

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—PROGRAM CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 CATALOG _____

DEPARTMENT: COUNSELOR EDUCATION

COLLEGE: EDUCATION

PROGRAM NAME: CERTIFICATE IN POSTSECONDARY ACADEMIC COACHING

EFFECTIVE DATE

(PROVIDE TERM/YEAR)

FALL, 2015

PLEASE EXPLAIN THE REQUESTED CHANGE(S) AND OFFER RATIONALE BELOW AND/OR ATTACHED:

Please see attached.

Faculty contact, email and complete phone number:


Paul R. Peluso, Ph.D. Chair and Associate
 Professor

Consult and list departments that might be affected by the change and attach comments.

College of Education Departments
 School of Social Work
 Department of Psychology

Approved by:

Department Chair: 

College Curriculum Chair: 

College Dean: 

UGPC Chair: 

Graduate College Dean: 

UFS President: _____

Provost: _____

Date:

2/13/15

3/14/15

3/11/15

3/18/15

3/25/15

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

2/25/8
3/1/8
3/1/8
4/25/8

James M. [unclear]
[unclear] [unclear] [unclear]
[unclear] [unclear] [unclear]



Department of Counselor Education
College of Education
777 Glades Road
Boca Raton, FL 33431-0991
tel: 561.297.3602
fax: 561.297.2309
www.coe.fau.edu/academicdepartments/ce

Proposal- Certificate in Postsecondary Academic Coaching

Over the past two years, the Department of Counselor Education—specifically the School Counseling Track faculty—have been working with the Office of University Advising, the Undergraduate Dean’s Office, and the Provost’s office to incorporate elements of the *Student Success Skills* curriculum that has been developed and implemented at the K-12 levels. At this point, it is being expanded to a K-16 model, and we are looking to increase access for students and professional staff who are looking to increase their skills in the areas of advising that are primarily behavioral and emotional in nature (though sub-clinical), and moving students towards strategies that will help them meet their personal and academic goals. In the latest draft of the 2016 Accreditation Standards, CACREP (our accrediting body) accredits full programs in this area, called “Postsecondary Counseling.”

While we are not prepared to offer a separate degree in “Postsecondary Counseling” we would like to offer a Certificate in Postsecondary Academic Coaching. This would consist of two courses currently offered in our program: MHS 6430 Career Counseling and MHS 6428 Lifespan Development. In addition, we would like to offer four additional courses:

MHS 5340 College Readiness, Engagement, and Success Skills

MHS 5401 Principles of Postsecondary Academic Advising

MHS 5620 Organization and Administration of Postsecondary Academic Advising

MHS 5608 Helping Skills for Postsecondary Academic Advisors

These would all be graduate-level courses (we have submitted for course numbers). I am attaching the syllabi for each, as well as a “crosswalk” of CACREP Postsecondary Counseling standards that each course would address. They were approved by the whole department this week, and the dean is aware of our intentions. I am in the process of securing letters of support from Joe Murray, Director of FAU’s Office of University Advising, as well as from Peter Barbitas, Vice President of Student Services and Enrollment at Palm Beach State College attesting to the usefulness of such a certificate.

Please do not hesitate to contact me if you have any additional questions. You may call me at (561) 297-3602 or e-mail at ppeluso@fau.edu.

ELRM:

I see no problems from EDLRM. Bob

Sent from my iPhone

On Feb 13, 2015, at 5:06 PM, "Paul Peluso" <ppeluso@fau.edu> wrote:

T&L:

Wonderful!!

From: Paul Peluso **Sent:** Friday, February 13, 2015 5:06 PM **To:** Barbara Ridener **Cc:** Michael Brady; Emery Hyslop-Margison; Deena Wener; Michael Whitehurst; Robert Shockley; Valerie Bristor **Subject:** Re: Proposed Certificate in Postsecondary Academic Coaching

That would not be appropriate, so I would be against that.

Thank you!

Paul

Sent from my iPhone

On Feb 13, 2015, at 4:59 PM, Barbara Ridener
<BRIDENER@fau.edu> wrote:

Paul,

I have no problem with this. – unless of course the university has the intention to move to incorporate it as a requirement for all advisors (faculty) in the name of *Student Success*.

