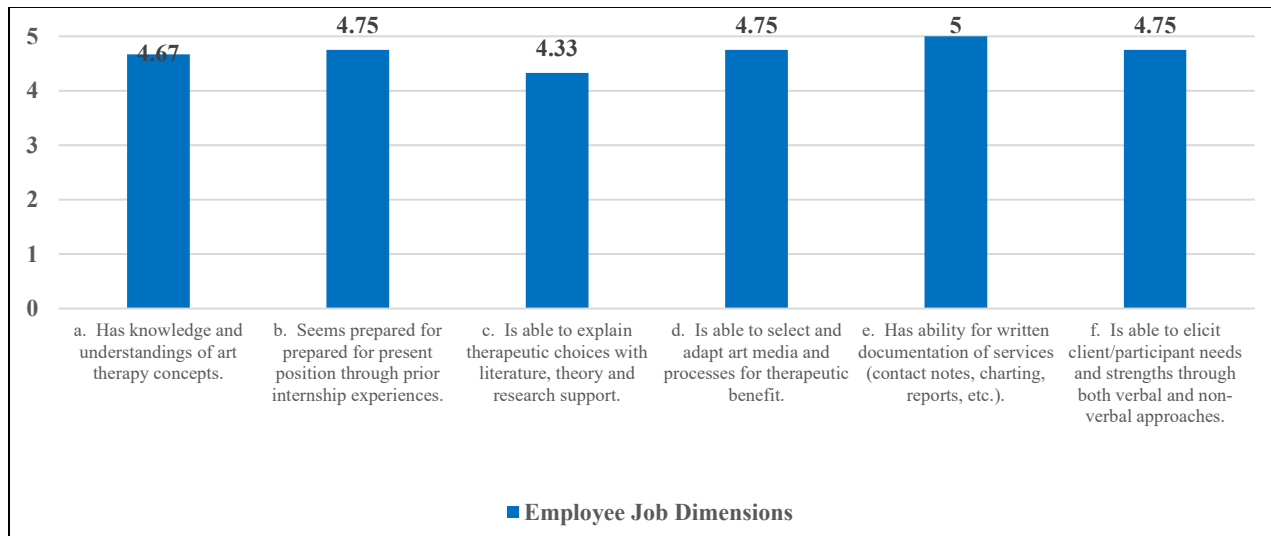
"I feel like I am generally able to handle anything that comes my way, and am well prepared to do all related documentation."

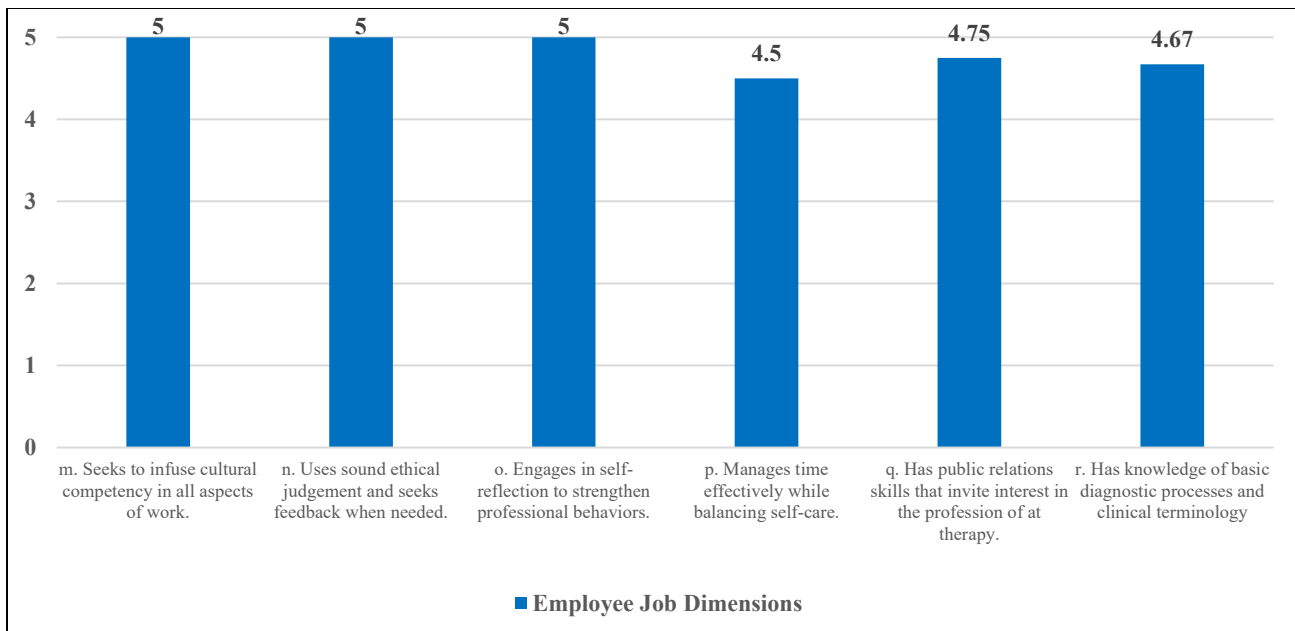
"I am so grateful for my education at Ursuline and for the personal support. Without understanding and support from my advisor and other professors, it would have been so much harder to complete the program and still have positive well being."

"I believe the bulk of my learning/understanding and application of specific interventions to use with clients came from internships. While this was wonderful learning, I would have liked to see more of this in classes. This is for counseling interventions specifically—I believe Ursuline does a phenomenal job teaching art therapy interventions. For counseling, I felt there was a strong lean of the theories, which was very helpful, but not as much teaching on practical application with clients who are not interested in incorporating art therapy into their treatment. Thank you!"

9. Employer Survey Data

There was a 100% send rate to all supervisors/employers of graduates from the 23-24 year who agreed to have their employer contacted, and a 80% return rate, with four surveys returned. Overall ratings were very positive with many strengths cited. The mean scores for various ratings of employee effectiveness surveyed ranged from 4.33-5.0 (on a 5 pt scale). CAT graduates earned a 5 out of 5 for many areas, including written documentation, ethical judgment, cultural competency, and demonstration of self-awareness. Many of the areas align with the highest self-ratings of the alumni themselves. Areas that received lower ratings included: Ability to explain use and provide rationale for use of interventions and group/family facilitation skills.





Summary of Qualitative Employer Survey Feedback (N=4)

- All 4 employers indicated “yes/absolutely” that the individual was a well-prepared employee, with one elaborating:
 - *“Ursuline students are some of the most well-rounded and prepared clinicians I have had the privilege of working with.”*
- In terms of skill strengths, four employers indicated:
 - *“Skills include understanding the counseling process, utilizing effective art therapy techniques/media, and understanding case conceptualizations.”*
 - *“Personable, knowledgeable and very teachable/cooperative”*
 - *“ethical awareness, good communication skills and ability to critically analyze her own work.”*
 - *“Calm in the face of crisis, able to implement interventions effectively, great at forming relationships with staff, parents, and students, open to supervision and guidance.”*
- For expected skills needing further development, one employer stated the following:
 - *“Coordination w/other social services, how to make referrals, how to report client disclosures of abuse. Also knowing how to confront/challenge clients when appropriate.”*
- In terms of suggestions for program, 3 employers stated “none” and 1 employer commented:
 - *“Teaching about how to deal w/difficult clients, how to motivate/challenge clients while still maintaining rapport.”*

10. Assessment of Student Learning (ASL) Report: Full report available within the CAT department.

Students achieved 85% or better on all assessments identified to measure Student Learning Objectives (also referred to as Program Objectives), with gains in several areas, including ethics of professional advocacy, child/adolescent assessment, theory application, and psychopathology diagnostic areas. Faculty continue to review outcomes related to student achievement several times per year, including when doing review of KPI data, when completing faculty annual evaluations (which requires extensive review and reflection to student evaluations), and when reviewing this ASL report at the conclusion of each academic year to see where improvements can be made. Faculty continue to refer students to the writing center and/or office of disability to help students secure accommodations, when needed, as well as continue to provide extensive support in the form of 1:1 office hours, provision of supplemental materials, revising and/or clarifying assignments, and other measures to increase student success.