Barbara

Exercise Science:

Paul,
ESHP has no conflict with these courses on the idea of a certificate program.
Mike

CCE&I

Paul,

Although I do think we need to step very carefully about adding new programs of any description within the current milieu, this is a wonderful and thoughtful initiative. There are no conflicts with CCEI.

Best wishes,
Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

EXE:

I've reviewed the proposal, as well as the individual course syllabi. I do not see any conflict or substantial overlap with courses or programs in the ESE Department. This looks like a fine idea! I wish you all well with this initiative!

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

2016 Standards for Postsecondary Counseling

For each of the lettered standards listed below, programs must (1) show where the content is covered in the curriculum and (2) provide evidence of student knowledge or application.

1. Foundations

- A. history and development of postsecondary counseling and student affairs
- B. Student development theories relevant to student learning, personal and identity development, and wellness
- C. Organizational, management, and leadership theories relevant to counseling in postsecondary educational settings
- D. Principles of student development and the effect on life, education, and career choices
- E. Assessments relevant to postsecondary settings and higher education

2. Contextual Dimensions

- F. Roles and settings of counselors in postsecondary educational settings and student affairs professionals
- G. Roles of counselors in postsecondary education in relation to the operation of the institution's emergency management plan, and crisis, disasters, and other trauma-causing events
- H. Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
- I. Signs and symptoms of substance abuse in individuals in postsecondary educational settings
- J. Current trends in higher education and the diversity of postsecondary education environments
- K. Organizational culture, budgeting and finance, and personnel practices in postsecondary education
- L. Environmental, political, and cultural factors that affect the practice of counseling in postsecondary educational settings

	MHS 6340 Career Development	MHS 6482 Lifespan Development	MHS XXXX Principles of Academic Advising	MHS XXXX College Readiness, Engagement, and Success Skills	MHS XXXX Organization and Administration of Academic Advising	MHS XXXX Appreciative Advising and Helping Skills for Academic A
A. history and development of postsecondary counseling and student affairs			x			
B. Student development theories relevant to student learning, personal and identity development, and wellness		x				
C. Organizational, management, and leadership theories relevant to counseling in postsecondary educational settings					x	
D. Principles of student development and the effect on life, education, and career choices		x				
E. Assessments relevant to postsecondary settings and higher education	x				x	
F. Roles and settings of counselors in postsecondary educational settings and student affairs professionals					x	
G. Roles of counselors in postsecondary education in relation to the operation of the institution's emergency management plan, and crisis, disasters, and other trauma-causing events					x	
H. Characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders		x				x
I. Signs and symptoms of substance abuse in individuals in postsecondary educational settings						x
J. Current trends in higher education and the diversity of postsecondary education environments				x		
K. Organizational culture, budgeting and finance, and personnel practices in postsecondary education					x	
L. Environmental, political, and cultural factors that affect the practice of counseling in postsecondary educational settings					x	

2016 Standards for Postsecondary Counseling

3

- M. The influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in postsecondary education
- N. Influence of learning styles and other personal characteristics on learning
- O. Policies, programs, and services that are equitable and responsive to the unique needs of individuals in postsecondary educational settings
- P. Unique needs of diverse individuals in postsecondary educational settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- Q. Postsecondary resources to improve student learning, development, mental health, and wellness
- R. Professional organization, preparation standards, and credentials relevant to the practice of counseling in postsecondary educational settings
- S. Legal and ethical considerations specific to postsecondary educational environments
- PRACTICE**
- T. Collaboration with P-12 personnel to facilitate postsecondary transition
- U. Collaboration within the postsecondary community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational environments
- V. Design, implementation, and evaluation of programs and services offered in postsecondary educational environments
- W. Strategies to assist individuals in postsecondary educational settings with personal/social development
- X. Interventions related to a broad range of mental health issues for individuals in postsecondary educational settings