11. Summary of Strengths and Needs Identified Overall (based on comprehensive review of all data- i.e., program outcome evals, alumni/supervisor surveys, KPI's, PD's, ASL data, etc.)

a. Summary of Program Strengths:

- Comprehensive dually accredited program with high academic standards, rigorous integrative CMHC and art therapy curriculum that prepares students for licensure in two inter-related professions
- Faculty/advisors and staff are highly supportive and graduating students/alumni frequently comment on this as the strongest aspect of what made the program beneficial for them
- High caliber of CAT faculty who are active scholars within two fields (research, presentations, service at state/national levels in both counseling and art therapy) in addition to administrative, teaching, and co-curricular responsibilities, therefore setting a strong example as models and mentors for current and incoming students
- Nearly 100% of graduates who are looking (based on survey responses) find jobs immediately
- Graduating students pass the National Counselor Exam (NCE) at rates above the national average, and do exceptionally well in areas of ethics, professionalism, helping relationships, cultural competency
- Employers/supervisors report that current students and alumni are exceptionally well trained, show excellence in documentation, therapeutic/relational skills, self-awareness and openness to feedback in clinical supervision, and other areas.
- Strong commitment to cultural humility and learning throughout curriculum and via well-established and expertly run service-learning program
- Strong focus to developing students' professional dispositions, including in areas of professionalism, ethics, self-awareness and other areas of CREATE
- Strong clinical/fieldwork offerings and trainings, excellent supervision
- Diverse elective course offerings and co-curricular opportunities (CSI, mentoring program, etc.)
- Excellent studio and classroom facilities, clinical skills lab spaces
- Availability of Graduate Assistantships for Spring cohort entrants
- Program administration has applied for and received various grants through Ohio state to benefit students/department, regularly keeps students informed of other external scholarship opportunities
- Student retention has steadily improved over last several years due to streamlined administrative and professional disposition assessment and support/gatekeeping procedures

b. Suggestions/Areas for Program Improvement:

- Need to increase CAT enrollment in Spring to achieve better balance between FA & SP cohort sizes
- Curriculum suggestions:
 - students request more focus to clinical supervision in internship courses, streamlining of redundant assignments
 - more in-class focus on NCE exam preparation; review of licensure processes
 - outcome of alumni/employer surveys, and Annual Assessment of Student Learning (ASL) report, suggests more focus needed to family/group facilitation skills, diagnostic skills
 - More thorough and/or strategic integration of licensure exam preparation material in courses, CAT 596 course
- Improved communication between CAT program (Clinical Director, CAT faculty supervisors) and site supervisors; Improve clarity to procedures for clinical site visits
- More focus to counseling interventions and preparing students for being able to articulate the rationale for when/why they elect to use a particular intervention over another
- Other suggestions for workshops/electives: neurodiversity, eco-art therapy; older adults; telehealth; business aspects of counseling (insurance, billing, marketing, etc.)

III. Continuous Improvement for 2025-2026

(Note: See follow-up from 2025-2025 proposed changes below this chart)

Proposed Items for 2025-2026	Timeline	Persons Responsible
Accreditation: Complete CACREP addendum request	Summer 2025	CAT Director CAT faculty
Accreditation: Prepare for CACREP virtual site visit (prepare students, faculty, staff, other stakeholders)	Fall 25-Spring 26	All CAT faculty
CAAHEP/ACATE: Update all curriculum to new ACATE 2026 Standards: Courses taught on Fall/Spring & Summer/Fall rotations must be updated by start of Fall 2025; Courses on Spring/Summer rotation must be updated by start of January 2026	Fall 2025 (all Fall/Spring & Summer/Fall rotation courses); Spring 2026 (all Spring/Summer rotation courses)	All CAT faculty
Administrative/Accreditation: complete ACATE mid-cycle review due Fall 25; Complete APRC process due Fall 25	Fall 2025	CAT Director CAT faculty
Admissions/Recruitment: Increase Fall 25 & SP 26 admissions; balance out FA & SP cohort sizes (Goal of 12-14 for FA 25; 6-8 for SP); update & revitalize CAT marketing materials, ongoing CAT info & outreach sessions	Fall 25-Spring 26	Graduate Admissions, CAT Director, Dean, CAT faculty
Healthy Minds Summit collaboration between CAT, SW, PNP programs (admissions & networking opportunities for current/prospective students to further goals of OH state behavioral health workforce grant funds)	Fall 2025	CAT faculty (Rebecca Miller, Katherine Jackson, Areka Foster); SW faculty; PNP faculty; Grad Admissions
Implement 2 new GA positions for SP 26; Data assistant position and/or train GA to assist	Spring 2026	Rebecca Miller, Melanie Steele, Matt Saxer, Patricia Sharpnack
Increase 1 st attempt NCE pass rate by 2% or more during 25-26 AY (utilize/integrate exam prep software and materials in CAT 596 courses)	Fall 25-Summer 26	CAT 596 faculty (Katherine Jackson, Diana Wallace) CAT Director
Service Learning: Continue to work on implementation of new service-learning location (New Zealand)	Summer 2026	Katherine Jackson UC Business office
See 2024-2025 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.	Fall 25-Summer 26	CAT Faculty