	MHS 6340 Career Development	MHS 6482 Lifespan Development	MHS XXXX Principles of Academic Advising	MHS XXXX College Readiness, Engagement, and Success Skills	MHS XXXX Organization and Administration of Academic Advising	MHS XXXX Appreciative Advising and Helping Skills for Academic A
M. The influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in postsecondary education	x					x
N. Influence of learning styles and other personal characteristics on learning			x			
O. Policies, programs, and services that are equitable and responsive to the unique needs of individuals in postsecondary educational settings				x		
P. Unique needs of diverse individuals in postsecondary educational settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students		x	x			
Q. Postsecondary resources to improve student learning, development, mental health, and wellness			x			
R. Professional organization, preparation standards, and credentials relevant to the practice of counseling in postsecondary educational settings		x				
S. Legal and ethical considerations specific to postsecondary educational environments		x				
PRACTICE						
T. Collaboration with P-12 personnel to facilitate postsecondary transition			x			
U. Collaboration within the postsecondary community to develop programs and interventions to promote the academic, social, and career success of individuals in postsecondary educational environments				x	x	
V. Design, implementation, and evaluation of programs and services offered in postsecondary educational environments			x		x	
W. Strategies to assist individuals in postsecondary educational settings with personal/social development		x	x		x	
X. Interventions related to a broad range of mental health issues for individuals in postsecondary educational settings			x		x	

2016 Standards for Postsecondary Counseling

Y. Strategies for addiction intervention, prevention, and outreach for individuals in postsecondary educational settings

Z. Use of multiple data sources to inform programs and services in postsecondary educational settings

MHS 6340 Career Development					
MHS 6482 Lifespan Development					
MHS XXXX Principles of Academic Advising					
MHS XXXX College Readiness, Engagement, and Success Skills			x	x	
MHS XXXX Organization and Administration of Academic Advising					x
MHS XXXX Appreciative Advising and Helping Skills for Academic A					



University Advising Services

777 Glades Road
Boca Raton, FL 33431

tel: 561.297.3064

fax: 561.297.3132

advisingservices@fau.edu

www.fau.edu/uas

February 26, 2015

Joseph E. Murray
Director, University Advising Services
Florida Atlantic University

To Whom It May Concern:

I am writing in support of the Certificate in Postsecondary Academic Coaching. Student success, persistence, retention and timely graduation have become critical for institutions within Florida and across the nation. State funding, performance evaluations and accreditations are becoming increasingly tied to all these efforts.

As an ongoing effort to develop policies and strategies to strengthen these efforts, there is a growing demand for academic advisors, career and success coaches, support personnel, student service professionals and administrators to increase their knowledge and credentials in the skills of academic coaching. Many institutions are creating and staffing success coaching centers to support their students and are looking for professional candidates with the background and training to bring on board.

A certificate in Coaching is extremely timely and relevant given the current realities of higher education. The Office of University Advising Services and our academic coaching center (ACCESS) has been working closely with the Counselor Education Department to identify and design a program built around the Appreciative Advising model to provide a well-rounded and effective skill set of coaching and appreciative advising tools and interventions that would be particularly attractive to postsecondary personnel looking to improve their effectiveness.

Please consider this a strong recommendation in support of this proposal.

Sincerely;


Joseph E. Murray
Director, University Advising Services
Florida Atlantic University

February 13, 2015

Dear Colleagues:

This letter is written in support of Florida Atlantic University's proposal to create a certificate in academic coaching. As the role of academic advising has become more complex and more fully integrated with post-secondary institutions' strategic initiatives to improve retention and graduation rates, this presents a most timely opportunity.

Palm Beach State College is particularly interested in this proposal as we have committed to hiring 25 additional academic advisors over the next five years. Performance based funding will require us to be more holistic in our approach to not only monitor time to degree, but completion, job placement and starting salaries as well. As a result, we are aligning our career centers with academic advising and fostering a strong relationship with disability support services, mental health counseling and testing. In addition, a case management approach is being implemented by our advisors to create a stronger rapport with students and provide them with individualized support.

The College is further considering the addition of a third level on the career path for advisors which would require certification in career development, personal counseling or another national standard yet to be identified. The academic coaching certification would certainly be one of the credentials we would recognize.

We look forward to our continued close relationship with Florida Atlantic University.

Thank you.



Peter Barbatis, Ed. D.
Vice President
Student Services and Enrollment Management

From: David Wolgin wolgindl@fau.edu
Subject: Re: Academic Coaching Certificate
Date: March 17, 2015 at 4:54 PM
To: Paul Peluso ppeluso@fau.edu



Paul,
The Psychology Department supports this program. Good luck.
Dave

David L. Wolgin, Ph.D.
Professor and Chair
Department of Psychology
Florida Atlantic University
Boca Raton, FL 33431
E-mail: WOLGINDL@FAU.EDU
Phone: 561/297-3366
Fax: 561/297-2160

From: Paul Peluso <ppeluso@fau.edu>
Date: Tuesday, March 17, 2015 at 4:01 PM
To: David Wolgin <wolgindl@fau.edu>
Subject: Fwd: Academic Coaching Certificate

Hi Dave

I am presenting this to the UGPC meeting tomorrow. We have gotten acceptance from departments in COE, as well as Social Work. I'd like to be able to say that we have consulted you and the department.