Proposed Items from 2024-2025	Progress Made	Persons Responsible
Prepare for CACREP site visit: physical environment preparation (classrooms, labs, bulletin boards, display cases); prepare students, sites, other stakeholders for meetings/interviews;	Site visit still TBD, as CACREP is behind; Request for addendum materials received in May 25, with due date of October;	All CAT faculty

make arrangements for visitors, etc. [Review full site visit guide]	Program Director was informed in May that site visit will be fully virtual	
Continue focus to increasing diverse representation among faculty, students, supervisors, and guest lecturers, as well as address topics of diversity across the curriculum and in co-curricular activities	CAT faculty have invited diverse range of guest speakers into classes, as able; diverse elective topics offered in 24-25 AY based on student, CAT advisory board suggestions; service learning expanding locations	All faculty, Graduate Admissions, CAT Director, Dean, Office of Diversity
Faculty: Continue efforts to recruit and hire new FT faculty/Assistant Director	No applications received for FT position; Decision made to discontinue posting due to decreased CAT enrollment, integration w/ Gannon	Program Director Dean, VPAA
Clinical: Clinical Director is in year 2 and will continue to acclimate and ensure optimal functioning of all processes, including ongoing familiarization w/ placement sites, updating and improving processes as needed in Tevera to aid with monitoring/accreditation needs (incl. improved documentation of service learning hours for CAT 549/550), improving and streamlining communication between sites and program, and updating clinical curriculum as needed for CAT 546, 547, 549/550	CAT Clinical Director has acclimated, worked on streamlining and updating many processes; Tevera parent company has been bought and is undergoing changes; Clinical Director has implemented new site sup orientation & feedback processes, continues to streamline courses	Areka Foster Rebecca Miller
Financial Resources for Students: Continue graduate assistantship positions, implement new positions: review applications for upcoming cycles and select applicants	1 new GA was onboarded in 24-24 to assist Clinical Director	Rebecca Miller, Melanie Steele, Patricia Sharpnack
Financial/Student Aid Resources: Continue to encourage student applications for Great Minds Fellowship program in line with program parameters	Great Minds Fellowships awarded to 10 students: Ohio Behavioral Health Workforce grant funds distributed to all OH resident students	Areka Foster Rebecca Miller All CAT faculty
Implementation of EMDR & TF-CBT trainings from Behavioral Health Workforce Grant for 2 nd year+ students, faculty, and site supervisors	43 total participants consisting of enrolled students, faculty, and site supervisors completed EMDR and TF-CBT trainings. 40/43 total participants have completed the required post-consultation requirements.	Diana Wallace
Curriculum: Implement other suggestions for electives as able for SP 25 (older adults, neurodiversity, grief, or psychopharmacology), consider and implement improvements to CAT 544 based on student feedback; CAT 519S-move content into CAT 520 & CAT 567, add 1 credit to CAT 567	Electives implemented in requested areas of DBT, IFS, reproductive trauma, somatic couns & AT based on surveyed interest; CAT curriculum changes did not happen due to higher priorities related to updating ACATE standards, working towards CACREP addendum requests	Rebecca Miller Other CAT faculty
Healing Imagination Art Show: Preparation, implementation	Show was successfully held in Fall of 2025 at Wasmer Gallery;	CAT faculty/Gail Rule-Hoffman Anna Arnold

	high level of artist participation & opening event well attended	
Physical Environment/Space: PH room 309 space make-over	Ohio behavioral health workforce grants funds received at end of SP 25 enabled PH 309 space renovation	Rebecca Miller Katherine Jackson Megan Seaman Pat Janosko
Studio/Space: Art studio supply organization and equipment up-keep. Art making studio experiences for students.	Ongoing goal (many supplies updated, organizational improvements made); successful holiday pop-up events, open art studios, silk scarf workshops	Graduate Assistants Gail Rule-Hoffman
See 2023-2024 Assessment of Student Learning Report (ASL) for continuous improvement changes related to specific courses.		CAT Faculty