Thank you in advance. Sorry to bother you.

Paul

Sent from my iPhone

Begin forwarded message:

From: "Paul Peluso" <ppeluso@fau.edu>
To: "David Wolgin" <wolgindl@fau.edu>
Subject: Academic Coaching Certificate

Dear Dave

Over the past two years, the Department of Counselor Education—specifically the School Counseling Track faculty—have been working with the Office of University Advising, the Undergraduate Dean's Office, and the Provost's office to incorporate elements of the *Student Success Skills* curriculum that has been developed and implemented at the K-12 levels. At this point, it is being expanded to a K-16 model, and we are looking to increase access for students and professional staff who are looking to increase their skills in the areas of advising that are primarily behavioral and emotional in nature (though sub-clinical), and moving students towards strategies that will help them meet their personal and academic goals. In the latest draft of the 2016 Accreditation Standards, CACREP (our accrediting body) accredits full programs in this area, called

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Please let me know if you see any conflicts with your areas, and I am happy to discuss this with you further should you like. I am hoping to get this to the GPC next month, so if it is possible to give me your feedback before Monday March 9, 2015 I would appreciate it.

Many thanks,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Chair and Associate Professor
Paul R. Peluso, Ph.D., LMHC, LMFT
Chair and Associate Professor

President, International Association of Marriage and Family Counselors (IAMFC)

Editor in Chief, *Measurement and Evaluation in Counseling and Development*

Department of Counselor Education
Florida Atlantic University
777 Glades Rd.
Bldg 47, Rm 270
Boca Raton, FL 33431-0991

| (561) 297-3625 (Office)
| (561) 297-3602 (Dept.)
| (561) 297-2309 (Fax)

From: John Graham grahamj@fau.edu
Subject: RE: Counselor Education Certificate in Academic Coaching
Date: March 12, 2015 at 2:02 PM
To: Paul Peluso ppeluso@fau.edu

JG

Hi Paul!

No conflict at all with social work for your excellent initiative; sorry for my lack of clarity.

Thank you so very much,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University
777 Glades Road
Boca Raton, Florida, 33431, USA
grahamj@fau.edu
561 297 3245 (phone)
561 419 4407 (cell)
561 297 2866 (fax)
www.fau.edu/ssw/

From: Paul Peluso
Sent: Thursday, March 12, 2015 1:35 PM
To: John Graham
Subject: Re: Counselor Education Certificate in Academic Coaching

Hi John

I completely understand. We did the same thing 10 years ago when we proposed our doctoral program. I know I don't have to say it, but I wish you good luck. I am sure that it will get approved.

I just wanted to be clear about your last email. Is there any conflict with Social Work for the courses we are submitting?

Thanks

Paul

Sent from my iPhone

On Mar 11, 2015, at 1:01 PM, John Graham <grahamj@fau.edu> wrote:

Hi Paul!

Thanks so much for this.

Nothing on our end; we're pleased to see you moving forward on your initiative.

I'll refer to your email in our submission to the university committee (earlier today, it went to the College committee).

Next 3 weeks terribly hectic —,BOG in Tallahassee next week , heading out of state the following week, site team accreditation immediately upon my return. What does the week of April 20 look like with you?

Thanks so much,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University
777 Glades Road
Boca Raton, Florida, 33431, USA
grahamj@fau.edu
561 297 3245 (phone)
561 419 4407 (cell)
561 297 2866 (fax)
www.fau.edu/ssw/

From: Paul Peluso
Sent: Wednesday, March 11, 2015 12:58 PM
To: John Graham
Subject: Re: Counselor Education Certificate in Academic Coaching

Hi John,

I reviewed the SW syllabi for the DSW and find no conflicts with Counselor Education.

Did you have a chance to get feedback from your faculty on ours?

And I would love to get something on the calendar. What works for you in the next two weeks?

Thanks,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT