2022-2023 Academic Program Review External Review Report
Communication Sciences and Disorders
February 8th-9th

Review Team Members
Dan Halling, Grand Valley State University
Laura Plexico, Auburn University
Carol Bishop Mills, Ph.D., Florida Atlantic University

Part 1: Overview

On February 8th and 9th, the team of Drs. Dan Halling (Grand Valley State University), Laura Plexico (Auburn University), and Carol Bishop Mills (Florida Atlantic University) reviewed FAU's Communication Sciences and Disorders department, and the M.S. degree in Speech-Language Pathology. Debra Szabo provided the reviewers with a self-study and associated documentation. A detailed itinerary was provided by Dr. Paul Peluso, Senior Associate Dean, College of Education. The interviews were conducted via zoom.

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Mr. Jeremy Bayne, Program Coordinator, Communication Sciences

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Ellen Stern, Adjunct Clinical Faculty

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Bree Vance, Student
Samson Eagen, Student
Josie Fry, Student
Briana, Student

A. Degree Programs by Level

Bachelor's (BA): None

Master's (MA): Communication Sciences and Disorders

B. Summary of Visit

The Master of Science in Speech-Language Pathology, housed in the Department of Communication Sciences and Disorders (CSD), is an established academic program with an on-campus clinic to support the program. The university is in the process of change as it adopts an aggressive growth in expectations for scholarly outcomes. This growth, in turn, is requiring that programs step up their research productivity and, if need be, change their culture.

CSD is in a position to support institutional change but must find ways to do so without an immediate influx of revenue and other resources to support that change. This requires that the program make some difficult and strategic decisions, particularly related to where they are going to direct their limited resources, what is the purpose of the clinic and how is it going to help or hinder their own growth and support of institutional change, how they can work more effectively as a team with shared vision, and how they can streamline their curriculum so as to continue to produce well-prepared students while redirecting resources devoted to teaching to other priorities such as growing their research profile.

C. Major changes since the last program review

The department has been through the pandemic which impacted all activities at the university. They have a new dean and a new department chair. Thus, many changes suggested may not have been met due to change. Others may not be in the long-term best interest of the program itself.

1. Communication Sciences and Disorders should explore the feasibility of offering an on-line post-Baccalaureate Prerequisite Leveling Curriculum.

We do not know if the department explored the feasibility, but it was mentioned several times by interviewees. Currently, they are not offering an online post-bac level curriculum. The faculty

did not discuss or provide this as a current strategic initiative. In large part, this team does not believe they have the adequate resources to develop this option, but with increased faculty, the team would continue to support this recommendation. However, we strongly believe the department would need to financially benefit or receive more resources (i.e., faculty lines) from its addition. Otherwise, it simply continues to strain an already overburdened and understaffed program.

2. Faculty of CSD should be actively engaged in niche research initiatives such as FAU Health with similarly minded scholars.

The existing faculty appear to be engaged in research and collaborating with each other and other faculty on campus. However, there are opportunities to better engage with other health service areas. We did not have the opportunity to meet with the other health organizations on campus but given that it is a strategic priority of the university, increasing collaborations could be critical for long-term success. As FAU builds out the medical school and dental school, the College should leverage the need for including Communication Sciences as important aspects of health research and services provision.

3. Relocate or renovate the CSD Clinic and Department facilities such that they are sufficient to capitalize on the program strengths. The clinic can easily become an avenue for recognition.

It was a consistent theme that faculty and staff wanted to improve and relocate clinic facilities. Those decisions need to be tied to the larger strategic plan for the department (see above about leveraging the health focus or expanding). There is no evidence that this has been done, but the clinic is also in need of a clearer strategic plan and integration with courses. It is not clear how clinical faculty engage with research faculty. The interviewees often referred to this being seen as "gem" of the university, but it is not being supported to maximize the teaching or outreach mission.

4: Curriculum Review:

It is sound practice to frequently review courses and credit hours to parallel the practice world. It is not necessary to alter the total credit hours required for graduation if credit hours shift to more accurately align with the changes in the profession.

Part 2: Findings

A. Strengths

- Hard-working dedicated faculty and staff. Significant dedication to the teaching mission of the program and the clinical preparation of students.

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- Strong curriculum, resulting in well-prepared students
- Overall, happy/content students. Students praised face-to-face course experiences and enjoy how engaged they are with the faculty.
- Location, location, location (recruitment for faculty and students)
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B. Weaknesses

- The department needs more faculty to be consistent with institutional, college, and program strategic plans for FAU Health.
- The salary available for the two faculty searches is not competitive. Start-up packages will also need to be increased to be more competitive to effectively recruit within our professional environment. Within our field there is currently a PhD shortage with more positions than candidates for hire. SREB average for an assistant professor in communication disorders is $71,963. Start-up packages for faculty with R1 research expectations often start at $70,000.
- To meet the research and teaching mission of the department, there are not enough resources provided for supplies and equipment. The process for strategically maintaining and accruing needed equipment to meet teaching and clinical training needs is not clear and needs to be established.
- The department does not appear to strategically budget for technological advances or equipment repairs. For example, the system currently used to record sessions is out of date and not easily accessible for students. How could or would the department position itself to update the current system?
- To both meet the institution's goal for increased scholarship and to increase faculty success for promotion and tenure, research lab space and resources appear to be limited for faculty with research expectations.
- The mentoring process for junior faculty to be successful is not clearly defined.
- The service obligations for the department are high. Faculty are overly burdened with outside service given current instructional demands and faculty shortage.
- There are no department bylaws that would provide guidance for how the department would conduct departmental business.
- The process for administrator feedback and review is not clear.
- The program is credit heavy when compared to other communication disorders programs.
- The onboarding process for adjunct faculty needs improvement. Adjunct faculty need to be communicated with more regularly and provided access to university systems (e.g.,

Canvas, live text etc.) and other systems and resources (e.g., templates) in a timely manner.

- There is a disconnect between the institutional strategic plan and the resources available to the program. The "Race to Excellence", which clearly includes significantly increased focus on scholarship productivity (moving toward R1 classification) is inconsistent with faculty salaries, workload determinations, equipment and space allocations.
- The clinic lacks visibility, a marketing budget, and standard janitorial services. The budget and cleaning process of the clinic needs to be addressed.
- For the clinic to thrive, there needs to be a clear vision for the services offered (revenue generation, student training, outreach, etc.). That mission must be clearly identified and agreed upon throughout the college.
- Student engagement with the clinic in the first semester could be improved. Student clinic handbook containing clinic policies and procedures is not readily available to students on the website for review.

C. Recommendations

- During a time with limited budget, faculty, and resources, the program needs to be very strategic in what they devote resources toward.
- The students in the program do not appear to need the core courses required in the College of Education. Given that Communication Sciences is often in various colleges, this curriculum does not align with typical curriculum offering for peer and aspirational programs. The department needs to advocate for a better aligned curriculum.
- Would trimming the curriculum allow the program greater flexibility with workload planning? Many students are coming in with observation hours already.
- What can be done with the clinic to better accomplish the strategic plan and objectives? Clinics are workload intensive. Yet, adjuncts could not clearly articulate their assignment expectations. There needs to be clear expectations for assignments.
- Do you grow the clinic or reduce it and still accomplish its purpose? Is there assurance that if you grow the clinic you would retain revenues to deal with the apparent budget shortfall?
- Would admitting more students justify hiring more faculty? The typical bottleneck for programs admitting more students is the availability of placements. At FAU it appears to be faculty/supervisor availability.
- Students should not be sharing clients if the clinic model is to be utilized.
- Align the department strategic plan with the university and college level strategic plans.
- A clear vision and mission for the clinic needs to be established. Growth and a first-floor location alone are not a vision and mission.
- Ensure that students are getting proper practices in the clinic, such as appropriate sterilization and cleaning protocol. There needs to be money for all cleaning supplies, and

time for proper cleaning protocol at all times. This is critical to maintain professional standards, as well as client health.

- Develop a communication plan between entities (academic and clinic, faculty and staff, department, and college). Messages from each differ significantly (e.g., sufficiency of budget, fit of CSD in COE, future growth, etc). It does not appear that tenure/tenure track and clinical faculty are working effectively as a team.
- Develop plans for more IPE
- The team shares concern over the upcoming CAA Site Visit and recommends that the faculty meet and discuss compliance with each standard. They need to have a united message coming from all parties. They need to clarify integration of academics and the clinic for providing a quality program.
- For the program and clinic to grow, there needs to be additional dedicated support staff and infrastructure. Though incredibly engaged and competent, the current person is taking on too many disparate roles for both academic and clinic functions. In the interim, the department and clinic could employ work study students to perform rudimentary tasks.

Considerations:

- Can the program trim the curriculum and eliminate unnecessary courses (EDF 6481 and STA 6113).
- Could the UG leveling courses be eliminated? These are offered online from other sources. Could these faculty resources be redirected to address deficiencies in the graduate program?
- Why not start clinic first semester?
- Is there integration between the academic class/content and the practicum sequence? It was hard to see if students could clearly make those connections.
- Can you initiate clinic/training fees in the registration process to help ensure there are proper supplies that now appear to be lacking?
- Can there be increased engagement with FAU Health/ Research Committee/ Grant Consultants?

Questions from the department

1. Can the department hire academic and clinical faculty to grow the program?

This is a particularly difficult recruiting year as many/most programs are hiring from a limited pool. Still, there are qualified people out there. Given what we learned about the likely starting salary and start-up packages that you may be offering, we consider it unlikely that you will attract the type of candidates that are going to take you where you want to go as defined by your strategic plan.

2. Given that future research is likely to be collaborative and utilize physiologic and/or neurologic instrumentation, what support will the department receive from the university?

This is a question that must be answered by your administration. Administrators appear to be supportive of the CSD program, including providing competitive salaries and start-up funds for the two new faculty that are being recruited.

3. How can CSD play a role in university areas such as the FAU Health Network, the future dental school, and related departments such as Neurology, Pediatrics and Otolaryngology?

Again, you know the possibilities and personalities at play here. The reviewers were told that the Medical School may be interested in affiliating with the CDC in order to share and maximize the institutional resources for clinical activity.

4. Given the continuing education requirements of the field, how can travel support be increased?

As a team, we are not terribly concerned about travel support for CE. There are many outstanding CE opportunities available online in this post-pandemic period. Perhaps the bigger concern than CE is faculty having the opportunity to disseminate their scholarship with limited travel support. This may be a motivation for administrators to consider alternative sources of travel support for active scholars.

5. How can CSD establish meaningful partnerships within FAU (e.g., the IPE office) and the community (professional organizations, hospitals, schools, etc.) to increase the clinical and academic educational outcomes of our students?

This is a local resource question that the team cannot best address. You may consider creating an advisory board with local professional leaders and engaging them to develop those relationships and provide you with additional contacts, as well.

Student Learning Outcomes

For this program, student learning outcomes must reflect minimal professional standards, so assessment is to ensure that they are meeting these standards. This is necessary for accreditation.

As presented, the SLOs appear to be in line with current accreditation standards. However, there is currently no evidence of a granular review to ensure students have competencies that can be improved beyond those minimal professional standards or that the data is being used in a way that can better improve student learning, professional knowledge, and clinical skills. How are

the faculty using the outcomes? How are the outcomes being used to redesign or innovate curricular changes? We did not see evidence of how that is happening.

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Q2: Is analysis of outcomes being used for program improvement?

- 1.1: No. This is a minimal requirement for accreditation and, therefore, not amenable to future program improvement.
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Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Department name with programs listed
Program Director/ Coordinator Name:	Dr. Carman S. Gill / Mikaela Kursell
Program Self-Study Contact:	Dr. Carman S. Gill, Chair
Self-Study Contact Email:	gillc@fau.edu
Self-Study Contact Phone Number:	561-297-3625

DRAFT- Revised November 1.

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A. Mission and Purpose of the Program

Department of Counselor Education

Purpose

The Department of Counselor Education is *both* an academic and professional training program. As a professional program, it is guided by both accreditation standards (i.e., Council for Accreditation of Counseling and Related Educational Programs [CACREP]), as well as ethical standards and guidelines (American Counseling Association Ethics Code, State of Florida Department of Education, State of Florida Licensure Board and statutes, State Vocational Rehabilitation Certification Board) for the training of graduate-level counselors eligible for licensure or certification. As a result, faculty in the department teach both academic and clinical/didactic courses. Unlike academic-only programs, this professional training focus requires additional resources and materials (observation rooms, etc.), as well as time and effort. Faculty in the Department of Counselor Education are responsible for both the academic, professional, and personal development of our students in their quest to become high-quality professional counselors. This commitment to quality demands significant faculty time beyond course preparation (e.g., meeting with site supervisors in practicum and internship, reviewing clinical reports, and audio transcriptions to ensure client care, insuring legal and ethical codes are being met, and gatekeeping functions to the profession) that are over and above the traditional academic faculty roles. Further, the focus of our doctoral programs is to train counselor educators who have advanced and knowledge and skills in counseling, teaching, supervision, professional leadership and service, and research and publication. To accomplish this, faculty train students in advanced coursework and closely mentor these students, providing guidance through original, high level, dissertation research. Many of doctoral graduates are published in nationally recognized peer-reviewed journals before graduation and are hired by noteworthy universities. However, the faculty of the Department of Counselor Education fulfill these duties, as well as the duties of the traditional faculty, with equal passion, rigor, and dedication.

Mission Statement
The Department of Counselor Education's mission statement is as follows:

"Our mission is to educate students for professional counseling practice and leadership in local, national, and international domains. Mindful that education extends beyond coursework, faculty and students collaborate with schools, communities, agencies, and other professionals, to conduct research, and provide services in accord with the highest ethical and professional standards and values in response to the personal, educational, and vocational needs of individuals and families living in diverse and multicultural environments including persons with disabilities. Faculty aspire to produce new knowledge and relevant research, create dynamic atmospheres for learning, and inspire students to actualize their potential, all with the goal of achieving just solutions to human concerns."

Goals
In order to accomplish this mission, the faculty in collaboration with students enrolled in departmental programs endeavor to achieve the following three goals:

1. An ethically-informed professional identity;
2. A disciplined scholarly inquiry and research agenda; and
3. A commitment to efficacious professional service.

Our program objectives are:

1. To achieve an ethically informed professional identity, faculty and student are expected to:
    - Understand and articulate their unique professional identity including the history, values, and scope of practice of the counseling profession

- Recognize and respect the possibilities and limits of their personal and professional perspectives, knowledge, skill, and authority, and to behave in accord with the highest ethical and professional standards
- Consult with their advisor(s), supervisor(s), and professional colleagues regarding ethical, programmatic, counseling practice and other professional choices
- Participate in and contribute to local, state, regional, national, and international activities promoting the counseling profession
- Work cooperatively and collaboratively with other professionals in the university, schools, agencies, and other institutions
- Demonstrate knowledge of commitment to and advocacy for our clients including persons with disabilities, communities, and the counseling profession

2. To achieve a disciplined scholarly inquiry and research agenda, faculty and student are expected to:
    - Collaboratively develop and maintain an orientation toward scholarly inquiry respecting diversity of methods, approaches, and findings
    - Master research methods and strategies that promote analytic-based studies, while being mindful of the ongoing nature of research
    - Promote the connection between research and practice
    - Promote the production and dissemination of science-based research
    - Involve themselves in life-long personal and professional development
    - Advocate the value and reliance on scholarly knowledge in framing a professional identity
3. To achieve a commitment to efficacious professional service, faculty and student are expected to:
    - Provide compassionate and competent ethically-and-culturally sensitive professional counseling service including persons with disabilities
    - Critically analyze, synthesize, and differentially apply counseling knowledge and skills in multiple contexts
    - Demonstrate competency in the use of supervision and consultation
    - Practice effectively in organizations and service delivery systems, and understand the process of advocacy for organizational change
    - Promote equal and just educational, employment and self-development opportunities for all individuals including persons with disabilities
    - Provide leadership that enhances professional efficacy.

B. Previous External Reviews

The Masters of Education Programs in School Counseling and Clinical Mental Health Counseling were initially accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in October, 2005. This full, eight-year accreditation came following the preparation of a self-study and a site visit earlier that year. The Masters of Education in Rehabilitation Counseling program was accredited by the Council on Rehabilitation Education (CORE) in 2006**,** also following the preparation of a self-study and site visit. In 2010, the Doctoral Program in Counseling prepared a self-study for a mid-cycle accreditation by CACREP and was successfully accredited.

In 2009 the M.Ed. program in Rehabilitation Counseling was re-accredited until August 31, 2018. In 2013, the M.Ed. in School Counseling and Clinical Mental Health Counseling programs, along with the Ph.D. program in Counseling went through re-accreditation (including a self-study and external site-team visit). The programs received a two-year conditional accreditation for being out of compliance with CACREP General Standard 1.C, which states: "*The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments."* This was primarily due to the fact that several faculty lines had been left unfilled.

In the ensuing two years, three new faculty hires commenced. In addition, a fourth hire (to fill a retirement) was permitted, but was unsuccessful. The department re-opened this search in Fall 2015 and subsequently filled that position. In July 2015, the department was informed that all conditions had been met and that CACREP had fully accredited the M.Ed. in School Counseling and Clinical Mental Health Counseling programs, as well as the Ph.D. program in Counseling until October 2021.

In 2014, CACREP and CORE announced a merger that was completed in 2017, and the department converted the M.Ed. program in Rehabilitation Counseling to a Clinical Rehabilitation Counseling Program under the unified CACREP and CORE accreditation standard. The Department was informed that the initial review of the application for converting the program was positive, and that it was being recommended for full review to commence in January 2016. The CACREP Board subsequently approved the dual accreditation (CMHC/CLRC) through the CACREP/CORE conversion process, updating all programs to full accreditation through 10/31/2023.

The Department of Counselor Education is currently in the re-accreditation process for CACREP accreditation renewal. This accreditation is crucial to the continued functioning of the department, for reasons noted in the following paragraph. We conducted our self-study for reaccreditation, beginning in May of 2022. The final document, with 433 pages of narrative, totaling over 1000 pages, including appendices, CVs, and syllabi, was submitted to CACREP in a zip file via their portal on May 3rd, 2022, and accepted on May 6th. We received a response from CACREP on August 17th, with request for an addendum to clarify specific questions. The department is in the process of responding to their questions and we expect to entertain a site visit from CACREP in the spring semester. In July 2023, the CACREP board will meet to vote on our re-accreditation. We hope for a full 8-year re-accreditation.

In addition to being the mark of a quality program, CACREP accreditation sets FAU's graduate programs in counseling (both Masters and Doctoral) *considerably* above competing programs in the surrounding area. This translates into a *distinct advantage* for graduates of FAU's programs when seeking employment. For doctoral students, graduation from a CACREP accredited program is a *requirement* for employment for as an Assistant Professor in a counseling department. It has also become a requirement for employment at Veterans Administration hospitals and clinics, and to qualify as a provider for TRICARE, the largest federal program for military families and retired military personnel seeking mental health counseling services. For masters students, graduation from a CACREP accredited program, means easier registration for licensure in the state of Florida, *and* portability of credentials outside of the state of Florida. Further, beginning in July of 2025, mental health licensure in the state of Florida will require the applicant to be a graduate from a program accredited by either CACREP or the Masters in Psychology and Counseling Accreditation Council (MPCAC), or an equivalent accrediting body **(**MPCAC). Without

continued CACREP accreditation, our graduates would not get licensed in Florida, meaning we would no longer be able to attractive prospective students.

C. Instruction

Establishment of Student Learning Outcomes (SLOs)

As an integral part of our assessment framework, and informed by the standards of accreditation for the department-level programs (CACREP), the college (CAEP, FL DOE), and the university (Southern Association of Colleges and Schools Commission on Colleges [SACSCOC]), the department has developed measures and methods to assess student progress from a variety of perspectives. First, each program within the department assesses students in the three SACSCOC domains of Content Knowledge, Communication, and Critical Thinking. The results of these assessments are uploaded annually into the University Assessment Database (see Appendix 1). Next, college-level assessments are collected and stored within the LiveText system. These assessments are primarily rubric-based and are aggregated and reported to both the University Assessment Database as well as to the State of Florida Department of Education (for the School Counseling program, primarily). Finally, each program (Masters in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling and School Counseling, as well as Doctoral Program in Counseling) must assess aspects of students' performance in accordance with program-specific specialty accreditation standards.

Masters Programs

For the **School Counseling** M.Ed. program, students are assessed professionally by state standards (as measured by the Florida Accomplished Educator Practices [FEAP], School Counseling and Guidance Subject Area Competencies and via completion of the Florida Teacher Certification Examinations [FTCE]). All students must meet expectations on FEAP standards and earn passing grades on the Florida Teacher Professional Exam and the School Counseling and Guidance Exam. Key clinical assessments are tied into a comprehensive school guidance curriculum (an example of one course's grading rubrics is included in Appendix 2) based on published research conducted by departmental faculty over a fifteen-year period.

For the **Clinical Mental Health Counseling** M.Ed. program, a competency-based approach for instruction and assessment was adopted. These are: (1) Develop and maintain a productive therapeutic relationship; (2) Assess and diagnose client symptoms, impairment, and strengths; (3) Develop integrative case conceptualizations (diagnostic, clinical, *cultural*, & treatment formulations); (4) Implement and focus/track interventions to effect change (includes culture-sensitive interventions); (5) Monitor and evaluate change/progress and prepare client for termination; (6) Maintain culturally and ethically sensitive treatment focus. The program also uses a standardized tests, the Counselor Preparation Comprehensive Exam (CPCE) or the National Counselor Examination (NCE), to assess student performance. Finally, students take an *Exit Counseling Competency Exam* at the end of Internship (MHS 6830). In this exam the student performs a diagnostic evaluation and implements a therapeutic intervention with a standardized client.

The **Clinical Rehabilitation Counseling** M.Ed. program has also adopted a competency-based approach for instruction and assessment. Beginning in Fall 2009, the counselor education program moved to create a "pre-Practicum" counseling course sequence of MHS 5005 and MHS 6401, and requires students to take them in the two successive semesters prior to RCS 6801 Beginning Practicum. Practicum and Internship field experiences now include a five week in-class counseling lab that focuses on the following core counseling competencies: (1) Develop and maintain a productive therapeutic alliance; (2) Assess and diagnose client abilities, impediments, and strengths; (3) Develop integrative case conceptualizations (diagnostic, medical, psychosocial, family, clinical, cultural, &

treatment formulations); (4) Implement and focus/track interventions to effect change; and (5) Monitor and evaluate change/progress and prepare client for the next steps in their rehabilitation plan. These competencies are the basis for evaluation of student performance in the field experiences (RCS 6801, 6805, and 6825).

Doctoral Program
Students in the Counseling Doctoral program at FAU are expected to acquire the knowledge and skills necessary to take on positions of leadership in the counseling field. This includes, but is not limited to, positions as future counselor educators. As such, the department has designed the program to expose students to knowledge areas in the domains of Teaching and Supervision, Research, Counseling Practice, Leadership, and Advocacy and Service (see Appendix 3 for the assessment tool for these standards). Mindful of both the advanced nature of doctoral study as well as knowledge and experience students may already have as professionals practicing in the field, students work with their advisors and committee members to tailor their experiences to their personal goals and needs.

All Programs
In addition, it is an ethical and legal imperative that counselor educators serve as "gatekeepers" to the profession in order to protect the public. Therefore, at periodic intervals in the program, students are rated by professors on a **Professional Performance Evaluation Rubric**. This review encompasses 10 standards:

Professional Disposition Standards
1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation

Students are rated on a five point Likert-type scale with fixed anchor points along the continuum for each standard. These 10 dimensions are associated with good ethical and professional behavior and practice. Students that are deficient in several areas are recommended by the faculty for remediation prior to entering clinical field experiences.

Assessment of SLOs and Program Improvement

See attached Appendix 1 for a comprehensive listing of all SLO assessments and indicators of program improvement.

Annually, prior to the start of the Academic Year, the department meets for a one day retreat in order to review programmatic issues and implement new policies, or undertake changes to the programs. This is an opportunity to review larger issues (e.g., department mission and vision statement, goals for the department, etc.) as well as look at

programmatic issues. The Counselor Education Department mission statement, objectives and student learning outcomes are formally reviewed annually, with discussion at regular intervals at faculty meetings. These outcomes are revised as necessary based on feedback from faculty, students, and other community stakeholders (e.g., clinical supervisors, adjuncts, etc.). The process is based on student performance evaluated by program faculty and site supervisors, student evaluations of program faculty, hiring rates of graduates, recommendations by accrediting bodies (e.g., CACREP, SACS, CAEP, FL DOE, SAC, University SLOs – Communication, Critical Thinking, Content Knowledge) and formal evaluations of the program.

Baccalaureate Programs

The Department of Counselor Education does not offer any undergraduate degree programs. However, the department offers, in conjunction with the Department of Psychology in the Charles E. Schmidt College of Science, a Certificate in Applied Mental Health Services. The purpose of this certificate program is to provide students who have an interest in pursuing a career in clinical psychology, mental health counseling, or allied human services with a curricular experience that would enhance their education and preparation, either as majors within the Department of Psychology or as non-majors. Following the completion of courses, students will be granted a certificate of completion and a notation on their transcript. At its inception, the goals for this certificate program were three-fold:

1. Create a "pathway" that would prepare students to go from undergraduate programs to graduate training programs in critical need areas (e.g., substance abuse treatment, clinical mental health counselors, and professional psychologists, which were among the top 30 fastest-growing careers, according to BLS.gov, 12/10/13). By enlisting and focusing motivation in student areas of interest, the program would support and facilitate FAU's strategic plan for on-time degree completion, as well as providing an educated workforce in critical need areas.

2. Provide a structure for psychology majors who wish to specialize in applied areas related to human services. This would allow the Department of Psychology to increase its appeal to existing and incoming students who wish to obtain more clinically-based coursework in psychology and mental health without placing additional burden on resources.

3. Develop students who have superior training and preparation for careers in clinical mental health counseling and related professions, further enhancing FAU's reputation as a producer of tomorrow's leaders in this field.

This certificate began during the 2014-2015 Academic Year (SDS 3340 and 4410 noted below pre-date the certificate). In 2019-2020, catalog and required courses and electives were updated and proposed to include the courses below:

Certificate Requirements

The Program involves five required courses (3 credits each), three from current offerings in the Department of Psychology and two from current offerings in the Department of Counselor Education:

Psychopathology (CLP 4144) 3 credits
Prerequisite: PSY 1012 - General Psychology
Understanding of so-called physical and mental illness by means of conventional and common path theories.

Clinical Psychology (CLP 4343) 3 credits
Prerequisite: PSY 1012 - General Psychology
Provides an understanding of the practice of modern clinical psychology. Students will be able to understand the theory and application of evidence-based practice in clinical psychology, including assessment, treatment, forensic settings, healthcare applications and organizational consulting.

Neuropsychology (PSB 4240) 3 credits
Prerequisite: PSY 1012 - General Psychology and *PSB 3002 Biological Basis of Behavior*
Explores the fundamentals of human neuropsychology, including the effects of brain damage on memory, language and spatial behavior, development and recovery of function.

Career and Lifespan Development (SDS 3340) 3 credits
This course addresses the history, trends, and future direction of the world of work. It focuses on career development theories, searching and exploring job and career opportunities, self-assessment, and being successful in the job market. Attention is also given to issues in the workplace, such as diversity and strategies for advancement.

Interpersonal Communication Skills (SDS 4410) 3 credits
This course addresses the nature and process of interpersonal communication. It focuses on perceptions, self-disclosure, stages of relationships, spoken and unspoken communication, listening and responding strategies, and problem-solving skills. Attention is given to understanding cultural diversity, conflict management and communication via electronic means.

In addition, one elective (2 credits, minimum) must be selected from the list below, one from current offerings in the Department of Psychology and two from current offerings in the Department of Counselor Education:

MHS 5930 Special Topics (in Counseling) 3 credits
Prerequisite: Permission of instructor
Special topics in mental health counseling.

SDS 3483 University Student Mentoring and Peer Coaching (note: 2 Credits)
Prerequisites: Permission of instructor; more than 60 undergraduate credit
This course addresses the importance of mentoring and peer coaching skills and how these skills affect the individual's academic and personal/social development. The focus of the course is on developing mentoring and peer coaching skills to promote and reinforce strategies known for improving the fundamental learning, academic achievement, and retention of undergraduate students.

Psychology and the Law (SOP 4751) 3 credits
Prerequisite: PSY 1012
Course helps students understand the modern applications of psychology to civil and criminal competencies, torts and personal injury, investigation and interviewing, the insanity defense, criminal classification, juvenile and family law, sexual deviance and violent behavior, offender profiling, dangerousness prediction, trial testimony, jury psychology and the role of the psychologist as expert witness.

Graduate Programs

i. Limited access

All of our graduate degree programs are limited access programs. CACREP standards require that faculty to student ratios be no more than 12:1, and that greater than 50% of all course offerings in any given academic year should be taught by core faculty. As a result, the department must impose some limits to the number of students who are admitted to the program in a given year. The number of faculty that we have presently restricts the number of students we can matriculate, effectively mentor, and adequately train.

In addition, as the Masters programs are professional training programs for counselors that lead either to licensure or certification, the faculty has an ethical (under the Ethical Guidelines of the American Counseling Association) and legal obligation (under Florida Licensure statutes) as "gatekeepers" to the profession. "Gatekeeping" means that faculty protect the public by allowing only qualified and competent individuals practice as counselors. As a result, students are interviewed prior to admission to the program, and their performance is reviewed at regular intervals throughout the program.

ii. Admissions criteria

The Department of Counselor Education admission requirements for students seeking entry into the master's and Ed.S. programs are as follows:

1. The student must meet College and University requirements.
2. The student must have a minimum grade point average of 2.5 in the last 60 credits of undergraduate study prior to receiving the bachelor's degree and must submit official Graduate Record Examination (GRE) scores.
3. The student must provide a professional goal statement (one-to-two pages) and three letters of recommendation on each reference's letterhead attesting to the student's suitability for graduate study and entry into the field of professional counseling.
4. Admissions are made twice each year on a competitive basis (Spring and Fall), except for Clinical Mental Health, which accepts applicants for the fall semester only.
5. Students should contact the Department for specific application procedures and deadlines.
6. All application materials must be received no later than January 15 for fall admission and September 15 for spring admission.
7. The student may take no more than 18 credits from FAU toward the degree prior to admission to the master's degree program in Counselor Education.

The Department of Counselor Education admission requirements for students seeking entry into the Ed.S. programs are as follows:

1. The student must meet College and University requirements.
2. The student must have a master's degree in Counselor Education or related field*, and a minimum grade point average of 3.0 or higher on graduate coursework attempted and must submit official Graduate Record Examination (GRE) scores *or* Form 10 Petition.
3. The student must provide a professional goal statement (at least 300-word writing sample) and three professional and/or academic letters of recommendation on each reference's letterhead attesting to the student's suitability for advanced graduate study and entry into the field of professional counseling.
4. Admissions are made three times each year on a competitive basis (Spring, Summer, Fall).
5. Students should contact the Department for specific application procedures and deadlines.
6. All application materials must be received no later than January 15 for summer or fall admission and September 15 for spring admission.
7. The student may take no more than 9 credits from FAU toward the degree prior to admission to the master's degree program in Counselor Education.

*Note: In Fall 2016, the Department of Counselor Education introduced a combined program in Counselor Education that pairs the 60-credit Master of Education program with the Specialist in Education program. Students enrolled in this program apply once and eligible to graduate with their master's degree after they have completed 60 credits of coursework. After completing an additional 12 credits for a total of minimum 72 credits, students would receive their specialist in education degree.

Doctoral Admission Criteria

1. Possess a Master's Degree in counseling from a regionally accredited program with a cumulative GPA of 3.5 (on a scale of 4.0) or higher. Students with master's degrees requiring less than 60 semester hours will need to complete prerequisite courses.
2. Licensure or certification in counseling; two years of experience as a professional counselor or therapist preferred.
3. Satisfactory score on the GRE taken within 5 years of application.
4. High level of professionalism and potential for leadership in the counseling profession, as demonstrated in the personal essay, interview, and three letters of reference on professional letterhead.
5. Strong writing skills, as demonstrated in the personal essay and writing samples.
6. Clear objectives related to obtaining Ph.D. as demonstrated in the personal essay and interview.
7. Effective and appropriate interpersonal skills as determined in personal interviews with program faculty.
8. International students must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written tests or 220 on the computer-based test. Tests must have been taken within the past two years.
9. Master's level statistics course is required for admissions in the doctoral program. Applicants must provide proof that they have completed STA 6113 Educational Statistics or an equivalent course to be eligible for admission
10. Admissions are made once per year on a competitive basis (Fall entry term only).
11. All application materials must be received no later than November 1 for priority admission consideration or November 15 (hard deadline).

iii. Enrollment information (DDI B4, C1, C2)

Table 1 shows the number of students enrolled in each of the degree types offered by the Department of Counselor Education. Several trends are evident. First, there is an overall increase in the number of students enrolled over the last 3 years. This was due primarily to the increased interest in our Education Specialist degree and the S.W.E.L.L. grant that partners with surrounding counties to train more school counselors. The second evident trend is the increase in the number of doctoral students. Full capacity for the doctoral program is 18 students, and the current trend suggests that students are entering and exiting the program in a steady, predictable fashion. However, due to the difficulty recruiting dissertation research participants during the pandemic, we had fewer graduates in 2020-2021. This trend changed as we have had seven students graduate from our Ph.D. program in 2021-2022. This is a testament to the focus of faculty on providing quality dissertation research mentorship, while maintaining rigorous standards in the clinical training of masters-level students.

Table 1 DDI B4 Headcount Enrollment

B 4 a Majors Enrolled By Level (Annual Headcount)
Counselor Education (Program CIP: 131101)

	Counselor Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors				1,270	28,782
Masters/Specialist	198	227	215	812	4,922
Doctoral	21	18	23	240	1,132
Unclassified				34	2,706
Total	**219**	**245**	**238**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

The Annualized State-Fundable FTE Produced by Level (Table 2) demonstrates an overall decrease from 2018-19 to 2020-21 across both Grad I and Grad II levels, and that the Department of Counselor Education is responsible for almost 25% of the College of Education Annualized State-Fundable FTE at the graduate level. Again, this is directly attributable to the decrease in faculty in the last five years (as mentioned above). Table 3 shows that, as expected, the majority of students taking courses in the department, at the graduate level, are students within the department. In fact, close to 95% of students taking graduate courses are enrolled, degree-seeking students. Due to the unique "gatekeeping" function (as mandated by state law) for the counseling profession, the department tightly monitors who is enrolled in our coursework.

However, in terms of service to the university, the undergraduate-level courses that are offered by the department have remained steady over the last three years, adding about 13% to the total FTE produced by the College of Education.

Table 2. C1- Annualized State-fundable FTE produced by level

C 1 Annualized State-Fundable FTE Produced By Level
Counselor Education

	Counselor Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate Total	**104.1**	**112.1**	**107.9**	**850.4**	**22,443.1**
Graduate Total	**122.7**	**132.3**	**158.2**	**648.7**	**2,588.2**
Grad I	103.6	110.8	126.0	503.0	1,988.3
Grad II	19.1	21.5	32.2	145.8	599.9
Classroom	119.9	130.0	155.4	625.7	2,423.2
Thesis-Dissertation	2.8	2.2	2.8	23.0	165.0
Grand Total	**226.8**	**244.3**	**266.1**	**1,499.1**	**25,031.3**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Table 3. C2- Annualized State-fundable FTE produced in/out of department or college

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Counselor Education

		Courses offered by:				
		Counselor Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**				41.0	1,054.5
	Majors outside the department, but within the college				25.7	3,164.0
	Majors outside the college	15.4	16.7	17.8	81.2	5,854.8
	Total	**15.4**	**16.7**	**17.8**	**147.8**	**10,073.3**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department		0.1		341.7	7,376.6
	Majors outside the department, but within the college	9.8	4.9	4.8	186.7	3,266.1
	Majors outside the college	78.9	90.4	85.3	174.2	1,727.1
	Total	**88.7**	**95.4**	**90.1**	**702.6**	**12,369.8**
Graduate	**FTE produced by students who are:**					
	Majors within the department	116.8	123.8	148.4	542.5	2,183.3
	Majors outside the department, but within the college	0.9	0.9	0.1	65.5	256.0
	Majors outside the college	5.0	7.6	9.6	40.7	148.9
	Total	**122.7**	**132.3**	**158.2**	**648.7**	**2,588.3**
Total	**FTE produced by students who are:**					
	Majors within the department	116.8	123.9	148.4	925.2	10,614.4
	Majors outside the department, but within the college	10.7	5.8	4.9	277.9	6,686.1
	Majors outside the college	99.3	114.7	112.7	296.0	7,730.8
	Total	**226.8**	**244.3**	**266.1**	**1,499.1**	**25,031.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours

iv. Average class size and faculty/student ratio (DDI B3)

Table 4. B3- Average course size

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Counselor Education

				Counselor Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	#	24	27	24	355	4,855
			# Enrolled	1,057	1,145	1,109	9,342	222,128
			Avg Section Enrollment	**44.0**	**42.4**	**46.2**	**26.3**	**45.8**
		Sections Faculty-Taught	#	0	2	2	215	3,719
			%	**0.0**	**7.4**	**8.3**	**60.6**	**76.6**
	Lab	**Sections Offered**	#					876
			# Enrolled					17,696
			Avg Section Enrollment					**20.2**
		Sections Faculty-Taught	#					494
			%					**56.4**
	Discussion	**Sections Offered**	#					275
			# Enrolled					8,371
			Avg Section Enrollment					**30.4**
		Sections Faculty-Taught	#					208
			%					**75.6**
	Other Course Types	**Sections Offered**	#				32	1,185
			# Enrolled				223	7,580
			Avg Section Enrollment				**7.0**	**6.4**
		Sections Faculty-Taught	#				19	885
			%				**59.4**	**74.7**
Graduate	**Lecture/Seminar**	**Sections Offered**	#	73	75	74	323	1,864
			# Enrolled	952	947	1,125	4,485	26,279
			Avg Section Enrollment	**13.0**	**12.6**	**15.2**	**13.9**	**14.1**
		Sections Faculty-Taught	#	43	40	37	250	1,510
			%	**58.9**	**53.3**	**50.0**	**77.4**	**81.0**
	Lab	**Sections Offered**	#					74
			# Enrolled					541
			Avg Section Enrollment					**7.3**
		Sections Faculty-Taught	#					35
			%					**47.3**
	Other Course Types	**Sections Offered**	#	56	60	58	276	1,888
			# Enrolled	196	177	172	926	6,497
			Avg Section Enrollment	**3.5**	**3.0**	**3.0**	**3.4**	**3.4**
		Sections Faculty-Taught	#	49	51	53	271	1,825
			%	**87.5**	**85.0**	**91.4**	**98.2**	**96.7**

Source: Instruction and Research File and Student Data Course File

CACREP General Standards 1.S. and 1.T. state: “To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.” and “For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.”

As a result, the department keeps maximum number of students in classes to under 25 for lecture courses, and between 6 and 12 for Practicum and Internship courses (per CACREP standards). Table 4 demonstrates that at the

graduate level for Lecture/Seminar, the percentage of courses taught by Full-Time Faculty is currently 50%, and for "Other Course Types" (Internships, DIS, Dissertation Research), it is 91%. The 50% is a result of two faculty retirements, as neither faculty members were allowed to teach courses after Summer 2021. The department has open searches to replace these positions and bring this percentage back in line with our CACREP requirements. With the exception of internships, full-time faculty only are allowed to teach "Other Course Types".
Our average section enrollments are close to 13 in Lecture/Seminar courses, rising to 15 this past year, while "Other Course Types" remains steady around 3. At the same time, it is noteworthy that the Department of Counselor Education percentages and average enrollments in graduate courses are nearly equal to the College of Education average of 13.9. However, enrollment in the undergraduate courses continues to climb and the number of students enrolled in our undergraduate courses exceeds the average number for other undergraduate courses in the College of Education, by almost double.

Table 5. D 1 Annualized FTE Produced Per Instructional Person-Year Counselor Education

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Counselor Education

	Counselor Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate	20.1	21.9	23.6	23.9	61.6
Graduate	23.7	25.8	34.5	18.3	7.1
Total	**43.8**	**47.7**	**58.1**	**42.2**	**68.7**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

Table 6. D 2 Degrees Awarded Per FACULTY Instructional Person Year Counselor Education (Program CIP: 131101)

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Counselor Education (Program CIP: 131101)

	Counselor Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Associates	0	0	0	0	0.9
Bachelors	0	0	0	7.5	16.2
Masters	6.4	10.9	8.5	6.3	4.4
Specialist	3.7	2.5	2.2	0.7	0.1
Doctorate	1.2	0.8	0.4	0.7	0.4
First Professional	0	0	0	0	0.2
Total	**11.2**	**14.2**	**11.1**	**15.1**	**22.1**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Tables 5 and 6 demonstrate the high efficiency of faculty in the Department of Counselor Education. Table 5 shows that at the graduate level, the annualized FTE produced per instructional person-year for 2020-2021 for Counselor Education is 34.5, while the College is 18.3 and FAU is 7.1 overall. Put another way, the department is nearly double the FTE per Person-Year than the College, and five times the University total. Table 6 reflects that for 2020-2021, the Department of Counselor Education is well above the college in terms of master's degrees awarded per faculty instructional person year, and nearly double the average degrees awarded per faculty for the instructional year. Further, we are more than double both the college and university for Specialist degrees awarded. When comparing the total degrees award at the graduate level where all our degrees are offered, Counselor Education awarded 11.1 in 2020-2021 (master's – 8.5, specialist – 2.2., and doctorate – 0.4), whereas the college awarded 7.7 (master's – 6.3, specialist – 0.7, doctorate – 0.7) , and the university awarded 4.9 (master's – 4.4, specialist – 0.1, doctorate – 0.4).

v. Curriculum

Masters of Education Degree Programs

Florida Atlantic University's 60 credit hour Master's degree program in Clinical Mental Health Counseling prepares students to meet all of the education requirements for licensure in the state of Florida to become a Licensed Mental Health Counselor.

The FAU School Counseling program, also 60 credit hours, is a Florida Department of Education initial certification program. The program has been calibrated to address CAEP standards as well as State of Florida Department of Education Standards (FEAPS), School Counseling Subject Area Competencies, in addition to CACREP 2016 standards. Students who do not hold a valid Florida teaching certificate upon entry are required to complete the certification requirements in order to be awarded a diploma. To meet this requirement, admitted, non-certified, students are required to take TSL 5345 Methods of Teaching ESOL and RED 6361 Teaching Reading in Secondary and Middle School, and pass two Florida Certification Exams: Professional Educators and Guidance and Counseling. Students who already hold a Florida teacher certificate upon entry into the program can take two electives.

Florida Atlantic University's 63-hour Master's degree program in Clinical Rehabilitation Counseling prepares students to meet all of the education requirements for certification as a Certified Rehabilitation Counselor (CRC). Students also have the option of taking additional classes to be prepared for licensure in the state of Florida.

Below are the overall coursework requirements for the master's programs (per the 2022-2023 Catalog).
Of note, students complete a Practicum and Internship course sequence that ranges from 600 to 750 hours (depending on program, see Section vi. below).

Clinical Mental Health Counseling Concentration		
Core Courses – 24 credits		
Multicultural Counseling for Diverse Populations	MHS 5428	3
Appraisal and Evaluation in Counseling	MHS 6220	3
Career Development	MHS 6340	3
Family Counseling	MHS 6430	3
Life Span Development	MHS 6482	3
Group Counseling	MHS 6510	3
Legal, Ethical and Professional Issues in Counseling	MHS 6700	3
Counseling Research and Evidence-Based Practice	MHS 6710	3

Additional Required Courses – 18 credits		
Psychopathology in Counseling	MHS 6070	3
Substance Abuse Counseling	MHS 6450	3
Traumatic Stress, Trauma and Crisis Counseling	MHS 6466	3
Counseling and Human Sexuality	MHS 6470	3
Issues in Mental Health Counseling Practice	MHS 6701	3
Educational Statistics	STA 6113	3
Pre-Practicum Courses – 6 credits		
Processes in Counseling	MHS 5005	3
Counseling Theories and Techniques	MHS 6401	3
Field Experience Courses – 12 credits		
Practicum in Mental Health Counseling	MHS 6800	3
Internship - Mental Health Counseling *(may be taken over two terms for a total of 6 credits)*	MHS 6830	3-6
Elective		3
Total		**60**

Clinical Rehabilitation Concentration		
Foundation Courses – 9 credits		
Processes in Counseling	MHS 5005	3
Counseling Theories and Techniques	MHS 6401	3
Life Span Development	MHS 6482	3
Core Courses – 30 credits		
Multicultural Counseling for Diverse Populations	MHS 5428	3
Appraisal and Evaluation in Counseling	MHS 6220	3
Career Development	MHS 6340	3
Family Counseling	MHS 6430	3
Substance Abuse Counseling	MHS 6450	3
Counseling and Human Sexuality	MHS 6470	3
Group Counseling	MHS 6510	3
Legal, Ethical and Professional Issues in Counseling	MHS 6700	3
Counseling Research and Evidence-Based Practice	MHS 6710	3
Educational Statistics	STA 6113	3
Concentration Courses – 27 credits		
Psychopathology in Counseling	MHS 6070	3
Foundations of Rehabilitation Counseling	RCS 6031	3
Medical and Psychosocial Aspects of Disability	RCS 6080	3
Occupational Information and Job Placement	RCS 6320	3
Case Management and Vocational Rehabilitation	RCS 6644	3
Rehabilitation Counseling Practicum	RCS 6801	3

Rehabilitation Counseling Internship *(may be taken over two terms for a total of 6 credits)*	RCS 6825	3-6
Total		**63**

School Counseling Concentration		
Core Courses – 30 credits		
Processes in Counseling	MHS 5005	3
Appraisal and Evaluation in Counseling	MHS 6220	3
Counseling Theories and Techniques	MHS 6401	3
Counseling Children	MHS 6421	3
Counseling Adolescents	MHS 6423	3
Life Span Development	MHS 6482	3
Group Counseling	MHS 6510	3
Consultation and Behavior Management	MHS 6600	3
Legal, Ethical and Professional Issues in Counseling	MHS 6700	3
Fundamentals of School Counseling	SDS 5010	3
Additional Required Courses – 24 credits		
Multicultural Counseling for Diverse Populations	MHS 5428	3
Career Development	MHS 6340	3
Family Counseling	MHS 6430	3
Counseling Research and Evidence-Based Practice	MHS 6710	3 **or**
Educational Research	EDF 6481	3
Practicum in Counseling	MHS 6800	3
Internship - Counselor Education *(may be taken over two terms for a total of 6 credits)*	SDS 6820	3-6
Educational Statistics	STA 6113	3
Elective Courses – 6 credits. Select two courses from the following:		
Play Techniques for Counseling Children and Adolescents	MHS 5422	3
Counseling Research and Evidence-Based Practice	MHS 6710	3
Teaching Reading in Secondary and Middle School	RED 6361	3
Data Driven Practices in School Counseling	SDS 6316	3
Counseling Interventions for College Readiness and Student Success	SDS 6344	3
Guidance and Counseling Gifted Students	SDS 6426	3
Methods of TESOL and Bilingual Education	TSL 5345	3
Total		**60**

Doctor of Philosophy Degree Program

The doctoral program in the Department of Counselor Education requires a minimum of 60 credits. However, students are expected to have completed 60 semester hours (preferably in a CACREP-accredited master's degree program), with 60 semester hours devoted to the doctoral program.

Core Courses – 18 credits

Advanced Counseling Theories: Contemporary Therapies	MHS 7402	3
Multicultural, Spiritual, and Professional Issues in Counseling	MHS 7429	3
Consultation and Leadership in Counseling	MHS 7606	3
Advanced Instruction in Counselor Education	MHS 7611	3
Advanced Supervision in Counselor Education	MHS 7809	3
Special Topics	MHS 7930	3
Clinical/Field Experiences Courses – 9 credits		
Advanced Practicum in Counselor Education	MHS 7942	3
Internship *(may be taken over multiple terms for a total of 6 credits)*	MHS 7945	3-6
Research Courses – 27 credits		
Appraisal of Children, Adults, Couples, and Families	MHS 7222	3
Outcomes Assessment and Evaluation in Counseling	MHS 7714	3
Advanced Research in Counseling	MHS 7730	3
Dissertation Seminar	MHS 7978	3
Dissertation *(may be taken over multiple terms for a total of 12 credits)*	MHS 7980	1-6
Advanced Statistics	STA 7114	3
Specialization (Elective Courses) – 6 credits. Select two courses from the following:		
Introduction to Qualitative Inquiry	EDA 6415	3
Advanced Qualitative Inquiry	EDA 7416	3
Seminar in School Administration	EDA 7930	3
Optimal Human Functioning and Development in Counseling	MHS 7406	3
Counseling Interventions with Children and Adolescents	MHS 7424	3
Theory, Research, and Interventions with Couples, Families	MHS 7431	3
Advanced Group Counseling	MHS 7512	3
Consultation in School and Community	MHS 7608	3
Directed Independent Study *(variable and repeatable credits)*	MHS 7905	1-5
Special Topics *(may be taken multiple times)*	MHS 7930	3
Program Review and Analysis	PAD 6327	3
Total		**60**

vi. Internships, practicum, study abroad, field experiences

Master's Degree Programs

The Department of Counselor Education considers the supervised field experiences to be among the most important professional preparation activities that a student can be engaged in. These experiences allow for students to synthesize and apply the knowledge and skills learned in their academic coursework. Supervised experiences also facilitate the refinement of previously learned skills. In addition, students' practicum and internship experiences are one of the main avenues that link the department and professionals in the field.

Practicum
Students enrolled in initial practicum experiences must accumulate (and be able to document) a minimum of one hundred fifty (150) hours in the setting during the academic term. Therefore, a student enrolled in a practicum must spend (the equivalent of) a minimum of ten (10) hours per week in the setting during the Fall or Spring academic terms, or a minimum of twelve and one-half (12 & 1/2) hours per week in the setting during the Summer Term 1 academic term. **School Counseling practicum and internship students may not complete a field experience during the summer**.

All clinical courses require that the hours spent in practicum or internship include 40% of student time be spent in direct face-to-face interaction with the client. Thus, all students enrolled in the first counseling practicum are required to accumulate (and be able to document) at least sixty (60) hours of individual and/or small group counseling (i.e., in "direct contact" with clients) during the experience. The remainder of the time (i.e., 90 hours) may be spent in "counseling related activities" such as staff meetings, documentation, in-service workshops, conferring with site supervisors, or other setting-applicable professional activities. The School Counseling program requires 15 hours of individual counseling, 15 hours of small group counseling, 15 hours of classroom guidance, 15 hours of consultation as direct services to clients. The remainder of the time can be documented as indirect service hours. Participation in class (i.e., group consultation and individual supervision conducted by the FAU instructor) does not account for any field experience hours.

Internship
All students enrolled in all full-time internships must spend (and be able to document) a minimum of six hundred (600) hours in the setting during the academic term. Students enrolled in an internship must spend (and be able to document) a minimum of three hundred (300) hours in the setting during each of the two academic terms. Students enrolled in Clinical Mental Health and Rehabilitation internships also are required to accumulate (and be able to document) at least half or three hundred (300) total hours of counseling in "direct contact" with clients. Direct contact with clients includes individual, small group, and/or family counseling. Similarly, students enrolled in a halftime internship must spend a minimum of twenty (20) hours per week in the setting during the Fall or Spring academic terms or (the equivalent of) a minimum of twenty-five (25) hours per week during the Summer "Term 1" academic term (for tracks permitting summer field placement enrollment). **All students in the M.Ed. Counselor Education Program within the Clinical Mental Health Counseling track are required to successfully complete three consecutive semesters of practicum and internship. (The internship is divided into two consecutive semesters unless approved otherwise in advance). School Counseling and Clinical Rehabilitation Counseling students are permitted to complete the 600 hours of internship in one semester but have the option of completing the 600 hours over two semesters if necessary.**

Doctor of Philosophy Degree Program
All students are required to enroll and successfully complete MHS 7942, Advanced Practicum in Counselor Education and MHS 7945, Doctoral Internship. Doctoral students participate in internship experiences of at least 600 clock hours that include clinical, teaching, and supervision activities. Customarily, students enroll in these courses during the first two years. During the Advanced Practicum in Counselor Education and Doctoral Internship, students meet with their advisors either in individual or triadic supervision of all activities on a regular basis (approximately 1 hour per week), and meet periodically for group supervision with a program faculty member to discuss

practicum/internship activities.

We consider the timing of the course to be instrumental in developing practical skills required of counselors. As a result, we have structured the experience to be comprehensive, beyond the development of counseling (clinical) skills. In doing so, we have augmented the experience to surpass CACREP requirements for doctoral programs. We facilitate student choice of experience considering that counselors play multiple roles during their professional lives. Therefore, we grant students the opportunity to tailor their educational experiences not only in course choice, but also in the nature of the practicum experience. When/if the practicum experience is conducted at the student's current work site, the practicum experience includes new learning that is qualitatively different from the student's occupational responsibilities. This may take the form of pursuing additional skills or certification (e.g., Registered Play Therapist), or the doctoral student taking on augmented duties of leadership or supervision within their particular school or agency. Students may also get the opportunity to practice supervision of Master-level students under the direction of program faculty. Also, students assist the faculty teaching courses in the master's program, under the direction of program faculty. Furthermore, students may begin to conduct research by participating in research endeavors, either with faculty members' or with advanced doctoral students.

Comparison to SUS and Aspirational Programs

Due to the requirements for state licensure, specialty certification, and uniformity of CACREP 2016 accreditation standards, many of the core elements of CACREP accredited counseling programs at other institutions will be similar to the programs at FAU. This is especially true of SUS counseling programs. Most have a 60-degree masters program, and all have 60-hour degree Ph.D. programs. However, many programs, particularly aspirational peer programs, do have some important differences that can be useful in comparison. Appendix 4 shows a side-by-side comparison of elements of an SUS program (University of Central Florida) and 2 peer aspirational programs (University of North Carolina- Greensboro and Old Dominion University). Upon first glance, there are several noteworthy items. First, UNCG is ranked 9th in *US News and World Report* and UCF has previously ranked in the top 10 as well. In terms of faculty, the two departments with the same number of tracks/specializations, UCF and ODU, both have more faculty resources than does FAU's Department of Counselor Education. UNCG offers fewer options at the masters level and has fewer faculty members. Additionally, all of them have a training clinic (one program has two) embedded in their department, which allows faculty to closely monitor students' clinical skills and creates opportunities for doctoral students to learn vital supervision skills. While the Department of Counselor Education once had a clinic (the Community Counseling Network), it was deactivated in 2004 pending a re-evaluation of resources and space. We do not yet have the resources to re-open this clinic (i.e., funding, clinical director position, full clerical support).

vii. Pedagogy/pedagogical innovations

Individual Programs

Clinical Mental Health M.Ed.

Florida Atlantic University's 60 hour masters degree program in Clinical Mental Health Counseling prepares students to meet all of the education requirements for licensure in the state of Florida to become a Licensed Mental Health Counselor. Our training in therapeutic counseling (psychotherapy) in the Clinical Mental Health Counseling program at Florida Atlantic University was reconfigured from a non-competency-based and non-evidence-based program to a competency- based and evidence-based program. The program's goal is to train graduates to function as competent, confident, caring, and culturally and ethically sensitive professional mental health counselors. Competency is defined as sufficiency evaluated against an external standard. It is not a subjective approach to training and evaluation, but is an objective and standardized one measured by rubric ratings by two independent raters. Basically, the program consists of competency-based didactic and clinical coursework, supervised clinical experience, and standardized evaluations.

Students are expected to achieve a high level of competence in evidence-based practice and to learn and apply evidence-based interventions in their counseling. Two objective measures of competency define this program. For the first one, students may choose to take either Counselor Preparatory Comprehensive Examination (CPCE) or the National Counseling Examination. Both are a standardized, national measures of mastery of the knowledge base of clinical mental health counseling. Secondly, the Exit Exam is a standardized evaluation of a students' competency to effectively and safely provide evidence-based mental health services to clients. It is noteworthy that this evidence-based program is unique among other State University System counseling programs. It is also on the leading edge of the field of professional counseling by its implementation of the 2016 CACREP requirement that all accredited counseling programs incorporate the evidence-based perspective in their curriculum.

Practicum and Internship. Students are required to complete a minimum of 750 hours of supervised clinical experience over the course of one practicum and a two-semester internship at an approved clinic site. In the university-based seminar, five case presentations are required each semester. The presentation involves a written clinical case report and a session transcription. Both are rubric-rated. Peer feedback is a key component of learning the various competencies of psychotherapy practice. Demonstrating competency in the practicum-internship sequence is based on the following cut points on a 1-10 continuum/scale in which 1.00- 2.50 representing basic "therapeutic communication without therapeutic change" while **8.00-10.00 represents *"highly effective therapy"*** with significant therapeutic change. The expected level of competence by end of first practicum is a rubric rating of 4.00/10.00, 5.50/10.00 by end of advanced practicum, and 7.00/10.00 by end of second semester of internship.

Exit Exam. The purpose of this exam is for trainees to demonstrate their competence in the two core requirements for effective psychotherapy practice and for licensure: completing an accurate diagnostic evaluation and providing appropriate psychotherapy intervention. This standardized examination measures the student's competence in these two areas with a live, "standardized" client with a standardized clinical presentation. Students practice the examination at the end of their practicum experience and the exam is administered at the end of the second internship. During this time-limited examination, students are assessed on how they undertook a diagnostic evaluation, how they identified DSM diagnoses and case conceptualization, as well as performing a therapeutic counseling intervention for a specified clinical presentation. Two instructors, utilizing rubric-based evaluation tools, independently evaluate and rate the student's performance on the two competencies with a standardized client. Minimal expectations are composite ratings of 4.00/10.00 on the practice exam and 7.00/10.00 on the second.

Table 7 provides the Exit Exam scores for most recent group of students to graduate from the Clinical Mental Health Program in Spring 2022. This data reflects the impact of the competency-based program that successfully trained them for the independent practice of Mental Health Counseling.

Table 7. Impact and Outcome of the FAU Clinical Mental Health Counseling Program (Spring 2022)

Student ID#	MHS 6800 Spring 2021	MHS 6830 Spring 2022	Change Score
1001	7.2	9.05	+2.97
1002	6	8.26	+1.01
1003	7.1	8.6	+2.60
1004	7	8.05	+3.17
1005	7.05	8.1	+2.20
1006	6.1	7.4	+1.3
1007	5	8.25	+3.25
1008	5.4	7.28	+1.88
1009	6.2	9.5	+3.3
1010	6.35	7.06	+.71
1011	5	6.2	+1.2

Average Score	6.22	8	+1.78

Both the students' scores on their first Exit Exam in Spring 2021 (MHS 6800) and scores on their second Exit Exam in Spring 2022 (MHS 6830) are listed. Their average score of 6.22 on the first Practicum (MHS 6800) is well above the expected cut-off score of 4.00/10.00, which is considered "minimal competency." Since FL (and all other states) requires applicants for the Licensed Mental Health Counselor (LMHC) to be minimally competent, presumably these students would qualify for licensure after one practicum! Their scores are even higher than the expected cut-off score of 5.50/10.00 for the Advanced Practicum (MHS 6801 for which there is no Exit Exam). Their average score of 8 is also above the expected cut-off score of 7.00/10.00 for the second Intern**s**hip in Spring of 2022 (MHS 6830). This data **indicates that our students have demonstrated the capacity to provide mental health counseling in the "*highly effective therapy"* range.** To the best of our knowledge, no other program in the State University of Florida System has *demonstrated* equivalent results. Nor for that matter, can any of our so-called "aspirational programs."

School Counseling M.Ed.

The FAU School Counseling master's degree is a 60-credit hour program. Graduates from the School Counseling program are eligible for Florida Teacher certification upon completion and can seek employment in PK-12 school settings. To be eligible for FL Department of Education (DOE) certification all students must submit passing scores on the Florida Professional Educator Exam and the School Guidance and Counseling subject area exam prior to enrolling in their internship course and earning their degree.

The school counseling curriculum is aligned to the 2016 CACREP general and school counseling standards, the FL Educator Accomplished Practices (FEAPS), and the 16th Edition School Counseling and Guidance subject area skills and competencies, as well as the Council for the Accreditation of Educator Preparation (CAEP; formally NCATE). Standards are systematically introduced, reinforced, and assessed multiple times throughout the degree program. Evidence of skills mastery is collected electronically in the College of Education Livetext Assessment program.

The 60 credit hour masters school counseling degree consists of 2/3 core counseling coursework (shared with the Clinical Mental Health masters program), six school counseling specialty courses including two field experiences, and two elective courses. Any degree-seeking student who does not hold a current FL teacher certification must take a required Reading and ESOL course to be eligible for graduation and FL teacher certification. Candidates who have already earned certification may choose to take two electives offered in the department of Counselor Education or in the College of Education.

Since the School Counseling program is designed to develop competent counselors with clinical skills, the faculty utilize a Bandura Social Learning model approach in many of our pre-field experience classes. This Tell, Show, Do, Coach approach emphasizes class demonstrations by professors and students, followed by in class practice and coaching. This approach is very popular with students because they feel they receive a lot of hands-on training throughout their program. In the field-based practicum and intern classes students are in local school or clinic settings working with children or adults and being supervised on site as well as attending weekly university supervision classes. The weekly supervision classes are small seminars that involve review of the students' video-taped sessions with clients. The review and coaching uses rubrics developed by department faculty, which students as well as university supervisors use to give feedback during each class meeting. This practical hands-on approach results in deeper learning and ability to apply concepts and skills in highly effective ways. The feedback from site supervisor surveys and from our advisory committee members who work in the field has consistently rated our students overall ability, skill and knowledge as outstanding and markedly superior to some of our competitive universities whom also provide these same site supervisors with interns. Graduates of the FAU School Counseling program are highly sought after due to their knowledge of implementing a comprehensive school counseling program and evidence of competence in providing direct services including individual counseling, small group counseling, classroom guidance, and consultation, and of candidates' ability to implement evidence-based school counseling programs with PK-12 students.

The FAU school counseling faculty regularly engages with school counseling practitioners and district leaders. Currently the faculty is partnering with two large Florida school districts to implement a randomized control trial study involving 60 schools, more than 60 elementary school counselors, over 130 5th grade teachers, and approximately 6,000 5th grade students. This four year, multi-million dollar, research project is funded by the Institute of Education Sciences (IES), the research arm of the U.S. Department of Education, and is the first to investigate the effectiveness of a school counselor-led intervention on the student academic, behavior, and social skills.

Clinical Rehabilitation Counseling M.Ed.

The FAU Clinical Rehabilitation Counseling program is committed to helping students develop their ability to work collaboratively with disability communities and other health professionals. Our program rests heavily on community-engaged experiences that put the knowledge, skills, and values into action. All specialty courses in the Clinical Rehabilitation Counseling program include community-engagement components, with an emphasis on community-based research, capacity-building, and social action projects. The high-impact learning experiences help students to develop a heightened sense of disability-awareness, professional responsibility and provide them with a wide variety of work options. As a result of this approach, 95% of students obtain their first field related full-time employment within their first year and 100% by their graduation. In 2019, our Clinical Rehabilitation Counseling program received news that it was ranked 37th in the nation by "U.S. News and World Report" for its master's degree program. The program also received an RSA training grant in 2020 for 1.1 million dollars to fund graduate education. Our vision and accomplishments serve well to FAU's Strategic Plan element of branding a "natural reputation for excellence" (FAU Strategic Plan, p. 11).

Doctoral Program

The Ph.D. in Counseling requires completion of a minimum of 120 semester hours beyond those earned in an accredited Bachelor's degree (typically this includes completion of an accredited Master's program in Counseling of 60 semester hours). Since 2009, 57 students have successfully defended their dissertations. Our seventeenth class of students began in Fall 2022. Based on CACREP doctoral standards, the program is designed to prepare dedicated, knowledgeable, skillful, socially and culturally aware, and ethically responsible counselor educators for the 21st century. The Program Objectives are:

1. To acquire, integrate, and apply empirical and theoretical knowledge of the field of counseling.
2. To develop leadership skills in counselor education, supervision, advanced counseling practice, and research.
3. To apply advanced skills and competencies in field-based settings.
4. To conduct research and generate new knowledge in counseling.
5. To design, adapt, and evaluate curricula in the field of counseling.
6. To develop depth and breadth in professional growth and continued life-long learning.
7. To examine the influence of social context and policy variables on human behavior.
8. To show increased sensitivity and clinical skills that demonstrates awareness of the diversity of race, gender, age, religion, ethnicity, mental/physical ability, nationality, and sexual orientation as relevant to counseling professionals.

Our mission is to educate students for professional counseling practice and leadership in local, national, and international domains. Mindful that education extends beyond coursework, faculty and students collaborate with schools, communities, agencies and other professionals, to conduct research, and provide services in accordance with the highest ethical and professional standards and values in response to the personal, educational, and vocational needs of individuals and families living in diverse and multicultural environments. Students collaborate with faculty as a part of their Professional Development plan in teaching, supervision, counseling services, research, professional writing, and service to the community, region, and profession.

FAU's doctoral program in Counseling is only one of 90 CACREP accredited doctoral programs. Beginning in 2013, counseling departments who wish to obtain CACREP accreditation must hire faculty (at the assistant level) who graduated from a CACREP accredited program. As a result, this is an important accreditation for graduates of our program to obtain jobs as future academics in the field. In addition, FAU's doctoral program is one of only five CACREP accredited doctoral programs in Florida, one of three public universities that offer CACREP accredited doctoral programs.

In summary, the master's degree in School Counseling is only one of six CACREP public university programs in the state of Florida to offer CACREP accredited programs, with only one private university offering the same (Barry). The closest public universities are FIU and FGCU. The Clinical Mental Health program is only one of seven CACREP public university programs in the state of Florida that offer CACREP accredited programs, with a total of fifteen including private and for-profit institutions. The closest public universities are FIU and FGCU (neither of which offer a doctoral degree program). The Clinical Rehabilitation Counseling program is one of three public universities in the state of Florida that offers a CACREP accredited CRC program, and there are no non-public institutions in Florida that offer this. Finally, there are a number of private universities in the area that offer graduate degrees (masters and/or doctorates) but are *NOT* CACREP accredited at this time (e.g., Palm Beach Atlantic University, University of Miami). This leaves FAU as the only *public university* offering counseling graduate degree programs in Broward, Palm Beach, St. Lucie, Okeechobee and Indian River counties, serving approximately 3.7 million people in southeast Florida. As a result, FAU's Department of Counselor Education and its programs are *special* by virtue of being a public institution with CACREP accredited programs.

viii. Scope of institutional contributions

Our undergraduate course offerings, and the joint Certificate in Applied Mental Health Services with the Department of Psychology, help students understand their career choices within the helping disciplines, and provides exposure to the counseling field. This presumably affects student graduation rates, as well as impacts state BOG metrics for students who enter into graduate education programs after graduation. In addition, the department is also working on Student Success initiatives. Faculty from the School Counseling program have been working with FAU's Center for Learning and Student Success (CLASS) to create training programs for advisors and tutors to help students who need to develop skills to be successful in college (and particularly at FAU).

The School Counseling faculty have also begun to adapt a school-counselor led K-12 Student Success Skills program, which has demonstrated effectiveness in both the academic and social-emotional learning domains, to the undergraduate, post-secondary student population. This is being implemented through SDS 3483 University Student Mentoring and Peer Coaching, as well as being taught as part of SDS 6344: Counseling Interventions for College Readiness and Student Success.

Department faculty are heavily involved in faculty governance, having provided service as President of the COE Faculty Assembly, Chair of the COE Graduate Programs Committee (GPC), Chair of the COE GPC Curriculum Subcommittee, and Undergraduate Curriculum Committee Co-Chair. At the university level, the chair of the University Graduate Council is also a faculty member from the department.

Additionally, all of our programs are in Areas of Strategic Emphasis in Education identified by the Board of Governors. The doctoral program reliably produces an average of 5-6 Ph.D. graduates annually, contributing directly to FAU's goal of becoming a Research 1 institution. Our program aligns with FAU's Institutes and our faculty regularly secure lucrative grants, including training grants, which provide additional income to the university.

ix. Student Profile (DDI B4b)

Table 8. Majors enrolled by gender and ethnicity

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Counselor Education (Program CIP: 131101)

			Counselor Education			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional	American Indian/Alaskan Native	Female					1
		Male					1
		Total					**2**
	Asian or Pacific Islander	Female					26
		Male					30
		Total					**56**
	Black (Not of Hispanic Origin)	Female					12
		Male					5
		Total					**17**
	Hispanic	Female					23
		Male					16
		Total					**39**
	White (Not of Hispanic Origin)	Female					74
		Male					56
		Total					**130**
	Not Reported	Female					6
		Male					6
		Total					**12**
	Total	Female					142
		Male					114
		Total					**256**
Undergraduate	American Indian/Alaskan Native	Female				3	89
		Male					73
		Total				**3**	**162**
	Asian or Pacific Islander	Female				32	902
		Male				6	659
		Total				**38**	**1,561**
	Black (Not of Hispanic Origin)	Female				249	4,169
		Male				25	2,395
		Total				**274**	**6,564**
	Hispanic	Female				294	4,911
		Male				32	3,321
		Total				**326**	**8,232**
	White (Not of Hispanic Origin)	Female				525	6,136
		Male				78	4,921
		Total				**603**	**11,057**
	Non-Resident Alien	Female				18	492
		Male				1	487
		Total				**19**	**979**
	Not Reported	Female				6	131
		Male				1	96
		Total				**7**	**227**
	Total	Female				1,127	16,830
		Male				143	11,952
		Total				**1,270**	**28,782**

Graduate	**American Indian/Alaskan Native**	**Female**				2	14
		Male					10
		Total				**2**	**24**
	Asian or Pacific Islander	**Female**	4	4	3	25	185
		Male	1	2		2	132
		Total	**5**	**6**	**3**	**27**	**317**
	Black (Not of Hispanic Origin)	**Female**	38	43	48	213	843
		Male	15	17	12	51	312
		Total	**53**	**60**	**60**	**264**	**1,155**
	Hispanic	**Female**	53	55	50	166	816
		Male	6	8	9	40	493
		Total	**59**	**63**	**59**	**206**	**1,309**
	White (Not of Hispanic Origin)	**Female**	81	97	98	424	1,528
		Male	10	9	12	103	1,111
		Total	**91**	**106**	**110**	**527**	**2,639**
	Non-Resident Alien	**Female**	10	9	5	17	313
		Male	1	1	1	9	296
		Total	**11**	**10**	**6**	**26**	**609**
	Not Reported	**Female**					1
		Total					**1**
	Total	**Female**	186	208	204	847	3,700
		Male	33	37	34	205	2,354
		Total	**219**	**245**	**238**	**1,052**	**6,054**
Unclassified	**American Indian/Alaskan Native**	**Female**					4
		Male					5
		Total					**9**
	Asian or Pacific Islander	**Female**					174
		Male					107
		Total					**281**
	Black (Not of Hispanic Origin)	**Female**				3	299
		Male				2	124
		Not Reported					1
		Total				**5**	**424**
	Hispanic	**Female**				2	390
		Male				2	238
		Total				**4**	**628**
	White (Not of Hispanic Origin)	**Female**				13	680
		Male				12	515
		Total				**25**	**1,195**
	Non-Resident Alien	**Female**					58
		Male					54
		Total					**112**
	Not Reported	**Female**					34
		Male					18
		Not Reported					5
		Total					**57**
	Total	**Female**				18	1,639
		Male				16	1,061
		Not Reported					6
		Total				**34**	**2,706**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

Student profile data (Table 8) shows that the White (Not of Hispanic Origin) student population has decreased and some underrepresented minority group enrollments have increased. This is consistent with both college and university trends in regard to enrollment diversity. Counselor education faculty have noted the lower numbers of male students, which is consistent with counseling careers, and are actively working toward marketing toward this population. Current student demographics (2020-2021) depict a department that is 86% female and 46% White, while the college's overall enrollment is 81% female and 50% White at the graduate level. The college uses a Diversity Data Report located in Appendix 5 to further understand the relationships among faculty, student and service area demographics.

x. Advising procedures

Upon acceptance into the counseling programs, students are assigned an academic advisor. This is communicated to students after their official admission into the program by the Department of Counselor Education. The Student Handbook 2021-2022 states, "A faculty advisor is assigned to students upon admission to the Department of Counselor Education. Academic advisement must be sought no later than by the end of the first semester following admission (p. 28)." Students are contacted by the department prior to the first semester with suggested courses for the new term. Additionally, the student and the faculty advisor are encouraged to confer in the first semester of enrollment and prepare to complete a Plan of Study (POS) toward the end of the first semester (or by the midway point in the semester). Developing a POS is an official process that results in the completion of an electronic plan (submitted to the Graduate College for degree audit) that identifies a planned program of study. The POS is submitted electronically through the MyPOS system in MyFAU. All students are provided with a copy of the standard or suggested sequence for their cohort, which helps guide students and faculty advisors in preparing an electronic POS.

Students in the School Counseling program are required to fill out an additional checklist that outlines programmatic expectations. All degree-seeking students are assigned a school counseling faculty advisor upon their admittance into the program. Advising and orientation information for the school counseling program is shared via email and posted on the department website for students to reference as they go through the program. For the School Counseling program, the virtual orientation PowerPoint is delivered upon admittance into the program, upon faculty advisor assignment. Students are encouraged to submit their "Student Advising Checklist" and to confer with the faculty advisor regarding any queries. In addition, students are required to meet with an advisor prior to applying for the practicum and internship experiences.

Students in the Clinical Mental Health Counseling program are instructed by faculty to access the Mental Health Counseling Handbook, and are oriented to important provisions contained in it during an orientation session in the first semester of their program. For the Clinical Mental Health Counseling program, the orientation is conducted by the department chair or core CMHC faculty member at the beginning of one of the core Clinical Mental Health specialty courses in the first semester (MHS 6701 Issues in Mental Health Counseling).

Students in the Clinical Rehabilitation Counseling Program are assigned an advisor upon entry to the program. Students are oriented to procedures for creating a Program of Study, coursework and sequencing, as well as Practicum and Internship placement. They are also directed to the website and handbook for important information about the program. For the Clinical Rehabilitation Counseling program, the orientation is conducted by one of the Clinical Rehabilitation faculty members before or during RCS 6031 Foundations of Rehabilitation Counseling and is open to all rehab students.

When a student is accepted into the Doctoral program, a faculty advisor is assigned based on the compatibility with the student's research interest, ascertained through the admission interview process. Upon admission, the assigned faculty advisor works with the student in the completion of a Plan of Study (POS). By the end of the first semester,

the student is required to submit an electronic POS, which is approved by their advisor and the Department Chair, and ultimately the Graduate College. The Plan of Study review process has two components: 1) a formal electronic POS (in the MyPOS system), which is submitted to the Graduate College to delineate the educational coursework that the student will engage in (and identify an anticipated graduation term); and 2) a departmental plan discussed with faculty advisor, which outlines the experiences that students will engage in to achieve their professional goals (related to teaching; supervision; counseling services; research and scholarly activities; professional writing; service to the community, region, and the profession). In other words, the POS review process acts as a guide for the student, and a contract between the Department and the student.

xi. Licensure rates (if applicable)

Primarily, graduates of the Clinical Mental Health program are eligible for (and must seek) licensure. Clinical Rehabilitation Counseling programs graduates may seek licensure as a Licensed Mental Health Counselor (LMHC), as may those in School Counseling program (with additional coursework), but they do not need to do so to practice in their respective fields (each have specialty certifications; see below). The department must report the percentage of students who pass the national licensure or certification examination to CACREP in an annual progress report. For the past 2 years, our Clinical Mental Health Counseling students reported 100% pass rate on their national licensure or comprehensive examination (NCE: CPCE). Over the last three years, based on multiple state licensure records including the Mental Health Licensing Board in the state of Florida, we can report that 90 percent of graduates have either registered as a Mental Health Counselor Intern (a provisional license) or have become fully licensed in the state of Florida or another state. Only four have not applied yet, primarily due to health concerns.

xii. Placement rates/employment profile

School Counseling- Students (100%) who graduate from the FAU school counseling program are eligible to receive a Florida Teacher Certification or add the School Counseling and Guidance area to their current certificate. For the School Counseling Master's program, placement rates and retention are tracked and reported by the State of Florida by its "Annual Program Performance Report" (APPR, see Table 9 below). The most recent report below shows that graduates of the School Counseling Master's program are rated a 4 (from a scale of 1 to 4 with 4 being the top score) in the performance metrics of Teacher Evaluations, 2 for Placement Rates, 3 for Retention Rates, and 3 for Overall Performance Rates.

Table 9. APPR Data from Florida DOE 2019-2020

Institution/ Subject	Number of 2019-2020 Completers	Overall Performance	Placement Rate	Retention Rate	Student Performance on Statewide Assessments	Student Performance by Subgroups	Teacher Evaluation Results	Download Report
Florida Atlantic University 114 - Art	1	1					4	
Florida Atlantic University 288 - Biology	4	3.3	4	2			4	
Florida Atlantic University 289 - Chemistry	1	3.3	4	2			4	
Florida Atlantic University 444 - Elementary Education/ ESOL	5	3.7	3	3	4	4	4	
Florida Atlantic University 494 - Elementary Education/ ESOL/ Reading	103	3.6	3	3	4	4	4	
Florida Atlantic University 398 - English/ESOL	15	3.4	2	4	3	3	4	
Florida Atlantic University 430 - Exceptional Student Education/ ESOL	20	4	4	4			4	
Florida Atlantic University 310 - French	0	1						
Florida Atlantic University 304 - Guidance and Counseling	33	3	2	3			4	
Florida Atlantic University 287 - Mathematics	3	3.6	4	3	3	4	4	
Florida Atlantic University 202 - Music	6	3	2				4	
Florida Atlantic University 291 - Physics	0	3.3	4	2			4	
Florida Atlantic University 212 - Reading	0	3.2	3	3	3	3	4	
Florida Atlantic University 293 - Social Science	12	3.3	3	3			4	
Florida Atlantic University 311 - Spanish	0	1						

A score of 4.0 on Placement Rate means: "Placement rate is at or above the 68th percentile of all equivalent programs across the state." A score of 4.0 on Retention Rate means: "The average number of years employed in the 5-year period following initial placement is 4.5 years or more." Finally, a score of 4.0 in Performance Rate means: "The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students."

Clinical Mental Health Counseling Program- In the most recent report to CACREP (2019-2020), approximately 85% of graduates are currently placed in a job that is directly related to the field of counseling.

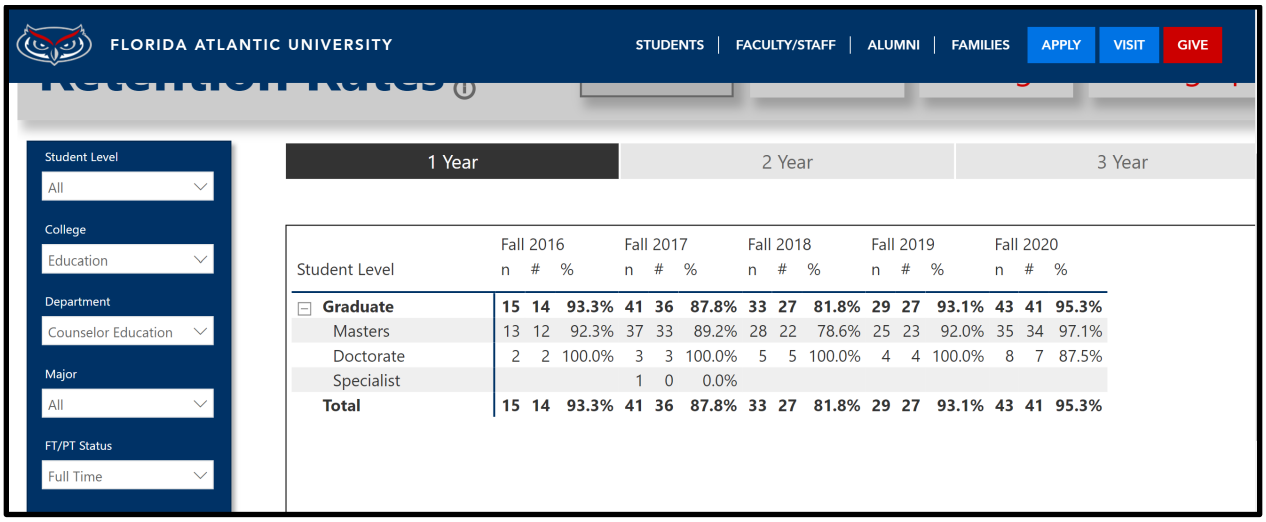
Clinical Rehabilitation Counseling Health Program- In the most recent report to CACREP (2019-2020), approximately 75% of graduates are currently placed in a job that is directly related to the field of counseling.

Doctoral Program- Approximately 100% of students who enter the doctoral program are employed as a counselor in a school, agency, private practice, or vocational rehabilitation center. Upon completing the Ph.D. in Counseling, however, many students either move into more administrative or academic jobs. In the past five years, 72% (18 of 24) of our doctoral graduates were employed as fulltime, part-time, post-doc, or adjunct professors following their graduation.

xiii. Retention rates

As our degree programs are graduate degree programs, the masters and doctoral program enjoy very high retention rates across all programs. Table 10 presents the retention rates for year one for all programs for full-time students entering from 2016-2020.

Table 10. Retention Rates for All Degree Programs (2016-2020 Entry Terms)



Student Level	Fall 2016 n	#	%	Fall 2017 n	#	%	Fall 2018 n	#	%	Fall 2019 n	#	%	Fall 2020 n	#	%
Graduate	**15**	**14**	**93.3%**	**41**	**36**	**87.8%**	**33**	**27**	**81.8%**	**29**	**27**	**93.1%**	**43**	**41**	**95.3%**
Masters	13	12	92.3%	37	33	89.2%	28	22	78.6%	25	23	92.0%	35	34	97.1%
Doctorate	2	2	100.0%	3	3	100.0%	5	5	100.0%	4	4	100.0%	8	7	87.5%
Specialist				1	0	0.0%									
Total	**15**	**14**	**93.3%**	**41**	**36**	**87.8%**	**33**	**27**	**81.8%**	**29**	**27**	**93.1%**	**43**	**41**	**95.3%**

All programs enjoy retention rates above 75%, with the Ph.D. program reporting 100% retention through 2019, and the master's program the lowest in 2018, at 79%. The average retention rate for all programs is above 80% consistently.

xiv. Graduation rates

Based on the most recent report to CACREP, the M.Ed. in School Counseling has a 75% completion rate for students admitted into the program. For the Clinical Mental Health Counseling program, there is an 88% completion rate. For the Clinical Rehabilitation Counseling program, there is approximately an 80% completion rate. For the Ph.D. program, our completion rate is estimated at 85%.

Table 11. Degrees Awarded- Department of Counselor Education (2018-2021)

C 3 Degrees Awarded
Counselor Education (Program CIP: 131101)

		Counselor Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
	Degrees awarded with a:					
Associates	Single major					321.0
	All					321.0
Bachelors	Degrees awarded with a:					
	Single major				265.0	5,840.0
	Double or triple major					75.0
	All				265.0	5,915.0
Masters	Degrees awarded with a:					
	Single major	33.0	56.0	39.0	223.0	1,591.0
	All	33.0	56.0	39.0	223.0	1,591.0
Specialist	Degrees awarded with a:					
	Single major	19.0	13.0	10.0	25.0	25.0
	All	19.0	13.0	10.0	25.0	25.0
Doctorate	Degrees awarded with a:					
	Single major	6.0	4.0	2.0	24.0	142.0
	All	6.0	4.0	2.0	24.0	142.0
First Professional	Degrees awarded with a:					
	Single major					56.0
	All					56.0
Total	**Degrees awarded with a:**					
	Single major	**58.0**	**73.0**	**51.0**	**537.0**	**7,975.0**
	Double or triple major					**75.0**
	All	**58.0**	**73.0**	**51.0**	**537.0**	**8,050.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Table 11 indicates that degrees awarded in the Department of Counselor Education have fluctuated in the last three years overall, while Masters degrees awarded have decreased. The department produced 17% of the master's degrees awarded in the COE for 2020-2021. Doctoral degrees awarded have also fluctuated, with the pandemic impacting research participants for dissertations, and ultimately, completions. However, in 2022, the number of dissertation defenses has increased. As of the writing of this document, a total of 56 students have graduated with their doctorates since 2009 (the first year that a student graduated from the doctoral program). This has been a period of rapid and sustained progress for our doctoral degree program.

xv. Student recruitment

All of the faculty in the Department of Counselor Education share responsibility for recruitment of students into the program. Traditional efforts to recruit students have included paper print and word-of-mouth in the community, building upon existing relationships with local school districts, agencies, centers, and hospitals. Ads informing readers about the program offerings have been placed in state, regional, and national professional conference programs. However, the Department has recently moved to utilizing technology, in particular social media, to boost exposure. In 2013, the Department launched its first Facebook page. This attempt is meant to reach the younger, more technologically savvy students of today by using the communication means that they use most readily. In addition, we have joined CESNET, the listserv for counselor educators, and we regularly post advertisements there.

The department has received $2500 per year for the past three years in recruitment funding from the University Graduate College. These funds have been used for the preparation and purchase of promotional materials, sponsoring a booth in the Exhibit Hall at the American Counseling Association annual conference and other department recruiting. Additionally, scholarship opportunities are shared with perspective students via the College of Education website: https://www.fau.edu/education/students/scholarships/

The Katherine Dexter Treadwell Memorial Scholarship in Counselor Education is made available specifically to Counselor Education students: https://www.fau.edu/education/students/scholarships/ce/

Presidential and Graduate Dean (formerly, Provost) Fellowships for graduate students are awarded annually by the department through funding in the Graduate College: https://www.fau.edu/graduate/resources/fellowships-and-awards/ The department has received 1 Presidential Fellowship and 1 Graduate Dean (formerly, Provost) Fellowships over the last few years.

Faculty

i. Administrative structure

The Department of Counselor Education consists of a Department Chair and eight full-time, tenure track (or tenured) faculty members, and three Post-doctoral Fellows (two instructional Post-doctoral Fellows, and one time-limited research fellow). The following individuals, listed alphabetically by surname, hold full-time faculty appointments in the Department of Counselor Education. It is important to note that at Florida Atlantic University, Department Chairs are not faculty or, more specifically, are not “in unit” and are not covered by the BOT UFF Collective Bargaining Agreement. However, Dr. Gill is a Professor and teaches regularly.

Hannah Bowers, Ph.D., Associate Professor (School Counseling)
Brian Canfield, Ed.D., Professor (Clinical Mental Health Counseling)
Michael Frain, Ph.D., Professor (Clinical Rehabilitation Counseling)
Kelly Emelianchik-Key, Ph.D., Associate Professor (Clinical Mental Health Counseling)
Carman Gill, Ph.D., Professor (Clinical Mental Health Counseling)
Bridget Glass, Ph.D., Post-doctoral Fellow
Taylor Irvine, Ph.D., Post-doctoral Fellow
Melissa Mariani, Ph.D., Associate Professor (School Counseling)
Paul Peluso, Ph.D., Professor (Senior Associate Dean; Professor, Clinical Mental Health Counseling)
Ayse Torres, Ph.D., Assistant Professor (Clinical Rehabilitation Counseling)
Elizabeth Villares, Ph.D., Professor (School Counseling)

The Department of Counselor Education is a stand-alone department within the College of Education. Dr. Carman Gill is a full professor in the Department of Counselor Education, and serves as department chair. In her capacity as department chair, she is responsible for the coordination of the programs in the department. She is involved in the

leadership of the College and receives inquiries regarding the department from constituents across the university. She is involved in budget development and expenditures. Her position is a 12-month appointment, and she is obligated to teach two courses annually and conduct research as part of her assignment.

In addition, our department has one time-limited (6 month) Post-doctoral Fellow (Bridge Program), Grisel Lopez-Escobar, Ph.D., who will be conducting research through March 2023.

ii. Faculty profile (DDI B2)

In 2004, the Department of Counselor Education fulfilled a long-standing goal: to obtain BOG support for a doctoral degree program in Counseling. As part of the approved program, a hiring plan with a total of 12 faculty members was to be implemented and completed by 2008. However, due to faculty attrition and retirement, financial difficulties and the COVID-19 pandemic, and unfilled lines, this plan was never fully realized. Table 12 shows the trend over the last five years. Whereas the number of faculty remains stable, there is still outstanding need that has gone fulfilled.

Table 12. Number of Counselor Education Faculty over a Five-Year Period

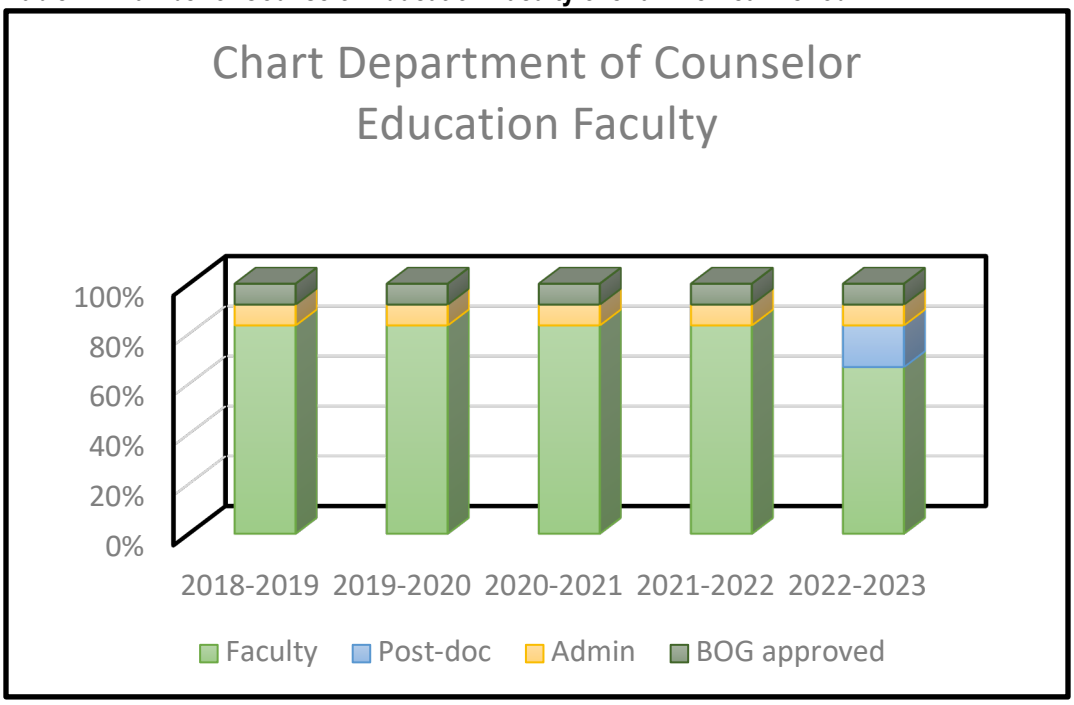


Table 13 B2- Faculty Profile

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Counselor Education

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Counselor Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Male					1
	Total					1
Asian or Pacific Islander	Female				2	42
	Male				5	110
	Total				7	152
Black (Not of Hispanic Origin)	Female				8	53
	Male				1	26
	Total				9	79
Hispanic	Female	1	1	1	5	45
	Male				4	44
	Total	1	1	1	9	89
White (Not of Hispanic Origin)	Female	5	5	5	41	323
	Male	5	5	5	18	393
	Total	10	10	10	59	716
Total	Female	6	6	6	56	463
	Male	5	5	5	28	574
	Total	11	11	11	84	1,037

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

Table 14. B2- Adjunct Faculty

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Counselor Education

Adjuncts		Counselor Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Female					1
	Total					1
Asian or Pacific Islander	Female				1	9
	Male				1	8
	Total				2	17
Black (Not of Hispanic Origin)	Female		1	1	17	64
	Male	1	1	1	8	27
	Total	1	2	2	25	91
Hispanic	Female	2	3	3	10	53
	Male	1	1		10	33
	Total	3	4	3	20	86
White (Not of Hispanic Origin)	Female	9	7	5	71	214
	Male	3	4	4	27	167
	Total	12	11	9	98	381
Total	Female	11	11	9	99	341
	Male	5	6	5	46	235
	Total	16	17	14	145	576

Source: Instruction and Research File

There are two important points to note from the above tables. First, it is noteworthy that many of the adjunct faculty that are currently utilized were graduates of the counselor education doctoral program. They have been specifically trained in the specific training methods and unique pedagogical programs in School Counseling, Rehabilitation Counseling, and Clinical Mental Health Counseling. The additional benefit to using these adjunct professors is their use of their "real world" experience implementing the training models, which enriches student's learning experiences.

Additionally, our department has one non-core faculty member, Dr. Jennifer Sanchez, Associate Research Professor, who was recently hired as part of a grant supervised by Dr. Michael Frain. Dr. Sanchez teaches courses as an adjunct instructor, in addition to her regular assignment.

iii. Faculty teaching load

Faculty members in the department generally teach the equivalent of a 2/2 load for fall and spring semesters. An on-going factor that impacts the entire department, both in teaching and service, is the large number of doctoral students registered for dissertation. Serving as a dissertation chair requires a high level of expertise and commitment, as it involves mentoring doctoral students in original research and writing in the field of counseling. This effort has recently been recognized by university through the offer of a credit toward a course release or a stipend for the committee chair, upon graduation of the doctoral mentee. Service as a committee member is not yet recognized in this way.

An additional factor that impacts the department in teaching, scholarship, and service is the large demand on instructors that teach the practicum and internship courses. As per CACREP standards, practicum courses are capped at 6 students and internship courses are capped at 12 students. This is due to the fact that each instructor must be directly involved with making sure students' needs are being met on site, providing supervision, instruction, and feedback during class time, and providing detailed feedback on 30-60 hour long case transcript and case conceptualizations per course. This is in addition to providing 10-15 hours of time to administer and grade exit exams for each practicum and internship II course. These demands leave little-to-no time to be as directly involved with site partnerships and provide supervision on site as needed. These courses are huge undertakings, but it is vital for full-time faculty members to take a hands-on approach in order to ensure students are receiving proper training, clients are receiving high levels of care, and gatekeeping is taking place. Moreover, while the post-doctoral faculty aid with teaching courses and consistency for the students, they do not provide advisement, particularly at the doctoral level. As a result, current core faculty members are advising heavy loads at the master's level, as well as providing additional service in doctoral level mentoring.

iv. Summary of faculty research productivity (DDI Summaries)

Table 15. Research Productivity

C 1-9 Research/Scholarly Productivity
Counselor Education

		Counselor Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Books (including monographs & compositions)	#	7	5	4	17	81
2. Other peer-reviewed publications	#	29	25	21	114	909
3. All other publications	#	20	6	11	42	579
4. Presentations at professional meetings or conferences	#	23	30	43	181	960
5. Productions/Performances/Exhibitions	#	1	0	0	21	228
6. Grant Proposals Submitted	#	3	8	4	56	484

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)
Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity
Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation
University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

The faculty of the Department of Counselor Education are quite productive, especially given the faculty teaching load and the commitment to quality instruction. First, over the last three years documented above, faculty in the department have written 16 books, published 75 articles, and given 96 presentations at professional meetings or conferences (see Table 15 above). This information does not include grant-funded research which is described following table 16. Table 16 presents a sample of recent publications by the faculty, which reflects the most recent activity.

Table 16. Selected Faculty Research and Publications 2019-2021

Publications
Dr. Villares
Villares, E. (In Press). Consultation and trauma-infused practices. In G. Brigman, E. Villares, F. Mullins, L. Webb, & J. White, *School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd ed.* John Wiley & Sons, Inc.
Villares, E., & Bowers, H. (In Press). School counselors as leaders. In G. Brigman, E. Villares, F. Mullins, L. Webb, & J. White, *School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd ed.* John Wiley & Sons, Inc.
Villares, E., & Fullilove, C. (In Press). Consultation with undocumented students and parents. In G. Brigman, E. Villares, F. Mullins, L. Webb, & J. White, *School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd ed.* John Wiley & Sons, Inc.
Griffith, C., & **Villares, E.** (In Press). Research design - Quantitative approaches. In Zyromski, B., & C., Dimmitt, *Research in Schools*.
Brigman, G., **Villares, E.,** Mullins, F., Webb, L., & White, J. (In Press). *School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd ed.* John Wiley & Sons, Inc.
Limberg, D., **Villares, E.,** Gonzales, S., Rosen, N., & Starrett, A. (In press). Exploring the Induced Disparities of Implementing School Counseling Services During COVID-19. *Professional School Counseling*.
Weinstein, J., **Villares, E.,** & Brigman, G. (2021). The effect of Student Success Skills small group intervention on factors associated with dropout potential. *Journal for Specialist in Group Work, 46*(3), 256-271. https://doi.org/10.1080/01933922.2021.1945175
Villares, E., Brigman, G., Webb, L., Carey, J., & Harrington, K. (2021). A randomized control trial of elementary teachers' perceptions of school counselor impact. *Counseling Outcome Research and Evaluation, 12*(2), 105-116. https://doi.org/10.1080/21501378.2020.1788929
Webb, L., Brigman, G., Carey, J., **Villares, E.,** Harrington, K., Wells, C., Sayer, A., & *Chance, E. (2019). Results of a randomized controlled trial of Student Success Skills. *Journal of Counseling & Development, 97*(4), 398-408. https://doi.org/10.1002/jcad.12288
Mariani, M., Sink, C., **Villares, E**., & Berger, C. (2019). Measuring classroom climate: A validation study of the My Child's Classroom Inventory-Short Form for Parents. *Professional School Counseling*, *22*(1). https://doi.org/10.1177/2156759X19860132
Villares, E., & Brigman, G. (2019). College/career success skills: Helping students experience postsecondary success. *Professional School Counseling, 22*(ib), 1-8. https://doi.org/10.1177/2156759X19834444
Dr. Frain
Stauser, D., Chan, F., Frain, J., Tansey, T., & Frain, M. (2021) Vocational Evaluation in Rehabilitation. In D. Strauser (Ed.) *Career Development Employment, and Disability in Rehabilitation.* Springer, New York.
Morse, K., Dukes, C., Brady, M., Frain, M. & Duffy, M. (2021). Using an iPAD job coaching intervention to enhance food preparation skills for individuals with developmental disabilities. Journal of Vocational Rehabilitation, 55, 235-249. Doi: 10.3233/JVR-211160
Sánchez, J., Wadsworth, J. S., **Frain, M. P.**, Umucu, E., & Chan, F. (2020). Psychiatric symptoms, psychosocial factors, and life satisfaction among persons with serious mental illness: A path analysis. *The Journal of Nervous and Mental Disease*.

Bishop, M., Fraser, R., Li, J., Rumrill, P.D., Burns, M., LaRocca, N., **Frain, M.**, McDaniels, B., & Lee, B. (2019). Life domains that are important to quality of life for people with multiple sclerosis: A population-based qualitative analysis. *Journal of Vocational Rehabilitation. Doi:* 10.3233/JVR-191026

Rumrill, P., Strauser, D., Li, J., Roessler, R., Bishop, M., Leslie, M., & **Frain, M.** (2019). Priority employment concerns identified by Americans with MS residing in rural areas: Results of a National Survey. *Journal of Vocational Rehabilitation, 21-31*. Doi: 10.3233/JVR-191022

Strauser, D., **Frain, M.**, Frain, J., & Tansey, T. (2019). Vocational Evaluation in Rehabilitation, In D. Strauser, T. Tansey and F. Chan (Eds) *Assessment Principles and Practice in Rehabilitation and Mental Health Counseling* Springer.

Torres, A., **Frain, M.**, & Tansey, T. (2019). The Impact of Motivational Interviewing Training on Rehabilitation Counselors: Assessing Working Alliance and Client Engagement. A Randomized Controlled Trial. *Rehabilitation Psychology*.

Dr. Canfield

Torres, A; Junkhe, J; **Canfield, B**: Escudero, A; and Agudelo, A; (2021.) *Empowering Families to Address Suicide in Rural Colombia*. The Family Journal.

Canfield, B. (2021) *Diversity and Intercultural Work in Family Counseling* – Chapter in Foundations of Couples, Marriage, and Family Counseling - Second Edition. Edited by David Capuzzi and Mark Stauffer. John Wiley & Sons, Publisher.

Canfield, B. (2020). Intercultural Perspectives on Family Counseling. Brian Canfield, Editor. Taylor and Frances/Routledge Press, New York.

Canfield, B. (2020.) *Marriage Counseling and Couple Therapy with Celebrity and High-Profile Clients.* The Family Journal.

Dr. Mariani

Perhay-Kuba, S., Villares, E., Brigman, G., & **Mariani, M.** (2020). The impact of the Ready to Learn Program on kindergarteners' pro-social and self-regulation skills, reading performance, and teachers' perception of classroom climate. *Submitted for publication.*

Mariani, M. & Silvestro, K. (2020). Making choices to resolve conflict: An evaluation of the Kelso's Choice program for elementary students. Submitted for publication. *Professional School Counseling.*

Griffith, C., **Mariani, M.**, McMahon, G., Zyromski, B.**,** & Greenspan, S. (2019). School counseling intervention research: A 10-year content analysis of ACA-affiliated journals. Submitted for publication. *Professional School* Counseling, 23 (1), doi.org/10.1177/2156759X19878700

Zyromski, B., Martin, I., & **Mariani, M.** (2019). Evaluation of the True Goals school counseling curriculum: A pilot study. *The Journal for Specialists in Group Work.* Submitted for publication. 44:3, 170-183, DOI: 10.1080/01933922.2019.1634781.

Mariani, M., Sink, C. A., Villares, E., & Berger, C. (2019). Measuring classroom climate: A validation study of the My Child's Classroom Inventory–Short Form for Parents. *Professional School Counseling*. https://doi.org/10.1177/2156759X19860132

Mariani, M. & Perhay-Kuba, S. (2019). Evidence-based practices across MTSS. In E. Goodman-Scott, J. Betters-Bubon, & P. Donahue (Eds.), *The school counselor's guide to multi-tiered systems of support (267-297)*. Routledge.

Dr. Emelianchik-Key

Labarta, A.* & Emelianchik-Key, K. (in press). Exploring the relationship between eating disorder symptomology mindfulness, adaptive coping, and transdiagnostic mechanisms in affectional minority clients. *The Journal of LGBTQ Issues in Counseling.*

Emelianchik-Key, K., Labarta, A., & Irvine, T. (in press). Understanding Sexuality Counseling Education from the Lens of Trainees: A Critical Examination and Call for Increased Attention and Training. *The Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education.*

Irvine, T., Labarta, A., & **Emelianchik-Key, K**. (2021). Bridging the Gap in Multicultural Education: A Relational-Cultural and Adlerian Multicultural Framework. *The Professional Counselor.*)

Irvine, T., Fullilove, C., Osmand, A., Farmanara, L. & **Emelianchik-Key, K**. (2021). Deliberate Practice Coaching Framework to Enhance Competencies in Counselor Education Programs. *Journal of Counselor Preparation and Supervision.*

Emelianchik-Key, K, Byrd, R., & Gill, C. (2021). Dating Violence and the Impact of Technology: Examining the Lived Experiences of Female College Students. *Violence Against Women.* .https://doi.org/10.1177/1077801221998799

Emelianchik-Key, K., Labarta, A., & Glass, B. (2021). Infusing Dialectical Behavior Therapy Skills into Supervision to Address Challenges and Enhance Performance *Journal of Creativity in Mental Health*.1-16. http://doi.org/10.1080/15401383.2020.1870599

La Guardia, A. C., Cramer, R. J., Bryson, C. N., & **Emelianchik-Key, K**. (2020). Analysis of Personality, Suicide, and Self-Injury in Emerging Adulthood. *Journal of College Counseling*, *23*(1), 57-70. http://doi.org/10.1002/jocc.12149

Emelianchik-Key, K. and Stickney, K. (2019). Using Surrogate Partner Therapy in Counseling: Treatment Considerations. *The Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education. 1*(2), 6. 105-113. https://doi.org/10.34296/01021020

Emelianchik-Key, K &. Colvin, K. F. (2019). The Teen Screen for Dating Violence: An Item Response Theory Analysis. *Journal of Interpersonal Violence. 36(17–18), NP10012–NP10034. https://doi.org/10.1177/0886260519863723*

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Dr. Bowers

Bowers, H., Lemberger-Truelove, M.E., & Whitford, D. K. (2020). Kindergarteners are Ready to Learn: Executive functioning and social-emotional effects for a pilot school counseling intervention Applying Advocating Student-Within-Environment Theory. *Journal of Humanistic Counseling*. 59(2). 3-19.

Brigman, G., **Bowers, H**., & Whitford, D.K. (2020). *Exceptional Student Success Skills*. Boca Raton, FL: Atlantic Education Consultants.

Lemberger, M. & **Bowers, H**. (2019). Advocating Students within Environments. In C. Dollarhide and M. Lemberger (Eds.) *Theories of School Counseling Delivery for the 21st Century*. New York, NY: Oxford University Press. (p.266-293)

Dr. Gill

Emelianchik-Key, K., Byrd, R., & **Gill, C. S.** (2021). Technology Facilitates My Perpetration and Experience of Dating Violence: The Lived Experiences of College Women. *Journal of Violence Against Women.*

Freund, R. R*., **Gill, C.S.,** & Ainbiner, D. (2021). Wellness Tribe: Gamification of the IS-WEL Adlerian based model of wellness. *Journal of Individual Psychology, 77* (1), 102-116.10.1353/jip.2021.0007

Sauer, A. K.* & **Gill, C. S.** (2020). Treating Disruptive Mood Dysregulation Disorder: An Adlerian and equine therapy integrated approach. *Journal of Individual Psychology, 76(4).*

Freund, R. R.*, **Gill, C. S.,** & Katz, J.* (2019). Understanding Counselor Values Conflict Through the Lens of Adlerian Social Interest. *Journal of Individual Psychology, 75(4),* 299-312. 10.1353/jip.2019.0019

Hipona, G.*, Dailey, S. F.*, **Gill, C. S.,** & Carney, J. (2019). An Interpretive Phenomenological Analysis Study of Sheltering-in-Place: The Fort Hood Shooting. *Journal of Military and Government Counseling, 7(2),* 27-55.

Gill, C. S., Harper, M. & Dailey, S.* (2019). Assessing the client's spiritual domain. In C. S. Cashwell & J. S. Young (Eds.), *Integrating religion and spirituality in counseling: A guide to competent practice* (3rd ed.)*.* Alexandria, VA: American Counseling Association.

Dr. Torres

Torres, A., Kearney, K., Brady M. (2021). "What ELSE about this job?" Teaching decision making model to College Students with Intellectual and Developmental Disabilities. *Journal of Developmental and Physical Disabilities.* Submitted.

Brady M., Kearney, K., *Downey A., **Torres, A.**, McDougall D. (2021). Using Mnemonics, Remote Coaching, and the Range-Bound Changing Criterion Design to Teach College Students with IDD to Make Employment Decisions. *Behavior Analysis in Practice.* Submitted.

Torres, A., Juhnke, G., Canfield, B., Gomez-Escudero, A., & Ramírez, A. (2021). Empowering Families to Address Suicide in Rural Colombia. *The Family Journal*, *29*(2), 220–226. https://doi.org/10.1177/1066480720986493

*Downey A., **Torres A.**, Kearney K., Brady M., *Katz J. (2021). Teaching Virtual Job Interview Skills to College Students with Intellectual Disability. *Career Development and Transition for Exceptional Individuals.* https://doi.org/10.1177/2165143421989408

Torres, A., Kearney, K. B., Brady, M. P., *Wood, J., & *Katz, J. (2021). Using a literacy-based behavioral intervention to teach job interviewing skills to adults with intellectual disability. *Journal of Vocational Rehabilitation.* https://doi.org/10.3233/JVR-201127

Joseph, B., Kearney, K. B., Brady, M. P., *Downey, A., & **Torres, A.** (2020). Teaching Small Talk: Increasing On-Topic Conversational Exchanges in College Students with Intellectual and Developmental Disabilities Using Remote Audio Coaching. *Behavior Modification*. https://doi.org/10.1177/0145445520975174

Torres, A., Frain, M., Tansey, T. (2019). The impact of motivational interviewing training on rehabilitation counselors: Assessing working alliance and client engagement. A randomized controlled trial. *Rehabilitation Psychology, 64*(3), 328–338. https://doi.org/10.1037/rep0000267

Dr. Peluso

*Baker, A., **Peluso, P.R.,** Freund, R., Diaz, P. & Ghaness, A. (2022). Using Dynamical Systems Mathematical Modelling to Examine the Impact Emotional Expression on the Therapeutic Relationship: A Demonstration Across Three Psychotherapeutic Theoretical Approaches. *Psychotherapy Research, 32*(2), 223-237. DOI: 10.1080/10503307.2021.1921303

*Irvine, T. & **Peluso, P.R.** (2022). An Affair to Remember: A Mixed-Methods Survey Examining Therapists' Experiences Treating Infidelity. *The Family Journal, 30*(3), 324-333. DOI: 10.1177/10664807211061826

*Torres, A., Diaz, P., Freund, R., Baker, T., Baker, A., & **Peluso, P.R.,** (2021). The Relationship of Outcomes and the Therapeutic Working Alliance in Vocational Rehabilitation Counseling. *Journal of Vocational Rehabilitation, 55, 313-322*. DOI:10.3233/JVR-211165

***Peluso, P.R.,** Freund, R. R., Gottman, J.M., Gottman, J.S., & Peluso, J.P. (2019). Validation of the Gottman negative comparisons for alternatives scale. *The Family Journal*, DOI: 10.1177/1066480719843904

v. Strategic planning for hires

In 2013, the findings of the CACREP (Council for the Accreditation of Counseling & Related Educational Programs) site team identified that, due to previous faculty departures, and pending faculty reductions, the department was going to be out of compliance with CACREP General Standards 1 C, 1 M, and 1 N. CACREP General Standard 1. C states: "*The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments."* General Standard 1.M states: "*For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty."* Finally, General Standard 1.N states: "*Institutional data reflect that the ratio of full-time*

equivalent (FTE) students to FTE faculty should not exceed 10:1." As a result, they recommended an immediate hire at the Associate Professor level in Clinical Mental Health, an Assistant Professor level in Clinical Mental Health, and an Assistant Professor level in School Counseling. As of the 2014-2015 academic year, an Associate Professor Clinical Mental Health, Assistant Professor Clinical Mental Health, and an Assistant Professor School Counseling were hired.

Additionally, a Professor in the Clinical Mental Health program member retired and a second faculty line was approved for Clinical Rehabilitation Counseling. Therefore, two additional faculty members were hired, bringing the department back to 11 faculty members. Changes continued to occur, including the promotion of the department chair, Dr. Paul Peluso, to Senior Associate Dean, and the retirement of two professors in Spring 2022, all occurring during the pandemic. In order to meet CACREP standards, faculty members in the appropriate disciplines must be hired, and as of the writing of this document, have been approved through the Provost's Office at FAU and advertisements are underway. These hires would not only fulfill the CACREP accreditation standard requirements, but would also support the FAU 2015-2025 Strategic Performance Plan, in the following ways:

*1. Assistant Professor (Clinical Mental Health Counseling Faculty)-*In accordance with the 2015-2025 Strategic Plan, the new hire, an Assistant Professor in Clinical Mental Health Counseling, will help the department support the University because all degrees awarded in Counselor Education are identified as Graduate Degrees of Strategic Emphasis, by the Board of Governors. As such, the counseling department contributes directly to FAU's strategic plan performance indicator #18 "Graduate degrees in programs of strategic emphasis." We contribute to the goals of the strategic plan, as we prepare students for licensure as clinical mental health counselors (professional licensure & certification exam pass-rates above benchmark). Further, the counseling department contributes to FAU's strategic plan performance indicator #10- "Graduate degrees awarded annually". We would like to increase the number of graduate degrees we award. However, we must have additional faculty lines to do this. We contribute directly to FAU's strategic plan performance indicator #21-"Faculty membership in national academies," as all of our faculty are members of at least one national professional organization related to counseling.

The Department of Counselor Education and this faculty line contribute directly to FAU's Institutes. The American Counseling Association's (ACA) definition of counseling includes a wellness mandate. As such, our goal as counselors, and as a department, is to improve mental health and wellness within the community, including *healthy aging*. Toward serving our commitment to wellness within the community, we must focus on community engagement. We will continue our work with communities to develop tools to address challenges and uncover solutions that promote wellness. For example, Dr. Sperry, who has retired from this position, created and sustained a research line devoted to case conceptualization and evidence-based counseling interventions. His mentoring and training in these areas contributed to our highly-skilled graduates being the most sought after clinical mental health counselors in the area. We must identify and hire someone as a replacement who has the same commitment to clinical mental health counseling and to our community. This is also strongly connected to the Peace, Justice and Human Rights Pillar, specifically developing "programs that share best practices and promote tolerance and understanding of diverse cultures." Additionally, FAU has identified Boldness as a goal. Within this goal is the strategic action to "increase enrollment in BOG areas of strategic emphasis." As noted above, we contribute directly to this goal, as all of our degrees meet this criteria. However, without this replacement line, our programmatic accreditation is in jeopardy. Without this line, will not be able to "recruit and retain nationally competitive students," another strategic action associated with our goal of Boldness. Timely graduation for full-time graduate students will be impacted, as we will not have enough faculty to offer courses as needed to ensure this strategic action is addressed. Our student participation in national meetings will not increase, due to decreased mentoring, and the rate of students publishing in peer-reviewed journals will be negatively impacted. Without CACREP accreditation, graduates from our Ph.D. program will struggle to "achieve high placement levels in graduate, post-graduate, and post-professional educational, training, and research programs, particularly with prestigious institutions." All of these are strategic actions identified within the strategic plan, and we need this replacement position to

contribute to these as effectively as we do now. Maintaining our CACREP accreditation is crucial to functioning as a healthy department. If we do not replace this faculty retirement line, we will be further out of compliance with CACREP to the detriment of our department. Without this accreditation, our offerings will no longer be marketable, and after 2025, our clinical mental health graduates will not be licensable in Florida. FAU's strategic plan performance indicators will suffer as a result. Our Counseling Department is poised to grow and contribute to FAU and the strategic plan in positive ways. In terms of Synergy, we have a national reputation in counseling and we can "recruit and retain outstanding faculty and graduate students." We have the opportunity to grow our programs and strongly contribute to the growth of graduate degrees of strategic emphasis but we need the resources to do so. The replacement of this line will help us toward keeping our accreditation and continuing to contribute in meaningful ways.

2. Assistant Professor (School Counseling)- In accordance with the 2015-2025 Strategic Plan, the new hire, an Assistant Professor in School Counseling, will help the department support the University because all degrees awarded in Counselor Education are identified as Graduate Degrees of Strategic Emphasis, by the Board of Governors. As such, the counseling department contributes directly to FAU's strategic plan performance indicator #18 "Graduate degrees in programs of strategic emphasis." We contribute to the goals of the strategic plan, as we prepare students for certification in school counseling. The counseling department contributes to FAU's strategic plan performance indicator #10- "Graduate degrees awarded annually". We would like to increase the number of graduate degrees we award. However, we must have additional faculty lines to do this. Further, we contribute directly to FAU's strategic plan performance indicator #21-"Faculty membership in national academies," as all of our faculty are members of at least one national professional organization related to counseling.

The Department of Counselor Education and this faculty line contribute directly to FAU's Institutes. The American Counseling Association's (ACA) definition of counseling includes a wellness mandate. As such, our goal as counselors, and as a department, is to improve mental health and wellness within the community, including *healthy aging*. Toward serving our commitment to wellness within the community, we must focus on community engagement. We will continue our work with communities to develop tools to address challenges and uncover solutions that promote wellness. For example, Dr. Brigman, retired from this position, created and sustained a research line devoted to learning within the classroom. His evidence-based trainings and techniques are widely implemented in South Florida schools. We must identify and hire someone as a replacement who has the same commitment to school counseling and to our community. This is also strongly connected to the Peace, Justice and Human Rights Institute, specifically developing "programs that share best practices and promote tolerance and understanding of diverse cultures."

FAU has identified Boldness as a goal. Within this goal is the strategic action to "increase enrollment in BOG areas of strategic emphasis." As noted above, we contribute directly to this goal, as all of our degrees meet these criteria. However, without this replacement line, our programmatic accreditation is in jeopardy. Without this line, will not be able to "recruit and retain nationally competitive students," another strategic action associated with our goal of Boldness. Timely graduation for full-time graduate students will be impacted, as we will not have enough faculty to offer courses as needed to ensure this strategic action is addressed. Our student participation in national meetings will not increase, due to decreased mentoring, and the rate of students publishing in peer-reviewed journals will be negatively impacted. Without CACREP accreditation, graduates from our Ph.D. program will struggle to "achieve high placement levels in graduate, post-graduate, and post-professional educational, training, and research programs, particularly with prestigious institutions." All of these are strategic actions identified within the strategic plan, and we need this replacement position to contribute to these as effectively as we do now.

All of the Masters, Specialist, and Doctoral degree programs within the Department of Counselor Education are all listed as "Graduate Areas of Strategic Emphasis" by the Board of Governors of the State of Florida. The department is making great strides to increase the number of graduates with degrees from the Department of Counselor Education so as to support the University Performance-Based Metric System in order to compete for performance-based funding.

vi. Abbreviated faculty CVs

Please see attached in Appendix 6

D. Research

Currently, in the department, there are many active research programs and labs underway. These research programs have driven innovation in training, fueled publication at a high level, and has provided the impetus for applying and securing research grants. Broadly, the research programs are:

1. Evidenced-Based School-Counselor Led Interventions- Research-based interventions assist practitioners and counselor education (CE) researchers in determining the impact of school counselor-led interventions, programs, and services on K-16 students' academic achievement and social-emotional learning. The CE school-counseling faculty has developed, and continues to develop, a range of curricula and has built an extensive line of research around evaluating the impact of these curricula on student academic performance, behavior, attitudes, and coping skills. This line of research has won accolades, including two journal article of the year awards and several grants. School faculty have recently evaluated the efficacy of a middle-early high school classroom program, *SSS for SEL Success,* and an elementary program designed for students with learning differences, *Exceptional Student Success Skills*. One of the evidence-based programs, *Student Success Skills*, is one of only seven national programs to meet the rigorous research criteria established by the CASEL Guide to Evidence-based Adolescent SEL (Social-Emotional-Learning) programs. The faculty continue to work toward securing funding to conduct randomized control trials and replication studies like the completed 4-year $2.7 million U.S. Department of Education IES grant.
   Also, the FAU CE school counseling program secured a $1.6 million U.S. Department of Education grant in partnership with St. Lucie Public Schools to decrease the school counselor-to-student ratio in all 38 district schools. Three cohorts of students (*N*=75) in the Social Wellness Emotional Learning Leaders (SWELL) program will graduate with master's or education specialist degrees in school counseling. Finally, the CE school faculty are leaders in the evidence-based school counseling movement and will host the 2024 national Evidence-Based School Counseling Conference.

2. Mathematical Modeling of the Therapeutic Relationship- The quality of the therapeutic relationship is one of the greatest predictors of the success in counseling/psychotherapy to reduce symptoms and change behavior. This work uses a research methodology based on Dr. John Gottman's work that is able to predict successful marital relationships with approximately 94% accuracy (*note*: Dr. Gottman has been involved as a consultant in this project). Using video recording, emotion coding, and a dynamical systems mathematical modeling, a predictive model of therapeutic relationships that produce symptom reduction and treatment success will be created. These models can be utilized to provide clinicians with the feedback necessary to identify therapeutic interactions that are in jeopardy of failing, and provide corrective suggestions for clinicians to become maximally effective. To date, the lab has published six book chapters, and nine peer-reviewed journal articles. In addition, the Alliance Lab at FAU has partnered with the Machine Perception and Cognitive Robotics (MPCR) Lab in the Charles E. Schmidt College of Science, and with the I-Sense Pillar in the College of Engineering and Computer Science, to explore the next-generation technologies that may be able to automatically detect many of these non-verbal and verbal signals, as well as to employ elements of machine learning and artificial intelligence to help decode information in the video-recorded data related to therapeutic effectiveness.

3. Community Engaged Veteran-Mental Health Research: Our rehabilitation counseling faculty also secured funding from the Patient-Centered Outcomes Research Institute (PCORI) for the project titled "Operation Red-White-Blue: Building Patient-Centered Outcomes Research Competencies of Veterans and Mental Health Providers," a two year, $250,000.00 award. The objective of this community-engagement project is to incorporate veterans' lived experiences and insights into our research questions, hypotheses, and

determine research priorities that are meaningful for the veteran community. In order to achieve this, our rehabilitation counseling faculty formed a team, "Operation Red-White-and-Blue", that includes civilian mental health providers, clinicians, veterans, and other stakeholders statewide. The project team hosts community forums throughout the state of Florida in collaboration with several nonprofit organizations combating veteran suicide. So far, this team has met over five hundred veterans, their families, and mental health clinicians and collected information to find effective ways to remove barriers for veterans receiving mental health assistance.

4. Research on counselors' spiritual competence. Due to the high numbers of Americans who endorse a belief in God or a higher power, counselors are certain to work with clients for whom spirituality and religion are a key part of their lives. Issues in these areas have generally been overlooked, as counselors often feel lack of competence in this area. To that end, the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) identified core competencies that every counselor should be aware of when working in the spiritual domain. The current research from FAU's counseling programs is aimed at identifying the level of spiritual competence of the typical counselor; development of the *Spiritual Competency Scale* (an instrument to assess the spiritual competence of counselors); contributors toward competence; and a book including concrete strategies toward how to improve competence based in empirical work.

5. Crisis intervention and identification of risk factors for crisis behaviors. These areas are vital to the development of counselors in training. Many of our students are placed at internship sites where they work with clients exhibiting mild to extreme crisis behaviors (i.e., suicidal clients, self-injurious clients, interpersonal violence, and clients with severe mental health diagnoses). Students placed at these sites often receive additional training to work with these populations and learn how to identify risk and protective factors to assist in the client's care. Students receive training and guidance in practicum and internship courses on risk and protective factors of crisis behaviors. These risk and protective factors for clients in crisis are explored and utilized in thorough case conceptualization reports. The trauma and crisis course also provides students with a wealth of information on working with crisis and trauma behaviors. Currently, faculty are engaged in research that addresses crisis behaviors, such as suicidal ideation, teen dating violence, non-suicidal self-injury behaviors, and eating disorders. This research is shared with students to assist counselors in training to identify clients at risk and provide early intervention measures. Appropriate supervision, supervisor competence, and supervisor quality are also examined to identify the areas where more support and training are needed to ensure that students are receiving adequate training to best serve their clients' needs.

6. Evidence-Based Vocational Rehabilitation Practices: The rehabilitation counseling faculty has developed a range of curricula and built an extensive line of research focusing on evidence-based vocational rehabilitation practices. To increase the quality of public vocational rehabilitation services through counselor training, our rehabilitation counseling faculty received $1.2 million over five years, from a federal agency, the Rehabilitation Services Administration. With this grant, each year, twelve rehabilitation counseling students receive funds for their master's level training related expenses. As a result of our rehabilitation counseling faculty efforts, our program alumni are currently employed in various counseling and leadership roles with several different public rehabilitation agencies such as FL Division of Vocational Rehabilitation, Veterans Affairs, and Service Source. Additionally, our rehabilitation counseling faculty is a partner of the Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE). VRTAC-QE is a funded project with a total of $16.7 million from the U.S. Department of Education, Rehabilitation Services Administration. This project is led by the University of Wisconsin-Madison and partners with national leaders in rehabilitation research and training that have a wide range of collective experience in identifying and sharing innovative employment practices for people with disabilities. VRTAC-QE's goal is to increase the knowledge and skills of state vocational rehabilitation agencies and community partners that help people with disabilities achieve quality employment and career advancement, with an emphasis on competitive

integrated employment. Florida Atlantic University is a sub contract on the award focusing on self-employment for individuals with disabilities and awarded one million dollars over the five years of the grant.

i. Review of part II of the department dashboard indicators (DDI Summaries)

Table 17 and 18 shows the effort of faculty person-years devoted to research. However, Table 18 seems to be missing some information, since the number of peer-reviewed articles does not match the numbers reported by faculty. However, this table clearly reflects that productivity of our faculty, as our efficiency data is higher than both the college and university in terms of books, peer-reviewed and other publications, as well as presentations. Whereas grant submissions appear lower, it is noteworthy that our department brought in over $6.7 million dollars in grant funds over this timeframe.

Table 17. Part II B1 Faculty Person years and FTE devoted to research

B 1 Faculty Person Years and FTE Devoted to Research
Counselor Education

				Counselor Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	2.1	2.4	2.2	10.6	150.3
			FTE	2.8	3.2	3.0	14.2	200.4
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				0.1	5.1
			FTE				0.1	6.8
	Other personnel paid on faculty pay plan	--	Person-Years					19.9
			FTE					26.5
	Other	--	Person-Years				0.1	1.1
			FTE				0.1	1.4
	Total		Person-Years	2.1	2.4	2.2	10.8	176.3
			FTE	2.8	3.2	3.0	14.4	235.1
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.9	0.5	0.4	1.6	31.2
			FTE	1.2	0.7	0.6	2.2	41.6
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				2.2	7.7
			FTE				3.0	10.3
	Other personnel paid on faculty pay plan	--	Person-Years				0.7	55.9
			FTE				0.9	74.5
	Other	--	Person-Years					0.6
			FTE					0.8
	Total		Person-Years	0.9	0.5	0.4	4.5	95.4
			FTE	1.2	0.7	0.6	6.0	127.2

Source: Instruction and Research File
'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

Table 18. Part II D1-9- Efficiency Data

D 1-9 Efficiency Data
Counselor Education

	Counselor Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Books (including monographs & compositions) per faculty member	0.6	0.5	0.4	0.2	0.1
2. Other peer-review publications per faculty member	2.6	2.3	1.9	1.6	1.3
3. All other publications per faculty member	1.8	0.5	1.0	0.6	0.8
4. Presentations at professional meetings or conferences per faculty member	2.1	2.7	3.9	2.6	1.4
5. Productions/Performances/Exhibitions per faculty member	0.1	0.0	0.0	0.3	0.3
6. Grant proposals submitted per faculty member	0.3	0.7	0.4	0.8	0.7

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity

ii. Interdisciplinary efforts and community engagement efforts

In terms of scholarly production, in 2021, faculty members in the Department of Counselor Education either published, or had under contract, over 4 books. In addition, faculty members had approximately 21 published articles (or articles accepted for publication) and had over 40 presentations at professional conferences at the local, state, national, and international levels. The Department of Counselor Education are very productive in terms of grant funding. Since 2017, we have engaged in the community, collaborating with partners and constituents bring in over 7.3 million dollars in grant money to fund both interdisciplinary efforts, as demonstrated by Dr. Torres's PCORI grant, and community engagement efforts, as demonstrated by Dr. Villares's S.W.E.L.L. program. The figure below gives details regarding these grants and faculty efforts.

Figure 1: Core Faculty Grants

Grants
Dr. Peluso
Principal investigator. *Palm Beach County ESOL Counselors Training Grant (Cohort V).* Title III grant funded with the School District of Palm Beach County (2017-2021). $434,000
I-Sense Seed Grant. Research funded by Florida Atlantic University Division of Research (2018-2019). $20,300
Dr. Villares
St. Lucie Public Schools in Partnership with Florida Atlantic University, Department of Counselor Education, School Counseling Program (2019). *Social, Wellness, and Emotional Learning* Leaders (S.W.E.L.L.), **$1,627,635.** U.S. Department of Education Mental Health Service Professional Demonstration Grant. *FAU S.W.E.L.L. Program Director,* ***Villares, E***.
Dr. Frain
Rehabilitation Service Administration. Michael Frain, Principal Investigator (2020). RSA Long Term Training Grant. United States Department of Education. 5 years, $1,100,000.
Rehabilitation Services Administration grant for: "Vocational Rehabilitation Technical Assistance Center- Quality Employment VRTAC-QE." (2020-2025) Tansey, T. N., & Bishop, M. (PI's) A five-year, $16.7 million grant award

to The University of Wisconsin-Madison (2020-2025) Florida Atlantic University subcontract $1.12 million dollars (2020-2025) Quality Employment-Self Employment for Individuals with Disabilities. Michael. Frain (P.I)

Dr. Torres

Torres, Ayse (Principal Investigator). Grant, *Research.* Operation Red-White-Blue: Building PCOR Competencies of Veterans and Mental Health Providers. Patient-Centered Outcomes Research Institute (PCORI) Eugene Washington PCORI Engagement Awards. Funded, $250,000. March 2021 – 2023.

Torres, Ayse (Principal Investigator). Grant, Research. Survey of Cannabis Users Who Have Tried to Reduce Their Use. CanniControl. Funded, $5,000. October 2019 – December 2020.

Torres, Ayse (Co-Principal Investigator). Grant, *Training.* Rehabilitation Training: Rehabilitation Long Term Program – Vocational Rehabilitation Counseling, The Rehabilitation Services Administration (RSA). PI: Michael Frain, Florida Atlantic University. Funded, $1,200,000. August 2020 – July 2025.

Torres, Ayse (Consultant). Grant, *Research.* Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE). PI: Timothy Tansey, University of Wisconsin-Madison. Subcontractor: Florida Atlantic University. Funded, $16,700,000. January 2021 – July 2025.

Torres, Ayse (Consultant). Grant, *Research*. All Hands-on Deck: Community Convening to Improve Research on Veteran Suicide Prevention. Patient- Centered Outcomes Research Institute (PCORI) Eugene Washington PCORI Engagement Award (EAIN). PI: Elisa Borah, University of Texas at Austin. Funded, $99,956. July 2020 – July 2021.

Torres, Ayse. (Consultant). Grant, *Research*. Veterans Action League 2.0: Developing a National Veteran-Centered Chronic Pain Research Agenda. Patient- Centered Outcomes Research Institute (PCORI) Eugene Washington PCORI Engagement Award (EAIN). PI: Cheryl Krause-Parello, Florida Atlantic University. Funded, $393,112. March 2019 – March 2021.

Torres, Ayse. (Principal Investigator) Contract, *Research Grant*. Initial Analysis for Rehabilitation and Mental Health Needs in Quindío, Colombia. Sponsored by University of Quindío, Colombia. Funded, $1,500. July 1, 2019 – July 30, 2019.

Torres, Ayse. (Principal Investigator). Grant, *Research.* Intervention Research: Tools for Community Rehabilitation Providers, Development and Dissemination. Sponsored by Office of Community Engagement, Florida Atlantic University. Funded, $1,000. October 2019 – December 2020.

Torres, Ayse. (Co-Principal Investigator). Grant, *Research.* The Impact of Cultural Intelligence on Psychological Well-Being, Acculturation, and Entrepreneurial Intentions. Sponsored by Office of Community Engagement, PI: Melanie Lorenz, Florida Atlantic University. Funded, $1,000. October 2019 – December 2020.

Grants/Research Support, continued

Dr. Bowers

Bowers, H. (PI), Whitford, D. (2019-2021) *Supporting Exceptional Student Learners: An Inquiry through the ASCA Mindsets and Behaviors*. $1,277. American School Counselor Association, Research Grant. *Principle Investigator*
Dr. Emelianchik-Key
(2021) Self-Compassion in Mothers During Covid-19. Florida Atlantic University, Community Engagement grant - $1000.00 Labarta, A. & **Emelianchik-Key, K**. (2021) The Development and Validation of the Multidimensional Eating and Body Image Screening for LGBTGEQIAP+ Individuals. Association for Assessment in Research and Counseling (AARC) Sponsored Scholarship Grant - $2,127.98
Dr. Irvine
Project Title: Validating the effectiveness of a Gottman Method Couples Therapy intervention, the Trust Revival Method, for affair recovery: A randomized control trial. Funded Source: Thesis & Dissertation Grant FAU Graduate College. (2022) Role: Principal Investigator. Funded Amount: $500, one year duration Project Title: Validating the effectiveness of a Gottman Method Couples Therapy intervention, the Trust Revival Method, for affair recovery: A randomized control trial. Funded Source: Thesis & Dissertation Grant FAU Graduate College. (2021) Role: Principal Investigator. Funded Amount: $2,844, one year duration Project Title: Statewide/Regional Networking Grant. (2021–2022) Funded Source: Chi Sigma Iota International. Funded Amount: $800, one year duration Project Title: Statewide/Regional Networking Grant. (2020–2021) Funded Source: Chi Sigma Iota International. Funded Amount: $800, one year duration Project Title: Chapter Development Grant. (2019 – 2020) Funded Source: Chi Sigma Iota International. Funded Amount: $100, one year duration Project Title: Statewide/Regional Networking Grant. (2019 – 2020) Funded Source: Chi Sigma Iota International. Funded Amount: $800, one year duration

Further, since 2019, our faculty members have routinely received Scholar of the Year awards at both the college and university levels, as noted in the figure below:

Figure 2: Core Faculty Scholar of the Year Awards

Year	Award	Faculty Member
2021	COE Scholar of the Year at the Professor level	Greg Brigman
2021	COE Scholar of the Year at the Assistant Professor level	Ayse Torres
2020	COE Scholar of the Year at the Assistant Professor level	Hannah Bowers
2019	COE Scholar of the Year at the Professor level	Len Sperry
2019	Scholar of the Year Professor Level- university wide	Len Sperry

Faculty members in the department have distinguished themselves by serving as editor and/or editorial board members on over 20 nation, peer-reviewed journals. Some examples of these include Dr. Gill's service on the Measurement and Evaluation in Counseling journal editorial board, Bowers's service as associate editor on the Journal of Humanistic Counseling, Dr. Emelianchik-Key's service on the Journal of Counselor Leadership and Advocacy as editorial board member, and Dr. Mariani's service on Journal of School Counseling as editorial board member. As a result, of these publication activities, doctoral students have received direct, "hands-on" training in the management of journals through the peer review process.

In addition to editorial board service, the faculty hold high level positions in national and internationally recognized organizations, such as the American Counseling Association, the largest organization for counselors in the world. For example, in 2021, Dr. Paul Peluso was acknowledged as a Fellow by the American Counseling Association. He recently served on the Governing Council for ACA and is currently running for President of that organization. Currently, Dr. Liz Villares serves on the Governing Council for Association for Counselor Education and Supervision (ACES) and serves as treasurer to that national division of ACA. Dr. Canfield serves as Director of International Education and Development for the International Association of Marriage and Family, and Dr. Bowers is the President of the Southern Association of Counselor Education and Supervision. Because of this high level of advocacy and involvement on the part of the faculty, students have opportunities to become involved in these organizations at multiple levels as well. Some examples of alumni and student involvement are documented in the figure below:

Figure 3: Student Engagement

Student	Organization	Role	Year
Adriana Labarta	American Association of Colleges for Teacher Education (AACTE) Holmes Program	Scholar	2020-current
	Beta Rho Chi (CSI chapter)	President	2020-2021
	Southern Association of Counselor Education and Supervision (SACES)	Emerging Leader	2020-2022
	Mercer University	Tenure-track Assistant Professor	Current
Taylor Irvine	Chi Sigma Iota International (CSI)	Leadership Fellowship	2021-2022
	Beta Rho Chi	President	2019-2020
	Association for Assessment and Research in Counseling (AARC)	Emerging Leader	2021-2022
	International Association of Marriage and Family Counselors	Emerging Leader	2021-2022

Danna Demezier	National Board of Certified Counselors (NBCC) AACTE Holmes Program Barry University	Minority Fellowship Doctoral Fellow Scholar Tenure-track Assistant Professor	2019-2020 2019-2020 Fall 2021-current
Scott Lipp	Beta Rho Chi Florida Association of Counselor Education and Supervision (FACES) Chicago Schools of Professional Psychology	Executive Committee Member Graduate Student Representative Assistant Professor	2018 – 2019 2016 – 2017 Current
Siobhan Murphy	Broward County Public Schools Florida State Counseling Association (FSCA)	Middle School Counseling Specialist School Counseling Leadership Team-Lead for Mentoring Subcommittee Emerging Leaders program	2021- 2022 2021-2022 2021-2022
Nadiya Rosen	ACES	Graduate Student Representative Designee	2022-current

Faculty-- Student Collaboration

The Counselor Education department has made a commitment to faculty-student collaboration. Over the past 5 years, faculty have regularly presented programs and poster sessions with graduate students from the department at national and state professional conferences. Faculty have also collaborated with students on professional publications. The figure below reflects examples of faculty-student collaboration on conference presentations in 2021.

Figure 4: Faculty-Student Collaboration Presentations

Emelianchik-Key, K., **Labarta, A.,** & **Irvine, T**. (2021, October). *The Birds and the Bees: Exploring Student Lived Experiences in Sexuality Counseling Courses.* Poster presented at the Association for Counselor Education and Supervision conference, Atlanta, GA.
Emelianchik-Key, K., **Labara, A**., & **Irvine, T.** (2021, October). *A Cross-Paradigm Pedagogical Approach: Promoting an Equitable Learning Environment though the Relational-Cultural and Adlerian Multicultural Framework in Counselor Education.* Presentation at Association for Counselor Education and Supervision conference, Atlanta, GA.
Irvine, T. Peluso, P., **Winters, H.** & **Cipriano, G.** (2021). Bridging Infidelity Training and Practice Gaps: Validation of Gottman Method Couples Therapy vs. Treatment-As Usual for Affair Recovery. AARC Cincinnati, Ohio.
Labarta, A., Irvine, T. & Peluso, P. (2021). Spotlighting Eating Disorder Research and Training Gaps: Results from a Quantitative Survey on Clinician Attitudes towards Treating Eating Disorder. AARC Cincinnati, Ohio.
Peluso, P., **Bettie, E., Winters,** & **Cipriano, G.** (2021). Modeling the Affective Dynamics of the Therapeutic Relationship. AARC Cincinnati, Ohio.
Labarta, A. (2021). The Initial Development and Validation of an LGBTGEQIAP+ Affirming Eating and Body Image Screening Tool: An Exploratory Factor Analysis. AARC Cincinnati, Ohio.
Emelianchik-Key, K. & **Labarta, A.** (2021). Exploring the Relationship between Eating Disorder Symptomology and Transdiagnostic Mechanisms in Affectional Minority Clients. AARC Cincinnati, Ohio.
Glass, B. & Emelianchik-Key, E. (2021). Creatively Adapting DBT Skills to Increase Supervisee Clinical Competencies. ACES Atlanta, GA.
Irvine, T. & **Labarta, A.** (2021). A Cross-Paradigm Pedagogical Approach: Promoting an Equitable Learning Environment through the Relational-Cultural and Adlerian Multicultural Framework in Counselor Education. ACES Atlanta, GA.
Fullilove, C., Owens, A., & Villares, E. (2021). What's The Effect? A 15-Year Meta-Analysis of School Counselor-led Interventions. ACES Atlanta, GA.
Labarta, A. (2021). Assessment as Advocacy: Teaching Counselors-in-Training about Culturally Responsive Eating Disorder Assessment and Treatment. ACES Atlanta, GA.
Irvine, T., Cipriano, G. & **Winters** (2021). Bridging Infidelity Training and Practice Gaps: Validation of Gottman Method Couples Therapy vs. Treatment-As-Usual for Affair Recovery. ACES Atlanta, GA.

Collaborative presentations like this serve to introduce and mentor graduate students in the writing process and the art of professional publishing. The table below documents examples of peer-reviewed publications as a result of faculty-student collaboration.

Figure 4: Faculty-Student Collaboration Peer-Reviewed Publications

*Student	Article	Journal Title	Methodology
*Torres, A., *Diaz, P., *Freund, R., Paker, T., *Baker, A., & Peluso, P.R., (2021).	The Relationship of Outcomes and the Therapeutic Working Alliance in Vocational Rehabilitation Counseling.	*Journal of Vocational Rehabilitation*	Correlation analysis, Pearson product–moment correlations, multiple regression analysis.
*Baker, A., Peluso, P.R., *Freund, R., *Diaz, P. & *Ghaness, A. (2022).	Using Dynamical Systems Mathematical Modelling to Examine the Impact Emotional Expression on the Therapeutic Relationship: A Demonstration Across Three Psychotherapeutic Theoretical Approaches.	*Psychotherapy Research*	Dynamical Systems Mathematical Modelling
*Diaz, P. D., Peluso, P.R., *Freund, R., *Baker, A., & *Pena, G. (under review).	Understanding the role of Emotion and Expertise in Psychotherapy: An Application of Dynamical Systems Mathematical Modeling to an Entire Course of Therapy	*Psychotherapy*	Dynamical Systems Mathematical Modelling
*Torres, A., Kearney, K. B., Brady, M. P., Wood, J., & *Katz, J. (2021).	Using a literacy-based behavioral intervention to teach job interviewing skills to adults with intellectual disability.	*Journal of Vocational Rehabilitation.*	Combined experimental design
*Weinstein, J., Villares, E., & Brigman, G. (2021).	The effect of Student Success Skills small group intervention on factors associated with dropout potential.	*Journal for Specialist in Group Work*	Quasi-experimental
Webb, L., Brigman, G., Carey, J., Villares, E., Harrington, K., Wells, C., Sayer, A., & *Chance, E. (2019).	Results of a randomized controlled trial of Student Success Skills.	*Journal of Counseling & Development,*	Randomized control trial
Muzacz, A., Crews, C*., Emelianchik-Key, K., & Labarta, A*. (2021).	A Scoping Review of Sizism in Peer-Reviewed Publications,	In progress	Scoping review: mixed methods
Labarta, A.* & Emelianchik-Key, K. (in press).	Exploring the relationship between eating disorder symptomology mindfulness, adaptive coping, and transdiagnostic mechanisms in affectional minority clients.	*The Journal of LGBTQ Issues in Counseling.*	Path analysis
*Irvine, T. & Peluso, P.R. (2022).	An Affair to Remember: A Mixed-Methods Survey Examining Therapists' Experiences Treating Infidelity.	*The Family Journal*	Mixed methods

iii. Establishment of goals for research

Research Goals for the department include:

- Continue to pursue external funding opportunities in areas of Clinical Rehabilitation Counseling, School Counseling, and Clinical Mental Health Counseling
- Mentor junior tenure-earning faculty members in regard to building a strong research/scholarship agenda
- Continue to pursue funding (both internal and external) to support travel and other expenses associated with maintaining high levels of research/scholarship
- Work with senior faculty to establish clear and attainable goals, as well as the support needed, to maintain research/scholarship productivity.

iv. Assessment of how well goals are being met

One key metric in determining how well strategic goals are being met is the number of grant applications that have been submitted over the last three years, as described above. These rates are increasing, which reflects both the success that faculty in the department have had in obtaining grant funding, but also the belief in the potential of the research that faculty are conducting to be fundable. Further, actual dollars being brought in through grant funding is an indicator of how well we are meeting our goals. In this case, our department has brought in around 7.3 million dollars over the past 5 years.

Another indirect indicator that significant research goals are being met is the success-rate of junior faculty getting promoted and tenured at the university. Over the last 5 years, every time a faculty member has been eligible for promotion, and have submitted their materials, they have been successful. This is equally true of faculty being promoted to associate professor as well as promotion to full professor. Further, we have one assistant professor who is going up for promotion to associate and tenure early because she has already exceeded all the requirements. This would not be possible if faculty were not active in their scholarship and successful in publishing it. Lastly, publication in peer-reviewed journals, presentations at national conferences, and authorship of books have continued to be maintained at a high level for a department with the significant teaching loads and training responsibilities.

E. Service/Community Engagement for Department/School

i. Community engagement

All of the graduate programs in the Department of Counselor Education have components that are involved in community engagement. Students in the School Counseling master's program must complete their practicum and internship in the schools, which requires the School Counseling faculty to create and maintain relationships with the surrounding school districts (specifically, Palm Beach, Port St. Lucie, and Broward counties). Students in the Rehabilitation Counseling program must complete their practicum and internship in community vocational rehabilitation centers, or other rehabilitation centers, while students in the Clinical Mental Health must complete their practicum and internship in community mental health agencies and other counseling centers. Each of these require faculty to be engaged with service providers in the surrounding communities, often making site visits and/or participating in activities within these districts or other community-based settings.

One of our faculty members in the Clinical Rehabilitation Counseling program, Dr. Michael Frain, serves as a partner of the Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE). VRTAC-QE is a funded project with a total of $16.7 million from the U.S. Department of Education, Rehabilitation Services Administration. This project is led by the University of Wisconsin-Madison and partners with national leaders in rehabilitation research and training that have a wide range of collective experience in identifying and sharing innovative employment practices for people with disabilities. VRTAC-QE's goal is to increase the knowledge and skills of state vocational rehabilitation agencies and community partners that help people with disabilities achieve quality employment and career advancement, with an emphasis on competitive integrated employment.

Faculty in the Department of Counselor Education are also heavily involved at the national level in service to the American Counseling Association (ACA) as well as several of the divisions of ACA. One faculty member is the past

president ACA and one of its divisions (International Association of Marriage and Family Counselors), while another is the past-president of another (Association for Spiritual, Ethical, and Religious Values in Counseling). Faculty are also participating in service to the profession as journal editors. One faculty member has served on ACA's governing council and is currently running for president of that organization. Many other faculty currently serve on editorial boards and on other service committees within professional organizations. The figure below displays a history of faculty service for the past 5 years.

Figure 5: Faculty Service: 5-year overview

Service		
Dr. Villares		
American School Counselor Association	Professional School Counseling Journal, Associate Editor	2017 –2020
	ASCA Grant Reviewer	2018
Association for Assessment and Research in Counseling	2016 National Assessment and Research Conference Chair	2015-2016
Association for Counselor Education and Supervision	Governing Council Member	2021 - present
	Treasurer	2021- present
	Budget and Finance Committee, Member	2021 - present
	Nominations and Elections Committee	2020 –2021
	Regional Business Taskforce Chair	2020 –2020
	Executive Director, Search Committee, Member	2019 –2019
	Conference Committee, Exhibitor Co-Chair	2018 –2019
	Parliamentarian Taskforce Member	2018 –2019
	Conference Scholarship Taskforce Member	2018 –2019
	Social Justice and Human Rights Committee	2018 –2019
	Governing Council Member	2018 –2020
	Awards Committee Chair	2017 –2019
	Awards Committee Member	2015 –2019
	Legacy Awards Committee Liaison	2016 –2019

Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Site Team Member	2015 - 2021
Counselor Education and Supervision	Editorial Board Membership	2014 –2020
Counseling Outcome Research and Evaluation	Editorial Board Membership	2014 –2020
Professional School Counseling	Editorial Board Membership	2015 – 2020
Evidence-Based School Counseling Conference	2022 Conference Site Coordinating Co-Host	2021- present
	2020 Conference Site Coordinating Co-Host	2018-2020
	Conference Proposal Review Committee	2016 - present
	Advisory Board Member	2016 - present
Florida School Counselor Association	Ethics Committee Member	2020 – present
	Governing Board – Past Chair	2019 –2020
	Governing Board – Chair	2018 –2019
	Governing Board – Member	2016 –2020
	Convention Committee	2014 –2019
	Communications Committee Chair	2016 –2020
International Society for Policy Research and Evaluation in School-Based Counseling	Founding Member	2017 – present
Southern Association for Counselor Education and Supervision	SACES 2022 Co-Conference Coordinator	2021 - present
Florida Department of Education	Past-President	2020 –2021
School District of Palm Beach County	Emerging Leaders Committee Chair	2020 –2021
Dr. Frain		
Florida Atlantic University, College of Education	Faculty Assembly President	2020-2021
	University Research Committee	2018- present
	College of Education Research Committee	2011- present

Journal of Rehabilitation	Editorial Reviewer	2004-2020
Journal of Vocational Rehabilitation	Editorial Board	2017- present
Rehabilitation Counseling Bulletin	Editorial Board	2016- present
Rehabilitation Education	Editorial Reviewer	2006-present
Rehabilitation Service Administration	Grant Reviewer	2005-present
Dr. Canfield		
International Association of Marriage and Family	Director of International Education and Development	2010-present
SALT World: Service and Learning Together	Founding board member	2020- present
Cannicontrol, Inc.	Scientific Advisory Board: Provide education, research, and intervention support for marijuana and cannabis product abuse treatment.	2020- present
Dr. Mariani		
Evidence-Based School Counseling Conference	Invited Manuscript Proposal Reviewer, Proceedings Special Issue of *Professional School Counseling*	2021
	Co-Chair, Conference host	2019- 2021
	Proposal Review Board Member, Proposal Committee	2019-2019
	Advisory Council - Member	2015-present
Professional School Counseling Journal	Invited Editorial Review Board Member- Special Edition	2018-present
	Associate Editor	2017-present
American School Counselor Association	Invited Member, Curation Committee	2017-present
	Recognized ASCA Model Program, Award Reviewer	2015-present
International Society for Policy Research and Evaluation in School-Based Counseling	Founding Member	2017-present
Journal of School Counseling	Editorial Board	2015-present

Journal of School-based Counseling Policy and Evaluation		2018-present
Florida School Counselor Association	Convention Proposal and Presenter Committees	2017-present
	By Laws Committee Chair	2014-present
Broward County School District	Counseling/Guidance Program Advisor and Collaborator	2015-present
School District of Palm Beach County	School Counseling/Guidance Program Advisor and Collaborator	2014-present
	PBCSD School Counseling Consortium, Committee Member	2013-present
Florida Atlantic University, High School	Javits Grant Advisory Board Member	2017-present
	Board Member	
	Research Communities of Practice – SEL Expert/ Consultant	2019-present
Dr. Emelianchik-Key		
The Professional Counselor	Editorial Review Board Member, Invited	2018-Present
Journal of Counselor Leadership and Advocacy	Editorial Board Member	2014-2021
The American Journal of Family Therapy	Editorial Board Member	2021-present
	Ad Hoc Reviewer	2020- 2021
Association of Assessment in Research and Counseling	Emerging Leaders Co-Chair Treasurer	2021-2024 2017- 2019
	Finance Committee Member	2017- 2019
	Conference Proposal Reviewer	2020
Association of Counseling Sexology and Sexual Wellness	Education and Training Committee Member	2019-present
The Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education	Editorial Review Board Member	2018 -present
Chi Sigma Iota, Beta Rho Chi	Chapter Faculty Advisor	2018-present
	State Conference Planning Committee	2020-2021

	State Conference Proposal Reviewer	2021
	State Conference Host	2021
	2nd Annual State Conference Planning Committee: collaborated with Barry University to plan the 2nd FL CSI Statewide Conference. Theme: The Age of Equality: Counselors as Agents of Social Justice	2020
	Developed Mentorship Committee	2020
	State Conference Proposal Reviewer	2021
	Sexual Assault and DV Panel Event	2019
	Annual Muscular Dystrophy Association Event	
	Hurricane Dorian Relief Drive	2019
	National Eating Disorders Awareness Week - Expert Interdisciplinary Panel Event	2020
	Counseling Haitian Families: Lessons from the Field - Expert Panel Event	2020
	LGBTQIA+ Competencies Workshop	2020
	3rd Annual FL CSI Statewide Conference - Theme: Healing Trauma: Enhancing Advocacy in Counseling and Supporting Change, Equity, and Resilience	2021
Southern Association of Counselor Education Supervision	Conference Proposal Reviewer	2018, 2020
Association of Counselor Education and Supervision	Conference Proposal Reviewer	2019, 2021
American Counseling Association	Conference Proposal Reviewer	2020, 2021
Dr. Bowers		
Florida Atlantic University	Online Learning and Counseling Dispositions Member	2020 – Present
	Curriculum Revision Committee Member	2019 – Present
	Assessment Committee Representative for the Department of Counselor Education	2020 – Present

	Dissertation Award Committee Member	2019 – Present
Journal of Humanistic Counseling	Associate Editor	2015 – Present
Southern Association of Counselor Education and Supervision	President Elect	2021 – Present
	Membership Committee Chair	2020 – Present
The American Journal of Family Therapy	Editorial Review Board Member	2020 – Present
American Counseling Association	Conference Proposal Review Board	2020
Person-Centered & Experiential Psychotherapies	Invited External Reviewer	2019
Dr. Gill		
American Counseling Association	Human Rights Committee co-chair	2018-2020
ASERVIC	Conference Committee co-chair	2019
	Past-President Advisory Board member	2016-current
Association for Assessment and Research in Counseling	Editorial Board Member	2016-current
Chi Sigma Iota, Beta Rho Chi	Faculty Advisor	2015-2019
Dr. Torres		
Journal of Vocational Rehabilitation	Editorial Review Board Member	2021 – Present
Social Security Administration	Ad Hoc Grant Reviewer	2021
Journal of Veterans Studies	Ad Hoc Reviewer	2020 – Present
Rehabilitation Counseling Bulletin	Ad Hoc Reviewer	2018 – Present
Beta Rho Chi Chapter of Chi Sigma Iota, Counseling Honor Society	Chapter Co-Advisor	2019 – Present
American Rehabilitation Counseling Association	Chapter Advisor	2018 – Present

	Member	2017 – Present
Patient-Centered Outcomes Research Institute	Ambassador	2020 – Present
International Association of Marriage and Family Counselors	Member	2017 – Present
American Counseling Association	Member	2015 – Present

ii. Review of part III of the departmental dashboard indicators for Department/School (DDI summaries)

Table 19. DDI B 1-3 Service Productivity

		Counselor Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Faculty memberships on department, college or university committees	#	83	98	88	540	2,130
2. Faculty memberships on community or professional committees	#	78	61	85	223	981
3. Faculty serving as editors or referees for professional publications	#	8	9	9	72	589

Source: College Dean's Offices

Table 20. DDI C 1-3 Service Efficiency Data

	Counselor Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Faculty memberships on department, college or university committees per faculty member	7.5	8.9	8.0	7.7	3.1
2. Faculty memberships on community or professional committees per faculty member	7.1	5.5	7.7	3.2	1.4
3. Faculty serving as editors or referees for professional publications per faculty member	0.7	0.8	0.8	1.0	0.8

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

It must be pointed out that there is an error with Tables 19 and 20. Specifically, in the reporting of faculty serving as editors or referees for professional publications in the year 2020-2021, which affects the statistic reported in Table 19. During this time, faculty documented serving on at least 15 editorial boards. The data in the charts do highlight a large amount of public service to the profession and community by faculty in the Department of Counselor Education.

iii. Establishment of goals for service

The goals for faculty service are focused on three areas:

- Service to the department/university.
- Service to the profession.
- Service to the community.

As such, each faculty member consults with the chair about service to the department and the university. As mentioned above, several faculty serve in leadership positions in faculty governance. All faculty members serve on

committees. In addition, faculty also participate in professional activities which benefit both the individual and the department. Please see the table above (Table 20) for examples.

iv. Assessment of how well goals are being met

Assessment of how well goals for service are being met is done annually at the departmental faculty retreat which occurs at the beginning of the Academic Year (Fall semester). In addition, individual faculty member's contribution to service is assessed during the annual evaluation cycle (traditionally at the end of the fiscal year, but soon to be at the end of the calendar year). Lastly, monthly faculty meetings provide an additional forum for assessing departmental progress towards service goals.

F. Other Program Goals for School or College

In 2003, the Department of Counselor Education set a lofty goal of becoming the highest ranked program in the state of Florida, and to be nationally recognized as a distinguished program in counselor education within ten years. By 2013, the department had realized most of the strategic goals that it had set. The department was nationally ranked in Faculty Scholarly Production above all other state institutions. Faculty in the department received national recognition and held prominent positions within the field (i.e., journal editors, editorial board members, officers in national or international divisions within professional organizations). In addition, faculty members are very productive, authoring books and articles and obtaining federal grant funding for research. The Department of Counselor Education at Florida Atlantic University went from a position of relative obscurity within the counseling profession, to a department that received attention and notoriety, primarily from the activity and productivity of its faculty.

In 2013, the department began a process of re-assessing its strategic plan and goals for the next few years. With the development of unique pedagogical strategies and programs, and along with the strong areas of research focus, the department is now on a path of "Transforming Counseling." The field is currently in a state of change, as it must contend with multiple internal and external forces that are redefining the practice of counseling. For example, an internal force that is transforming the field is the need to understand and use evidence-based approaches. This was a change to "business as usual" for all counselors (Clinical Rehabilitation, School, and Clinical Mental Health Counseling), as counselors must adopt proven strategies for achieving meaningful client change, but then demonstrating the efficacy of those strategies with a given client. An example of an external force changing the field is the changing practice landscape. The emergence of the integrated behavioral health model, where counselors are embedded within primary care medical practices, is forcing changes in the way that counselors work to effect rapid behavioral change while maintaining a holistic view of health.

By adopting the theme of "Transforming Counseling," over the next few years, the department will seek ways to address these forces (and others) that are changing the field, and take a leadership role in shaping these changes. Faculty, students and graduates in all tracks and programs will actively contribute the specialized knowledge and research that have been developed over the last decade to these changes and transform counseling training, research and practice. These contributions will be focused at all levels from the university community, to the local community in South Florida, to national and international arenas. This is at the heart of the strategic plan laid out by the President and Board of Trustees of FAU, but it is also in keeping with the highest values of the role of the academy in society and the highest ethical calling of the counseling profession.

i. Describe and assess how well goals are being met

The department is in the process of defining a comprehensive set of proximal and distal goals for achieving this undertaking. Several proximal goals include:

- Seek re-accreditation from CACREP
- Realign the current curriculum to the upcoming 2024 CACREP standards
- Improve the joint M.Ed./Ed.S program to support curricular goals

- Continue to submit grant proposals to support research initiatives, such as the S.W.E.L.L. program
- Support faculty pursuit of national offices and awards for better visibility

However, additional goals must be considered in light of the analysis of strengths, weaknesses, opportunities, and threats outlined below.

G. Strengths and opportunities that support achievement of program goals for School or College

G.1. Strengths that support achievement of program goals

Faculty of the Department of Counselor Education

- **Commitment to Community.** We have developed strong relationships with our local school districts and clinical sites and frequently partner with them on grants and other initiatives. Our faculty also serve on advisory boards of local organizations. Some of the grant money currently brought in by our department has served to train 60 school counselors in Saint Lucie County alone. Grant funds have paid for the training of over20 rehabilitation counselors just in the past year and continue to assist veterans in obtaining employment.
- **Commitment to Scholarship**. Counselor Education has some of the most productive faculty in the country. In terms of faculty productivity, in 2021 we published 4 books, had approximately 21 published articles (or articles accepted for publication), and had over 40 presentations at professional conferences. Since 2017, we have brought in over 7.3 million dollars in grant money to fund.
- **Commitment to Service.** Our faculty has state, national, and international reputations for excellence. Several faculty have served as presidents of national counseling organizations and as editors or associate editors of major in counseling and related journals.
- **Commitment to Teaching.** Faculty are selected based on their ability to contribute to our goals of producing quality research as well as excellent teaching. We pride ourselves in our teaching and regularly score report high scores on question 6, as is traditional in the College of Education.
- **Commitment to Improvement.** The faculty embraces continuous improvement and sets focused goals each year at our annual retreat to continue to move forward in meeting our and the university's strategic goals.
- **Commitment to and Recognition of Excellence.** Over the years, the department has been recognized for excellence in many including publications, as noted previously. Very recently, the Clinical Rehabilitation Counseling program was ranked 37th in *US News and World Report.* The Department is currently in the process of undergoing review for reaccreditation (Masters and Doctoral programs) by CACREP.

Students of the Department of Counselor Education

- **Highly Competitive Admissions.** Students in all programs are rigorously reviewed prior to entry (including objective ratings and group interviewing). Admission to programs is highly competitive. For example, the Clinical Mental Health program typical accepts about 25% of total applicants. Students who have the qualities necessary to succeed are selected.
- **Personal and Professional Development**. Students are held to the highest personal and ethical standards. They are required to maintain exceptional professional demeanor and personal demeanor, designated as "behavior becoming professional counselors." We are one of a handful of counseling programs that has a formal process for fostering and evaluating such personal and professional development.
- **Commitment to the Counseling Profession.** As a result of our emphasis on personal and professional development, our students hold the deepest commitment to the mission of the counseling profession and helping to empower diverse clients, as well as advocating for the profession, and for accomplish wide-ranging mental health, wellness, education, and career goals

Surrounding Community of the Department of Counselor Education

- **Community Support for Student Training.** South Florida (Broward, Indian River, Martin, Miami-Dade, Palm Beach, and Saint Lucie counties) is a vibrant and diverse community, which has supported students' practicum and internship in schools, agencies, and rehabilitation counseling facilities.
- **Receptivity of the Community for Faculty Research and Training.** South Florida has provided partnerships for faculty to engage in research and for training of members of the lay and professional community.
- **Receptivity of the FAU Community.** FAU community has ample resources for potential collaboration and partnership across disciplines and across divisions.

G.2. Opportunities that support achievement of program goals

- **Federal and Foundation Grant Opportunities and Support**. Since 2017, we have engaged in the community, collaborating with partners and constituents to bring in over 17.2 million dollars in grant money to fund both interdisciplinary efforts, as demonstrated by Dr. Torres's PCORI grant, and community engagement efforts, as demonstrated by Dr. Villares's S.W.E.L.L. program. With adequate support, our department is positioned to secure even more national grants from NIH, NSF, and U.S. Department of Education. In addition, foundation grants and training grants offer additional venues of support for the department's efforts. Over the last 5 years, we have a proven track record and are motivated to continue to pursue these increasingly competitive grants.

- **FAU Strategic Plan.** FAU's strategic plan: "A Strategic Plan for the Race to Excellence" continues to offer several opportunities for the Department of Counselor Education to "put FAU on the map" toward national prominence. Specifically, the activity of the faculty can help support three of the four *institutes* of excellence. These are ***Neuroscience, Healthy Aging, and Sensing and Smart Systems*.** Faculty in the Department of Counselor Education are already at work in these areas and are partnering across campus and in the community to support these pillars. In addition, faculty in the Department of Counselor Education are at work supporting the *platforms* in the strategic plan. These include ***Community Engagement, Diversity, Global Perspectives and Participation, and Peace Justice, and Human Rights*.** Moving forward, the Department of Counselor Education may be well-positioned to take advantage of these opportunities to support the department and the university as a whole.

- **Opportunity to grow the programs.** The Department of Counselor Education is in a unique position to grow. We routinely receive more qualified applicants than we can accommodate. We routinely receive emails from community partners, schools, and agencies attempting to solicit our graduates for employment as mental health counselors, school counselors, rehabilitation counselors, and faculty. Given the much needed resources, we could expand our student body, graduate more counselors, and have an even greater impact on mental health and wellness in our community.

- **Postdoctoral Fellowship programs.** The University has supported numerous initiatives to increase the number of Postdoctoral Fellows, such as the "Road to R1: Postdoctoral Bridge Program." The purpose of the Postdoctoral Fellow Bridge program is "to provide central funds to support recently graduated doctoral students as they are completing a project, finishing a publication, finishing a fellowship/grant application, seeking their next position or are engaged in another appropriate activity justifying the need for bridge funding." Currently, our department has one Bridge program Postdoctoral Research Fellow engaged in research, as well as two instructional line full-time Postdoctoral Research Fellows for the 2022-2023 academic year. Along with providing postdoctoral training opportunities for our graduates, the instructional lines provide master's students with the support of two additional full-time faculty lines, and high quality instruction from some of our outstanding doctoral alum.

- **Active Chi Sigma Iota Beta Rho Chi Chapter.** Our highly active counseling honors society, Chi Sigma Iota (CSI) Beta Rho Chi, recently received the CSI 2020 and 2021 Outstanding Chapter Award (Large Chapter), CSI Florida Outstanding Chapter Award, and recognitions for their award-winning "Counseling Times" newsletter. Additionally, they have developed the "Mentorship Program," a student-led peer mentoring opportunity for current students and alumni.

- **Auxiliary unit.** The Department is in the process of applying for an auxiliary unit and account, which will provide opportunities to offer for-profit workshops and events to help support the mission of the department and increase community engagement. Although this is currently in its early stages, we anticipate that this will enable us to increase community offerings, such as a "DSM-5 TR Workshop" and "Gottman Couples Counseling" training. The Department of Counselor Education is an NBCC Provider (ACEPT No. 4339), and is able to offer CE credit hours for workshops.

H. Weaknesses and threats that impede program progress for School or College

H.1. Weaknesses that impede achievement of program goals

- **Limited Resources for Increasing our National Visibility and Reputation.** Our main weakness and threat to continued improvement is lack of faculty and underfunded resources. Faculty salaries and pay are a big part of the problem. Faculty salaries at FAU rank among some of the lowest in the country. The College of Education has some of the lowest salaries at FAU. The Counseling Department has some of the lowest salaries in this college. Our annual teaching assignments are not in-line with other doctoral faculties in our field. As a result, our faculty struggle to commit funds to travel to conferences and other events, especially given the increase in living costs in South Florida. We have $1100 travel per year which pays for one conference (or less) to attend or present our research. As a result, faculty who wish to (or for promotion and tenure purposes feel that they need to) present at other conferences must bear the financial burden of other conferences. Additionally, faculty routinely engage in furthering student research through Directed Independent Studies (DIS) and serving as members on dissertation committees. There is no financial compensation or other merit given for either of these activities.
- **Limited Resources for Seeking Grant Support**. While faculty is eager to pursue additional grant support, as demonstrated by the large amount of grant dollars we currently bring in, time is a major impediment. Both pursuing additional grants, and then implementing and operationalizing these grants, requires considerable time. Additional support from the university, including routing training dollars brought in through grant funding, into the department for adjuncts to cover classes and additional clerical staff to assist with the detail work associated with these grants would make our mission to increase these endeavors much more feasible.
- **Limited Resources for Growing the programs.** Due to CACREP accreditation limits on faculty-student ratios, the reduction of faculty lines limits the number of students that can be admitted into our programs. For example, our master's in clinical mental health counseling program can only admit an annual cohort size of 15-18 students, yet has received 90+ applications per cycle in recent years. Strong candidates are turned away, simply because the department does not have the faculty resources to grow select programs. The addition of faculty lines will help to address this need.
- **Challenges in Marketing our Program.** We need more resources for marketing and promoting our program, and the many achievements of our faculty and students. Yearly, we are provided with approximately $1500-$2500 in recruitment funds from the Graduate College, but these funds are not guaranteed. While the funds help cover the cost of a booth and advertising at the American Counseling Association Conference, the Department could benefit from additional funds for other opportunities such as creation of videos or other media for recruitment events.

- **Challenges in Fostering Faculty Development and Expertise**. We need funding for continued faculty professional development so we can refine and expand our expertise in research areas.
- **Challenges in Strategic Planning and Decision Making**. Inconsistent budgeting and timing of budget decisions do not allow for proper planning and decision making, such as demands from the university to complete tasks (so called "drop and do" tasks) that do not seem to be connected to the mission of the department or program. Furthermore, there is the inability to access additional resources when opportunities present themselves (trainings, bringing in speakers, etc.).

H.2. Threats that impede achievement of program goals

- **Significant Challenges in Recruiting and Retaining Top Faculty**. As stated above, low faculty salary (compared to other SUS and competitive universities outside the state) make it harder to recruit and retain top faculty. The College of Education's low salaries compared to external benchmarks (like OSU data or other SUS departments), or internal benchmarks (other departments within College of Education, or other Colleges within the university) has resulted in us losing candidates in faculty searches multiple times in the past. Inflation and the high cost of living in South Florida are other major impediments.
- **Significant Challenges in Recruiting Top Students**. The cost of living in Boca Raton and surrounding communities is estimated at 30% or more than our competing SUS programs. Accordingly, it is increasingly difficult to attract students because our graduate assistant package is not competitive with other SUS and other leading programs outside of the state. Besides the lowest stipend supports—as compared to our competitors—we are also hampered by policies that will not allow for full tuition payment for 10 hour a week graduate assistantships. While the doctoral program offers several graduate assistantships, the department has a limited number of non-grant supported graduate assistantship opportunities for master's level students in-house. Obtaining additional graduate assistantship/graduate research assistantship opportunities, with tuition stipend and health insurance, will help to recruit strong master's candidates, especially international students and those who are out of state.
- **Limited Clerical Assistance**. Due to CACREP accreditation requirements, our department was required to hire an additional support person as a result of our 2012 CACREP site visit. When one of our two clerical staff members retired in December of 2020, the resources were not available to replace her. However, due to growth in the department, COVID, and an increase in faculty grants, the workload has increased. Whereas Dean was able to secure a Graduate Assistant to help with some of the operations, the inability to replace this full-time clerical position represents a threat to the day-to-day operation of the department, the ability to grow the programs and maintain grants, and potentially our accreditation.

I. Resource analysis for School or College

In order to meet the Department goal of "Transforming Counseling," the department has to capitalize on the opportunities that are surrounding us, and leverage the strengths that we are imbued with. Furthermore, we must also neutralize the threats that face us and overcome the weaknesses that impede us. However, current resources are not adequate to meet the program's aspirational goals. Faculty salaries are not competitive with those at other universities, which has made it difficult to attract high-quality faculty, or to keep them once they have been successful at FAU and become competitive in the marketplace. Space is also an issue for faculty to fulfill the vision of a high-quality counseling training program that rivals our aspirational peers, or our SUS peers. To do this, the university administration must commit to the following.

Faculty Incentives and Support for Grant Writing and Securing Additional Resources

Securing grants to support the mission and aspiration of the department is also extremely important. Systems should be developed to provide faculty with support (e.g. graduate assistant, course release, travel to meet with funding agencies, and technical assistance) during the writing and submission process. Again, both support resources (e.g.,

graduate assistant support, faculty release time to conduct research), as well as incentive programs (e.g., faculty salary incentives for securing grants) would go a long way towards accomplishing these goals.

Additional Clerical Assistance

As stated above, due to financial limitations, the Department has been unable to replace our retired clerical assistant, leaving us very low on resources to manage the day to day operations. The Dean has fought for us to have a Graduate Assistant but the original position needs to be replaced in order to grow the programs, maintain grants, and fully meet the requirements of our accreditation body.

New Faculty Needs

As mentioned above, currently, there are two faculty lines we are attempting to fill, both will replace a faculty member that has retired. Each of these positions is vital in the maintenance of the department and the accomplishing of the goals laid out in this document. It is our hope that we can grow the programs and increase our grant productions through the future entrepreneurial investment of an additional faculty line in a highly productive and innovative department like the Department of Counselor Education. An additional faculty line would not only allow us to increase the SCH production in the department but also bring us up to the number of faculty lines promised to the department by the Board of Governors, when we agree to create a Ph.D. program.

Travel to Support Faculty and Student Scholarship

While the Dean has been supportive of faculty travel ($1,100 per year if documentation is presented), much more is needed to support faculty scholarship. The chair provides additional support to faculty as funding permits. The current support, while generous by FAU standards, is simply not sufficient to promote a level of excellence that is consistent with the department mission and aspiration, as well as in-line with other highly recognized doctoral granting departments in the field.

Graduate Assistantships and Graduate Fellowships/Scholarships

The existing pay for graduate assistantships is extremely low. It is nearly impossible to recruit high-quality out of state doctoral students. SUS peer institutions are able to provide substantially more in incentives to doctoral students (i.e., UCF, UF). Doctoral-granting institutions that do not provide sufficient assistance to doctoral students are often at a great disadvantage. The doctoral program in the Department of Counselor Education has 6 20/week graduate teaching assistantships. In the past, these were divided into 12 10/week GTA positions which allowed for students in their first 2 years to receive a small stipend and full tuition remission (the third year and beyond, students were expected to pay for dissertation credits—a less than optimal situation). However, a policy change by the Graduate College to eliminate the 100% tuition waiver for 10 hour/week Graduate Assistantships has created a significant impediment to attracting high-quality students, as they often have more attractive offers.

Practice-Based Training and Research Clinic

At one time, the Department of Counselor Education had a self-sustaining clinic (the Community Counseling Network). It was deactivated in 2004 pending a re-evaluation of resources and space. It has not been re-activated as of yet, but this remains an aspirational goal of the department. In order to best serve students and provide hands on training and supervision to students in their practicum and internship experiences, as well as those taking advanced level courses, re-activating a practice-based training clinic is necessary. Many of our aspirational programs and fellow SUS schools already have training clinics where students in training are able to gain practicum and internship hours working with clients in the lab. This allows the universities to partner with the greater community and meet community needs with high quality and low-to-no cost mental health care, while providing students with the chance to

work with clients and gain experience, faculty to be directly involved in supervising, unlicensed doctoral students to receive the hours needed towards licensure, doctoral student to gain hands on supervision experience, and providing possible research opportunities to faculty and students. A training and research clinic is a win-win for the community and those we partner with, students, and faculty. In addition to the benefits mentioned above, having a clinic helps to better meet CACREP standards for counselor training. Indeed, a re-vitalized clinic would be one that is self-sustaining (with minimal support from the university), and one that will answer the needs of Clinical Rehabilitation Counseling students, School Counseling students, Clinical Mental Health Counseling students, and Counselor Education Doctoral students alike.

J. Future directions for School or College

In order to succeed in our goal of "Transforming Counseling" in the areas of School Counseling, Clinical Rehabilitation Counseling, and Clinical Mental Health Counseling, the department needs to take several directions for advancement. These include:

- Creating opportunities for students to train in cutting-edge methods of intervention. These include evidence-based practice, and transformational practice settings. This will require radical re-evaluation of the conventional models of counseling practice in terms of time spent with clients, settings where counseling takes place, and the scope or focus of counseling work. These are evolutions that will encompass all fields of counseling as counselors work in areas of human growth and development that are outside of traditional behavioral and emotional domains, and into the academic, biological, and medical aspects of people's lives. It will also mean a transition from a solitary practice of one counselor and one client to a collaborative interdisciplinary and intra-professional modality of work. This will necessitate the training of communication to colleagues who are trained in different disciplines and being able to synthesize information from multiple perspectives in ways that counselors have not had to do before. This is a transformation that is not being well-addressed in the schools, vocational rehabilitation facilities, or the community mental health and private practice offices of clinicians.
- Creating the evidence for training methods. "Transforming Counseling" will require a sustained effort to maintain rigorous standards, as well as to acquire the resources and ongoing support that will be necessary to position FAU as a thought leader in this changing field. The faculty of the Department of Counselor Education have demonstrated that they have the capacity and the commitment to undertake this task, as evidenced by the extensive work that has been accomplished—both individually, and collectively. The programs in the department have undergone substantial review and are ready to be held up as a model of evidence-based training practice. Presently, several faculty members and students are reviewing student records at several points in their development to provide additional evidence to support the training methods employed by the department related to clinical training, case conceptualization, and targeted interventions.
- Creating opportunities for sustainability and dissemination. "Transforming Counseling" will require faculty to find ways to materially support this effort, and to disseminate the results. Specifically, the department will need to seek partnerships and support within the university (across departments and divisions in the university). It will also necessitate that faculty find sources of support and partnership outside of the university in traditional (i.e., grant funded) ways, as well as non-traditional (i.e., entrepreneurial) ways. This is a natural extension of the engagement within FAU and within the community, and it will also build upon successes with securing funding for research.

We are mindful of the daunting task that we have set for ourselves over the next few years. However, in a decade's time), the department made the most significant strides ever towards becoming a national powerhouse in the field of Counselor Education. With the outlook for jobs in the field estimated to grow at least 22% over the next decade (according to the Bureau of Labor Statistics), and the multitude of changes that the field is facing in School Counseling, Clinical Rehabilitation Counseling, Clinical Mental Health Counseling, and Counselor Education, the faculty of the department feel that with some additional support, we are uniquely positioned to create a "return on investment" for the university that is several-fold. We are also mindful that we bear a portion of the responsibility for

seeking support in bold and entrepreneurial ways (see FAU Strategic Plan). The faculty of the Department of Counselor Education have been able to do this, securing partnerships and grants, as well as finding unique solution to garner resources in very difficult financial times over the last decade. With a renewed spirit of cooperation between administration and faculty, and between the academic community, student body, and wider community surrounding FAU, now is the time to create new avenues of support to begin to realize the potential that exists at FAU, particularly in the Department of Counselor Education, for long-term engagement and positive mental health in our communities.

K. Student Feedback (SPOT analysis)

Regarding student feedback, the university surveys students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. Independent studies and dissertation credits and some internships may be excluded. There are 6 questions in the survey, covering various course organization, delivery and teacher performance topics. They are rated on a scale of 1 to 5, with 1 being "Excellent" and 5 being "Poor." One of the most important questions is Question 6 "Rate your instructor's overall effectiveness in this course". Tables 21 displays the three-year trend. For both questions, the average rating for instructors in Department of Counselor Education is consistent with that of the college and university averages.

Table 21: SPOT analysis for Question 6

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Counselor Education

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Counselor Education			College Total			University Total		
		Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021
Undergraduate	# Sections	5	12	7	54	139	98	877	2,319	1,997
	Mean Rating	**1.2**	**1.4**	**1.7**	**1.6**	**1.5**	**1.6**	**1.8**	**1.7**	**1.6**
Graduate	# Sections	11	18	16	71	93	75	264	565	473
	Mean Rating	**2.0**	**1.6**	**1.7**	**1.6**	**1.4**	**1.4**	**1.6**	**1.5**	**1.5**
Total	# Sections	16	30	23	125	232	173	1,141	2,884	2,470
	Mean Rating	**1.8**	**1.5**	**1.7**	**1.6**	**1.5**	**1.5**	**1.7**	**1.6**	**1.6**

Source: Student Perception of Teaching Results, Summer 2020 to Spring 2021

Appendix 1. Student Learning Outcomes



The M.Ed. in Counselor Education - School Counseling candidate will demonstrate their content knowledge by completing a Classroom Lesson Planning assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to sequence lessons and concepts to ensure coherence and required prior knowledge is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program. Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.b. – Managing individual and class behaviors through a well-planned management system. Candidates in MHS 6423 will complete a Classroom Lessons Planning assignment in which they develop a series of classroom guidance lessons demonstrating an understanding of the developmental needs of adolescents.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.b. by preparing a classroom lesson that documents their ability to plan a lesson that (a) is aligned to national and state-adopted standards, (b) sequences concepts to ensure coherence and required prior knowledge, (c) uses developmentally appropriate materials, (d) includes multiple activities for application of skills and competencies, (e) describes strategies to manage individual and classroom behaviors, differentiate instruction and use feedback to monitor learning and the opportunity for students to demonstrate mastery of the material.

The M.Ed. School Counselor candidate will demonstrate their communication skills by completing the Classroom Lesson Facilitation assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to model clear, acceptable, oral and written communication skills during a parent or teacher workshop is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Candidates in MHS 6423 will complete a Classroom Lesson Facilitation assignment in which they facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to: (1) use a variety of instructional practices to deliver an engaging and challenging lesson; (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions; (4) utilize available technology; (5) modify the lesson during implementation to respond to misconceptions or preconceptions; and (6) provide students with differentiated instruction based on their student's individual needs during the lesson.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.i.

by recording him or herself leading a classroom guidance session using the FAU model and demonstrate how they plan to use a PPT presentation with multimedia clips, use computer devices to engage the learner and assess their level of understanding, and plan to incorporate other modes of technology in their lessons.

The M.Ed. School Counselor candidate will demonstrate their critical thinking skills by completing the Group Counseling Skills Practice assignment in MHS 6421 Counseling Children and the Small Group Counseling assignment in MHS 6800 Practicum in School Counseling. The candidate's ability to differentiate instruction is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program. Candidates enrolled in MHS 6421 Counseling Children will demonstrate their ability to thinking critically by meeting expectations on FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

Candidates enrolled in MHS 6800 Practicum in School Counseling will demonstrate FEAP A.3.h by recording him or herself leading a small group counseling session using the FAU model in which they tailor the group session to address various learning styles, encourage pair sharing, and ask students to nonlinguistic representations of new content in order to assess their understanding.

Outcome 1:
The school counselor candidate will demonstrate their critical thinking skills by completing the Group Counseling Skills Practice assignment in MHS 6421 Counseling Children and the Small Group Counseling assignment in MHS 6800 Practicum. The candidate's ability to differentiate instruction is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Implementing Strategy:
Candidates enrolled in MHS 6421 Counseling Children will demonstrate their ability to thinking critically (FL-FAU-3Cs.3c - Critical Thinking, Evidence- Student selects information and interprets/evaluates information to develop analysis or synthesis) by meeting expectations on FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

Candidates enrolled in MHS 6800 Practicum in School Counseling will demonstrate FEAP A.3.h by recording him or herself leading a small group counseling session using the FAU model in which they tailor the group session to address various learning styles, encourage pair sharing, and ask students to share nonlinguistic representations of new content in order to assess their understanding.

Candidates enrolled in MHS 6421 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in MHS 6800 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:
During 2019-2020, the School Counseling program faculty will use updated course assignments and evaluation rubrics to evaluate student performance.

Candidates enrolled in MHS 6421 will be assessed using the Group Counseling Skills Practice assignment rubric. Candidates enrolled in MHS 6800 will be assessed using the Small Group Counseling Tape assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system. MHS 6421 and MHS 6800 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6421 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in MHS 6800 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6421 will be offered in Boca in Summer 2019.

MHS 6800 will be offered on the Boca and Jupiter campuses during the Fall 2019 and Spring 2020 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary, training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments. Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for Success:

90% of students enrolled in MHS 6421 will earn a minimum of "emerging" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

90% of students enrolled in MHS 6800 will earn a minimum of "satisfactory" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

Data Summary: Analysis & Evaluation:

Attached are the Livetext report results for students outcomes for Summer Fall 2019, Spring 2020, and Summer 2020 for the MHS 6423 Group Counseling Skills Practice and Peer Counseling assignment and MHS 6800 Small Group Counseling Tape assignment.

28 students were enrolled in MHS 6421; 100% of students earned a minimum of "emerging" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

23 students were enrolled in MHS 6800; 100% of students earned a minimum of "satisfactory" on the FEAP A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles.

The goal was met.

Program Improvement:

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics beginning in the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will continue to be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. In addition, in Fall 2018, an additional text was added to both courses which expanded students' knowledge and application of Small Group Counseling Planning and related skills. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Outcome 2 Description and Methodology Outcome Description:

The school counselor candidate will demonstrate their content knowledge by completing a Classroom Lesson Planning assignment in MHS 6423 Counseling Adolescents and SDS 6820 Internship in School Counseling. The candidate's ability to sequence lessons and concepts to ensure coherence and required prior knowledge is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. Candidates in MHS 6423 will complete a Classroom Lessons Planning assignment in which they develop a

series of classroom guidance lessons demonstrating an understanding of the developmental needs of adolescents.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.1.b. by preparing a classroom lesson that documents their ability to plan a lesson that: (a) is aligned to national and state-adopted standards, (b) sequences concepts to ensure coherence and required prior knowledge, (c) uses developmentally appropriate materials, (d) includes multiple activities for application of skills and competencies, (e) describes strategies to manage individual and classroom behaviors, differentiate instruction and use feedback to monitor learning and the opportunity for students to demonstrate mastery of the material.

Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:

During 2019-2020, the School Counseling program faculty use revised and updated course assignments and grading rubrics to evaluate student performance.

Candidates enrolled in MHS 6423 will be assessed using the Classroom Lessons Planning assignment rubric. Candidates enrolled in SDS 6820 will be assessed using the Classroom Guidance Lesson Planning assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system.

MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6423 will be offered in Boca in Fall 2019. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2019 and Spring 2020 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments.

Attached are copies of the assignment templates and/or forms and assessment rubrics, embedded in Livetext, used to evaluate student learning outcomes.

Criterion for Success:

100% of students enrolled in MHS 6423 will earn a minimum of "emerging" on the FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge.

100% of students enrolled in SDS 6820 will earn a minimum of "satisfactory" on the FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge

Data Summary: Analysis & Evaluation:

Attached are the Livetext report results for students outcomes for Fall 2019, Spring 2020, and Summer 2020 for the MHS 6423 Classroom Lessons Planning assignment and SDS 6820 Classroom Guidance Lesson assignment.

66 students in MHS 6423 were evaluated on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. 100% of students enrolled in MHS 6423 earned a minimum of "proficient" on the FEAP A.1.b.

17 students enrolled in SDS 6820 were evaluated on FEAP A.1.b. – Sequences lessons and concepts to ensure coherences and required prior knowledge. 100% earned a minimum of "proficient" on the FEAP A.1.b.

This goal was met.

Program Improvement:
The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics beginning in the 2017-2018 academic year. These assignments and rubrics were used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will continue to be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.

Outcome 3 Description and Methodology Outcome Description
The school counselor candidate will demonstrate their communication skills by completing the Classroom Lesson Facilitation assignment in MHS 6423 Counseling Adolescents and Classroom Guidance Tape in SDS 6820 Internship in School Counseling. The candidate's ability to model clear, acceptable, oral and written communication skills during a parent or teacher workshop is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Implementing Strategy:
Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate their content knowledge on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. Candidates in MHS 6423 will complete a Classroom Lesson Facilitation assignment in which they facilitate one classroom lesson demonstrating their large group facilitation skills including the ability to (1) use a variety of instructional practices to deliver and engaging and challenging lesson, (2) involve students in establishing and maintaining a positive learning environment and (3) high-quality communication interactions, (4) utilizes available technology (5) modify the lesson during implementation to respond to misconceptions or preconceptions, and (6) provide students with differentiated instruction based on their student's individual needs during the lesson.

Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate FEAP A.2.i. by recording him or herself leading a classroom guidance session using the FAU model and demonstrate how they plan to use a PPT presentation with multimedia clips, use computer devices to engage the learner and assess their level of understanding, and plan to incorporate other modes of technology in their lessons.

MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

Assessment Method:
During 2019-2020, the School Counseling program faculty use revised and updated course assignments and grading rubrics to evaluate student performance.

Candidates enrolled in MHS 6423 will be assessed using the Classroom Lessons Planning assignment rubric.

Candidates enrolled in SDS 6820 will be assessed using the Classroom Guidance Lesson Planning assignment rubric. Assessments will be recorded in the College of Education Livetext Assessment system. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. MHS 6423 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. Candidates enrolled in MHS 6423 must earn a minimum of "emerging" on each assignment in order to earn a grade in the course. Candidates enrolled in SDS 6820 must earn a minimum of "satisfactory" on each assignment in order to earn a grade in the course.

MHS 6423 will be offered in Boca in Fall 2019. SDS 6820 will be offered on the Boca and Jupiter campuses during the Fall 2019 and Spring 2020 semesters.

Data will be collected by the end of each semester the course is offered using the assessment rubrics provided in Livetext.

Faculty in the Department of Counselor Education, School Counseling program review the data collected on an annual basis to determine areas for improvement, inter-rater reliability for required assessments are examined in Livetext. When necessary training is provided to adjuncts who are unfamiliar with Livetext or evaluating required course assessments.

Criterion for Success:

100% of students enrolled in MHS 6423 will earn a minimum of "emerging" on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

100% of candidates in SDS 6820 will earn a minimum of "satisfactory" on the FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Data Summary: Analysis & Evaluation:

Attached are the Livetext report results for students outcomes for Fall 2019, Spring 2020, and Summer 202 for the MHS 6423 Classroom Lesson Facilitation assignment and SDS 6820 Classroom Guidance Tape assignment.

28 students in MHS 6423 were evaluated on FEAP A.2.c. – FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. 96.4% of students enrolled in MHS 6423 earned a minimum of "emerging" on the FEAP A.2.i.

17 students enrolled in SDS 6820 were evaluated on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. 100% earned a minimum of "satisfactory" on the FEAP A.2.i.

This goal was not met.

Program Improvement:

The faculty in the Department of Counselor Education revised the school counseling program curriculum, syllabi, assignments, and assessment rubrics for the 2017-2018 academic year. These assignments and rubrics are now used to measure student learning outcomes beginning in the Fall 2017 semester. Students enrolled in the field experiences will now be evaluated on all the FEAPS in the practicum and internship courses. These two additional assessments will be added to the assessment of the FEAPs during their specialty courses evaluation. Therefore, each student enrolled in the school counseling program will have three data points. All assessments will continue to be evaluated in Livetext and we have revised the rubrics to also include the 2016 CACREP standards.



The M.Ed. in Counselor Education - Clinical Rehabilitation Counseling student will demonstrate Content Knowledge by successfully passing the national Certified Rehabilitation Counselor Exam (CRC).

The rehabilitation counselor candidate will demonstrate their written communication by completing the Case Conceptualization assignment in the Theories and Techniques Course. The candidate's ability to organize, allocate, and manage resources of time, space, and attention is required by CORE for all candidates who are enrolled in rehabilitation counseling training programs accredited by CORE.

It is predicted that individuals will have four or more careers during their lifetime. Some individuals will need professional assistance to deal with the challenges of transitioning from one career to another. Therefore, career development counselors must possess the appropriate knowledge and competencies to effectively guide clients in their career pursuits. Upon successful completion of this course, students will have the ability to select appropriate assessments and interventions and assist clients in the career decision-making process.

Students enrolled in MHS 6401 will be required to interview a person using a specific interviewing method, and then apply several theoretical and practical approaches to counseling. The written summary will be assessed using the MHS 6401 Case Conceptualization Assignment assessment rubric in Livetext.

The rehabilitation counselor candidate will demonstrate their critical thinking skills by reviewing current literature about employment for persons with disabilities and identifying appropriate interventions to meet client's needs. The candidate's ability to identify transferable skills and abilities with appropriate intervention strategies and apply the results of formal and informal assessments from a variety of sources to improve clients employment outcomes are a part of the mission of CORE for all candidates who are enrolled in CORE accredited programs.

Candidates enrolled in RCS 6805 Practicum in Rehabilitation Counseling will demonstrate their critical thinking skills by completing a case study assignment. The rehabilitation counselor candidate will meet with the client regarding an adjustment, career, or personal/social concern for a minimum of three sessions. Summary notes are recorded to monitor client treatment based on multiple assessments, progress towards goals, includes descriptions of the presenting problem/issues and client strengths that informs instruction based on those needs, and drives the rehabilitation process. The rehabilitation counselor candidate submits a written case study description by following the Case Study format in the syllabus.

Outcome 1:
Clinical rehabilitation counseling students will demonstrate content knowledge related to the field by taking and successfully passing the Certified Rehabilitation Exam (CRC).

Implementing Strategy:
All students graduating the clinical rehabilitation program must take the national Certified Rehabilitation Counselor Exam (CRC).

Assessment Method:
Score report on the CRC exam will be examined once administered.

Criterion for success:
80% of students will receive passing scores on the CRC Exam on the first administration.

Data Summary: Analysis & Evaluation:
Data from 2019-2020 indicated that there were X students who took the CRC exam, *5 passed, 2 did not. 5/7 or 71% passed the exam so the goal was not met. *still awaiting data from 2019-2020

Program Improvement:
A new full time rehabilitation faculty member was hired in Fall 2018 to provide additional support and instruction to students. Rehabilitation faculty will review the current coursework and assignments and ensure that they are adequate in preparing students for the CRC Exam.

Outcome 2 Description and Methodology Outcome Description:
The rehabilitation counselor candidate will demonstrate their written communication skills by completing the Case Conceptualization assignment in the MHS 6401 Counseling Theories and Techniques course. The candidate's ability to organize, allocate and manage resources of time, space and attention is required by CORE for all candidates who are enrolled in the rehabilitation training program accredited by CORE.

Implementing Strategy:
All students in the clinical rehabilitation program are required to take and successfully pass MHS 6401 Counseling Theories and Techniques with a grade of B or higher. During this course, students are taught the Case Conceptualization model and they are required to complete a series of reports.

Assessment Method:
Students enrolled in MHS 6401 will be required to interview a person using a specific interviewing method, and then apply several theoretical and practical approaches to counseling. The written summary will be assessed using the MHS 6401 Case Conceptualization Assignment rubric in Livetext.

Criterion for Success:
At least 80% of all students will receive at least Satisfactory on the rubric-scored Case Conceptualization for MHS 6401 Case Conceptualization Report Assignment.

Data Summary: Analysis & Evaluation:
See attached results from Livetext reflecting summer 2020 student outcome data on the MHS 6401 Case Conceptualization assignment. 13 students were enrolled in MHS 6401; all students, 100% received a score of "satisfactory" or higher. The goal was met.

Program Improvement:
The Clinical Rehabilitation Counseling faculty are looking to update the assignments and program.

Outcome 3 Description and Methodology Outcome Description

The rehabilitation counselor candidate will demonstrate their critical thinking skills by demonstrating their ability to review current literature about employment for persons with disabilities and identify appropriate interventions to meet client's needs. The candidate's ability to identify transferable skills and abilities with appropriate intervention strategies and apply the results of formal and informal assessments from a variety of sources to improve clients employment outcomes are a part of the mission of CORE for all candidates who are enrolled in CORE accredited programs. Candidates enrolled in RCS 6801 Practicum in Rehabilitation Counseling will demonstrate their critical thinking skills by completing a case study assignment. The rehabilitation counselor candidate will meet with the client regarding an adjustment, career, or personal/social concern for a minimum of three sessions. Summary notes are recorded to monitor client treatment based on multiple assessments, progress towards goals, includes descriptions of the presenting problem/is sues and client strengths that informs instruction based on those needs, and drives the rehabilitation process. The rehabilitation counselor candidate submits a written case study description by following the Case Study format in the syllabus.

Implementing Strategy:

Candidates enrolled in RCS 6801 Practicum in Rehabilitation Counseling will complete a Case Study Assignment.

Assessment Method:

RCS 6801 Case Study Assignment grading rubric in Livetext.

Criterion for Success:

At least 80% of students will earn a score of "satisfactory" or higher on the RCS 6801 Case Study Assignment rubric.

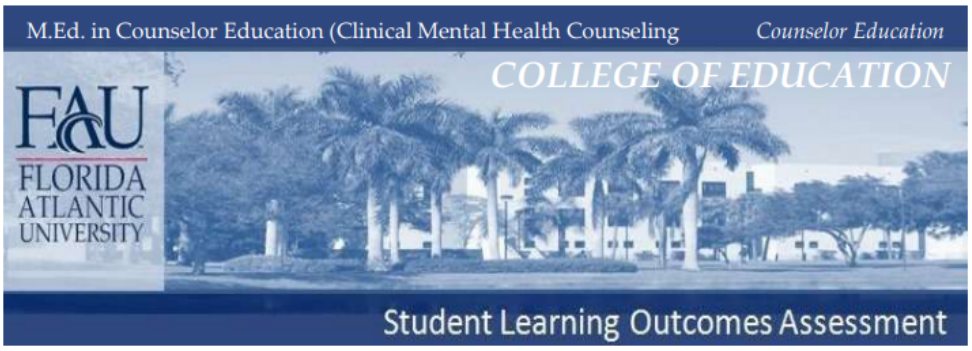
Data Summary: Analysis & Evaluation:

See attached Livetext Report from 2019-2020 for RCS 6801 Case Study Assignment. 2 students were registered for RCS 6801.

100% of students met the goal by receiving a score of "satisfactory" or higher. The goal was met.

Program Improvement:

A new tenured track faculty member was hired in Fall 2018 in the Rehabilitation track to assist in course delivery and instruction.



The M.Ed. in Counselor Education - Clinical Mental Health Counseling candidate will demonstrate their content knowledge of the clinical mental health counseling field by earning a passing score on the national Counselor Preparation Comprehensive exit exam. In order to demonstrate content knowledge all Clinical Mental Health Counseling candidates enrolled in MHS 6801 Advanced Practicum in Counseling will take and earn a score at or above the national mean on the Career Development and Social and Cultural Diversity subscales on the Counselor Preparation Comprehensive Exam during their semester of enrollment in the course.

The Clinical Mental Health Counseling candidate will demonstrate their communication skills by accurately diagnosing and implementing a comprehensive treatment strategy with a client during their Internship experience. The Clinical Mental Health Counseling candidates will have the opportunity to demonstrate their communication skills for diagnosing and developing treatment plans in their MHS 6800 Beginning Practicum course and at their approved internship setting. Clinical Mental Health Counseling students will receive weekly feedback and coaching from their MHS 6800 instructor and site supervisors. The Mental Health Counseling candidate will complete a Department Exit Exam during their MHS 6800 course. The Department Exit Exam (on a 1-10 scale of proficiency) assesses the student's ability to diagnose and implement a comprehensive treatment strategy with a standardized client as measured by expert raters in the department. Candidates enrolled in the MHS 6070 course will demonstrate their communication skills by completing the DEIRS Diagnostic Evaluation and Intervention Report assignment.

The clinical mental health candidates will demonstrate their critical thinking by: understanding ethical and legal considerations specifically related to the practice of clinical mental health counseling; fostering the ability to apply and adhere to ethical and legal standards in clinical mental health counseling; and developing effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

The Clinical Mental Health Counseling candidate will demonstrate their critical thinking skills by accurately diagnosing and implementing a comprehensive treatment strategy with a client during their Internship experience. The Clinical Mental Health Counseling candidates will have the opportunity to demonstrate their critical thinking for diagnosing

and developing treatment plans in their MHS 6830 Internship course and at their approved internship setting. Clinical Mental Health Counseling students will receive weekly feedback and coaching from their MHS 6830 instructor and site supervisors.

Outcome 1: The Mental Health Counseling candidate will demonstrate their content knowledge of the clinical mental health counseling field by earning a passing score on the Career Development and Social and Cultural Diversity subscales of the Counselor Preparation Comprehensive Exam given in MHS6801 Advanced Practicum in Counseling.

Implementing Strategy:

In order to demonstrate content knowledge all Clinical Mental Health Counseling candidates enrolled in MHS 6801 Advanced Practicum in Counseling will take and earn a score at or above the national mean on the Career Development and Social and Cultural Diversity subscales on the Counselor Preparation Comprehensive Exam during their semester of enrollment in the course.

Assessment Method:

The Mental Health Counseling candidates will complete the Counselor Preparation Comprehensive Exam (CPCE). The CPCE exam includes 160 multiple-choice questions, consisting of 8 subsections. The subsections include, Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. Each section on the exam includes 20 questions. Scoring is completed by an independent evaluated and results are reported to the Mental Health Counseling faculty. Scores for each section and a total score are reported for each Mental Health Counseling candidate that completed the exam.

Criterion for success:

80% of the Mental Health Counseling candidate will demonstrate their content knowledge of the clinical mental health counseling field by achieving a passing score of 70 or better on the on the Career Development and Social and Cultural Diversity subscales on the Counselor Preparation Comprehensive Exam.

Data Summary: Analysis & Evaluation:

See attached report. In the Spring 2020, a total of 13 students took the Counselor Preparation Comprehensive Examination (CPCE). Results indicate that 10/13, 77%, successfully passed with a score higher than 70. The goal was not met.

Program Improvement:

The faculty will begin to look at individual sub-scales on the CPCE to assess for areas of weakness that could be improved upon in the curriculum.

Outcome 2: The clinical mental health candidates will demonstrate their critical thinking (FL-FAU-3Cs.3c) by selecting information and interpreting/evaluating information to develop analysis or synthesis related to the practice of clinical mental health counseling; students will do so by completing a series of Diagnostic Case Reports. All candidates in the clinical mental health program are required to take MHS 6070 and must earn a grade of B or higher in the course.

Implementing Strategy:

Candidates enrolled in the MHS 6070 course will demonstrate their communication skills by completing the DEIRS Diagnostic Evaluation and Intervention Report assignment.

Assessment Method:

Candidates enrolled in the MHS 6070 course will be assessed using the DEIRS Diagnostic Evaluation and Intervention Report Assignment Rubric. Assessment will be recorded in the College of Education Livetext Assessment system.

Criterion for success:

90% of candidates enrolled in MHS 6070 will earn a score of "satisfactory" or higher on item 1 of the grading rubric for the DEIRS Diagnostic Evaluation and Intervention Report Assignment.

Data Summary: Analysis & Evaluation:

See attached Livetext summary report for MHS 6070 Diagnostic Evaluation and Intervention Report assignment from Fall 2019 and Summer 2020.

30 students were enrolled in MHS 6070; 100% met expectations. The goal was met.

Program Improvement:

Faculty will review curriculum and decide on any changes to assessment.

Outcome 3: The Mental Health Counseling candidate will demonstrate their communication skills by accurately diagnosing and implementing a comprehensive treatment strategy with a client during their Internship experience and evidence their ability to do this by successfully passing the Department Exit Exam in MHS 6800.

Implementing Strategy:

The Mental Health Counseling candidates will have the opportunity to demonstrate their communication skills for diagnosing and developing treatment plans in their MHS 6800 Beginning Practicum course and at their approved internship setting. Mental Health Counseling students will receive weekly feedback and coaching from their MHS 6800 instructor and site supervisors. All students are required to successfully pass the Department Exit Exam at the end of this course.

Assessment Method:

The Mental Health Counseling candidate will complete a Department Exit Exam during their MHS 6800 course. The Department Exit Exam (on a 1-10 scale of proficiency) assesses the student's ability to diagnose and implement a comprehensive treatment strategy with a standardized client as measured by expert raters in the department.

Criterion for success:

90% of the Mental Health Counseling candidates enrolled in MHS 6800 Internship will demonstrate their communication skills by earning a rating of 4.0 or higher on the department Exit Exam as measured by expert raters.

Data Summary: Analysis & Evaluation

See attached report from the Spring 2020 academic year. A total of 13 students took the department Exit Exam in Spring 2019 and all 13, 100% passed, earning a composite score of 4.0 or higher. This goal was met.

Program Improvement:

The faculty will begin to look at individual sub-scales on the CPCE to assess for areas of weakness that could be improved upon in the curriculum.

Outcome 4: The Mental Health Counseling candidate will demonstrate their critical thinking skills by successfully passing the Department Exit Exam in MHS 6830.

Implementing Strategy:

The Mental Health Counseling candidates will have the opportunity to demonstrate their critical thinking for diagnosing and developing treatment plans in their MHS 6830 Internship course and at their approved internship setting. Mental Health Counseling students will receive weekly feedback and coaching from their MHS 6830 instructor and site supervisors. All students in the CMH track are required to take and successfully pass the Department Exit Exam in MHS 6830.

Assessment Method:

The Mental Health Counseling candidate will complete a Department Exit Exam during their MHS 6830 course. The Department Exit Exam (on a 1-10 scale of proficiency) assesses the student's ability to diagnose and implement a comprehensive treatment strategy with a standardized client as measured by expert raters.

Criterion for success:

90% of the Mental Health Counseling candidates enrolled in MHS 6830 Internship will demonstrate their critical thinking skills by earning a rating of 7.0 or higher on the department Exit Exam as measured by expert raters. Exit Exams are administered in the Spring semester.

Data Summary: Analysis & Evaluation:

Final Scores for the Department Exit Exam for Spring 2020 are attached. A total of 14 students took the exam in the Spring 2020. 100% of the students successfully passed the exam, earning a rating of 7.0 or higher.

Program Improvement:

CMHC faculty will target MHS 6800 (Beginning Practicum) to assess critical thinking for diagnosing and developing treatment plans.



Doctoral students enrolled in the Ph.D. Counseling program will demonstrate their content knowledge by successfully passing the Department of Counselor Education, Doctoral Program Comprehensive Exams. Examinees are expected to demonstrate, through the Comprehensive Exam, their content knowledge by their ability to: (1) Analyze and synthesize information from across their graduate coursework and research; (2) Apply this information to effectively assess complex issues in counseling practice, supervision and training, and related professional issues; and (3) Appropriately apply research methodology to important, practical issues impacting counseling practice.

Doctoral students enrolled in the Ph.D. Counseling program will demonstrate their communication skills by successfully defending their dissertations proposals (Qualifying exams). Students will be expected to demonstrate in this oral examination a sound understanding of research methodology as well as to present a well-developed dissertation proposal including appropriate research design and data analysis components.

Following completion of the first 27 credits in the doctoral program, including the required research coursework, students may begin scheduling the Qualifying Exams. This is done in collaboration with the Committee Chair and all committee members to obtain approval for the dissertation proposal. The proposal shall consist of a working draft of the first three chapters of the dissertation. The proposal should be include a detailed research plan for the dissertation including the specific idea, a rationale, a review of the related literature and the intended research methodology and data analysis.

Doctoral candidates enrolled in the Ph.D. Counseling program will demonstrate their critical thinking by successfully defending their dissertations. The dissertation is the final phase of the candidate's readiness for the degree. The dissertation requires the candidates employ their critical thinking skills to go beyond demonstration of content mastery in the field and to also make a contribution to the knowledge base. Therefore, in close consultation with the Doctoral Committee, the students will develop a research study as approved in the Dissertation Proposal. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of counseling. Under the direct supervision of the Dissertation Committee Chairs, students are encouraged to consult regularly with their Dissertation Committee members during the planning, conducting, and writing of the dissertation.

Outcome 1:
Doctoral students enrolled in the Ph.D. Counseling program will demonstrate their content knowledge by successfully passing the Department of Counselor Education, Doctoral Program Comprehensive Exams.

Implementing Strategy:
Candidates will normally sit for the Comprehensive Exams during the final semester of coursework related to their doctoral program of study. It is expected that candidates will have completed, or be in the process of completing, 33-36 semester hours of doctoral course credit by the semester in which they sit for their comprehensive exams. Students can select three options for taking the exam: 1) a weekend format where they respond to six questions related to counseling theory, practice, research, and ethics; 2) an oral exam where they answer three general questions related to counseling theory, practice, research, or ethics and submit a specialty paper for journal submission; or 3) a two-day on campus 9 am to 5 pm written exam where the student answers six questions related to counseling theory, practice, research and ethics. For formats one and three, the faculty and doctoral committee agree upon the six questions. Format two will use three general questions that have agreed on by the faculty for the oral exam.

The requirement for passing comprehensive exams and procedures is outlined in the Department of Counselor Education Doctoral Student handbook. All candidates must pass the comprehensive exams in order to be cleared for graduation.

Assessment Method:
Examinees are expected to demonstrate, through the Comprehensive Exam, their content knowledge by their ability to: (1) Analyze and synthesize information from across their graduate coursework and research; (2) Apply this information to effectively assess complex issues in counseling practice, supervision, and training, and related professional issues; and (3) Appropriately apply research methodology to important, practical issues impacting counseling practice.

For the 2018-2019 year, the Doctoral committee faculty members will prepare and approve new questions for the scheduled Fall 2018 and Spring 2019 comprehensive exams. Faculty members will assess the comprehensive exams using an electronic assessment rubric embedded in Livetext. Exams are given during the fall and spring semester only. Information about individual pass rates per question can be used to determine how the content knowledge is introduced and reinforced in the doctoral program curriculum. Finally, results on the Certification of Comprehensive Exam Results will be uploaded to Livetext.

Faculty will have a minimum of three weeks in which to review the student's answers grading each question as being High Pass, Pass, Low Pass or Fail. Grading will be done following the Department's evaluation scoring rubric for comprehensive examinations and submitted to the committee Chair.

Students who receive overall grades of Pass or higher on at least five of the six questions from at least three committee members and no failing grade will be notified by their committee Chair within four weeks of the exam date that they have passed their Comprehensive Exam. Students receiving less than four Passes or High Pass grades on the exams will be required to retake the exam during a subsequent semester or, the doctoral committee may recommend retaking parts of the exam or to retake the entire oral examination at a later time, or any other reasonable steps agreed upon by the doctoral committee. Attached is a sample of the Certification of Comprehensive Exam Results form.

Criterion for Success:
Seventy-five (75%) of the Ph.D. Counseling students will earn a passing grade on all sections of their day two (specialty questions) comprehensive exams.

Fifty (50%) of the Ph.D. counseling students will earn a "pass" for the "content" and "comprehensive" indicators of the comprehensive exam rubric for at least three exam questions from either day 1 or day 2 (three out of the total six questions) from at least two of their doctoral committee members.

Data Summary: Analysis & Evaluation:
Five (5) students completed COMP exams during the 2019-2020 academic year. 100% of students, passed all sections.

The goal was met.

Program Improvement:
During the 2016-2017 academic year, the faculty in the Department of Counselor Education created an electronic rubric to use when evaluating the doctoral students' comprehensive exams. The rubric includes a three-point scale ranging from disapproved, approved with modification, and approved. The rubric includes indicators ranging from (a) Content, (b) Comprehensiveness, (c) Expression, (d) Literature, and (e) Analysis & Synthesis. The rubric will be used in future assessments and results using the rubric will be used to inform future program improvements.

Outcome 2 Description and Methodology Outcome Description:
Doctoral candidates enrolled in the Ph.D. Counseling program will demonstrate their critical thinking by successfully defending their dissertations.

Implementing Strategy:
The dissertation is the final phase of the candidate's readiness for the degree. The dissertation requires the candidates employ their critical thinking skills to go beyond demonstration of content mastery in the field and to also make a contribution to the knowledge base. Therefore, in close consultation with the Doctoral Committee, the students will develop a research study as approved in the Dissertation Proposal. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of counseling. Under the direct supervision of the Dissertation Committee Chairs, students are encouraged to consult regularly with their Dissertation Committee members during the planning, conducting, and writing of the dissertation.

All candidates must successfully defend their dissertation in order to be cleared for graduation.

Assessment Method:
Subject to review by the Dean of the College of Education and the Dean of the Graduate School, the students' Doctoral Committee has final recommending authority. The outcome of the dissertation defense may be (a) approved, (b) approved with modifications, (c) deferred pending another dissertation defense, or (d) disapproved.

If the dissertation is approved or approved with modifications, the candidate submits the Dissertation Defense form with all committee members' signatures to the Doctoral Program Coordinator. The Dissertation Committee at the defense meeting typically signs this form and the dissertation signature page if all members are satisfied. The dissertation chair and the department chair will sign off on the dissertation signature page once all corrections or requested modifications have been completed. For the 2018-2019 year, the Doctoral committee faculty members will complete the dissertation assessments online using the standardized rubric embedded in Livetext.

Each candidate must pass a final oral examination regarding the completed dissertation. Sometimes called the "dissertation defense" or the "dissertation oral," this meeting is open to members of the University community. Students are not permitted to take the final examination more than twice. The Graduate School must be informed of the date and place of the defense at least two weeks in advance.

Dissertation defenses are only scheduled during the fall and spring semesters.

Criterion for Success:
50% of the Ph.D. Counseling students will successfully defend their oral and written dissertation defense (Final Examination) and earn a rating of "approved" on the "Discussion", "Grammar, clarify, and organization", and "Quality of oral communication" indicators on the dissertation defense rubric embedded in LiveText.

Data Summary: Analysis & Evaluation:
During the 2019-2020 academic year, four (4) students, 100%, successfully defended their oral and written dissertation defenses. This outcome goal was met.

Program Improvement:
During the 2016-2017 academic year, the faculty in the Department of Counselor Education created an electronic rubric to use when evaluating the doctoral students' dissertation defense. The rubric includes a three-point scale ranging from disapproved, approved with modification, and approved. The rubric includes indicators ranging from (a) Overview and rationale for research, (b) Justification for research questions and hypotheses, (c) Supporting evidence, (d) Review of relevant research, (e) Maintains purpose/focus, (f) Methodology: sample, procedures, measures, data analysis, (g) Results, (h) Discussion, (i) Grammar, clarity, and organization, (j) References and citations, (k) Response to prior feedback, (l) Quality of Oral communication and (m) publication. The rubric will be used in future assessments and results using the rubric will be used to inform future program improvements.

Outcome 3 Description and Methodology Outcome Description
Doctoral students enrolled in the Ph.D. Counseling program will demonstrate their communication skills by successfully defending their dissertations proposals (Qualifying exams). Students will be expected to demonstrate in this oral examination a sound understanding of research methodology as well as to present a well developed dissertation proposal including appropriate research design and data analysis components.

Implementing Strategy:
Following completion of the first 27 credits in the doctoral program, including the required research coursework, students may begin scheduling the Qualifying Exams. This is done in collaboration with the Committee Chair and all committee members so as to obtain approval for the dissertation proposal. The proposal shall consist of a working draft of the first three chapters of the dissertation. The proposal should be include a detailed research plan for the dissertation including the specific idea, a rationale, a review of the related literature and the intended research methodology and data analysis.All candidates must successfully defend their dissertation proposals in order to be admitted into Doctoral Candidacy.

Assessment Method:
The proposal presentation will last about one and one half hours. Standard format should include introductions, introductory remarks by the students regarding his/her interest areas, and an explanation of the proposed study. Faculty present may ask for clarifications and/or offer suggestions regarding the proposed study. After the student has concluded the presentation, the student and any other student observers leave the room and the Committee Chair allows faculty members a time for additional comments. The student then returns to the session and is informed of the Doctoral Committee's recommendation(s) regarding the proposed study.

Dissertation proposal defenses are only scheduled during the fall and spring semesters. Results of the Dissertation Proposal will be uploaded to Livetext. Students will submit an electronic copy of their dissertation results to the department secretary and Ph.D. program coordinator. Results must be submitted prior to the student submitting their approved dissertation to the graduate college. The faculty will develop and approve a Post-defense Survey in order to gather student data on the types of resources (on and off campus) they used to prepare their dissertation and their perceptions of the support they received from their dissertation chair, dissertation committee, and other faculty members during their doctoral program.

All the Counseling program faculty, Department Chair, the Dissertation Committee members and the Graduate School representative are invited to the presentation of the proposal. The candidates and their Committee Chair together may give permission to allow other doctoral candidates to attend the presentation as observers. The assessment of the dissertation proposals will now be completed with the electronic rubric embedded in Livetext.

All candidates must successfully defend their dissertation proposals in order to be admitted into Doctoral Candidacy. Attached is a sample of the Dissertation Proposal form.

Criterion for Success:

50% of the Ph.D. Counseling students with earn a rating of "approved" on "Grammar, clarity, and organization, and "oral communication and presentation" indicators on the Dissertation Proposal Defense Rubric embedded in LiveText.

Data Summary: Analysis & Evaluation:

See attached report. During the 2019-2020 academic year, four (4) students completed their Dissertation Proposal Defense. That students all successfully passed; the goal was met.

Program Improvement:

During the 2016-2017 academic year, the faculty in the Department of Counselor Education created an electronic rubric to use when evaluating the doctoral students' dissertation proposal defense. The rubric includes a three-point scale ranging from disapproved, approved with modification, and approved. The rubric includes indicators ranging from (a) Overview and rationale for research, (b) Justification for research questions and hypotheses, (c) Supporting evidence, (d) Review of relevant research, (e) Maintains purpose/focus, (f) Methodology: sample, procedures, measures, data analysis, (g) Grammar, clarity, and organization, (h) References and citations, and (i) Oral communication and presentation. The rubric will be used in future assessments and results using the rubric will be used to inform future program improvements.

Appendix 2. School Counseling Assignment and Rubrics (example)

Course: COE SDS 5010: Fundamentals of School Guidance

Assignment:

The school counselor candidate will facilitate an individual counseling session using a brief solution focused approach with written and verbal feedback using a counseling feedback form demonstrating their ability to establish a respectful, comfortable environment.

FEAP Standards:

FL-FAU-FEAP.5.1

Demonstrates ability to establish a comfortable environment with accepts and fosters respect for students from diverse cultures and linguistic backgrounds.

COE SDS 5010: Individual Counseling Skills Practice Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	**Meets Expectations** (2 pts)	**Does Not Meet Expectations** (1 pt)	**No Attempt**
Demonstrates ability to establish a comfortable environment which accepts and fosters respect for students from diverse cultures and linguistic backgrounds. (100%) FL-FAU-FEAP.5.1	Individual counseling session addresses components of the individual tape review form including: • Confidentiality is reviewed at the beginning of the session • Establishes a comfortable environment • Uses core facilitative conditions • Responses uses four different counselor responses • Demonstrates the problem-solving model	Individual counseling session addresses components of the individual tape review form including: • Reviews confidentiality during the session • Establishes a comfortable and safe environment • Responds using at least three different counselor responses • Demonstrates the problem solving model	Individual counseling session does not include the elements specified: • Does not review confidentiality • Uses less than three counselor responses • Does not use the problem-solving model	Student did not submit by the due date.

SDS 5010 Individual Counseling
Tape Review Form (5.1)

Graduate student name: _____ Date of Review _____
Rater's name:_____ Age/Grade of student _____

Please rate each of the following categories:	**E**	**M**	**D**	**N.O.**
	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed
Structuring (5.1)				
1. Time frame and topic reviewed	E	M	D	N.O.
2. Explanation of counseling process	E	M	D	N.O.
Core Conditions (5.1)				
1. Warmth, respect, positive regard, and genuine caring communicated	E	M	D	N.O.
2. Creates a comfortable environment which accepts and fosters diversity	E	M	D	N.O.
Counselor Responses (5.1)				
1. Attending skills utilized	E	M	D	N.O.
2. Content and feeling are reflected accurately	E	M	D	N.O.
3. Open vs. closed questions used	E	M	D	N.O.
4. Clarifying and summarizing	E	M	D	N.O.
Problem Solving Model (5.1)				
1. Explore problem	E	M	D	N.O.
2. Define concretely the problem and goal	E	M	D	N.O.
3. Explore alternatives and consequences	E	M	D	N.O.
4. Develop clear action plan	E	M	D	N.O.
5. Evaluation and follow-up	E	M	D	N.O.

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

Appendix 3. Doctoral Outcomes Assessment Tool.

Student Name:

CACREP Learning Outcomes	MHS Courses	Ph.D. Practicum/Internship	Other Experiences
SUPERVISION			
Demonstrates the application of theory and skills of clinical supervision	*7942; 7945*		
Develops and demonstrates a personal style of supervision	*7942; 7945*		
TEACHING			
Develops and demonstrates a personal philosophy of teaching and learning	*7942; 7945*		
Demonstrates course design, delivery, and evaluation methods appropriate to course objectives	*7942; 7945*		
Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors	*7942; 7945*		
RESEARCH AND SCHOLARSHIP			
Demonstrates the ability to formulate research questions appropriate for professional research and publication	*7714; 7942 7945; 7980*		
Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions	*7714;7942 7945;7980*		
Demonstrates professional writing skills necessary for journal and newsletter publication	*7714;7942 7945;7980*		
Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences	*7714;7942 7945;7980*		
Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development	*7714;7942 7945;7980*		
COUNSELING			
Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories	*7222; 7402 7942; 7945*		
Demonstrates effective application of multiple counseling theories	*7222; 7402 7942; 7945*		
Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings	*7222; 7402 7942; 7945*		
LEADERSHIP AND ADVOCACY			
Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs	*7429; 7606 7942; 7945*		
Demonstrates the ability to advocate for the profession and its clientele	*7429; 7606 7942; 7945*		

Appendix 4. Comparison with SUS and Peer Institutions

Graduate Programs	University of Central Florida (UCF)	University of North Carolina - Greensboro	Old Dominion University
ii. Admissions criteria	*Online application, residency form, official transcripts, minimal* standards [e.g., an undergraduate GPA of 3.0 and higher and a GRE score of 290 or higher; undergrad GPA 3.0 or higher; goal statement, 3 letters of rec, interview; "3 Star System" Masters – Clinical Mental Health Counseling -Spring and Fall admission School Counseling – Fall only Ph.D. – Fall only CACREP Accredited	Ranked #9 among all counseling programs by U.S. News and World Report 2022 CACREP Accredited Admissions Office handles all duties Only 1 time per year in fall Each year, 32-36 Master's students and 6-10 doctoral students are recommended for admission into the full-time/day-time counseling program by an Admissions Committee made up of program faculty Criteria for selection include a complete online graduate school application; two letters of recommendation (at least one of which should be an academic reference); a resume or curriculum vitae detailing work experience, volunteer experience, and research background; three written statements are required for master's applicants. These include: (1) Personal statement, (2) approach to learning, and (3) self in social and cultural context; and undergraduate and, if applicable, graduate transcripts. For undergraduate GPA at 2.75 or below, a statement that contextualizes earlier academic performance and current preparation to be successful in a graduate program. Personal statement and interview process as well. No part-time students are accepted.	New M.S.Ed. students are admitted twice each year and are eligible to begin fall, spring, or summer semester Application Requirements 1. Online Application 2. Current Resume/CV 3. Essay 4. Official transcripts 5. Two letters of recommendation 6. TOEFL if applicable Write and submit an original double-spaced 500 word essay that will be reviewed for content and will be used to judge your written communication skills. *Ph.D.* Application Requirements Students who are admitted to the Ph.D. program in Counseling must have a master's degree from a program accredited by the Council on Accreditation of Counseling and Related Educational Program (CACREP) or the equivalent. Admitted individuals who do not have a CACREP-accredited master's degree in counseling must complete any missing doctoral programs listed below as a part of their Ph. D. program.

		.	
iii. Enrollment information	M.A. degree for Clinical Mental Health Counselors, Marriage and Family Counselors, and School Counselors without teaching certificate M.Ed. for School Counselors who are certified educators Ed. S. The Education Specialist degree program in School Psychology-School Counseling Track is designed for the person who wishes to seek enrollment as a school counselor and already possesses a Master's Degree in Education or a closely-related field.	School Counseling (MS) Clinical Mental Health Counseling (MS) Couple and Family Counseling (MS and MS) Counseling and Counselor Education (PhD)	• Master of Science in Counseling ○ Clinical Mental Health Counseling ○ School Counseling • Education Specialist • Doctor of Philosophy in Education, Counseling Concentration *CACREP accredited*
iv. Average class size and faculty/student ratio	College of Community Innovation and Education 11 full time faculty listed 3 additional associate/senior lecturers listed 9 additional graduate scholars and adjuncts listed	School of Education 9 full time faculty are listed	*11 full time faculty members* *1 interim clinic coordinator*
v. Curriculum	The program requires a minimum of 60 credit hours beyond the bachelor's degree, including 6 credit hours of core courses, 30 credit hours of specialization, 9 credit hours of DOE required certification courses, 9 credit hours of professional clinical experiences, and 6 credit hours in either the thesis or nonthesis options. http://www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1136&TID=332&track=School%20Counseling Certificates in Play Therapy and Career Counseling (2022)	Counseling and Educational Development (CED) < UNC Greensboro Counseling and Educational Development (CED) (uncg.edu)	*MS. Ed- 60 credit hours* *Ed. S- 30 credit hours beyond master's degree work* *Ph.D- 60 credit hours*
vi. Internships, practicum, study	Practicum 3 credit hours Internship 3 credit hours	Practicum (min of 100 hours, most do 150)	MS.Ed Practicums- (100 hours minimum)

abroad, field experiences	Internship 3 credit hours (600 hours)	Advanced Practicum (600 hours over 2 semesters) Internship In the first semester of the master's program, students are involved in a field practicum experience at a site appropriate to their program area (e.g., a school, community mental health agency, or a student services office at a local college or university). Students are at the site each week (approximately 5 hours per week) to observe and participate in activities related to topics being discussed in their course. Most other practicum activities take place in the Vacc Counseling and Consulting Clinic, the Department's onsite, state-of-the-art clinic.	Internship in School Counseling (600 hrs minimum) Internship in Mental Health Counseling (600 hrs minimum) Ph.D – one practicum course, one internship 3-6 credits, and adv. Practicum required Department of Counseling and Human Services < Old Dominion University (odu.edu)

Appendix 5. Diversity Data Report

Introduction

Student Data

- Florida Atlantic University
- Comparison to Universities in the Florida State University System (SUS)
- FAU College of Education
- Comparison to Other FAU Colleges
- Student Ethnicity and Gender within FAU College of Education

Faculty Data

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- FAU College of Education
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- Teacher Membership

Community Data

- Census Data
- Choice Options

Summary

FAU Published Statements

References

DIVERSITY DATA REPORT

2020 - 2021

Fall 2021

Submitted to
Florida Atlantic University
College of Education

Office for School Engagement
College of Education
Ernest Brewer

updated: 10/2021

Introduction

This report is a response to a request of the Florida Atlantic University College of Education Executive Committee, and the College of Education Diversity Committee. The purpose of this report is to present student and faculty diversity data regarding: Florida Atlantic University (FAU), the FAU College of Education, other Florida universities and colleges of education, and the school districts and communities in the FAU College of Education service region. The data are presented in three major categories: 1) Student Data[1], 2) Faculty Data, and 3) School District and Community Data.

Student Data

Florida Atlantic University

Overall, FAU enrollment declined from 2016-2017 to 2018-2019, while 2018-2019 to 2019-2020 shows an increase of 0.9%. (Table 1). Over the last five years, as shown in Table 2 below, the percentage of White students steadily declined as is -3.4% less than 2016. The percentage of Black students fluctuated with an overall increase of +0.6% over this period. The percentage of Hispanic students steadily increased, showing a +2.5% change. There is an increase in the percentage of International students enrolled over the same five year period (+0.1%).

Table 1: FAU Annual Headcount Enrollment Trends, Annual 2016 - 2020

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Unduplicated Enrollment	38,025	37,452	37,265	37,619	37,796

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeq

Table 2: FAU Ethnicity Student Enrollment Trend Data, Fall 2016 - Fall 2020

Year	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% Non-Res Alien
2016-2017	4.5	19.4	24.9	0.2	0.1	3.6	43.2	0.6	3.5
2017-2018	4.5	19.3	25.4	0.2	0.1	3.6	42.5	0.7	3.7
2018-2019	4.4	19.6	25.8	0.1	0.1	3.5	41.6	0.7	3.8
2019-2020	4.5	19.8	26.5	0.1	0.1	3.8	40.3	0.7	4.0
2020-2021	4.2	20.1	27.4	0.1	0.1	3.8	39.8	0.8	3.7

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeq
Note: Totals might not equal 100 due to rounding. New categories are included beginning with data reported after 2010.

In 2020-2021, the total student enrollment for FAU was 37,796. Female enrollment was 59% of the total enrollment and male enrollment was 41%. From 2019-2020 to 2020 to 2021, the percentage of gender enrollment has increased +0.2% for female enrollment, while male enrollment has decreased -2%. Table 3 below displays the trend. Beginning the 2017-2018 academic year, Florida Atlantic University added a new gender category, Not Reported.

[1]All student data were gathered from the institution's department for institutional research. These departments are responsible for submitting unduplicated headcount enrollment data to the State of Florida. Headcount enrollment includes only students with a declared major. If the data were Fall Headcount Enrollment, then the data represents students with a declared major that were enrolled in the Fall term. If the data is Annual Headcount Enrollment, then the data represents students with a declared major that were enrolled in either the Summer, Spring, and Fall term.

Table 3: FAU Gender Enrollment Trend Data, Annual 2016 - 2020

Year	% Female	% Male
2016-2017	57	43
2017-2018	57	43
2018-2019	57	43
2019-2020	57	43
2020-2021	59	41

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeq

Comparison to Universities in the Florida State University System (SUS)

For percentage of female enrollment in 2020, FAU increased from 2019-2020 to 2020-2021 (+0.2%) with the second highest rank in the SUS with 59%. The total percentage of minority enrollment, FAU ranked third with 47% (+0.1) increase from 2019. Table 4 summarizes the SUS female and minority enrollment for 2016-2020.

Table 4: Comparison of SUS Female and Minority Student Enrollment, Fall 2016 - Fall 2020

Institution	% Female					% Minority*				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Florida A&M (FAMU)	64	64	64	65	66	87	87	87	88	89
Florida Atlantic University (FAU)	**57**	**57**	**57**	**57**	**59**	**43**	**44**	**46**	**46**	**47**
Florida Gulf Coast Univ. (FGCU)	57	57	57	58	58	26	29	29	30	30
Florida International Univ. (FIU)	57	59	57	57	57	72	72	68	66	68
Florida State University (FSU)	56	55	56	57	57	25	27	28	29	29
University of Central Florida (UCF)	55	55	55	55	56	35	35	37	37	38
University of Florida (UF)	54	54	54	54	56	23	24	25	25	26
University of North Florida (UNF)	56	57	57	58	58	21	20	19	23	24
University of South Florida (USF)	56	57	56	57	58	27	27	28	28	28

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2020
FAMU: https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no
FAU: https://tinyurl.com/yxfeseeq
FGCU: https://public.tableau.com/views/FGCU_IR_Facts_0/HeadcountEnrollment?:embed=y&:showVizHome=no&:display_count=yes
FIU: https://aim.fiu.edu/factbook/dash.html > Student Headcount Factbook
FSU: https://ir.fsu.edu/factbook.aspx > https://ir.fsu.edu/Factbooks/2020-21/Enrollments.pdf
UCF: https://www.ucf.edu/about-ucf/facts/
UF: https://ir.aa.ufl.edu/uffacts/enrollment-1/
UNF: https://www.unf.edu/ir/Fall_2020_Student_Data.aspx > 5-Year Comparison Enrollment Data
USF: http://usfweb.usf.edu/ODS/SystemFacts/Enrollments.aspx
Note: *Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino; other races, including 2 or More Races are not included

Table 5 provides a detailed summary of ethnicity enrollments at some SUS institutions.[2] FAU ranked fourth lowest white student enrollment with 39%, second highest black student enrollment with 20%. FIU ranked highest hispanic ethnicity with 56% of their student population, while FAU tied with UCF ranked second at 27%.

[2] SUS peer institutions are identified as those most closely related to enrollment/diversity/population data of a university. Within the state of Florida, Florida Atlantic University (FAU) is considered a peer institution of Florida International University (FIU), University of Central Florida (UCF), and University of South Florida (USF). In tables presented, peer institutions are reported with some other university data as available.

Table 5: Comparisons of SUS Student Ethnicity Enrollment, Fall 2016 - Fall 2020

Institution	% White					% Black					% Hispanic				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
FAMU	8	8	8	7	7	84	84	82	83	83	3	3	4	5	5
FAU	**44**	**43**	**42**	**40**	**39**	**19**	**19**	**19**	**19**	**20**	**25**	**26**	**26**	**26**	**27**
FGCU	66	64	63	62	62	7	9	7	7	7	19	20	21	22	22
FIU	11	10	11	11	12	12	13	12	12	11	60	59	56	54	56
FSU	61	61	60	59	58	8	8	9	9	9	18	18	19	19	20
UCF	51	51	48	47	46	11	11	11	11	10	24	24	26	27	27
UF	54	54	52	51	55	6	6	6	6	7	17	17	19	20	20
USF	51	51	55	54	53	9	9	10	10	10	18	18	20	21	22

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2018
FAMU: https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no
FAU: https://tinyurl.com/yxfeseeq
FGCU: https://www2.fgcu.edu/planning/InstitutionalResearch/cds.html
FIU: https://aim.fiu.edu/factbook/dash.html
FSU: https://ir.fsu.edu/factbook.aspx
UCF: https://www.ucf.edu/about-ucf/facts/
UF: https://ir.aa.ufl.edu/uffacts
USF: http://www.usf.edu/ods/resources/system-facts.aspx
Note: Total percentages do not equal 100 because only three categories are presented.

FAU College of Education

Between 2016 and 2020, the College of Education's overall annual headcount enrollment has ranged from 4,073 in 2016 to 2,356 in 2020, a reduction of 1,717 students. Trend analysis shows that, while the total enrollment has decreased, diversity with the college has increased. Overall, the percentage of White student enrollment has decreased from 2019 to 2020 by (-0.2%), while the percentage of Hispanic enrollment has increased over the same period (+0.6%). Table 6 summarizes the student ethnicity trend data.

Table 6: FAU College of Education Student Ethnicity Enrollment Trends, Annual 2015 - 2019

Year	Total Enrollment	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% Non-Res Alien
2016-2017	4,073	2.1	21.1	22.5	0.1	0.0	3.5	48.9	0.5	1.3
2017-2018	3,794	2.1	21.6	23.5	0.2	0.0	3.4	47.3	0.5	1.5
2018-2019	3,337	2.5	21.0	23.0	0.1	0.1	3.5	47.8	0.6	1.7
2019-2020	2,396	1.9	21.8	22.2	0.4	0.0	2.8	49.0	0.5	1.6
2020-2021	2,356	1.9	22.3	22.8	0.4	0.4	2.5	48.8	0.3	1.1

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeq
Note: Totals might not equal 100 due to rounding.
*The category "Two or more races" was first used in the Fall 2012 demographic report.

Comparison to Other FAU Colleges

The College of Education trend ethnicity enrollment data is very similar to other colleges at FAU. As Table 7 shows, over the past five years, the number of White students across colleges has been decreasing, whereas the number of Black and Hispanic students has been increasing. However, when compared to other FAU colleges, the College of Education had the least decrease in the percentage of White students enrolled (-0.2%) and the third highest increase of Black students over the same period (+0.6). An increase in Hispanic student enrollment (+0.5%) during this period.

Table 7: Comparison of Student Ethnicity Enrollment Trends, Annual 2016-2020

Year & College	% White	% Black	% Hispanic
2016-2017			
Education	48.9	21.1	22.5
Arts and Letters	46.1	17.0	27.3
Business	43.9	18.3	26.0
Nursing	43.6	27.2	19.1
2017-2018			
Education	47.3	21.6	23.5
Arts and Letters	44.4	17.4	28.2
Business	44.1	17.8	25.8
Nursing	41.8	27.9	19.7
2018-2019			
Education	47.8	20.8	23.0
Arts and Letters	43.1	18.1	28.6
Business	43.6	17.7	26.3
Nursing	42.3	26.5	20.2
2019-2020			
Education	49.0	21.7	22.3
Arts and Letters	43.1	18.2	28.6
Business	42.4	17.6	27.0
Nursing	39.0	29.4	20.8
2020-2021			
Education	48.8	22.3	22.8
Arts and Letters	41.6	19.0	29.3
Business	42.0	17.3	28.2
Nursing	35.9	32.6	21.8

Source: Institutional Effectiveness & Analysis (IEA)/Student Data Course File: https://tinyurl.com/yxfeseeq
Note: Totals might not equal 100 due to other ethnicity enrollment

Based on Fall 2020 Headcount Enrollment data, FAU College of Education gender diversity is very similar to other SUS colleges of education. More than half of the student body are female students at all SUS colleges of education. At FAU College of Education, females make up 59% of the student population, whereas males make up 41%, which is very similar to gender enrollment at other SUS colleges. Table 8 compares the gender enrollment data of these colleges.

Table 8: Comparisons of Colleges of Education Student Gender Enrollment, Fall 2020

Institution	% Female	% Male
Florida A&M University (FAMU)	65	34
Florida Atlantic University (FAU)	**59**	**41**
Florida International University (FIU)	57	43
Florida State University (FSU)	57	42
University of Central Florida (UCF)	56	44
University of Florida (UF)	56	43
University of South Florida (USF)	57	42

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2019
FAMU: https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no
FAU: https://tinyurl.com/yxfeseeq
FIU: https://aim.fiu.edu/factbook/dash.html

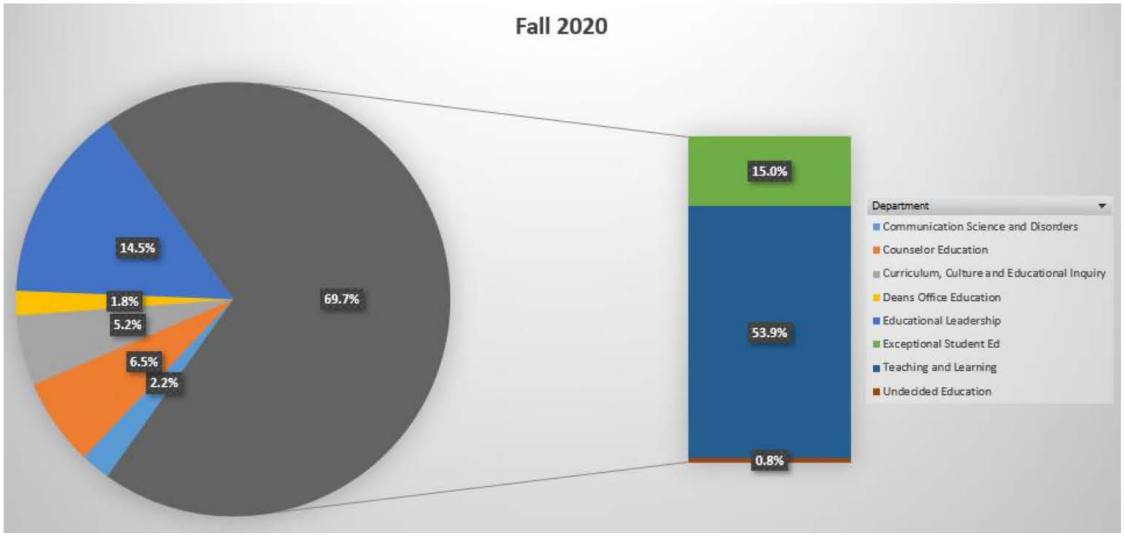
FSU: https://ir.fsu.edu/factbook.aspx
UCF: https://www.ucf.edu/about-ucf/facts/#:~:text=With%20more%20than%2069%2C000%20students,year%202019%20for%20funded%20research.
UF: https://ir.aa.ufl.edu/uffacts

USF: http://www.usf.edu/ods/resources/system-facts.aspx

Student Ethnicity and Gender within FAU College of Education

Based on the Fall 2020 Term Headcount Enrollment, the Teaching and Learning Department is the largest department, representing 53.9% of the total enrollment in the College, followed by Exceptional Student Education with 15.0%. Figure 1 represents headcount enrollments in the College.

Figure 1: College of Education Student Enrollments by Department, Fall 2020



Source: FAU Institutional Effectiveness & Analysis (IEA) Internal Reports > Enrollments > *College* Detailed (Final Data Source) Fall 2020: https://tinyurl.com/ydjrsxfm

Table 9a, below, indicates that student race, ethnicity and gender diversity within the College of Education varies. White student enrollments increased across all departments and areas with the exception of one department (EXED). Black student enrollments increased across four departments (COMD, EXED, TCHR). Hispanic student enrollments increased across one department (ELRM), one area (UNDC), and one department held steady hispanic enrollment (TCHR). Female student enrollments increased across one department (EXED), one area (UNDC), and one department held steady female enrollment (COED). Table 9b, below, provides an annual summary of percentage change between student demographic enrollment between 2019-2020 and 2020-2021. The College overall enrollment for White students increased (+0.6%), decreased Black (-0.5%) and female (-0.1%) students

Table 9a: Student Race, Ethnicity and Gender within FAU College of Education, Annual 2016 - 2020

Dept	% White					% Black					% Hispanic					% Female				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
COMD	78.2	79.7	74.6	75.7	76.1	5.1	2.9	1.4	0.0	2.2	12.8	11.6	19.7	21.4	17.9	91.0	94.2	95.8	95.7	94.2
COED	51.4	46.3	41.6	43.7	45.6	22.5	24.2	25.6	25.7	24.9	21.4	25.3	28.3	26.9	25.6	82.7	85.8	84.9	84.9	84.9
CCEI	68.8	62.9	65.1	55.9	60.3	13.2	16.4	17.4	23.4	18.6	11.1	12.9	10.5	13.5	12.9	75.7	82.8	76.7	82.0	80.1
*DEAN	47.7	38.4	37.1	38.8	40.7	23.9	29.1	27.9	28.2	27.9	19.4	26.2	27.1	27.1	24.6	86.5	83.1	82.9	87.1	84.7
ELRM	48.8	49.4	47.9	46.7	47.2	30.8	28.7	29.8	32.8	31.3	14.5	16.9	16.3	15.1	16.0	67.5	66.0	66.2	70.6	68.9
EXED	43.4	42.7	43.9	44.3	43.7	27.5	28.8	25.5	26.6	27.3	22.4	21.7	22.9	22.2	22.1	92.1	92.2	91.6	91.0	91.8
TCHR	51.8	52.2	53.6	52.0	52.2	16.8	16.1	15.7	15.3	15.9	24.3	24.1	23.0	24.3	24.4	86.7	86.0	84.6	86.1	86.0

*UNDC	22.2	40.0	60.0	46.2	47.3	33.3	20.0	20.0	38.5	25.5	33.3	40.0	10.0	0.0	16.4	66.7	80.0	80.0	46.2	67.3
Overall	**51.3**	**49.8**	**50.0**	**49.3**	**49.9**	**20.8**	**21.5**	**21.0**	**21.9**	**21.5**	**21.1**	**22.1**	**22.0**	**21.9**	**22.0**	**84.0**	**83.8**	**82.7**	**83.9**	**83.8**

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2016 - 2020:https://tinyurl.com/yxfeseeq
Note:

Table 9b: Student Race, Ethnicity and Gender within FAU College of Education, Annual % Point Difference

Dept	% Point Annual Difference between 2019-2020 to 2020-2021			
	White	Black	Hispanic	Female
COMD	+0.4	+2.2	-3.6	-1.5
COED	+2.0	-0.8	-1.3	-0.0
CCEI	+4.5	-4.9	-0.6	-1.9
*DEAN	+1.9	-0.3	-2.5	-2.3
ELRM	+0.5	-1.4	+0.9	-1.7
EXED	-0.6	+0.6	-0.1	+0.8
TCHR	+0.2	+0.6	+0.0	-0.1
*UNDC	+1.1	-13.0	+16.4	+21.1
Overall	+0.6	-0.5	+0.0	-0.1

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2015 - 2019:https://tinyurl.com/yxfeseeq
Note: Exercise Science and Health Promotion is no longer a department within the College of Education.

Percentage: ***Gender***	**Annual Enrollment** *Department/Area*	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Female	Communication Science and Disorders	2.6%	2.4%	2.8%	2.9%	3.1%
	Counselor Education	5.2%	6.1%	7.7%	9.0%	8.7%
	Curriculum, Culture and Educational Inquiry	4.0%	3.6%	2.7%	3.9%	4.6%
	Deans Office Education	4.9%	7.4%	4.8%	3.2%	2.6%
	Educational Leadership	9.8%	9.8%	10.9%	12.7%	14.3%
	Exceptional Student Ed	14.5%	15.1%	15.9%	14.9%	13.2%
	Teaching and Learning	43.0%	39.4%	37.5%	37.0%	37.6%
	Undecided Education	0.2%	0.1%	0.3%	0.3%	0.6%
Female Total		84.0%	83.8%	82.7%	83.9%	84.6%
Male	Communication Science and Disorders	0.3%	0.1%	0.1%	0.1%	0.2%
	Counselor Education	1.1%	1.0%	1.4%	1.6%	1.4%
	Curriculum, Culture and Educational Inquiry	1.3%	0.7%	0.8%	0.9%	0.9%
	Deans Office Education	0.8%	1.5%	1.0%	0.5%	0.4%
	Educational Leadership	4.7%	5.0%	5.6%	5.3%	5.1%
	Exceptional Student Ed	1.2%	1.3%	1.4%	1.5%	1.2%
	Teaching and Learning	6.6%	6.4%	6.8%	6.0%	6.0%
	Undecided Education	0.1%	0.0%	0.1%	0.3%	0.2%
Male Total		16.0%	16.2%	17.3%	16.1%	15.4%

Percentage: Race	Annual Enrollment

	Department/Area	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
American Indian or Alaska Native	Teaching and Learning	0.1%	0.1%	0.0%	0.0%	0.0%
American Indian or Alaska Native Total		0.1%	0.1%	0.0%	0.0%	0.0%
Asian	Communication Science and Disorders	0.1%	0.1%	0.1%	0.1%	0.0%
	Counselor Education	0.0%	0.0%	0.1%	0.1%	0.1%
	Curriculum, Culture and Educational Inquiry	0.2%	0.1%	0.1%	0.1%	0.3%
	Deans Office Education	0.1%	0.1%	0.1%	0.1%	0.0%
	Educational Leadership	0.2%	0.1%	0.2%	0.3%	0.3%
	Exceptional Student Ed	0.5%	0.5%	0.4%	0.3%	0.3%
	Teaching and Learning	0.8%	0.9%	1.0%	1.0%	0.9%
Asian Total		1.9%	1.9%	2.1%	2.0%	1.9%
Black or African American	Communication Science and Disorders	0.1%	0.1%	0.0%	0.0%	0.0%
	Counselor Education	1.4%	1.7%	2.3%	2.7%	2.6%
	Curriculum, Culture and Educational Inquiry	0.7%	0.7%	0.6%	1.1%	1.3%
	Deans Office Education	1.3%	2.6%	1.6%	1.0%	1.0%
	Educational Leadership	4.5%	4.3%	4.9%	5.9%	6.6%
	Exceptional Student Ed	4.3%	4.7%	4.4%	4.4%	4.0%
	Teaching and Learning	8.3%	7.4%	7.0%	6.6%	6.7%
	Undecided Education	0.1%	0.0%	0.1%	0.2%	0.1%
Black or African American Total		20.8%	21.5%	21.0%	21.9%	22.3%
Hispanic or Latino	Communication Science and Disorders	0.4%	0.3%	0.6%	0.6%	0.8%
	Counselor Education	1.3%	1.8%	2.6%	2.8%	2.5%
	Curriculum, Culture and Educational Inquiry	0.6%	0.6%	0.4%	0.6%	0.9%
	Deans Office Education	1.1%	2.3%	1.6%	1.0%	0.7%
	Educational Leadership	2.1%	2.5%	2.7%	2.7%	3.3%
	Exceptional Student Ed	3.5%	3.5%	4.0%	3.6%	3.0%
	Teaching and Learning	12.0%	11.0%	10.2%	10.5%	11.5%
	Undecided Education	0.1%	0.1%	0.0%	0.0%	0.1%
Hispanic or Latino Total		21.1%	22.1%	22.0%	21.9%	22.8%
Native Hawaiian or Pacific Islander	Deans Office Education	0.0%	0.0%	0.0%	0.0%	0.0%
	Educational Leadership	0.0%	0.0%	0.0%	0.0%	0.0%
	Exceptional Student Ed	0.0%	0.0%	0.0%	0.0%	0.0%
	Teaching and Learning	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander Total		0.1%	0.0%	0.0%	0.0%	0.0%
Nonresident alien	Counselor Education	0.1%	0.1%	0.1%	0.1%	0.0%
	Curriculum, Culture and Educational Inquiry	0.1%	0.1%	0.1%	0.1%	0.1%
	Deans Office Education	0.0%	0.1%	0.0%	0.0%	0.0%
	Educational Leadership	0.2%	0.2%	0.3%	0.3%	0.2%
	Exceptional Student Ed	0.1%	0.1%	0.2%	0.2%	0.3%
	Teaching and Learning	0.7%	0.6%	0.7%	0.8%	0.5%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.0%

Nonresident alien Total		1.3%	1.3%	1.4%	1.5%	1.1%
Race and ethnicity unknown	Deans Office Education	0.0%	0.0%	0.1%	0.0%	0.0%
	Exceptional Student Ed	0.0%	0.0%	0.0%	0.1%	0.0%
	Teaching and Learning	0.4%	0.4%	0.2%	0.3%	0.2%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.0%
Race and ethnicity unknown Total		0.4%	0.5%	0.4%	0.4%	0.3%
Two or more races	Communication Science and Disorders	0.0%	0.0%	0.0%	0.0%	0.0%
	Counselor Education	0.2%	0.1%	0.2%	0.2%	0.1%
	Curriculum, Culture and Educational Inquiry	0.1%	0.1%	0.1%	0.1%	0.2%
	Deans Office Education	0.3%	0.3%	0.2%	0.1%	0.0%
	Educational Leadership	0.4%	0.4%	0.4%	0.5%	0.5%
	Exceptional Student Ed	0.4%	0.5%	0.7%	0.5%	0.4%
	Teaching and Learning	1.6%	1.4%	1.4%	1.4%	1.1%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.1%
Two or more races Total		3.1%	2.9%	3.0%	2.8%	2.5%
White	Communication Science and Disorders	2.2%	2.1%	2.2%	2.3%	2.3%
	Counselor Education	3.2%	3.3%	3.8%	4.6%	4.7%
	Curriculum, Culture and Educational Inquiry	3.6%	2.7%	2.3%	2.7%	2.7%
	Deans Office Education	2.7%	3.4%	2.2%	1.4%	1.3%
	Educational Leadership	7.1%	7.3%	7.9%	8.4%	8.5%
	Exceptional Student Ed	6.8%	7.0%	7.6%	7.2%	6.4%
	Teaching and Learning	25.6%	23.9%	23.8%	22.4%	22.5%
	Undecided Education	0.1%	0.1%	0.2%	0.3%	0.4%
White Total		51.3%	49.8%	50.0%	49.3%	48.9%

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2016 - 2020:https://tinyurl.com/yxfeseeq

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Faculty Data

All faculty data were gathered from each institution's department for institutional research, or the Florida Board of Governor's interactive website. As of Summer 2020, the most recent data available for faculty information has been provided in the tables and graphs to follow.

Florida Atlantic University

Overall, in 2020-2021, the majority of FAU faculty members are White, instructional faculty (69%) and adjunct faculty (66.1%), though there is a decrease over the five-year trend. As White student enrollment is steadily decreasing (Table 2), both instructional and adjunct White faculty also decreased (-3.3% and -8.9% respectively). An increase in Hispanic faculty and adjuncts provides a change in the trend analysis (+1.3 and +3.7% respectively). The FAU faculty comprised 44.6% female for instructional faculty, and 59.2% across adjunct lines. The female instructional faculty have decreased over the five-year trend (-0.4%), as well as the female adjunct faculty (-1.9%)). Table 10 summarizes the trend between academic years 2016-2017 and 2020-2021 in regard to university faculty ethnic data.

Table 10: Diversity of FAU Faculty and Adjuncts by Ethnicity and Gender, Annual 2017-2021

Year	% Instructional Faculty (Tenured, tenure earning and non-tenure earning)				% Adjunct Faculty			
	Black	Hispanic	White	Female	Black	Hispanic	White	Female
2016-2017	6.4	7.2	72.3	45.0	9.5	11.2	75.0	57.3
2017-2018	6.1	7.1	72.5	44.1	12.1	11.4	73.1	56.5
2018-2019	6.6	7.3	72.0	45.1	13.2	14.5	68.1	56.5
2019-2020	6.9	7.6	70.9	45.3	13.6	14.8	68.2	56.8
2020-2021	7.6	8.5	69.0	44.6	15.7	14.9	66.1	59.2
% Point 5yr Difference	+1.2	+1.3	-3.3	-.4	+6.2	+3.7	-8.9	-1.9

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2020: https://www.fau.edu/iea/data/ddi/
Instruction and Research File 2019-2020
Note: Percentages are rounded

Comparison to Other SUS Institutions

Faculty ethnic and gender data were available from other SUS published data, using the common data set. In general, analysis revealed similar patterns across the SUS; the majority of tenured and tenure-track instructional faculty are white and male. Table 11 summarizes the data.

Table 11: SUS Faculty Ethnicity and Gender Comparison, 2020-2021

SUS	# Full time Instructional Faculty	# Part time Instructional Faculty	% Minority*	% Female	% Total with Doctorate or Terminal Degree
FAU	883	524	29.4	48.7	72.1
FIU	1312	924	50.8	48.1	65.4
FSU	1582	342	21.6	44.6	91.3
UCF	1632	441	28.6	46.1	76.8
UF	2902	452	23.7	40.2	89.3
USF	1487	963	32.8	49.6	66.2

Source: Each institution's department for institutional data/analysis Common Data Set: I. Instructional Faculty and Class Size.
Based on most recently reported Headcount for Fall 2020
FAU: https://www.fau.edu/iea/documents/pdf/cds/cds-2020-2021.pdf
FIU: https://opir.fiu.edu/CDS/CDS2020.pdf
FSU: https://ir.fsu.edu/commondataset.aspx
UCF: https://ikm.ucf.edu/wp-content/uploads/2021/08/Common-Data-Set-2020-2021.pdf
UF: https://ir.aa.ufl.edu/media/iraaufledu/common-data-set/cds2020-2021Main.pdf
USF: https://www.usf.edu/ods/documents/data-tools/cds-2020-2021-usf-finalv3.pdf

FAU College of Education

The majority of instructional faculty members within the College of Education, in 2020-2021, are white (70.2.%). Adjuncts are also primarily white (67.5%). The instructional faculty between Black and Hispanic are equally represented at 10.7%. Black Adjunct Faculty have an increase of 9.3% and Hispanic Adjunct Faculty increase 2.0%. These demographics continues a trend of more minorities hired since 2016-2017. A decrease of White Instructional Faculty (-2.1%) and a decrease in White Adjunct Faculty (-9.0%) is evident since 2016-2017. Table 13 summarizes the College of Education faculty ethnic data. Black and Hispanic faculty have increased representation since 2015. Table 12 depicts these demographic changes.

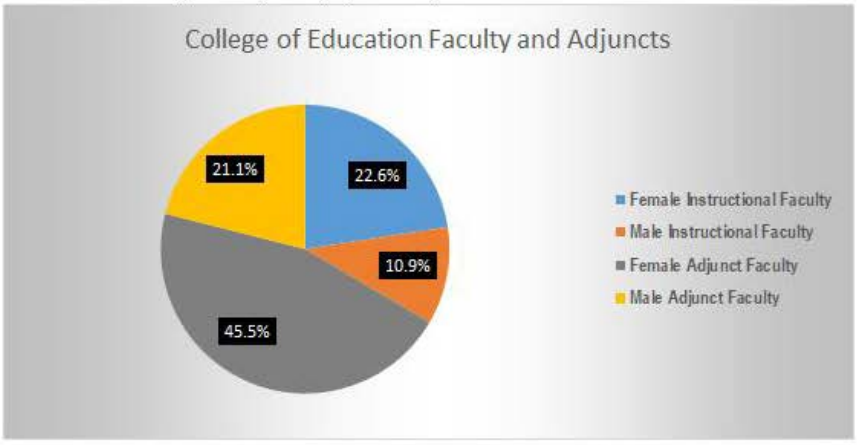
Table 12: FAU College of Education Faculty Ethnicity, Annual 2017 - 2021

Ethnic Group	% of Instructional Faculty					% of Adjunct Faculty					% Point Change 2016-2017 to 2020-2021	
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Instructional Faculty	Adjunct Faculty
Black	6.3	5.8	8.5	10.1	10.7	7.9	14.2	14.3	19.2	17.2	+4.4	+9.3
Hispanic	7.3	8.7	9.4	10.1	10.7	11.7	11.1	14.3	13.6	13.7	+3.4	+2.0
White	72.3	74.1	72.6	71.9	70.2	76.5	76.2	68.9	66.7	67.5	-2.1	-9.0

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019: http://www.fau.edu/iea/data/ddi/
Instruction and Research File 2019-2020
Note: Percentages are rounded

Concerning gender, 68.0% of the College's faculty and adjuncts are female and 32.0% are male. Figure 2 depicts Faculty and Adjunct Faculty, by gender. This demographic is similar to both the university and College of Education student enrollment demographic. The College percentage of female faculty members differs from FAU's percentage (see Table 10).

Figure 2: FAU COE Faculty and Adjuncts, by Gender, 2019-2020



Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2020: http://www.fau.edu/iea/ddi/
Instruction and Research File 2019-2020
Note: Percentages are rounded

Using tables presented by the Office of Institutional Effectiveness and Analysis (IEA) as part of the annual Departmental Dashboard Indicator (DDI) review, each department in the college is compared to the college total and to the university total in regard to gender and ethnicity over one year, 2019-2020. Table 13 describes the College of Education Faculty by department, gender and ethnicity.

Table 13: FAU College of Education Faculty by Department, Gender and Ethnicity, 2019-2020

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		CCEI	COED	COMD	ELRM	EXED	TCHR	College Total	FAU Total
American Indian/ Alaskan Native	Female								1
	Male								1
Asian or Pacific Islander	Female	2						2	43
	Male	2				2	1	5	107
Black (Not of Hispanic Origin)	Female	3			1	3	1	8	45
	Male					1		1	26
Hispanic	Female		1		1	1	2	5	41
	Male	1			3			4	38
White (Not of Hispanic Origin)	Female	5	5	6	10	5	14	45	340
	Male		5	2	5	4	3	19	394
All Ethnicities	**Female**	**10**	**6**	**6**	**12**	**9**	**17**	**60**	**469**
	Male	**3**	**5**	**2**	**8**	**7**	**4**	**29**	**566**

	Total	13	11	8	20	16	21	89	1,035

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019-2020/B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity: http://www.fau.edu/iea/ddi/

School District and Community Data

The National Center for Education Statistics (NCES) data shows Florida school districts for Miami-Dade, Broward, Hillsborough, Orange and Palm Beach Counties indicating enrollment for elementary, middle and high schools. Table 14 displays enrollments by race/ethnicity in 2019-2020.

Table 14: PK-12 School District Enrollments by Race/Ethnicity, 2019-2020

District	American Indian/Alaska Native	Asian or Asian/Pacific Islander	Hispanic	Black or African American	White	Native Hawaiian or Other Pacific Island	Two or More Races
Miami-Dade	165	3844	250,636	67,795	22,713	129	2,025
Broward	613	9848	95,844	104,134	51,074	456	7,203
Hillsborough	391	9,215	83,646	46,608	72,363	411	10,671
Orange	426	9,751	90,097	51,006	52,153	693	4,749
Palm Beach	1,479	5,953	69,707	53,731	58,059	261	5,485

Source: U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, Elementary/Secondary Information System, School District Enrollments by Grade 2019-2020: https://nces.ed.gov/ccd/elsi/expressTables.aspx

According to data from the National Center for Education Statistics, all of Florida public school district enrollments in 2019-2020 showed 2,858,461 students. Miami-Dade and Orange county districts are outside of the FAU service area. Miami-Dade is ranked highest overall. Broward county ranked second overall within the FAU service area. Table 15 shows enrollment by grade level in 2019-2020.

Table 15: PK-12 Student School District Enrollments by Grade Level, 2019-2020

District	Total Students, All Grades (Excludes AE)	Prekindergarten and Kindergarten Students	Grades 1-8 Students	Grades 9-12 Students
Miami-Dade	334,261	20,246	200,620	105,246
Broward	260,235	16,438	156,407	81,608
Hillsborough	218,943	15,537	136,879	63,813
Orange	199,089	12,456	120,850	63,380
Palm Beach	187,057	12,153	113,558	58,218

Source: U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, Elementary/Secondary Information System, School District Enrollments by Grade 2019-2020: https://nces.ed.gov/ccd/elsi/expressTables.aspx

Note: Six main school districts are located within the FAU College of Education service region: Broward, Palm Beach, Martin, St. Lucie, Indian River, and Okeechobee

Overall, Broward has the most diverse student population. Tables 16 and 18 summarize diversity data for Florida

and each of these districts

Table 16: PK-12 Student Membership Diversity within FAU Service Area, Annual 2020 - 2021

County	Year	Student Population	% Annual Change	% Minority*	% ESE	% ELL
Broward	2016-2017	271,828	+1.0	78.7	17.2	12.7
	2017-2018	271,967	+0.1	79.5	17.5	12.4
	2018-2019	270,978	-0.4	80.4	18.4	12.1
	2019-2020	269,172	-0.7	81.0	19.1	12.1
	2020-2021	260,235	-3.3	81.7	19.8	11.5
Indian River	2016-2017	17,879	-0.6	45.2	18.4	5.3
	2017-2018	17,792	-0.5	45.5	18.7	5.0
	2018-2019	17,861	+0.4	45.8	19.4	5.1
	2019-2020	17,872	+0.1	45.9	20.1	5.3
	2020-2021	17,570	-1.7	45.9	20.5	5.1
Martin	2016-2017	19,014	+0.1	40.8	19.0	14.9
	2017-2018	18,978	-0.2	42.1	18.9	14.1
	2018-2019	18,624	-1.9	43.7	19.1	13.1
	2019-2020	19,039	+2.2	45.0	18.3	12.2
	2020-2021	18,240	-4.1	45.9	19.1	13.0
Okeechobee	2016-2017	6,493	+0.8	53.5	23.2	14.1
	2017-2018	6,410	-1.3	54.5	24.9	12.0
	2018-2019	6,484	+1.2	54.6	25.1	12.1
	2019-2020	6,627	+2.2	55.5	26.2	11.2
	2020-2021	6,263	-5.4	55.6	27.7	9.7
Palm Beach	2016-2017	192,729	+1.8	68.4	20.7	12.7
	2017-2018	193,471	+0.4	69.1	20.7	12.9
	2018-2019	194,186	+0.4	69.7	21.0	13.2
	2019-2020	196,331	+1.1	70.4	21.0	13.2
	2020-2021	188,832	-3.8	71.0	21.9	14.2
St. Lucie	2016-2017	40,417	+0.9	66.0	14.0	8.9
	2017-2018	40,796	+0.9	66.9	14.5	9.2
	2018-2019	41,418	+1.5	67.9	15.0	9.5
	2019-2020	41,875	+1.1	69.0	15.4	10.0
	2020-2021	41,779	-0.2	69.9	15.4	9.6

Source: Florida Department of Education/Enrollment/Membership by in Programs for Exceptional Students, Final Survey 2, 2016-2020:: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

Note: *Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Table 17 presents Florida Department of Education data regarding membership in PK-12 programs for exceptional students. Overall, the total number of student memberships for all exceptionalities in Exceptional Student Programs percentage change increased (6.0%) between 2016 and 2020. The classifications of Speech Impaired, Specific Learning Disabled, Gifted, Hospital/Homebound, Dual Sensory Impaired, Autism Spectrum Disorder, Developmentally Delayed, and Other Health Impaired increased over the five-year period.

Table 17: Florida PK-12 Student Membership in Exceptional Student Programs, Annual 2016 - 2020

FLDOE Classification	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	% Change 2016-2017 & 2020-2021
Orthopedically Impaired (OI)	2,687	2,538	2,394	2,280	1,885	-29.8
Speech Impaired (SI)	47,312	47,250	48,087	48,127	46,764	-1.1

Language Impaired (LI)	42,950	42,608	42,972	42,246	40,878	-4.8
Deaf or Hard of Hearing	4,341	4,344	4,307	4,313	4,169	-3.9
Visually Impaired (VI)	1,358	1,308	1,329	1,326	1,285	-5.4
Emotional/Behavioral Disabilities (EBD)	15,146	14,414	14,152	13,621	11,859	-21.7
Specific Learning Disabled (SLD)	140,914	144,607	150,568	156,158	158,637	12.5
Gifted (GIFTED)	169,184	172,276	176,457	178,173	162,579	-3.9
Hospital/Homebound (HH)	2,476	2,403	2,651	2,610	2,373	-4.1
Dual Sensory Impaired (DSI)	86	96	92	99	108	25.6
Autism Spectrum Disorder (ASD)	36,681	39,709	43,573	47,082	51,448	40.2
Traumatic Brain Injured (TBI)	514	505	500	475	398	-22.5
Developmentally Delayed (DD)	20,841	21,473	22,757	23,828	21,608	3.7
Established Conditions (EC)	198	177	194	174	91	-54.0
Other Health Impaired (OHI)	35,659	38,460	42,635	46,488	50,739	42.3
Intellectual Disabilities (ID)	25,167	24,919	25,002	25,197	23,496	-6.6
Total Disabled*	**377,115**	**385,545**	**401,745**	**414,353**	**415,980**	**10.3**
TOTAL (All Exceptionalities)	**545,527**	**557,112**	**577,670**	**592,197**	**578,317**	**6.0**

Source: Enrollment/Membership in Programs for Exceptional Students, Final Survey 2, Annual 2016 - 2020:
http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

Note: Total Disabled includes gifted students who have a Primary Exceptionality or Other Exceptionality with a value other than D, E, L, Z.

Table 18, below, presents Florida Department of Education data regarding PK-12 student membership by race and ethnicity. Overall, the race and ethnicity of student membership in PK-12 has become more diverse in Florida over the past 5 years. Between 2015 and 2019, the overall percentage change of student membership in the state of Florida has increased for Asian (+7.7%), Hispanic (+12.7%), Two or More Races (+12.1%), and Pacific Islander (+100%) groups.

Table 18: PK-12 Student Membership Race and Ethnicity within FAU Service Area, Annual 2016 - 2020

County	Year	% Asian	% Black	% Hispanic	% Native American	% White	% Two or More Races	% Pacific Islander
Broward	2016-2017	3.6	39.4	31.7	0.3	22.3	2.6	0.1
	2017-2018	3.6	39.1	33.0	0.1	21.3	2.6	0.1
	2018-2019	3.6	38.8	34.8	0.2	19.6	2.7	0.2
	2019-2020	3.7	38.7	35.6	0.2	19.0	2.7	0.2
	2020-2021							
Indian River	2016-2017	1.5	16.9	22.0	0.3	55.6	3.6	0.1
	2017-2018	1.5	17.2	22.4	0.3	54.8	3.8	0.1
	2018-2019	1.4	16.9	23.1	0.2	54.2	4.1	0.1
	2019-2020	1.3	17.5	22.5	0.2	54.1	4.4	0.1
	2020-2021							
Martin	2016-2017	1.7	7.4	27.8	0.2	60.1	2.8	0.1
	2017-2018	1.7	7.4	28.7	0.2	59.2	2.9	0.1
	2018-2019	1.8	7.1	31.5	0.1	56.3	3.1	0.1
	2019-2020	1.8	6.7	33.0	0.1	55.0	3.3	0.1
	2020-2021							
Okeechobee	2016-2017	0.9	8.1	39.9	1.0	47.1	3.1	0.0
	2017-2018	0.8	8.4	41.0	0.9	45.5	3.3	-
	2018-2019	0.8	8.0	41.3	0.9	45.4	3.7	-
	2019-2020	0.7	8.7	41.8	0.8	44.5	3.4	0.0
	2020-2021							
Palm Beach	2016-2017	3.0	28.3	32.4	0.8	32.6	2.8	0.1
	2017-2018	3.0	28.3	33.3	0.9	31.6	2.8	0.1
	2018-2019	3.1	28.1	34.8	0.8	30.3	2.9	0.1
	2019-2020	3.0	27.7	35.9	0.8	29.6	2.8	0.1
	2020-2021							
St. Lucie	2016-2017	1.7	29.8	28.8	0.3	35.5	3.8	0.2
	2017-2018	1.7	30.4	29.5	0.3	34.0	3.9	0.2
	2018-2019	1.7	31.1	30.8	0.3	32.1	3.9	0.1
	2019-2020	1.6	31.0	31.8	0.2	31.0	4.2	0.1
	2020-2021							
Florida	**2016-2017**	**2.6**	**22.5**	**31.6**	**0.3**	**39.5**	**3.4**	**0.1**
	2017-2018	**2.7**	**22.3**	**32.4**	**0.3**	**38.7**	**3.4**	**0.2**
	2018-2019	**2.8**	**21.9**	**33.9**	**0.3**	**37.4**	**3.6**	**0.2**
	2019-2020	**2.8**	**21.6**	**34.5**	**0.3**	**36.9**	**3.7**	**0.2**
	2020-2021							
% Point 5yr Difference	**2016-2017 & 2020-2021**							
% 5yr Change	**2016-2017 & 2020-2021**							

Source: Florida Department of Education/Enrollment/Membership in Florida Public Schools, Total Enrollment/Membership by District by Race/Ethnicity, Final Survey 2015 - 2019: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

All State University System Lab Schools enroll a similar percentage of minority students, with the exception of FAMU. FAU Lab Schools enroll approximately 40% free or reduced lunch students. Race and ethnicity, minority, and free or reduced lunch statistics are summarized in Table 18.

Table 19: SUS Lab Schools Student Minority Enrollment, Annual 2015 - 2019

SUS	Year	% Asian	% Black	% Hispanic	% Native American	% White	% Two or More Races	% Total Minority*	% Free / Reduced Lunch
FAU	2015-2016	4.9	17.8	30.2	0.5	41.8	4.8	58.2	38.9
	2016-2017	5.8	17.0	29.3	**	42.5	4.9	57.5	41.5
	2017-2018	6.1	16.7	29.8	**	41.7	5.2	58.3	46.7
	2018-2019	6.2	17.4	29.0	**	41.6	5.4	58.4	40.8
	2019-2020	6.4	18.0	29.0	**	40.4	5.8	59.6	40.3
FSU	2015-2016	4.7	26.5	21.7	**	42.2	4.3	57.8	25.8
	2016-2017	4.7	26.1	22.4	**	41.8	4.6	58.2	30.1
	2017-2018	4.7	26.2	23.4	**	40.8	4.7	59.2	30.1
	2018-2019	4.9	26.2	23.7	**	40.0	4.7	60.0	28.2
	2019-2020	4.6	26.0	23.0	**	40.9	5.1	59.1	28.7
FAMU	2015-2016	-	96.9	2.1	-	**	**	99.4	76.9
	2016-2017	-	96.7	2.1	-	**	**	99.4	74.3
	2017-2018	-	94.9	2.7	**	**	**	99.1	100.0
	2018-2019	**	95.6	3.0	**	**	**	99.5	99.7
	2019-2020	**	95.2	4.0	**	**	**	99.7	100.0
UF	2015-2016	3.8	22.9	16.2	**	49.5	6.9	50.5	26.8
	2016-2017	3.8	22.0	17.8	**	48.9	7.0	51.1	28.0
	2017-2018	4.0	23.8	17.4	**	47.0	7.4	53.0	28.8
	2018-2019	3.5	24.8	18.3	**	45.4	7.3	54.6	37.4
	2019-2020	3.3	25.3	20.1	**	43.4	7.3	56.6	34.6

Source: Florida Department of Education/PK-12 Information Portal/Enrollment/Build Your Own Table:
https://edstats.fldoe.org/SASPortal/syndication.do?com.sas.portal.ItemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Freposname%3DFoundation%2FTransformation%3Bid%3DA5YWB4SY.AX0000BB

Note: Double asterisks (**) will appear when data are suppressed. When there are no students reported in a category a dash(-) will appear in the table cell.
*Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Regarding high school graduates, the National Center for Education Statistics (NCES) reports an increase in high school completers enrolling in college. The overall trend in high school completers enrollment in college has increased in the last five years, with an exception in 2017 where there was a decrease (-3.1%) from the previous year. Table 19 shows that while the total percentage of high school graduates enrolling in college increased from 2017 to 2018*, the ethnic group data increased within all ethnicities, however with the exception of Asian (-9.1%) high school completers.

Table 19: Percentage of High School Completers Enrolled in College, by Ethnicity, 2014-2018*

Year	% White	% Black	% Hispanic	% Asian	% Total
2014	67.7	70.2	65.2	90.9	68.4
2015	71.3	55.6	68.9	83.2	69.2
2016	69.7	57.3	72.0	91.9	69.8
2017	69.1	59.4	61.0	82.7	66.7
2018	70.9	64.5	65.4	73.6	69.1

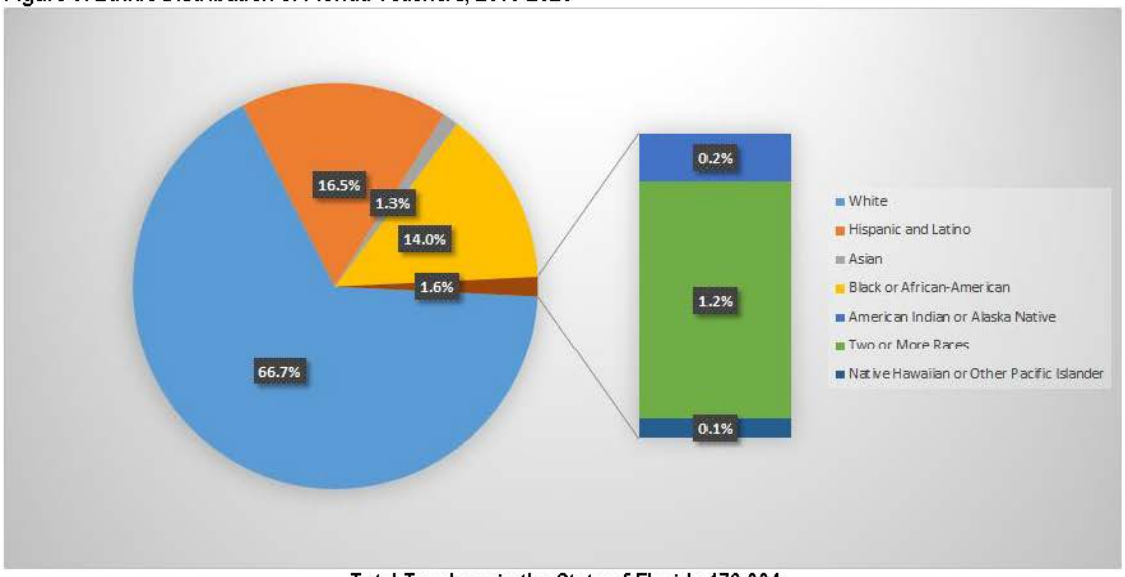
Source: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, Current Population Survey prepared August 2019):
https://nces.ed.gov/programs/digest/d19/tables/dt19_302.20.asp

Note: *2019-2020 data unavailable as of 4/2/2021

Teacher Membership

In the Fall of 2003, 50% of Florida public school students were members of an ethnic minority. At the same time, 75% of Florida's teachers were White (Florida Department of Education, March 2004). During 2019-2020, 66.7% of all teachers in Florida were White, a decrease of -8.3%, since Fall 2003. Figure 3 summarizes the ethnic distribution of Florida teachers. Table 20 compares the ethnicity of teachers in several counties in the FAU service area.

Figure 3: Ethnic Distribution of Florida Teachers, 2019-2020



Total Teachers in the State of Florida 179,004

Source: Florida Department of Education, Staff in Florida's Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Table 20: Teacher Diversity in FAU Service Area Districts, 2019-2020

County	Total Teachers	% White	% Black	% Hispanic	% Asian	% American Indian	% Pacific Islander	% Two or More Races	% Male	% Female
Broward	15,904	46.0	29.5	20.8	1.8	0.2	0.3	1.4	19.4	80.6
Indian River	1,159	84.6	8.1	5.4	0.6	0.3	0.1	0.9	20.4	79.6
Martin	1,248	88.3	3.0	7.6	0.8	0.3	0.0	0.0	17.9	82.1
Okeechobee	371	84.4	6.7	8.1	0.0	0.5	0.0	0.3	23.7	76.3
Palm Beach	12,733	64.3	18.0	14.9	1.5	0.1	0.0	1.2	20.8	79.2
St. Lucie	2,520	68.1	18.6	11.0	1.0	0.4	0.3	0.6	21.7	78.3

Source: Florida Department of Education, Staff in Florida's Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Minority representation among teachers in the FAU service area (Table 22) and students in large districts within the state of Florida (Table 21) continue to exceed State total minority enrollment.

Table 21: Total Minority Student Membership in Florida's Largest School Districts, 2019-2020

District	Minority Students*		Total Students	% of State Total
	Number	%		
Broward	218,098	81.0	269,172	9.4
Duval	87,395	67.1	130,299	4.6
Hillsborough	150,950	67.6	223,314	7.8
Miami-Dade	324,613	93.5	347,327	12.2
Orange	157,483	75.0	209,890	7.3
Palm Beach	138,121	70.4	196,331	6.9
Subtotal	**1,076,660**	**78.2**	**1,376,333**	**48.1**
State Total	**1,804,300**	**63.1**	**2,858,952**	**100.0**

Source: Florida Department of Education, PK-12 Portal, Enrollment, Build Your Own Table: https://edstats.fldoe.org/SASPortal/syndication.do?com.sas.portal.ItemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Freposname%3DFoundation%2FTransformation%3Bid%3DA5YWB4SY.AX0000BB

Note: *Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Across the largest districts in the state of Florida, Miami-Dade and Broward Counties reported more than 50% minority teachers, while Table 21 provides evidence that minority student population enrollment in the same large districts was significantly higher than non-minority student enrollment.

Table 22: Total Minority Teacher Membership in Florida's Largest School Districts, 2019-2020

District	Minority Teachers*		Total Teachers	% of State Total
	Number	%		
Broward	8,000	50.3	15,904	8.9
Duval	2,526	33.7	7,506	4.2
Hillsborough	3,700	25.8	14,332	8.0
Miami-Dade	15,512	78.1	19,861	11.1
Orange	4,539	34.8	13,048	7.3
Palm Beach	4,187	32.9	12,733	7.1
Subtotal	**38,464**	**46.1**	**83,384**	**46.6**
State Total	**52,655**	**29.4**	**179,004**	**100.0**

Source: Florida Department of Education/Staff in Florida's Public Schools/Instructional Staff/Total Teachers by Race/Ethnicity and Gender: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Note: *Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino

One-year overall trends showed an increase in the total number of teachers representing ethnic minorities of 3.5% from Fall 2018 to Fall 2019. White teachers showed percentage decrease from Fall 2018 to Fall 2019 (-0.1%), and the underrepresented minority groups Black showed percentage increase (+2.6%), and Hispanic/Latino teachers showed a higher percentage increase (+4.2%). There were increases reported for the Pacific Islander (+8.3%), Asian (+6.1%), Two or More Races (+5.5%), and American Indian (+2.5%) teachers as well. Table 23 depicts the number of full-time teachers in the state by ethnic group.

Table 23: Number of Full-Time Teachers by Ethnic Group*, Florida, Fall 2015 - Fall 2019

Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Change Fall 2018 to Fall 2019	
						Number	%
White	119,942	119,270	119,315	119,554	119,393	-161	-0.1
Black	22,708	23,331	23,871	24,355	25,008	653	2.6
Hispanic	23,961	24,618	27,034	28,300	29,544	1,244	4.2
Asian	1,837	1,952	2,051	2,142	2,282	140	6.1
American Indian	458	430	416	324	435	11	2.5
Pacific Islander	130	186	153	166	181	15	8.3
Two or More Races	1,656	1,681	2,022	2,043	2,161	118	5.5
State Total	**170,692**	**171,468**	**174,862**	**176,884**	**179,004**	**2,020**	**1.1**
Total Minority**	**46,669**	**47,949**	**50,905**	**52,655**	**54,552**	**1,897**	**3.5**

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Total Teachers by Race/Ethnicity and Gender, Final Survey 2: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Note: **Minority defined as underrepresented ethnicity categories: Black and Hispanic

*Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting teacher demographic data in compliance with adjustments made by the U.S. Office of Management and Budget to Statistical Policy Directive No. 15. These revisions allow teachers to select more than one race and to report their ethnicities and races separately when reporting their demographic information. For ethnicity, teachers select whether they are of Hispanic or Latino origin. All teachers who indicated that they are Hispanic or Latino are included only in the Hispanic/Latino counts in this report; they are not included in the racial categories they have selected. For race, teachers select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White.

Diversity among teachers in the state of Florida is similar to the race/ethnicity diversity within instructional categories. Gender appears to fluctuate with Elementary and Exceptional Student Education higher than the state percentage. Table 24 reflects this data.

Table 24: Florida Diversity of Teachers by Instructional Category, 2019-2020

Race/Ethnicity	Elementary	Secondary	Exceptional Student Education (ESE)	Other	State Total
White	67.9%	66.0%	68.7%	52.0%	66.7%
Black	12.5%	15.4%	12.6%	22.1%	14.0%
Hispanic	17.2%	15.3%	16.1%	22.4%	16.5%
Asian	1.0%	1.5%	1.2%	1.6%	1.3%
American Indian	0.2%	0.3%	0.3%	0.3%	0.2%
Pacific Islander	0.1%	0.1%	0.0%	0.3%	0.1%
Two or More Races	1.1%	1.4%	1.1%	1.3%	1.2%
Gender					
Female	90.7%	64.9%	86.2%	74.3%	79.4%
Male	9.3%	35.1%	13.8%	25.7%	20.6%
Totals					
Teachers	74,447	69,004	29,021	6,532	179,004
Minorities*	22,119	21,203	8,319	2,911	54,552

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Final Survey 2: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Note: *Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino

Community Data

Census data showed Broward County as the most diverse community, even more diverse than the state and national demographics. Indian River County appears to be the least diverse community within the FAU service area having 86.3% White population and a Hispanic population of 12.7%. Tables 25 and 26 summarize census data for selected counties, Florida, and the United States.

Census Data

Table 25: Census Data: Florida and United States, 2019

Census Statistic	Florida	United States
Total Population	21,477,737	328,239,523
% with language other than English spoken in the home	30.3	22.0
% with Bachelor's degree or higher	30.7	33.1
% Persons with a disability	13.7	12.7
% All People below poverty in the past 12 months	12.7	12.3

Source: United States Census Bureau, Survey/Program: American Community Survey,
TableID: DP02, Product 2019: ACS 1-Year Estimates Data Profiles: https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP02&moe=false&tp=false&hidePreview=true
TableID: DP03, Product 2019: ACS 1-Year Estimates Data Profiles:
https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true

Table 26: Census Data: County, 2019

County	One Race						Two + Races	Any Race	Total Population
	% White	% Black or African American	% American Indian and Alaska Native	% Asian	% Native Hawaiian and Other Pacific Islander	% Some Other Race	% Two or More Races	% Hispanic or Latino	
Broward	60.5	28.8	0.2	3.7	0.1	3.1	3.5	31.1	1,952,778
Indian River	86.3	9.7	0.1	1.1	0.0	1.2	1.6	12.7	159,923
Miami	75.6	16.8	0.2	1.6	0.0	3.9	1.9	69.4	2,716,940
Palm Beach	72.4	19.0	0.4	2.8	0.0	2.7	2.8	23.4	1,496,770
St. Lucie	72.0	19.5	0.3	2.1	0.1	2.5	3.5	19.9	328,297
Florida	74.5	16.0	0.3	2.8	0.1	3.4	2.9	26.4	21,477,737
United States	72.0	12.8	0.9	5.7	0.2	5.0	3.4	18.4	328,239,523

Source: United States Census Bureau, Survey/Program: American Community Survey, TableID: DP05, Product: 2019: ACS 1-Year Estimates Data Profiles:
https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12011,12061,12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP05&moe=false&tp=true&hidePreview=true
Note: Hispanic or Latino may be of any race; inclusive of applicable race categories

Choice Options

Diversity among school choice program types is a current topic of conversation in education. The number of schools and participation students are presented in Table 27, at the national level for the most recent available data. Additional disaggregation is available on the EdChoice website. Data regarding choice options more locally were not available.

Table 27: School Choice Option Program Types, most recent data available

Program Type	# of States	# of Schools	Total Participation
Education Savings Account	6	27	79,375
Tax-Credit Scholarship	19	192	2,554,054
Voucher	19	326	1853651
Grand Total	**31**	**545**	**4,487,080**

Source: EdChoice, School Choice in America Dashboard,all years, https://www.edchoice.org/school-choice/school-choice-in-america/?yr=#filter-table (retrieved on 2/5/2021)

Summary

Diversity trends continue to appear similar across national, state, county, the State University System, and the Florida Atlantic University service area.

The student population at Florida Atlantic University is represented by a diverse population, increasing from 43.3% for Black and Hispanic student enrollments in 2015-2016 to 46.3% in 2019-2020 (Table 2) yielding a +3.0% overall increase. This reflects the changing K-12 student population trends within the local service area (Table 15). Across all six counties within the FAU service area, the diversity of the student population increased. The U.S. Census data reports the underrepresented minority population, Black and Hispanic, overall as 42.4% within the state of Florida, and 31.2% nationwide, though these numbers may be skewed as the Census now allows the reporting of race and ethnicity to overlap (Table 26).

In terms of faculty diversity, both the College of Education and Florida Atlantic University continue to see Black and Hispanic faculty as underrepresented minorities. Asian faculty, Black faculty and Hispanic faculty are the highest represented minorities, by rank, in the FAU College of Education at 23.6% (Table 13). At the University level, Asian faculty are the highest represented minority at 14.5% (Table 13) in 2019-2020.

When compared to 2019 National Census Data, the representative population at the national level for Asian is 5.7%, Black is 12.8%, and Hispanic is 18.4% (Table 26). Within the state of Florida, the census data presents the Asian population to be 2.8%, Black 16.0%, and a Hispanic population is 26.4% (Table 26). In 2019, State University System peer institutions (FSU, UCF, UF and USF) and FAU continue to employ dominantly White faculty with a minimum of 69.2% (Table 11). FIU employs the greatest percentage (48.6%) minority full time and part time instructional faculty (Table 11).

School district and Community data show a similar trend regarding the diversity of students in 2019-2020. The average PK-12 student membership of minority students enrolled within the FAU service area is 61.1%, with the highest representing that of student diversity being Broward County at 81.0% (Table 15).

Within the state of Florida the PK-12 student membership of underrepresented minorities (Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native) is 59.4% (Table 17). The student membership data is more diverse, 63.1%, than the average teacher membership of underrepresented minorities, 29.4%, in 2019-2020 (Tables 21 and 22). Table 23 demonstrates increasing numbers of full time, ethnically diverse teachers, with American Indian teachers declining an astonishing -24.3% from 2019-2020.

FAU Published Statements

ELIMINATING RACIAL INJUSTICES AND SOCIAL INEQUITIES: PRESIDENT KELLY



John Kelly, FAU President

A long overdue and important conversation around systemic racism and violence against Black people in America has awakened our country. The injustices and violence that marginalized the experiences of people of color, particularly Black/African Americans, at the hands of those in positions of authority is real and devastating. Florida Atlantic University condemns and will not tolerate such acts of violence, and is dedicated to addressing racism, discrimination and injustices in all aspects of university life.

Ranked among the most racially and ethnically diverse institutions in the country, FAU's commitment to diversity does not stop at the make-up of our student body. We recognize that in order to dismantle systemic discrimination we must take actions to ensure our students, faculty and staff have the opportunities, support and resources necessary to succeed in their academic and professional lives. We also recognize that eradicating racism requires developing responsible citizens by examining the ways power and privilege affect society and by developing pathways to meaningful, positive and lasting change.

With input from the Florida Atlantic University Diversity Council, some of our immediate measures include:

- Expanding the focus of the diversity platform to include social justice and equity
- Identifying university initiatives where social justice and equity dialogues and professional development opportunities can be incorporated
- Developing a university-wide diversity and inclusion statement to be included in recruitment materials
- Continue to provide educational platforms for students, faculty and staff to learn and discuss issues related to diversity, inclusion and equity

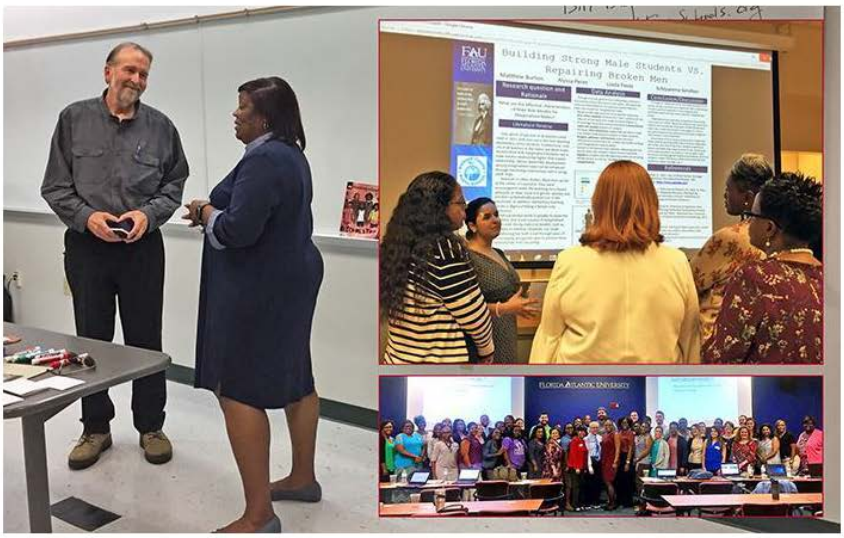
With educational programs spearheaded by entities such as the FAU Diversity Council; Peace, Justice, and Human Rights initiative; the Center for Inclusion, Diversity Education, and Advocacy; the Center for Holocaust and Human Rights Education; and the Women and Gender Equity Resource Center, FAU is not only coming together in conversation, but actively building on existing initiatives and seeking new ones. We invite you to visit www.fau.edu/diversity-platform to learn more about FAU's ongoing efforts to diversity, inclusion and equity.

John Kelly

President

Source: https://www.fau.edu/diversity-platform/message/president.php (retrieved on 2/4/2021)

EDUCATIONAL EQUITY PARTNERSHIP PROJECT



BY TERESA CRANE | WEDNESDAY, SEP 11, 2019

The Department of Curriculum, Culture and Educational Inquiry (CCEI) and Broward County Public Schools (BCPS) proudly launched the Educational Equity Partnership Project (EEPP) in Fall 2017. EEPP is funded by a Teaching Incentive Fund (TIF) grant awarded to BCPS. The TIF program supports projects that develop performance-based teacher compensation systems in high-needs schools to increase students' access to effective educators, which leads to heightened student academic achievement.

During this three-year partnership, CCEI professors from FAU engage approximately 60 educators from 32 Title I schools in professional development modules that integrate five inter-related thematic strands: culturally relevant pedagogy, multicultural curriculum, education for equity, community building and advocacy. Participants meet weekly for each six to eight-week module where they engage in readings, discussions, and work on culminating projects designed to enhance their professional practice. During Module 2, guest speaker, Bill Bigelow, curriculum editor of *Rethinking Schools* and veteran High School Social Studies teacher, shared his insights with the participating teachers. These teacher leaders have conducted school-based research projects and developed curriculum and equity-oriented actions plans for implementation in their classrooms and schools.

The sustained partnership offers an alternative approach to teacher professional development and university-school partnerships. The research-based modules continually evolve through implementation and are responsive to participants' needs and feedback, creating spaces for critical reflection, research and collaboration towards equitable practice. EEPP provides opportunities for educators at the university and in schools to learn with and from one another as recommitment is made to addressing the pressing issues of educational inequity that are experienced in policy, curriculum and practice.

Scheduled delivery of modules:

- Module 1: Culturally Responsive Pedagogy, Completed Fall 2017
- Module 2: Developing Multicultural Curriculum, Completed Fall 2018
- Module 3: Equity in Schools and Society, Completed Spring 2019
- Module 4: Parental Inclusion & Community Engagement, Fall 2019
- Module 5: Leadership & Advocacy in Diverse Communities, Spring 2020

Source: FAU Website http://www.fau.edu/education/newsevents/eepp-update/

FAU RANKED BY 'U.S. NEWS & WORLD REPORT' AS TOP PUBLIC SCHOOL



(Photo by Alex Dolce)

BY JOSHUA GLANZER | 9/9/2019

U.S. News & World Report ranked Florida Atlantic University in its list of "Top Public Schools" in the nation for the first time in the university's history, landing at No.140 in the annual ranking of the nation's best universities.

"Being recognized by *U.S. News & World Report* in this way is a wonderful endorsement of the good work we have pursued," said FAU President John Kelly. "This is just the beginning of our ascension into the top ranks of public universities in the United States as we continue to build on our successes and focus on strategic areas of improvement."

For the third year in a row, *U.S. News & World Report* included FAU on the list of the most ethnically diverse universities in the U.S. The magazine notes that FAU's "diversity index" score of .68 (out of 1.0) tied with 11 other institutions, including Princeton University and Carnegie Mellon University. This score makes FAU the highest ranked public university in Florida for diversity. *The Chronicle of Higher Education* also ranked the FAU first among Florida public universities in the diversity index for their 2019-2020 Almanac of Higher Education.

U.S. News & World Report also placed FAU at No. 45 in the nation in the magazine's new "Social Mobility" ranking. This distinct ranking is computed using graduation rates of students receiving Pell grants and includes both public and private national universities. At FAU, Pell-eligible students, first-generation students, African-American students and Hispanic students all outpace the university's overall retention and graduation rates, which is an accomplishment that also eliminates the historical achievement gaps between minority and white students.

FAU also has received federal designation as a Hispanic-Serving Institution by the U.S. Department of Education in 2017. This traditionally underserved group of students make up FAU's largest minority undergraduate population, listed as 27 percent, followed by African-American students at 20 percent.

"We are honored to serve as a vehicle to success for students looking to improve their lives and that of their families while also providing a high-quality education to the most racially and culturally diverse student body in Florida's State University System," said President Kelly. "More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone."

As a sign of faith in the university's continued improvement, the Florida legislature recently funded the FAU 100 effort, a program of strategically targeted investments meant to further propel the university into the *U.S. News & World Report* Top 100 ranked public universities.

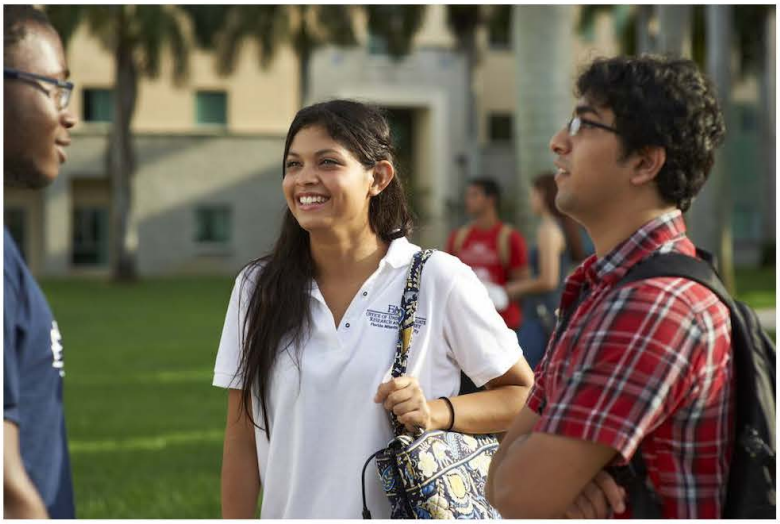
"We are greatly appreciative of the Florida legislature's faith and investment in us," said President Kelly. "They have provided us with funds in strategic areas necessary to help us continue to soar in the national rankings. We are and will continue to be America's fastest improving university."

https://youtu.be/5RUpe-TQ0jE

-FAU-

Source: https://www.fau.edu/newsdesk/articles/fau-ranked-by-us-news-and-world-report.php

FAU AMONG MOST ETHNICALLY DIVERSE UNIVERSITIES



BY BRITTANY SYLVESTRI | 9/12/2018

For the second year in a row, *U.S. News and World Report* has included Florida Atlantic University on the list of the most ethnically diverse universities in the United States.

The publication notes that the institution's "diversity index" score of .69 (out of 1.0) tied with six other institutions, including Harvard University and the University of Southern California. No other public university in Florida appeared on the list.

According to *U.S. News*, Hispanic students make up FAU's largest minority population, listed as 27 percent. The university received federal designation as a Hispanic-Serving Institution by the United States Department of Education in 2017.

"We are very proud to have the most racially and culturally diverse student body in Florida's State University System," said FAU President John Kelly. "More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone."

FAU has a long history as an ethnically diverse university. Consistently, *DIVERSE: Issues in Higher Education* ranks the institution as a Top 100 provider of undergraduate and graduate degrees to minorities. Over the past several years, six-year graduation rates for black and Hispanic students have been higher than the overall graduation rates for the university.

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Source: https://www.fau.edu/newsdesk/articles/fau-among-most-ethnically-diverse.php

FAU RECEIVES 2017 URBAN EDUCATION IMPACT AWARD



From left to right, Gracie Diaz, Barbara Ridener and Valerie Bristor.

BY LISA-METCALF | 12/13/2017

Florida Atlantic University, Broward County Public Schools and the School District of Palm Beach County received the 2017 Dr. Shirley S. Schwartz Urban Education Impact Award for their collaborative program, Establishing Excellence in Elementary Preparation (EXCEED). The award, presented at the Council of Great Schools Annual Fall Conference in Cleveland, Ohio, honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning.

"This collaboration has been a tremendous opportunity for us to develop and implement a cutting-edge program that will better prepare how our future teachers learn to teach and positively impact students' learning experience in today's complex global society," said Valerie J. Bristor, Ph.D., dean of FAU's College of Education.

FAU has collaborated with two districts, each awarded with a plaque and, in addition, will jointly select students who have graduated from Broward County Public Schools and School District of Palm Beach County who plan to attend or presently attend FAU, to receive two-year scholarships. Bristor, along with Barbara Ridener, Ph.D., chair of teaching and learning at FAU, and Gracie Diaz, EXCEED director of research program and services, were on hand at the conference to accept the award.

EXCEED was made possible by a three-year Centers of Excellence in Education Teacher Preparation grant from the Florida Department of Education. The program is a focused approach curriculum designed to improve the knowledge and skills of elementary education graduates to meet school districts' expectations.

"EXCEED initiatives engaged FAU faculty, staff, and educators and content leaders from Broward and Palm Beach counties," said Diaz. "It has been a unique collaboration that has positively impacted both teacher preparation and teacher practice."

Also attending the conference was 2015 FAU Distinguished Alumni Chuck Shaw, M.Ed. '71, who was selected as one of eleven finalists for the nation's top award in urban education leadership. He currently serves as Board Chair of the Palm Beach County School Board.

"We are very excited that the work that we were able to begin through our EXCEED partnership has made an impact on the students in our partner districts," said Ridener, principal investigator of the grant. "We are also grateful to the school districts of Broward and Palm Beach County for the ability to engage in this work."

For more information about the College of Education, visit www.coe.fau.edu.

-FAU-

Source: FAU Website: http://www.fau.edu/newsdesk/articles/fau-receives-2017-urban-impact-award.php

Florida Atlantic University recently received designation as a Hispanic-Serving Institution (HSI) by the United States Department of Education. With its new HSI status – only awarded to colleges and universities with enrollment of full-time Hispanic undergraduate students of at least 25 percent – FAU will be able to compete for federal grants under the Developing Hispanic-Serving Institutions Program.

"Florida Atlantic University embraces diversity in our students, faculty and staff, and our recent designation as a Hispanic-Serving Institution will help us to further our efforts to bring new programs and new grants that will allow us to truly serve this important and growing population in Florida," said Gary W. Perry, Ph.D., FAU's provost and vice president for academic affairs.

This initiative provides funding to help expand educational opportunities for Hispanic students as well as improve recruitment and retention. Institutions must be designated as an eligible institution of higher education in order to apply for the Title V program and must meet the program-specific requirements to be defined as a HSI.

FAU previously was ranked No. 31 in "The 50 Top Ethnically Diverse Colleges In America" by *Best College Reviews,* was one of three colleges to make the list in Florida, and was the only public university in Florida on the list. Statistics for this ranking were gathered from the National Center for Education Statistics and Diverse Issues in Higher Education.

"For faculty in all areas and specialties, this designation as a Hispanic-Serving Institution means they have access to additional funding for research that was not previously available to Florida Atlantic University," said Daniel C. Flynn, Ph.D., FAU's vice president for research. "This type of funding will enable our faculty to better train our students by engaging them in research projects and preparing them to effectively compete in our global economy."

Last fall, FAU received $4.4 million from the U.S. Department of Education to address the projected gap between computer science, computer engineering and electrical engineering occupations and workers with enough skills to fill these positions in South Florida. The objective of this grant is to increase the number of degrees awarded to Hispanic and low-income students in these fields, and to facilitate the rate of successful student post-degree computer science, computer engineering and electrical engineering /STEM (science, technology, engineering, and mathematics) employment or graduate school enrollment.

"Providing outstanding educational opportunities for a diverse student body is an economic and moral imperative that will help us to develop a qualified workforce and enhance our students' potential to be successful in their careers," said Ali Zilouchian, Ph.D., project director and principal investigator of the grant and a professor and associate dean for academic affairs in FAU's College of Engineering and Computer Science.

Only 12 percent of Hispanic students graduating from high school score at or above the proficient level in mathematics, and score 25 percent at or above the proficient level in reading. The National Assessment of Educational Progress reports similar trends for other underrepresented groups (black and low-income students) for whom 17 percent score at or above the proficient level in reading and 7 percent in mathematics. Poor preparation and proficiency in mathematics continue to be identified by almost every governmental agency report as a key barrier to success in and completion of any STEM degree.

"We take this challenge very seriously, and it is not a coincidence that more than 26 percent of our students majoring in the fields of science, technology and mathematics are Hispanic – making Florida Atlantic University a leader in the effort to reverse the national decline of minority STEM professionals," said Nancy Romance, Ed.D., co-principal investigator of the grant and professor of science education in FAU's College of Education.

This funded HSI project (Title III) helps eligible institutions of higher education to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality and institutional management. It is a collaboration between FAU's College of Engineering and Computer Science, FAU's College of Education, Broward College, and Palm Beach State College.

In 2015, the U.S. Census Bureau estimated that Hispanics accounted for 24 percent of the total population in Florida and 57 million of the U.S. population.

Source: FAU Website, 2/7/2017 http://www.fau.edu/newsdesk/articles/FAU-hsi.php

In Support of DACA

12/06/2016



It's been said that you can "touch the world" at FAU, and we take great pride in the fact that students from more than 180 countries have attended our university. With that in mind, I recently added my name to the growing list of higher education leaders who are standing with President David Oxtoby of Pomona College in defending the Deferred Action for Childhood Arrivals (DACA) program. Since 2012, DACA has helped more than 741,000 young people whose families came to this country seeking a better life.

More than 400 of my colleagues nationwide have signed President Oxtoby's letter in support of DACA, including the presidents of FIU, Florida State, Miami Dade College, USF, UCF, Miami and UF, as well as Harvard, Princeton and Yale.

The environment of diversity and inclusion that we have cultivated across our six campuses is one of the most unique and wonderful things about FAU. We stand together in celebration of our differences and we value every member of our faculty, staff and student body. On behalf of the entire FAU family, I am proud to support DACA.

Source: 12/06/2016 http://www.fau.edu/president/blog/blog-entry-120616.php

A Message from President John W. Kelly

We take tremendous pride in the fact that Florida Atlantic University has long ranked as the most racially, ethnically and culturally diverse institution in Florida's State University System. This year, minority students make up 47 percent of our 30,000-member student body. U.S. News & World Report has ranked FAU the 27th most diverse university in the nation.

Students from 57 countries received degrees at the University's spring 2013 commencement ceremonies, demonstrating the extent to which FAU has become an international center of learning; in recent years, FAU has hosted students from more than 180 countries. This level of human interaction enriches our campus life beyond measure, but it also can produce the same kind of tensions that cause conflict in the outside world.

University campuses are microcosms of the world at large and provide an environment in which students can explore competing ideas, consider opposing points of view and formulate their own conclusions about political and social issues. The aim of a university education is to develop critical thinking skills in students. Equally important is the development of an attitude of tolerance, which is essential to the success of both personal and international relationships. At FAU, we are doing our best to help create a world in which people and nations can live in peace with one another.

Source: http://www.fau.edu/diversity/ July 2, 2014

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to *U.S. News and World Report*, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in *Diverse: Issues in Higher Education*, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

At FAU, all people are respected. The University has a zero-tolerance policy for any kind of harassment and discrimination, whether or not it is expressly covered by law. The offices of Equal Opportunity Programs, Student Affairs, Human Resources, Academic Affairs and the University Ombudsman all play important roles in maintaining an environment of fairness and safety on FAU's seven campuses.

We will continue to value and promote diversity as the University grows in the years ahead. There can be no higher standard for an institution of higher learning to uphold than that which affirms the intrinsic worth and dignity of all human beings.

Source: FAU webpage 2013 http://www.fau.edu/president/diversity/ , Maria E. Santamarina , Diversity Officer

FAU was recognized as a model of diversity by Minority Access Inc. at its 2010 National Role Models Conference.

Source: The Office of Diversity and Multicultural Affairs: http://www.fau.edu/oma/

FAU ranks as the most racially, ethnically and culturally diverse institution in the State University system.

Source: State University System of Florida Annual Accountability Report 2011-12

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to U.S. News and World Report, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in Diverse: Issues in Higher Education, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

Source: FAU webpage, June 2009

Florida Atlantic University continues to be listed among the most diverse universities in America. FAU was recently

ranked as one of the top 50 four-year colleges in the nation for conferring bachelor's degrees on African-Americans, and as one of the top 100 for conferring master's degrees on African-Americans. The surveys were conducted by the bi-weekly magazine *Diverse Issues in Higher Education*, which monitors current educational trends and issues in the United States.

Other notable rankings for undergraduate minority students are:

- In the biological and biomedical sciences, FAU ranked 18th among 50 institutions in conferring bachelor's degrees on Hispanic students and 22nd for African American students.
- In business management, marketing and related support services, FAU ranked 12th for African-American students and 15th for Hispanic students.
- In the health professions and related clinical sciences, FAU ranked fourth out of 49 institutions for African-American students and 32nd for Hispanic students.
- In graduate programs, FAU ranked 10th out of 100 colleges surveyed in conferring master's degrees on Hispanic-American students, a 200 percent increase from 2004-05. The University ranked 24th for African-American students, a 300 percent increase from the previous academic year.

Other notable rankings for graduate minority students are:

- In computer and information sciences and support services, FAU ranked 21st in conferring master's degrees on Hispanic-American students and 40th for Asian-American students.
- In business management, marketing and related support services, FAU ranked 42nd in conferring master's degrees on African-American students.

Overall, FAU's student population of approximately 26,000 includes 58 percent Caucasian, 17 percent African-American, 16 percent Hispanic, five percent Asian and four percent international students.

Source: FAU webpage, January 2008

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Florida Department of Education, PK-12 Public School School Data Publications and Reports. *Membership in Programs for Exceptional Students.* http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

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Florida State University, Office of Institutional Research. *Common Data Set.* http://www.ir.fsu.edu/commondataset.aspx

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FAU:https://tinyurl.com/yxfeseeg
FGCU:https://public.tableau.com/views/FGCU_IR_Facts_0/HeadcountEnrollment?:embed=y&:showVizHome=no&:display_count=yes
FIU:https://aim.fiu.edu/factbook/dash.html > Student Headcount Factbook
FSU:https://ir.fsu.edu/factbook.aspx > https://ir.fsu.edu/Factbooks/2019-20/Enrollments.pdf
UCF:https://www.ucf.edu/about-ucf/facts/
UF:https://ir.aa.ufl.edu/uffacts/enrollment-1/
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University of South Florida, Office of Decision Support. *Common Data Set.* https://www.usf.edu/ods/data-and-reports/cds.aspx

Appendix 6. Faculty Vitaes

Abbreviated Curriculum Vitae: Hannah Bowers, Ph.D., LMFT

A. Professional Preparation

Ph.D., Counselor Education, University of New Mexico, Albuquerque, NM, 2015
MS.Ed., Counseling Marriage and Family Therapy, University of Miami, Miami, FL, 2012
B.A., Bachelor of Arts in Psychology, Southern Methodist University, Dallas, TX, 2009
Licensed Marriage and Family Therapist, Florida
Qualified Supervisor, Mental Health and Marriage and Family Therapy, Florida

B. Appointments

Associate Professor, Counselor Education, Florida Atlantic University, 2021 - Present
Assistant Professor, Counselor Education, Florida Atlantic University, 2017-2021
Assistant Professor, School Counseling, Purdue University, 2015-2017
School Based Family Counselor, Southwest Family Guidance Center, 2012-2015

C. Selected Peer-Review Publications

Bowers, H., Lemberger-Truelove, M.E., & Villares, V.E. (Under Review). Advocating Culturally and Empirically Responsive Methods for School Counseling Scholarship. *Professional School Counseling.*

Bowers, H., Lemberger-Truelove, M.E., & Whitford, D. K. (2020). Kindergarteners are Ready to Learn: Executive functioning and social-emotional effects for a pilot school counseling intervention Applying Advocating Student-Within-Environment Theory. *Journal of Humanistic Counseling*. 59(2). 3-19.

Bowers, H, Whitford, D. K., & *Maines, N. (2018). Effects of the Student Success Skills Program with exceptional students: Influences and outcomes. *Journal of Humanistic Counseling. 57*(3). 173-190.

Bowers, H., Lemberger, M.E., & Brigman, G. (2018). Social emotional learning as a leadership model for school counselors. *Professional School Counseling*. *21*(1b), 1-10.

D. Selected Other Publications or Products/Grants

Bowers, H. (PI), Whitford, D. (2019-2021) *Supporting Exceptional Student Learners: An Inquiry through the ASCA Mindsets and Behaviors*. $1,277. American School Counselor Association, Research Grant. *Principle Investigator*

Bowers, H., Lemberger-Truelove, M., & Villares, E. (2022, March). *Leveling Up Your Qualitative Designs*. Evidence Based School Counseling Conference: Virtual.

Bowers, H., & Brigman, G. (2022, March). *Support Special Education Students*. Evidence Based School Counseling Conference: Virtual.

Bowers, H., Lemberger-Truelove, M., & Brigman, G. (2021, December). *A Social/Emotional Leadership Framework for School Counselors*. American School Counselor Association @ Home: Virtual.

Bowers, H. (2021, July). *Support Special Education Students*. American School Counselor Association Annual Conference: Las Vegas, NV.

E. Synergistic Activities

Assessment Committee Representative for the Department of Counselor Education, Fall 2020 – Present

Search Committee Member, Department of Counselor Education, Fall 2021 – Present
Search Committee Member, College of Education, Director of Accreditation, Assessment and Analytics, Fall 2022 – Present
Sustained Performance Evaluation, Representative for the College of Education, Spring 2022 – Summer 2022

F. Collaborators and Other Affiliations

G. Courses Taught

MHS 6340	Career Development
MHS 6423	Counseling Adolescents
MHS 6430	Family Counseling
MHS 6482	Lifespan Development
MHS 6510	Group Counseling
MHS 6600	Consultation and Behavioral Management
MHS 6700	Legal, Ethical, and Professional Issues
MHS 6710	Counseling Research & Evidence Based Practice
MHS 6800	School Counseling Practicum
SDS 5010	Foundations of School Counseling
SDS 6820	School Counseling Internship

H. Community Engagement or Outreach

President, Southern Association for Counselor Education and Supervision, Summer 2022 – Present
Associate Editor - *Journal of Humanistic Counseling*, Summer 2017 – Summer 2022
President Elect – Southern Association for Counselor Education and Supervision, Summer 2021 – Present
Membership Committee Chair, Southern Association for Counselor Education and Supervision, Summer 2019 – Summer 2021
Editorial Review Board Member, *The American Journal of Family Therapy*, Summer 2020 – Present
Conference Proposal Review Board, American Counseling Association, Summer 2020

Abbreviated Curriculum Vitae: Bridget K. Glass, Ph.D., LMHC, ACS

A. Professional Preparation

Ph.D., Counseling, Florida Atlantic University, Boca Raton, Florida, 2022
M.S., Mental Health Counseling, Palm Beach Atlantic University, West Palm Beach, Florida, 2017
B.M., Music Education, Palm Beach Atlantic University, West Palm Beach, FL, 2003

B. Appointments

Postdoctoral Fellow, Graduate Counseling Program, Florida Atlantic University, Boca Raton, Florida 2022-2023
Graduate Teaching Assistant, Florida Atlantic University, Boca Raton, FL, 2021-2022
Private Practice Clinician, Glass Counseling Services, LLC, Palm Beach Gardens, Florida, 2020 - Present
School Therapist, Marriage and Family Services, Delray Beach, Florida, 2019 – 2020
Therapist, Community, and Childcare Social Emotional Wellness Program, Center for Child Counseling, West Palm Beach, Florida, 2017 – 2020

C. Selected Peer-Reviewed Publications

Emelianchik-Key, K., Labarta, A. & Glass, B. (2021) Infusing dialectical behavior therapy skills into supervision to address challenges and enhance performance. Journal of Creativity in Mental Health, DOI: 10.1080/15401383.2020.1870599
Emelianchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (In Review)

D. Selected Other Publications or Products/Grants

Emelianchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (poster). Program presented for the Southern Association of Counselor Education and Supervision, Conference.
Emelianchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (In Review).
Emelianchik-Key, K., & Labarta, A., Glass, B. (2021). Improve-ing supervisee performance with the integration of DBT skills in supervision. Program presented for the American Counseling Association, Virtual Conference.
Labarta, A.* & Glass, B.K.* Prevention and treatment strategies in community settings. Chapter in Emelianchik-Key, K & La Guardia, A., Non-Suicidal Self-Injury Through the Lifespan: A clinician's guide to treatment considerations. New York, NY: Routledge.
Glass, B (10/20). Healing the helpers: Identifying & preventing compassion fatigue in DV professionals. Program presented for the National Coalition Against Domestic Violence, Virtual Conference.
Glass, B.K. (4/21 & 8/21). Working toward wellness parts I and II: Practical skills for protecting against the impact of emotional shrapnel at work. Program presented for the Albuquerque New Mexico Victims Advocacy Coalition, Virtual Conference.

E. Synergistic Activities

Licensed Mental Health Counselor
Approved Clinical Supervisor
Finalist, Outstanding Dissertation of the Year, Florida Atlantic University, Boca Raton, Florida (2022)

F. Collaborators and Other Affiliations

American Counseling Association, Member
The Southern Association of Counselor Education and Supervision
Florida Mental Health Counselors Association, Member
National Postdoctoral Association, Member

G. Courses Taught

Interpersonal Communication Skills (SDS 4410.002)
Family Counseling (MHS 6430.003)
Group Counseling (MHS 6510.007)
Lifespan Development (MHS 6482-001)

H. Community Engagement or Outreach

The Southern Association of Counselor Education and Supervision Social Media Committee, 2022 - Present
CACREP Self-Study Committee, Florida Atlantic University, 2022 - Present

Abbreviated Curriculum Vitae: Michael Frain, Ph.D.

A. Professional Preparation

Ph.D., Rehabilitation Psychology; Minor in Educational Psychology, University of Wisconsin- Madison, 2003
M.Ed., Counseling Psychology; Specialization in Rehabilitation Counseling; University of Missouri-Columbia, 1994
B.A., Psychology, University of Missouri-Columbia, 1989
Certified Rehabilitation Counselor
Certified Integrated Health Care: Practice, Consultation and Management
Missouri Licensed Professional Counselor eligible

B. Appointments

Associate Professor, Rehabilitation CORE coordinator, Florida Atlantic University, 2010 – Present
Assistant Professor, Program Director, Florida Atlantic University, 2003 – 2010
Psychology Intern, Forest Institute of Professional Psychology, 2002 – 2003
Rehabilitation Counselor, State of Missouri, St. Louis, MO, 1995 – 2000
Employment and Training Specialist, Advent Enterprises, Columbia, MO, 1994 – 1995
Residential Aide, Woodhaven, Columbia, MO, 1994

C. Selected Peer-Reviewed Publications

Sanchez, J., Frain, M., Shirley, G., Rohak, D., & Pan, D. (2022*). Persons With Disabilities in Self-Employment Served by the Federal/State Vocational Rehabilitation System: Differences Between 2011–2013 and 2017–2019*. Rehabilitation Counseling Bulletin.

Frain, M., Bishop, M, Frain, J., Shirley, G., & Sanchez, J. (2022). *The Time is Ripe for Entrepreneurship in Vocational Rehabilitation: A Four-Pronged Approach*. Rehabilitation Counseling Bulletin.

Strauser, D., Chan, F., Frain, J., Tansey, T., & Frain, M. (2021) Vocational Evaluation in Rehabilitation. In D. Strauser (Ed.) Career Development Employment, and Disability in Rehabilitation. Springer, New York.

Morse, K., Dukes, C., Brady, M., Frain, M. & Duffy, M. (2021). Using an iPAD job coasching intervention to enhance food preparation skills for individuals with developmental disabilities. *Journal of Vocational Rehabilitation, 55*, 235-249. Doi: 10.3233/JVR-211160

Sánchez, J., Wadsworth, J. S., Frain, M. P., Umucu, E., & Chan, F. (2020). Psychiatric symptoms, psychosocial factors, and life satisfaction among persons with serious mental illness: A path analysis. *The Journal of Nervous and Mental Disease*.

Bishop, M., Fraser, R., Li, J., Rumrill, P.D., Burns, M., LaRocca, N., Frain, M., McDaniels, B., & Lee, B. (2019). Life domains that are important to quality of life for people with multiple sclerosis: A population-based qualitative analysis. *Journal of Vocational Rehabilitation. Doi:* 10.3233/JVR-191026

Rumrill, P., Strauser, D., Li, J., Roessler, R., Bishop, M., Leslie, M., & Frain, M. (2019). Priority employment concerns identified by Americans with MS residing in rural areas: Results of a National Survey. *Journal of Vocational Rehabilitation, 21-31*. Doi: 10.3233/JVR-191022

Strauser, D., Frain, J., Frain, M., & Tansey, T. (2019). Vocational Assessment and Evaluation. In D. Strauser, T. Tansey and F. Chan (Eds) *Assessment Principles and Practice in Rehabilitation and Mental Health Counseling* Springer.

Torres, A., Frain, M., & Tansey, T. (2019). The Impact of Motivational Interviewing Training on Rehabilitation Counselors: Assessing Working Alliance and Client Engagement. A Randomized Controlled Trial. *Rehabilitation Psychology*.

Kinyanjui, B., McDaniels B., Frain, M., Bishop, M., Chiu, C., Lee, B., & Tiro, L. (2018). Healthcare and rehabilitation needs of individuals with multiple sclerosis. *Contemporary Research in Rehabilitation and Disability, 1*, 2-16.

Bishop, M., & Frain**,** M. (2017). Self-management in multiple sclerosis. In E. Martz (Ed.), *Promoting self-management of chronic impairments: Theories and practice.* New York: Oxford University Press.

Frain, M., McDaniels, B. & Bishop, M. (2017). Multiple Sclerosis among rural residents: Treatment, psychosocial implications and vocational implications. In D. Harley, N. Ysasi, M. Bishop, & A. Fleming (Eds.), *Disability and vocational rehabilitation in rural settings* (pp. 505-518). New York: Springer.

Frain, M., Bishop, M., Torres, A., Khan-Jordan, C., & Schoen, B. (2016). Certified rehabilitation counselor's role in the acceptance of disability of returning Afghanistan and Ira military veterans with disabilities*. Rehabilitation Research, Policy and Education, 30*, 176-187. Doi:10.1891/2168-6653.30.2176.187

Sánchez, J., Rosenthal, D. A., Tansey, T. N., Frain, M. P., & Bezyak, J. (2016). Predicting quality of life in adults with severe mental illness: Extending the International Classification of Functioning, Disability and Health. *Rehabilitation Psychology, 19-31.*

Tschopp, M. K., & Frain, M. P. (2016). Cultural issues in counseling today's military veterans. In M. Jackson, M. Casas, L. Suzuki, & C. Alexander (Eds.). *Handbook of multicultural counseling* (4th ed.) (pp 341-348). Thousand Oaks, CA: Sage Publications.

D. Selected Other Publications or Products/Grants

Bishop, M., Frain, M., Lee, B., & Rumrill, P. (2020). Community and employment needs of individuals with Multiple Sclerosis: A national study. Presented at the National Council on Rehabilitation Education National Conference, online.

Greenwalt, T., Anderson, C., Tansey, T., Frain, M., & Strausser, D. (2018). Vocational rehabilitation agency needs assessment: A first look. Presented at National Council on Rehabilitation Education National Conference, Anaheim, CA.

Tansey, T., Brinck, E., Frain, M., Bishop, M., Engle, D. & Estala-Getierrez, V. (2016). Understanding the academic persistence of veterans in post-secondary education through

social cognitive career theory. Presented at National Council on Rehabilitation Education National Conference, San Francisco, CA

York, K., Mopfu, E. & Frain, M. (2016). Risk factors for post-traumatic stress disorder among emergency rehabilitation care service workers. Presented at National Council on Rehabilitation Education National Conference, San Francisco, CA.

Sánchez, J., Rosenthal, D. A., Tansey, T. N., Frain, M. P., & Bezyak, J. L. (2016, February). *Predicting quality of life in adults with severe mental illness: Extending the International Classification of Functioning, Disability and Health*. Paper presented at the 18th annual meeting of the Rehabilitation Psychology Mid-Winter Conference, American Board of Rehabilitation Psychology (ABPP), Division of Rehabilitation Psychology (Division 22), American Psychological Association (APA), Atlanta, GA.

E. Synergistic Activities

Rehabilitation Research, Policy and Education, Editorial Advisory Board, 2016-2021

Journal of Rehabilitation, Editorial Reviewer 2004-

Rehabilitation Counseling Bulletin, Editorial Board 2015-

Journal of Vocational Rehabilitation Editorial Board 2017-

F. Collaborators and Other Affiliations

Rehabilitation Service Administration. Michael Frain, Principal Investigator (2020-2025). RSA Long Term Training Grant. United States Department of Education. 5 years, $1,100,000.

Rehabilitation Services Administration grant for: "Vocational Rehabilitation Targeted Communities-Quality Employment VRTAC-QE." (2020-2025) Tansey, T. N., & Bishop, M. (PI's) A five-year, $16.7 million grant award to Stout Vocational Rehabilitation Institute (2020-2025). Florida Atlantic University subcontract $1.12 million dollars (2020-2025) Quality Employment-Self Employment, M. Frain (P.I)

G. Courses Taught

Appraisal and Evaluation in Counseling

Counseling Theories and Techniques

Substance Abuse Counseling

Group and Family Counseling

Counseling Special Needs (Multicultural Counseling)

Foundations of Rehabilitation Counseling

Case Management in Rehabilitation Counseling

Medical and Psychosocial Aspects of Disability

Occupational Information and Job Placement

Practicum in Counseling

Advance Practicum in Counseling

Internship in Counseling

Outcomes Assessment and Evaluation in Counseling (PhD)

Psychology and the Law (PhD)

H. Community Engagement or Outreach

Board Member: ARC of Martin County 2017-

Abbreviated Curriculum Vitae: Kelly M. Emelianchik-Key, Ph.D., LMHC, LMFT, NCC, ACS

A. Professional Preparation

Ph.D., Counselor Education, Old Dominion University, Norfolk, VA, 2010
Ed.S., Counselor Education, University of Florida, Gainesville, FL, 2007
M.Ed., Mental Health Counseling, University of Florida, Gainesville, FL, 2007
B.S., Psychology, Florida Atlantic University, Boca Raton, FL, 2004
A.A., Indian River Community College, Fort Pierce, FL, 2002
Licensed Mental Health Counselor
National Certified Counselor
Approved Clinical Supervisor

B. Appointments

Associate Professor, Florida Atlantic University, College of Education 2014-present
Mental Health Counseling, Practicum and internship coordinator, 2014-present
Co-Director of Training and Assistant Professor, College of Psychology and Behavioral Sciences, Graduate Counseling Program, Argosy University, Atlanta, GA, 2012 – 2014
Assistant Professor, College of Psychology and Behavioral Sciences, Graduate Counseling Program, Argosy University, Atlanta, GA, 2011 – 2014

C. Selected Peer-Reviewed Publications

Labarta, A.*, **Emelianchik-Key, K.,** & Irvine, T*. (2022). "I want to look like that when I grow up": Fostering Positive Body Image among Preadolescents with the Multidimensional Body Wellness Model. *The Journal of Child and Adolescent Counseling. (in press)*

Labarta, A.* & **Emelianchik-Key, K.** (2022). Exploring the relationship between eating disorder symptomology mindfulness, adaptive coping, and transdiagnostic mechanisms in affectional minority clients. *The Journal of LGBTQ Issues in Counseling. (in press)*

Emelianchik-Key, K., Labarta, A., & Irvine, T. (2021). Understanding Sexuality Counseling Education from the Lens of Trainees: A Critical Examination and Call for Increased Attention and Training. *The Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education, 3*(2). 70-81. http://doi:10.34296/03021057

Irvine, T., Fullilove, C., Osmand, A., Farmanara, L. & **Emelianchik-Key, K**. (2021). Enhancing Clinical Competencies in Counselor Education: The Deliberate Practice Coaching Framework. *Journal of Counselor Preparation and Supervision, 14*(4). Retrieved from https://digitalcommons.sacredheart.edu/jcps/vol14/iss4/5

Emelianchik-Key, K &. Colvin, K. F. (2021). The Teen Screen for Dating Violence: An Item Response Theory Analysis. *Journal of Interpersonal Violence*. *36*(17–18), NP10012–NP10034. https://doi.org/10.1177/0886260519863723

Irvine, T., Labarta, A., & **Emelianchik-Key, K**. (2021). Bridging the Gap in Multicultural Education: A Relational-Cultural and Adlerian Multicultural Framework. *The Professional Counselor.* 11(2), 233-247.

Emelianchik-Key, K, Byrd, R., & Gill, C. (2021). Dating Violence and the Impact of Technology: Examining the Lived Experiences of Female College Students. *Violence Against Women.* https://doi.org/10.1177/1077801221998799

Emelianchik-Key, K., Labarta, A., & Glass, B. (2021). Infusing Dialectical Behavior Therapy Skills into Supervision to Address Challenges and Enhance Performance
Journal of Creativity in Mental Health.1-16.
http://doi.org/10.1080/15401383.2020.1870599

D. Selected Other Publications or Products/Grants

Grants Internal Funded –
Self-Compassion in Mothers During Covid-19. Florida Atlantic University, Community Engagement grant - $1000.00
External – funded

Labarta, A. & Emelianchik-Key, K. (2021) The Development and Validation of the Multidimensional Eating and Body Image Screening for LGBTGEQIAP+ Individuals. Association for Assessment in Research and Counseling (AARC) Sponsored Scholarship Grant - $2,127.98

Grants External - unfunded
Emelianchik-Key, K., Gill, C., Villares, E., & Mariani, M. (2019, July). Optimizing Wellness and Learning in Schools (O.W.L.S) Project, $500,000. Research Grant on Education: Spencer Foundation. Principal Investigator.
Emelianchik-Key, K., Gill, C., Villares, E., & Mariani, M. (2018, April). Optimizing the Workings of Loving Schools (O.W.L.S) Project, $200,000. Community Conversations Research Competition CFDA: 94.026, Corporation for National and Community Service. Principal Investigator.
Emelianchik-Key, K., (2017, July). Counselors Conceptualization of Gender in Dating Violence. Project $3000. Association of Counselor Education and Supervision (ACES) Research Grant. Principal Investigator

Books
Emelianchik-Key, K. & La Guardia, A. (2019, October). Non-Suicidal Self-Injury throughout the Lifespan: A Clinicians Guide for Treatment Outcomes. Routledge

Book Chapters
Emelianchik-Key, K. (2019). Non-suicidal self-injury in childhood. In Emelianchik-Key, K. & La Guardia, A. *Non-Suicidal Self-Injury throughout the Lifespan: A Clinicians Guide for Treatment Outcomes*. Routledge

Emelianchik-Key, K. (2019). Assessment and screening for non-suicidal self-injury: Risk and protective factors. In Emelianchik-Key, K. & La Guardia, A. *Non-Suicidal Self-Injury throughout the Lifespan: A Clinicians Guide for Treatment Outcomes*. Routledge

Emelianchik-Key, K. (2019). Assessment and diagnosis. In Emelianchik-Key, K. & La Guardia, A. *Non-Suicidal Self-Injury throughout the Lifespan: A Clinicians Guide for Treatment Outcomes*. Routledge

Emelianchik-Key, K. (2019). Gender and cultural considerations. In Emelianchik-Key, K. & La Guardia, A. *Non-Suicidal Self-Injury throughout the Lifespan: A Clinicians Guide for Treatment Outcomes*. Routledge

Emelianchik-Key, K. & Dern, M**.** (2019). Ethical considerations when working with NSSI. In Emelianchik-Key, K. & La Guardia, A. *Non-Suicidal Self-Injury throughout the Lifespan: A Clinicians Guide for Treatment Outcomes*. Routledge

Emelianchik-Key, K. & La Guardia**.** (2019). Future research and directions. In Emelianchik-Key, K. & La Guardia, A. *Non-Suicidal Self-Injury throughout the Lifespan: A Clinicians Guide for Treatment Outcomes*. Routledge

<u>*National Peer Reviewed Presentations*</u>

Emelianchik-Key, K. & Labarta, A. (2022, September). Using the photovoice methodology to visually capture social constructs and promote community outcomes: A study of self-compassion. Association for Assessment in Research and Counseling (AARC), Saint Louis, MO

Labarta, A. & **Emelianchik-Key, K.** (2022, September). *Centering social justice in eating disorder treatment: Developing and validating a multidimensional screening tool for LGBTGEQIAP+ individuals.* Association for Assessment in Research and Counseling (AARC), Saint Louis, MO.

Labarta, A*. & **Emelianchik-Key, K.**, & Muzacz, A. (2022, April). *Sizeism and the Counseling Profession: A Call for Social Justice.* American Counseling Association (ACA), Atlanta, GA.

Irvine, T.,* Labarta, A*. & **Emelianchik-Key, K.** (2022, April)*. Using the Multidimensional Body Wellness Model to Foster Positive Body Image and Wellness.* American Counseling Association (ACA), Atlanta, GA.

Emelianchik-Key, K. (2021, October)*. Creatively Adapting DBT Skills to Increase Supervisee Clinical Competencies.* Association for Counselor Education and Supervision (ACES), Atlanta, GA.

Emelianchik-Key, K. (2021, October). *The Birds and the Bees: Exploring Student Lived Experiences in Sexuality Counseling Courses.* Association for Counselor Education and Supervision (ACES), Atlanta, GA. (poster session).

Emelianchik-Key, K. & La Guardia, A (2021, April). *Assessment and Treatment Considerations of NSSI in Diverse Populations*. American Counseling Association (ACA), Orlando, FL. (virtual conference presentation).

Labarta, A*. & **Emelianchik-Key, K.** (2021, April). *IMPROVE-ing Supervisee Performance with the Integration of DBT Skills in Supervision.* American Counseling Association (ACA), Orlando, FL. (virtual conference presentation)

E. Synergistic Activities

Faculty Search Co-Chair for two assistant level lines (school and mental health counseling)
(Fall 2021-Spring 2022)
Counselor Education
Online Disposition Subcommittee
Clinical Mental Health Counseling Program
Chi Sigma Iota Beta Rho Faculty Advisor
(May 2019 – current)
Clinical Placement Coordinator
(August 2014 – present)
Comprehensive Exam Coordinator
(Summer 2016, 2017, 2018)
Exit Exam Administration and Coordinator
(January 2016- present)
Practicum and Internship Advisor
(January 2014-Present)
Admissions Committee
(August 2014 – present)
Handbook Revisions and Policies
(Spring 2016 – present)
Ed.S. Advisory and Policy subcommittee
(Fall 2017-present)
Doctoral Counselor Education Program
Doctoral Admissions Committee
(August 2014 – present)
Faculty Search Committee Member – School Counseling Associate/Full faculty line
(November 2015-May 2016)

University/College Service

Faculty Steering Committee
Member, Department Representative (August 2014 - present)
College of Education, Faculty Assembly
Member, Department Representative (August 2014- present)

Representative, Sustained Performance Evaluation Standards Committee (Fall 2016)
College of Education, Graduate Programs Committee (August 2018 – present)
Member, Department Representative
Member, Department Representative
College of Education, Graduate Programs Student Petition Subcommittee (August 2019-present)
Member, Department Representative

F. Collaborators and Other Affiliations

Association of Counselor Education and Supervision (ACES)
Treasurer Elect, 2022-2023
Association of Assessment in Research and Counseling (AARC)
Emerging Leaders Committee Co-Chair, (July 2022 -July 2025)
Incoming Emerging Leaders Committee Co-Chair (July 2021 -June 2022)
Treasurer, Board Member **(**July 2017- July 2019*)*
Finance Committee Member (January 2017 – December 2019)
Chi Sigma Iota, Beta Rho Chi Chapter Faculty Advisor (2018-present)
State Conference Planning Committee (2020-2021)
State Conference Proposal Reviewer (2021)
Association of Counseling Sexology and Sexual Wellness
Education and Training Committee Member (January 2019-July 2020)
Chi Sigma Iota International
Awards Committee (January 2012 – December 2017)
Community Engagement Committee (January 2010-August 2012)
Founding member

G. Courses Taught

Graduate Teaching Experience
MHS 7942** Doctoral Practicum
MHS 7809** Advanced Supervision in Counseling
MHS 7930~** Advanced Counseling Skill, Processes, and Coaching
MHS 6800 Practicum in Clinical Mental Health Counseling
MHS 6801 Advanced Practicum in Clinical Mental Health Counseling
MHS 6830 Internship in Clinical Mental Health Counseling
MHS 6701 Issues in Clinical Mental Health Counseling
MHS 6220 Appraisal and Evaluation in Counseling
MHS 6470 Counseling and Human Sexuality
Graduate Distance Teaching Experience
MHS 6482 Lifespan Development
MHS 6700 Legal, Ethical, and Professional Issues in Counseling
~denotes new course developed for the department
*****denotes doctoral course***

H. Community Engagement or Outreach

Editorial Review Board Member
The Journal of Counseling Sexology & Sexual Wellness: Research, Practice, and Education (August 2018 -present)
Editorial Review Board Member, Invited
The Professional Counselor (May 2018-Present)
Editorial Board Member
The American Journal of Family Therapy (May 2021-present)
Editorial Board Member
Journal of Counselor Leadership and Advocacy (April 2014-present)
Ad Hoc Reviewer
The American Journal of Family Therapy (August 2020-May 2021)

Abbreviated Curriculum Vitae: Carman Gill, Ph.D., LPC, ACS, NCC

A. Professional Preparation

Ph.D., Counseling and Counselor Education, The University of North Carolina, Greensboro, NC, 2005
Graduate Certificate in Women's and Gender Studies, The University of North Carolina, Greensboro, NC, 2005
M.A., Lenoir-Rhyne College, Hickory, North Carolina, 2000
B.A., Southeastern College, Lakeland, FL, 1993

B. Appointments

Department Chair, Professor, Florida Atlantic University, 2020- Present
Professor, Florida Atlantic University, 2019-2020
Associate Professor, Florida Atlantic University, 2014-2019
Assistant – Associate Professor, Argosy University, DC, 2006 - 2014
Chairperson, Counseling Programs, Argosy University, DC, 2008 – 2014
Coordinator, Doctoral Program, Argosy University, DC, 2006 – 2014
Crisis Services Manager, Alamance-Caswell-Rockingham Are Program, 2004 – 2006
Crisis Assessment Counselor, Moses Cone Behavioral Health Center, Greensboro, NC, 2001 – 2004
Adult Unit Counselor, Moses Cone Behavioral Health Center, Greensboro, NC, 2001 – 2002

C. Selected Peer-Reviewed Publications

Emelianchik-Key, K**,** Byrd, R., & **Gill, C.** (2021). Dating Violence and the Impact of Technology: Examining the Lived Experiences of Female College Students. *Violence Against Women.* .https://doi.org/10.1177/1077801221998799

Freund, R. R., **Gill, C.S.,** & Ainbiner, D. (2021). Wellness Tribe: Gamification of the IS-WEL Adlerian based model of wellness. *Journal of Individual Psychology, 77* (1), 102-116. 10.1353/jip.2021.0007

Sauer, A. K. & **Gill, C. S.** (2020). Treating Disruptive Mood Dysregulation Disorder: An Adlerian and equine therapy integrated approach. *Journal of Individual Psychology, 76(4).*

Freund, R. R., **Gill, C. S.,** & Katz, J. (2019). Understanding Counselor Values Conflict Through the Lens of Adlerian Social Interest. *Journal of Individual Psychology, 75(4),* 299-312. 10.1353/jip.2019.0019

Hipona, G., Dailey, S. F., **Gill, C. S.,** & Carney, J. (2019). An Interpretive Phenomenological Analysis Study of Sheltering-in-Place: The Fort Hood Shooting. *Journal of Military and Government Counseling, 7(2),* 27-55.

D. Selected Other Publications or Products/Grants

Gill, C. S. & Freund, R. R. (2018). *Spirituality and religion in counseling: Competency-based strategies for ethical practice.* New York, NY: Routledge/Taylor & Francis. *Co-editor is a former FAU doctoral student.

Gill, C. S., Harper, M. & Dailey, S. (2019). Assessing the client's spiritual domain. In C. S. Cashwell & J. S. Young (Eds.), *Integrating religion and spirituality in counseling: A guide to competent practice* (3rd ed.). Alexandria, VA: American Counseling Association.

Gill, C. S. & Freund, R. (2018). Understanding Worldview and Impact of Spiritual Systems through Assessment: Open and Closed Faith Systems. In C. S. Gill & R. Freund (Eds.), S*pirituality and religion in counseling:*

Competency-based strategies for ethical practice. New York, NY: Routledge/Taylor & Francis. *Co-editor is a former FAU doctoral student.

Freund, R. & **Gill, C. S.** (2018). Understanding the Development of Spirituality, Religion, and Faith in the Client's Life. In C. S. Gill & R. Freund (Eds.), S*pirituality and religion in counseling: Competency-based strategies for ethical practice.* New York, NY: Routledge/Taylor & Francis. *Co-editor is a former FAU doctoral student.

Lipp, S., **Gill, C. S.,** & Foster, R. R. (2018). Transpersonal Theory and Interventions. In C. S. Gill & R. Freund (Eds.), *Spirituality and religion in counseling: Competency-based strategies for ethical practice.* New York, NY: Routledge/Taylor & Francis. Co-author is an FAU doctoral student. *First author is an FAU doctoral student.

Binensztok, V., Vastardis, T., & **Gill, C. S.** (2018). Spiritual and Religious Interventions in "Third Wave" Cognitive Behavioral Therapies. In C. S. Gill & R. Freund (Eds.), *Spirituality and religion in counseling: Competency-based strategies for ethical practice.* New York, NY: Routledge/Taylor & Francis. *Co-Authors are FAU doctoral students.

O'Brien, E. R., & **Gill. C. S.** (2018). Special Issues and Interventions Related to Spiritual Issues. In C. S. Gill & R. Freund (Eds.), *Spirituality and religion in counseling: Competency-based strategies for ethical practice.* New York, NY: Routledge/Taylor & Francis.

E. Synergistic Activities

Vastardis, T. & **Gill, C. S.** (2022, September). Developing the Covert Traumatic Experience Scale (CoTES): A Retrospective Early Psychosocial Trauma Assessment Tool. Education session presented at the American Counseling Association virtual conference.

Barrio Minton, C., **Gill, C. S.,** & Hightower, J. (2022, September). DSM-5-TR update. Education session presented at the Association for Assessment and Research in Counseling conference, St. Louis, MO.

Emelianchik-Key, K., Labarta, A., & **Gill, C. S.** (2022, September). Using the photovoice methodology to visually capture social constructs and promote social change: A study of self-compassion. Education session presented at the Association for Assessment and Research in Counseling conference, St. Louis, MO.

Emelianchick-Key, K., Bryd, R., & **Gill, C. S.** (2021). Dating Violence: It happens to everyone...right?. Presentation accepted for the Association for Assessment and Research in Counseling.

Freund, R. R., **Gill, C.S.,** & Ainbiner, D. (2020). Wellness Tribe: Gamification of the IS-WEL Adlerian based model of wellness. Presented for North American Society for Adlerian Counseling Conference, online.

Freund, R. R. & **Gill, C. S.** (2019). Wellness Tribe. Presented for the Associate of Counselor Educators and Supervisors conference, Seattle, Washington.

Gill, C. (2018). When is religion unhealthy? Understanding disproportionately closed systems and implication for mental health. Presented for the Association for Humanistic Counseling conference, Tampa, Florida.

F. Collaborators and Other Affiliations

G. Courses Taught

MHS7402 Advanced Counseling Theories (FAU)
MHS7942 Advanced Practicum in Counselor Education (FAU)

MHS6830	Internship in Mental Health Counseling (FAU)
MHS7611	Advanced Supervision and Instruction in Counseling (FAU)
C7510	Advanced Counseling Internship – Doctoral Program (Argosy)
PC6415	Internship I and II blended (Argosy)
PC6800	Integrating Spirituality into Counseling (Argosy)
PC 6410	Counseling Practicum blended (Argosy)
PC 6505	Group Counseling (Argosy)
C7951	Dissertation/Counseling (Argosy)
PC6000	Counseling Theory (Argosy)
C7500	Advanced Counseling Practicum – Doctoral Program (Argosy)
PC6105	Counseling Skills II (Argosy)
C7454	Models of Clinical Supervision (Argosy)
C7537	Special Topics: Women's Issues in Counseling (blended) (Argosy)
CED 574	Contemporary Topics in Counseling: Women's Issues (UNC-Greensboro)

H. Community Engagement or Outreach

Human Rights Committee co-chair, ACA, 2018-2020
Human Rights Committee member, ACA, 2017-2018
ASERVIC Conference Committee co-chair, 2019 conference
ASERVIC Past-President Advisory Board member, 2016-current
Approved Clinical Supervisor (ACS), 2005 – 2015
Licensed Professional Counselor (LPC-NC), 2005 – Present
National Certified Counselor (NCC), 2004 – Present
American Counseling Association (AC)

Abbreviated Curriculum Vitae: Bridget K. Glass, Ph.D., LMHC, ACS

A. Professional Preparation

Ph.D., Counseling, Florida Atlantic University, Boca Raton, Florida, 2022
M.S., Mental Health Counseling, Palm Beach Atlantic University, West Palm Beach, Florida, 2017
B.M., Music Education, Palm Beach Atlantic University, West Palm Beach, FL, 2003

B. Appointments

Postdoctoral Fellow, Graduate Counseling Program, Florida Atlantic University, Boca Raton, Florida 2022-2023
Graduate Teaching Assistant, Florida Atlantic University, Boca Raton, FL, 2021-2022
Private Practice Clinician, Glass Counseling Services, LLC, Palm Beach Gardens, Florida, 2020 - Present
School Therapist, Marriage and Family Services, Delray Beach, Florida, 2019 – 2020
Therapist, Community, and Childcare Social Emotional Wellness Program, Center for Child Counseling, West Palm Beach, Florida, 2017 – 2020

C. Selected Peer-Reviewed Publications

Emelianchik-Key, K., Labarta, A. & Glass, B. (2021) Infusing dialectical behavior therapy skills into supervision to address challenges and enhance performance. Journal of Creativity in Mental Health, DOI: 10.1080/15401383.2020.1870599
Emelianchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (In Review)

D. Selected Other Publications or Products/Grants

Emelianchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (poster). Program presented for the Southern Association of Counselor Education and Supervision, Conference.
Emelianchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (In Review).
Emelianchik-Key, K., & Labarta, A., Glass, B. (2021). Improve-ing supervisee performance with the integration of DBT skills in supervision. Program presented for the American Counseling Association, Virtual Conference.
Labarta, A.* & Glass, B.K.* Prevention and treatment strategies in community settings. Chapter in Emelianchik-Key, K & La Guardia, A., Non-Suicidal Self-Injury Through the Lifespan: A clinician's guide to treatment considerations. New York, NY: Routledge.
Glass, B (10/20). Healing the helpers: Identifying & preventing compassion fatigue in DV professionals. Program presented for the National Coalition Against Domestic Violence, Virtual Conference.
Glass, B.K. (4/21 & 8/21). Working toward wellness parts I and II: Practical skills for protecting against the impact of emotional shrapnel at work. Program presented for the Albuquerque New Mexico Victims Advocacy Coalition, Virtual Conference.

E. Synergistic Activities

Licensed Mental Health Counselor
Approved Clinical Supervisor
Finalist, Outstanding Dissertation of the Year, Florida Atlantic University, Boca Raton, Florida (2022)

F. Collaborators and Other Affiliations

American Counseling Association, Member
The Southern Association of Counselor Education and Supervision
Florida Mental Health Counselors Association, Member
National Postdoctoral Association, Member

G. Courses Taught

Interpersonal Communication Skills (SDS 4410.002)
Family Counseling (MHS 6430.003)
Group Counseling (MHS 6510.007)
Lifespan Development (MHS 6482-001)

H. Community Engagement or Outreach

The Southern Association of Counselor Education and Supervision Social Media Committee, 2022 - Present
CACREP Self-Study Committee, Florida Atlantic University, 2022 - Present

Abbreviated Curriculum Vitae:
Taylor J. Irvine, Ph.D., LMHC, NCC

A. Professional Preparation

- Ph.D. – Counselor Education, Florida Atlantic University, Boca Raton, FL, 2022
- Ed.S. – Mental Health Counseling, Florida Atlantic University, Boca Raton, FL, 2019
- M.Ed. – Mental Health Counseling, Florida Atlantic University, Boca Raton, FL, 2019
- B.A. – Psychology, Florida Atlantic University, Boca Raton, FL, 2015
- LMHC – Licensed Mental Health Counselor, Florida, #19395
- NCC – National Certified Counselor, Florida, #1402284

B. Appointments

- Postdoctoral Fellow, Department of Counselor Education, Florida Atlantic University, Boca Raton, FL, 2022 – Present
- Graduate Teaching Assistant, Department of Counselor Education, Florida Atlantic University, Boca Raton, FL, 2019 – 2020
- Research Coordinator, The Gottman Institute, Seattle, WA, 2019 – Present
- Counselor, The Renfrew Center for Eating Disorders, Coconut Creek, Florida, 2020 – 2021
- Graduate Assistant, Office for Academic and Student Services, Florida Atlantic University, Boca Raton, FL, 2017 – 2022
- Research Assistant, "The Alliance Lab," Florida Atlantic University, Boca Raton, FL, 2015 – 2022

C. Selected Peer-Reviewed Publications

Emelianchik-Key, K., Labarta, A., & **Irvine, T.** (2022). Understanding education in sexuality counseling from the lens of trainees: A critical examination and call for increased attention and training. *Journal of Counseling Sexology and Sexual Wellness: Research, Practice, and Education, 3*(2), 70-81. https://doi.org/10.34296/03021057

Irvine, T., Aults, C., & Menon, M. (2022). Self-esteem moderates the relationship between secure attachment and internalizing and externalizing problems in preadolescence. Advance online publication. *Psychological Reports.* https://doi.org/10.1177/00332941211061699

Irvine, T. J., & Peluso, P. R. (2022). An affair to remember: A mixed-methods survey examining therapists' experiences treating infidelity. *The Family Journal, 30*(3), 324–333. https://doi.org/10.1177/10664807211061826

Irvine, T., Fullilove, C., Osman, A., Farmanara, L., & Emelianchik-Key, K. (2021). Enhancing competencies in counselor education: The Deliberate Practice and Coaching Framework. *Journal of Counselor Preparation and Supervision, 14*(4). Retrieved from https://digitalcommons.sacredheart.edu/jcps/vol14/iss4/5

Irvine, T., Labarta, A., & Emelianchik-Key, K. (2021). Using a Relational-Cultural and Adlerian framework to enhance multicultural pedagogy. *The Professional Counselor*, *11*(2), 233–247. https://doi.org/10.15241/ti.11.2.233

D. Selected Other Publications or Products/Grants

Irvine, T., Peluso, P., Beattie, E., & Cipriano, G. (2022, July). *An affair to remember: Evidence-based*

recommendations to help couples heal from infidelity. Education session presented at the Oxford Institute for Marriage, Couple, and Family Therapy, The University of Oxford, Oxford, England, UK.

Irvine, T., Peluso, P, & Winters, H. (2022, September). *Dyadic research in couple therapy: Analyzing relational data from couples recovering from infidelity.* Poster session presented at the Association for Assessment and Research in Counseling conference, St. Louis, MO.

Irvine, T., Labarta, A., Emelianchik-Key, K. (2022, April). *Using the Multidimensional Body Wellness Model to foster positive body image and wellness.* Poster presented at the American Counseling Association conference-CSI Days, Atlanta, GA.

Irvine, T., Peluso, P, & Beattie, Erin. (2022, January). *Infidelity: What's love got to do with it?* Education session presented at the International Association of Marriage and Family Counselors conference, New Orleans, FL.

Irvine, T., Labarta, A., & Emelianchik-Key, K. (2021, October). *A cross-paradigm pedagogical approach: Promoting an equitable learning environment through the Relational-Cultural and Adlerian Multicultural Framework in counselor education.* Education session presented at the Association for Counselor Education and Supervision conference, Atlanta, GA.

E. Synergistic Activities

- International Association of Marriage and Family Counselors
    - Membership Committee Chair, 2022 – Present
    - Emerging Leader, 2021 – 2022
- Chi Sigma Iota International
    - Community Engagement Committee Chair, 2022 – Present
    - Chi Sigma Iota International Fellow, 2021 – 2022
- Association for Assessment and Research in Counseling
    - Diversity, Inclusion, & Social Justice Graduate Committee, 2021 – 2022
    - Emerging Leader, 2021 – 2022

F. Collaborators and Other Affiliations

G. Courses Taught

- MHS 6830 – Internship in Clinical Mental Health Counseling
- MHS 6401 – Counseling Theories and Techniques in Counseling
- MHS 6070 – Psychopathology in Counseling

H. Community Engagement or Outreach

- Editorial Board Member – Teaching and Supervision in Counseling
- Editorial Board Member – Journal of Counseling Sexology and Sexual Wellness
- Member – Association for Counselor Education and Supervision
- Member – American Counseling Association
- Member – Southern Association for Counselor Education and Supervision
- Member – Association for Assessment and Research in Counseling
- Member – International Association of Marriage and Family Counselors
- Member – Chi Sigma Iota International

Melissa Mariani, Ph.D.

189 Golfview Drive mmarian5@fau.edu
Tequesta, FL 33469 561-315-9094 (cell) marianimelissa@yahoo.com

EDUCATION

Ph. D. - Summer 2011 – Counseling - Florida Atlantic Univ., Boca Raton, FL
M.Ed. - December 2002 - Counselor Education (School) - FAU, Boca Raton, FL
B.S. - December 1998 - Psychology - University of Florida, Gainesville, FL

PROFESSIONAL AFFILIATIONS

International/National	Regional/State/Local
American School Counselor Association	Florida School Counselor Association
Association for Counselor Ed./Supervision	Southern Association for Counselor
American Counseling Association	Education and Supervision

ACADEMIC APPOINTMENTS

2020-present Doctoral Program Coordinator, Counselor Ed. (CE)– Florida Atlantic University
2019-present Associate Professor, CE – FAU *(promotion/tenure granted Spring 2019)*
2014-2019 Assistant Professor, Counselor Education – Florida Atlantic University
2012-2014 Visiting Assistant Professor, Counselor Education – Florida Atlantic University
2011-2012 Adjunct Professor, Counselor Education – Florida Atlantic University

INSTRUCTION

Undergraduate Course Teaching Experience

SDS 3340 Career Counseling & Life-Span Development SDS 4410 Interpersonal Communication Skills

Graduate Course Teaching Experience

SDS 5010-Fundamentals of School Guidance
MHS 6421-Counseling Children
MHS 6423-Counseling Adolescents
MHS 6600-Consult & Behavior Management
MHS 6800-Practicum/Superv. (Sch. Counseling)
MHS 5428- Counseling Diverse Populations
MHS 6510-Group Counseling

Doctoral Level Course Teaching Experience

MHS 7980-Dissertation
MHS 6820-Internship/Supervision (Sch. Counseling)
MHS 6700-Legal, Ethical & Prof. Issues in Counseling
PYCL 504-Counseling Skills
PYCL 507-Research & Evaluation for Counselors
MHS 5422-Play Techniques for Counseling Children & Adolescents
MHS 6710-Counseling Research & Evid.-Based Practice
MHS 7978-Dissertation Seminar

Other Academic Assignments

Academic Advisor Advised more than 75 masters level degree-seeking students.
Ph.D. Committees Chair – 5 dissertations, Committee member - 10, Indep. Monitor. - 2

PROFESSIONAL AWARDS/RECOGNITION

Outstanding Pre-Tenure Counselor Educator – 2016 Nominee – SACES
University Scholar of the Year – Assistant Level Awardee – FAU
College of Education Scholar of the Year – Assistant Level Awardee – FAU
Center for School Counseling Outcome Research & Evaluation (CSCORE) - 2016 Fellow
Outstanding Pre-Tenure Counselor Educator Award - 2015 Nominee - FAU

SELECTED RESEARCH & SCHOLARLY ACTIVITIES

Refereed Journal Articles

Published

Mariani, M., *Bayani, J., & *Farmanara-Kneidel, L. (2022). Addressing the social-emotional needs of students during the pandemic. *Professional School Counseling, 26(1), 1-10.*

Mariani, M. & Silvestro, K. (2020). Making choices to resolve conflict: An evaluation of the Kelso's Choice program for elementary students. *Professional School Counseling.* https://doi.org/10.1177/2156759X20940665

Griffith, C., **Mariani, M.**, McMahon, G., Zyromski, B.**,** & Greenspan, S. (2019). School counseling intervention research: A 10-year content analysis of ACA-affiliated journals. *Professional School* Counseling, 23 (1), doi.org/10.1177/2156759X19878700

Zyromski, B., Martin, I., & **Mariani, M.** (2019). Evaluation of the True Goals school counseling curriculum: A pilot study. *The Journal for Specialists in Group Work.* Submitted for publication. 44:3, 170-183, DOI: 10.1080/01933922.2019.1634781.

Mariani, M., Sink, C. A., Villares, E., & Berger, C. (2019). Measuring classroom climate: A validation study of the My Child's Classroom Inventory–Short Form for Parents. *Professional School Counseling*. https://doi.org/10.1177/2156759X19860132

Zyromski, B. Dimmitt, C., **Mariani, M**., Griffith, C. (2018). Evidence-based school counseling: Models for integrated practice and school counselor education. *Professional School Counseling,* https://doi.org/10.1177/2156759X18801847

Books

Co-authored

Zyromski, B. & **Mariani, M.** (2016). *Facilitating evidence-based, data-driven school counseling: A manual for practice.* Corwin.

Co-authored and Co-edited

Mariani, M., assoc. ed. (2015). *Mental health and mental disorders: An encyclopedia of conditions, treatments, and well-being.* (Vol. 1-3). Edited by Len Sperry. Greenwood. ***(Mariani sole authored 125 of the 1000 entries in the encyclopedia)***

Book Chapters

Mariani, M. (2021). Consultation supporting student mental health: Anxiety. In G. Brigman, F. Mullis, L.D. Webb, J.F. White, & E. Villares (Eds.), *School counselor consultation: Skills for working effectively with parents, teachers and other school personnel (2nd edition; 108-118)*. Wiley Press.

Mariani, M. & *Perhay-Kuba, S. (2022). Evidence-based practices across MTSS. In E. Goodman-Scott, J. Betters-Bubon, & P. Donahue (Eds.), *The school counselor's guide to multi-tiered systems of support (2nd edition; TBD)*. Routledge.

M. Mariani & *Chance, E. (2022). Ensuring treatment fidelity and clean data collection. In Zyromski, B. & Dimmitt, C. (Eds.), *Research in schools* (p. 267-297). Oxford University Press.

Mariani, M. & Zyromski, B. (2018). Cognitive-Behavioral Therapy (CBT). In C. T. Dollarhide & M. E. Lemberger (Eds.), *Theories of school counseling delivery for the 21st century (p.101-126).* Oxford University Press.

Curriculum/Program Development

Brigman, G. & **Mariani, M.** (2020). *SSS for SEL Success: A social-emotional approach to violence prevention, pro-social skill building, and fostering a positive climate.* Atlantic Education Consultants: Boca Raton, FL.

Selected Presentations

Mariani, M., *Bayani, J., & *Farmanara Kneidel, L. (2022, March). *Addressing social-emotional learning during the pandemic: A pilot study on the SSS for SEL Success program.* Eighth Annual EBSCC: Columbus, OH.

*Osman, A. & **Mariani, M.** (2022, March). *Meeting the unique needs of high achieving early college high school students: The impact of a small-group intervention.* Eighth Annual EBSCC: Columbus, OH.

Griffith, C., **Mariani, M.,** McMahon, G., & Zyromski, B. (2021, March). *Evaluating intervention quality: Worth your time or just good marketing?* Seventh Annual EBSCC: Columbus, OH.

*Perhay-Kuba, S., *Chance, E., Villares, E., & **Mariani, M.** (2021, March). *Are you ready for success? Integrating explicit SEL instruction into elementary classroom guidance lessons.* Seventh Annual EBSCC: Columbus, OH.

Brigman, G., Villares, E., **Mariani, M.**, Lemberger-Truelove, *M., Kane, M., & Bowers, H. (2021, March). *Developing, evaluating and implementing your own evidence-based program(s)*. Seventh Annual EBSCC: Columbus, OH.

Griffith, C., **Mariani, M.**, & McMahon, G. (2020, March). *Identify quality research.* American School Counselor Association (ASCA) Annual Conference: Seattle, WA.

Regional/Local

Vaughn, M., Timar, A., **Mariani, M**., Calbrese, E. & Meredith, T. (2021, November). *Research communities of practice: Examining K-12 educators' perceptions of action research after receiving targeted professional development.* Florida Educational Research Association Conference: Tampa, FL.

**Mariani, M., ***Bayani, J., & *Farmanara-Kneidel, L. (2021, October). *Supporting SEL skills in students through a school counselor-led classroom program*. Florida School Counselor Association (FSCA) Annual Convention: Tampa, FL.

Mariani, M. (2019, November). *School counselor consultation: Boosting your advocacy and leadership skills*. FSCA Annual Convention: Orlando, FL.

*Perhay Kuba, S. & **Mariani, M.** (2019, November). *Where evidence-based practice (EBP) meets multi-tiered systems of support (MTSS).* FSCA Annual Convention: Orlando, FL.

SELECTED GRANTS

External - Federal Grants

Submitted (2022)

Schiff, M., **Mariani, M.** (2022, June). *Collaborative to reform educational safety (CARES) project.* $1,999,996. Preventing School Violence: BJA's STOP School Violence Program #O-BJA-2022-171118

Not funded

Mariani, M. (2020, June). *Advocating for school counseling in a modified educational format ("A.S.C. - M.E.").* $49,869. Spencer Foundation Request ID#10024268

Emelianchik-Key, K., Villares, E., & **Mariani, M**., & Gill, C. (2019, July). *Optimizing wellness and learning in schools (O.W.L.S) Project,* $499,961. Spencer Foundation Request ID# 10019385. *Co-Principal Investigator.*

Emelianchik-Key, K., Gill, C., Villares, E., & **Mariani, M.** (2018, April). *Optimizing the*

Workings of Loving Schools (O.W.L.S) Project, $200,000. Community Conversations Research Competition CFDA: 94.026, Corporation for National and Community Service. *Co-Principal Investigator.*

Mariani, M., Villares, E., Colvin, K. & *Kane, M. (2017, August). *Promoting Healthy, Optimistic, Pro-social Environments (H.O.P.E): A Randomized Control Trial of the Student Success Skills Classroom Program*, $250,000. Education Research Grant 84.305L, Institute of Education Sciences, U.S. Department of Education. *Principal Investigator. (resubmission)*

Mariani, M., Villares, E., Colvin, K. & *Kane, M. (2016, August). *Promoting Healthy, Optimistic, Pro-social Environments (H.O.P.E): A Randomized Control Trial of the Student Success Skills Classroom Program*, $250,000. Education Research Grant 84.305L, Institute of Education Sciences, U.S. Department of Education. *Principal Investigator.*

Internal Grants

Awarded/Funded (2014 – present)

Mariani, M. (2015, April). *The Impact of School Counselor-led Interventions on the Bullying Behavior of Elementary School Students.* $3,000. Florida Atlantic University, College of Education Research Incentive Grant (RISG), Internal Award. Principal Investigator.

SELECTED PROFESSIONAL SERVICE

Department Service

Council for the Accreditation of Counseling and Related Education Programs (CACREP) – Reaccreditation Report Committee (Summer 2021-present)
Doctoral Program Course Review Committee (Spring 2021-present)
Doctoral Program Coordinator (Fall 2020-present)

University/College Service

FAU Graduate College Fellowships, Awards Committee, COE Rep. (July 2022-present)
COE Outstanding Dissertation Award Committee, Department Rep. (January 2022-present)
Search Committee Member, COE Rep. – Dean of Libraries (September 2021-present)
Advisory Committee for QEP, Proposal Member, COE Rep. (February 2021-June 2021)
Undergraduate Curriculum Committee Co-Chair, COE Rep. (August 2018 – Fall 2020)
Assessment Committee - Department Rep./Lead, COE Member (August 2018 – Fall 2020)

Service to the Profession

National

Professional School Counseling (PSC) Journal - PSC Special Issue: EBSCC Proceedings (2022) Reviewer. August 2022-Septmeber 2022.

Evidence-Based School Counseling Conference (EBSCC)

2022 Conference Site Coordinator Co-host (August 2021-present)
2020 Conference Site Coordinator Co-host (November 2018-March 2020)

Associate Editor - Professional School Counseling (PSC). June 2017-present.

Founding Member - International Society for Policy Research and Evaluation in School-Based Counseling (ISPRESC) – January 2017-present.

Editorial Board

Journal for Counselor Preparation and Supervision (JCPS). January 2016-August 2018.
Journal of School Counseling (JSC). September 2015-present.
Journal of School-based Counseling Policy and Evaluation. February 2018-present.

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

A. Professional Preparation- (Degrees and Institution)
Education:

Graduate: Ph.D. Counselor Education and Human Development*—August, 2001

Georgia State University, Atlanta, GA

Ed.S. Professional Counseling—June, 1998

Georgia State University, Atlanta, GA

M.S. Community Counseling*—August, 1996

Georgia State University, Atlanta, GA

B. Appointments (Job History)
Current Positions:

2020-Present Senior Associate Dean, College of Education, Florida Atlantic University, Boca Raton, FL

2015-Present Professor of Mental Health Counseling*, Department of Counselor Education, College of Education, Florida Atlantic University, Boca Raton, FL

Previous Position (FAU):

Department of Counselor Education, College of Education, Florida Atlantic University, Boca Raton, FL (2003-Present)

2013-2020 Chair, Department of Counselor Education*, College of Education, Florida Atlantic University, Boca Raton, FL

2009-2015 Associate Professor of Mental Health Counseling*, Department of Counselor Education, College of Education, Florida Atlantic University, Boca Raton, FL

2007-2011 Doctoral Program* Coordinator, Department of Counselor Education, College of Education, Florida Atlantic University, Boca Raton, FL

2005-2011 Program Coordinator, Mental Health Counseling*, Department of Counselor Education, College of Education, Florida Atlantic University, Boca Raton, FL

2003-2009 Assistant Professor of Mental Health Counseling*, Department of Counselor Education, College of Education, Florida Atlantic University, Boca Raton, FL

C. Selected Peer-Reviewed Publications (5-7 of the most recent Peer-Reviewed publications)

*Baker, A., Peluso, P.R., Freund, R., Diaz, P. & Ghaness, A. (2022). Using Dynamical Systems Mathematical Modelling to Examine the Impact Emotional Expression on the Therapeutic Relationship: A Demonstration Across Three Psychotherapeutic Theoretical Approaches. *Psychotherapy Research, 32*(2), 223-237. DOI: 10.1080/10503307.2021.1921303

*Irvine, T. & Peluso, P.R. (2022). An Affair to Remember: A Mixed-Methods Survey Examining Therapists' Experiences Treating Infidelity. *The Family Journal, 30*(3), 324-333. DOI: 10.1177/10664807211061826

*Torres, A., Diaz, P., Freund, R., Baker, T., Baker, A., & Peluso, P.R., (2021). The Relationship of Outcomes and the Therapeutic Working Alliance in Vocational Rehabilitation Counseling. *Journal of Vocational Rehabilitation, 55, 313-322*. DOI:10.3233/JVR-211165

*Peluso, P.R., Freund, R. R., Gottman, J.M., Gottman, J.S., & Peluso, J.P. (2019). Validation of the Gottman negative comparisons for alternatives scale. *The Family Journal*, DOI: 10.1177/1066480719843904

*Gibilisco, H., Laubenberger, M., Spiridonov, V., Belga, J., Hallstrom, J.O., & Peluso, P.R. (2018). A Multi-Modal Approach to Sensing Human Emotion. 2018 IEEE International Conference on Big Data (Big Data), 2499-2502. DOI:10.1109/bigdata.2018.8622451

*Peluso, P.R., & Freund, R. R. (2018). Therapist and Client Emotional Expression and Psychotherapy Outcomes: A Meta-Analysis. *Psychotherapy*, *55*(2), 461-472. doi: 10.1037/pst0000165

D. Selected Other Publications or Products/Grants (5-7 other scholarly activities, e.g., Books, Major Presentations, Grants, etc.)

Authored Books:

Peluso, P.R. (2023). *Advanced Principles of Counseling and Psychotherapy: Learning, Integrating, and Consolidating the Nonlinear Thinking of Master Practitioners (2nd Ed.).* New York: Routledge.

Peluso, P.R. (2023). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners (3rd Ed.)* New York: Routledge.

Peluso, P.R. (2019). *A Family Systems Guide to Infidelity: Helping Couples Understand, Recover From, and Avoid Future Affairs.* New York: Routledge.

Edited Books:

*Peluso, P. R. & Irvine, T. J. (Under Contract). *Infidelity: A Practitioner's Guide to Working with Couples in Crisis (2nd ed)*. New York: Routledge.

Book Series Editor

2016- Present: *Family Systems Counseling: Innovations Then and Now*. Routledge Press

Video Production

Peluso, P. R. (2019). *A Family Systems Guide to Infidelity: Helping Couples Understand, Recover From, and Avoid Future Affairs*. (Alexander Street Press, Producer*)*. Alexandria, VA: Microtraining Associates

Grants Currently Under Review:

Villares, E., Mariani, M., Bowers, P. & Peluso, P. R. (2023-2028). *Wellness Advocates Valuing Educators and Students (WAVES*). Mental Health Demonstration Grant. US Department of Education. $5,144,312.42

Mariani, M. & Peluso, P. R. (2013-2021). Co-Principal investigator. *Palm Beach County ESOL Counselors Training Grant (Cohort VI).* Title III grant funded with the School District of Palm Beach County. $445,272

Meeroff, D., Johnson, L. Orr, S., Capp, J. & Peluso, P. R. (2023). Co-Principal Investigator. Postsecondary Student Success to Finish – providing a highly flexible professional degree program and sequenced student support to incentivize degree completion. US Department of Education, Office of Post-secondary Education. $963,963.

E. Synergistic Activities (Major Awards and other Accomplishments of High Impact)

Professional Awards and Honors:

- 2022- ACA Fellows Award, Awarded by the American Counseling Association
- 2022- Member Research Award- Awarded by the International Association of Marriage and Family Counselors (IAMFC)

Invited Book Chapters:

*Peluso, P. R. & Freund, R. R. (in press). Paradoxical Interventions. In C. E. Hill & J. C. Norcross (Eds.) (2022), *Psychotherapy Skills and Methods that Work* (pp. xx-xx). Oxford University Press.

Invited by John Norcross and Clara Hill to participate in an APA sponsored book project summarizing the evidence base for specific psychotherapy techniques. We produced two meta-analyses, as well as other substantive reviews of the literature on the use of paradoxical interventions.

*Peluso, P. R. & Freund, R. R. (2019). Facilitating Emotional Expression. IN J. C. Norcross & M. J. Lambert (Eds.) (2019), *Psychotherapy relationships that work (3rd ed.)* (pp. 421-460). New York: Oxford University Press.

Invited by John Norcross to participate in an APA sponsored task force that produced a book summarizing the evidence base for specific elements of the psychotherapy relationship. We produced four meta-analyses, as well as other substantive reviews of the literature on the use of emotional expression.

F. Collaborators and Other Affiliations

2021-Present Affiliate Professor, Center for Complex Systems and Brain Sciences, Charles E. Schmidt College of Science, Florida Atlantic University, Boca Raton, FL

2019-Present Affiliate Professor, The Brain Institute, Florida Atlantic University, Boca Raton, FL

2016-Present Affiliate Professor, Institute for Sensing and Embedded Network Systems Engineering (I-SENSE), Florida Atlantic University, Boca Raton, FL

G. Courses Taught

Masters Level Courses Taught

- MHS 5005: Processes in Counseling
- MHS 5930: Couples Counseling
- MHS 6930: Advanced Couples Counseling

- MHS 6340: Career Development
- MHS 6401: Theories and Techniques in Counseling
- MHS 6430: Family Counseling
- MHS 6501: Group Counseling
- MHS 6701: Issues in Mental Health Counseling
- MHS 6801: Advanced Practicum
- MHS 6830: Internship in Mental Health Counseling
- MHS 6905: Nonverbal Behavior and Behavioral Coding Schemes

Doctoral Level Courses Taught

- MHS 7714: Outcome Evaluation
- MHS 7716: Advanced Supervision and Instruction
- MHS 7730: Advanced Research in Counseling
- MHS 7930: Adlerian Theory and Practice
- MHS 7942: Advanced Practicum in Counselor Education
- MHS 7978: Dissertation Seminar
- MHS 7980: Dissertation

H. Community Engagement or Outreach (Service to the Profession or Community)

Professional Service Activity

American Counseling Association (ACA)

Executive Committee

- Elected as member: 2020-2021

Governing Council Representative

- Elected as IAMFC Representative: 2018-2021
-

International Association for Marriage and Family Counselors (IAMFC)

- Governing Council Representative- 2018-2021
- Past-President- 2016-2018
- President- 2014-2016

Abbreviated Curriculum Vitae: Ayse Torres, Ph.D., CRC, LMHC

A. Professional Preparation

Ph.D., 2017, Counselor Education (CACREP), Florida Atlantic University, Boca Raton, FL
M.Ed., 2014, Clinical Rehabilitation Counseling, Florida Atlantic University, Boca Raton, FL
B.S., 2001, Counseling Psychology, Hacettepe University, Ankara, Turkey
Licensed Mental Health Counselor (LMHC)
National Certified Rehabilitation Counselor (CRC)

B. Appointments

2018 – Present, Assistant Professor, Counselor Education, Florida Atlantic University
2018 – 2014, Vocational Rehabilitation Supervisor, Florida Division of Vocational Rehabilitation
2011 – 2014, Senior Rehabilitation Counselor, Florida Division of Blind Services

C. Selected Peer-Reviewed Publications

Torres, A., Kearney, K. B., Berlingo, L., & Brady, M. P. (2022). "What ELSE about this job?" Teaching job decision-making to college students with intellectual and developmental disabilities. *Journal of Developmental and Physical Disabilities, 34*, 673–692. https://doi.org/10.1007/s10882-021-09820-x

Torres, A., Diaz, P., Baker. T., Baker, A., Freund, R., & Peluso, P. (2021). Therapeutic alliance in vocational rehabilitation counseling: Assessing client factors and functioning. *Journal of Vocational Rehabilitation. 55*(3), 313-322. https://doi.org/10.3233/JVR-211165

Torres, A., Juhnke, G., Canfield, B., Gomez-Escudero, A., & Ramírez, A. (2021). Empowering families to address suicide in rural Colombia. *The Family Journal*, *29*(2), 220–226. https://doi.org/10.1177/1066480720986493

Torres, A., Kearney, K. B., Brady, M. P., Wood, J., & Katz, J. (2021). Using a literacy-based behavioral intervention to teach job interviewing skills to adults with intellectual disability. *Journal of Vocational Rehabilitation, 54*(2), 161-174

Torres, A., Frain, M., & Tansey, T. (2019). The impact of motivational interviewing training on rehabilitation counselors: Assessing working alliance and client engagement. A randomized controlled trial. *Rehabilitation Psychology, 64*(3), 328–338. https://doi.org/10.1037/rep0000267

D. Selected Other Publications or Products/Grants

Torres, Ayse (Principal Investigator). Research Support*, Community Engagement Award.* Operation Red-White-Blue: Building PCOR Competencies of Veterans and Mental Health Providers. Patient-Centered Outcomes Research Institute (PCORI) Eugene Washington PCORI Engagement Awards. Funded, $250,000. March 2021 – 2023.

Torres, Ayse (Principal Investigator). Grant, *Research*. Survey of Cannabis Users Who Have Tried to Reduce Their Use. CanniControl. Funded, $5,000. October 2019 – December 2020.

Torres, Ayse (Co-Principal Investigator). Grant, *Training.* Rehabilitation Training: Rehabilitation Long Term Program – Vocational Rehabilitation Counseling, The Rehabilitation Services

Administration (RSA). PI: Michael Frain, Florida Atlantic University. Funded, $1,200,000. August 2020 – July 2025.

Torres, Ayse (Co-Principal Investigator). Grant, *Research.* Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE). PI: Timothy Tansey, University of Wisconsin-Madison. Subcontractor: Florida Atlantic University. Funded, $16,700,000. January 2021 – July 2025.

E. Synergistic Activities

2021 Researcher of the Year, Assistant Professor, Florida Atlantic University

2017 Outstanding Dissertation Award, Florida Atlantic University, College of Education

F. Collaborators and Other Affiliations

2019- Present, Associate Researcher, Canines Providing Assistance to Wounded Warriors
Christine E. Lynn College of Nursing, Florida Atlantic University.

G. Courses Taught

RCS 6031 Foundations of Rehabilitation Counseling
RCS 6320 Occupational Info & Job Placement
RCS 6080 Medical & Psychosocial Aspects of Disability
RCS 6644 Case Management in Vocational Rehabilitation
RCS 6801 Rehabilitation Counseling Practicum
RCS 6805 Advanced Practicum in Rehabilitation Counseling
RCS 6801 Rehabilitation Counseling Internship
MHS 6700 Legal, Ethical, and Professional Issues
MHS 6401 Counseling Techniques and Theories
MHS 6220 Appraisal in Counseling
MHS 6482 Appraisal and Evaluation in Counseling
MHS 6470 Counseling and Human Sexuality

H. Community Engagement or Outreach

2022 Grant Reviewer, National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)

2022 Grant Reviewer, Social Security Administration

2021 Advisory Board Member, The University of Texas at Austin, Institute for Military and Veteran Family Wellness, Dell Medical School & Steve Hicks School of Social Work. *All Hands-on Deck: Community Convening to Improve Research on Veteran Suicide Prevention*

2021- Present, Editorial Review Board Member, Journal of Vocational Rehabilitation

2018- Present, Editorial Review Board Member, Rehabilitation Counseling Bulletin

2021- Present, Editorial Review Board Member, International Journal of Developmental Disabilities

2019- Present, Chapter Co-Advisor, Beta Rho Chi Chapter of Chi Sigma Iota

A. Professional Preparation

Ph.D., Counselor Education, University of Florida, Gainesville, FL, 2004
Ed.S., Counseling and School Guidance, University of Florida, Gainesville, FL, 2001
M.S., Social Science Education, Nova Southeastern University, Ft. Lauderdale, FL, 1997
B.A., History, Florida State University, Tallahassee, FL, 1994

B. Appointments

Professor, FAU, 2017 - present
Associate Professor, FAU, 2011 - 2017
Assistant Professor, FAU, 2005 – 2011

C. Selected Peer-Reviewed Publications (* Denotes work with a former or current student)

Villares, E., Starrett, A., & Limberg, D. (2022). Exploring school counseling during the first wave COVID-19: A latent profile analysis. Under Review. *Journal of Counseling & Development,* 1-12. https://doi.org/10.1002/jcad.12433

Limberg, D., **Villares, E.,** Gonzales, S., Starrett, A. & *Rosen, N. (2022). Exploring the Induced Disparities of Implementing School Counseling Services During COVID-19. *Professional School Counseling*. https://doi.org/10.1177/2156759X221105797

*Weinstein, J., **Villares, E.,** & Brigman, G. (2021). The effect of Student Success Skills small group intervention on factors associated with dropout potential. *Journal for Specialists in Group Work, 46*(3), 256-271. https://doi.org/10.1080/01933922.2021.1945175

Villares, E., Brigman, G., Webb, L., Carey, J., & Harrington, K. (2021). A randomized control trial of elementary teachers' perceptions of school counselor impact. *Counseling Outcome Research and Evaluation, 12*(2), 105-116. https://doi.org/10.1080/21501378.2020.1788929

Webb, L., Brigman, G., Carey, J., **Villares, E.,** Harrington, K., Wells, C., Sayer, A., & *Chance, E. (2019). Results of a randomized controlled trial of Student Success Skills. *Journal of Counseling & Development, 97*(4), 398-408. https://doi.org/10.1002/jcad.12288

*Mariani, M., Sink, C., **Villares, E**., & Berger, C. (2019). Measuring classroom climate: A validation study of the My Child's Classroom Inventory-Short Form for Parents. *Professional School Counseling*, *22*(1). https://doi.org/10.1177/2156759X19860132

Villares, E., & Brigman, G. (2019). College/career success skills: Helping students experience postsecondary success. *Professional School Counseling, 22*(ib), 1-8. https://doi.org/10.1177/2156759X19834444

Villares, E., & Dimmitt, C. (2017). Updating the school counseling research agenda: A Delphi study. *Counselor Education and Supervision, 56*(3), 177-192. https://doi.org/10.1002/ceas.12071

*Urbina, I., **Villares, E.,** & *Mariani, M. (2017). Examining the efficacy of the Spanish cultural translation of the Student Success Skills program to improve academic achievement. *Journal of Humanistic Counseling*, *56*(2), 127 – 143. https://doi.org/10.1002/johc.12048

*Schietz, R., & **Villares, E.** (2017). Easing the transition to middle school through the Girl Squad curriculum. *Counseling Outcome Research and Evaluation, 8*(1), 2–14. https://doi.org/10.1080/21501378.2017.1327747

Villares, E., *Mariani, M., Sink, C., & Colvin, K. (2016). Multilevel confirmatory factor analysis of the Teacher My Class Inventory – Short Form. *Measurement and Evaluation in Counseling and Development.* https://doi.org/10.1177/0748175616639107

*Mariani, M., **Villares, E.,** Sink, C., Colvin, K., & *Perhay Kuba, S. (2016). Confirming the structural validity of the My Class Inventory – Short Form Revised. *Professional School Counseling, 19*(1), 92 - 102. https://doi.org/10.5330/1096-2409-19.1.92

*Renda, M., & **Villares, E.** (2015). The effect of a student achievement curriculum on grade 9 completion rate and student engagement. *Counseling Outcome Research and Evaluation.* https://doi.org/10.1177/2150137815598812

*Wirth, J., & **Villares, E.** (2015). Examining adolescent wellness, success skills, and academic performance: A classroom intervention. *The Journal of Happiness and Well-Being, 3*(2), 204-217.

*Mariani, M., Webb, L., **Villares, E.**, & Brigman, G. (2015). Effects of participation in Student Success Skills on pro-social and bullying behavior. *The Professional Counselor, 5*(3), 341-353. https://doi.org/10.15241/mm.5.3.341

*Mariani, M., **Villares, E.**, *Wirth, J., & Brigman, G. (2015). An evaluation of the Student Success Skills program on student learning, behavior, and wellness outcomes. *Hellenic Journal of Psychology, 11,* 223-240.

Villares, E., Colvin, K., Carey, J., Webb, L., Brigman, G., & Harrington, K. (2014). Convergent and divergent validity of the student engagement in school success skills survey. *The Professional Counselor*, *4*(5), 541-552. https:doi.org/ 10.15241/ev.4.5.541

Brigman, G., Wells, C., Webb, L., **Villares, E.**, Carey, J., & Harrington, K. (2014). Psychometric properties and confirmatory factor analysis of the student engagement in school success skills survey. *Measurement and Evaluation in Counseling and Development, 48*(1), 3-14. https://doi.org/10.1177/0748175614544545

Carey, J., Brigman, G., Webb, L., **Villares, E.**, & Harrington, K. (2014). Development of an instrument to measure student use of academic success skills: An exploratory factor analysis. *Measurement and Evaluation in Counseling and Development*, *47*(3), 171-180. https://doi.org/10.1177/0748175613505622

D. Selected Other Publications or Products/Grants

Brigman, G., **Villares, E.,** Mullins, F., Webb, L., & White, J. (2022). *School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd ed.* John Wiley & Sons, Inc.

Brigman, G., **Villares, E.**, & Webb, L. (2018). *Evidence-based school counseling: A student success approach.* Routledge.

Villares, E. (2022). Consultation and trauma-infused practices. In G. Brigman, E. Villares, F. Mullins, L. Webb, & J. White, *School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd ed.* John Wiley & Sons, Inc.

Bowers, H., & **Villares, E**. (2022). School counselors as leaders. In G. Brigman, E. Villares, F. Mullins, L. Webb, & J. White, *School Counselor Consultation: Skills for Working*

Effectively with Parents, Teachers, and Other School Personnel, 2nd ed. John Wiley & Sons, Inc.

Villares, E., & *Fullilove, C. (2022). Consultation with undocumented students and parents. In G. Brigman, E. Villares, F. Mullins, L. Webb, & J. White, *School Counselor Consultation: Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd ed.* John Wiley & Sons, Inc.

Griffith, C., & **Villares, E.** (2022). Research design - Quantitative approaches. In Zyromski, B., & C., Dimmitt, *Research in Schools*.

GRANTS

St. Lucie Public Schools in Partnership with Florida Atlantic University, Department of Counselor Education, School Counseling Program (2019). *Social, Wellness, and Emotional Learning* Leaders (S.W.E.L.L.), **$1,627,635.** U.S. Department of Education Mental Health Service Professional Demonstration Grant. *FAU S.W.E.L.L. Program Director,* ***Villares, E***.

Villares, E. (2017, July). *A Meta-Analysis of the ASCA National Model,* **$10,000**. American School Counselor Association. *Principal Investigator*.

Webb, L., Brigman, G., Carey, J., & **Villares, E.** (2011, August). *A randomized controlled trial of Student Success Skills: A program to improve academic achievement for all students,* **$2,738,187**. Education Research Grant 84.305A, Institute of Education Sciences, U. S. Department of Education. *Co-Principal Investigator*.

E. Synergistic Activities

Selected National Presentations

Starrett, A., **Villares, E.,** & Limburg, D. (2022, April). *Exploring School Counseling During COVID-19: A Latent Profile Analysis*. Paper presented at the American Educational Research Association Division E: Counseling. San Diego, CA. https://10.3102/IP.22.1888228

Villares, E., Limberg, D., & Mullen, P. (2022, March). *Introduction to Quantitative Research in Schools.* Evidence-Based School Counseling Conference. Virtual Conference.

Bowers, H., **Villares, E.,** & Lemberger-Truelove, M. (2022, March). *Leveling Up Your Quantitative Designs.* Evidence-Based School Counseling Conference. Virtual Conference.

Villares, E., *Owens, A., & *Fullilove, C. (2021, October). ***What's The Effect? A 15-Year Meta-Analysis of School Counselor-led Interventions***. Association for Counselor Education and Supervision, Atlanta, GA.

Villares, E., & Brigman, G. (2021, April). *Evidence-based strategies for your classroom prevention programs.* American Counseling Association, Orlando, FL.

Villares, E., Brigman, G., Lemberger, M., *Mariani, M., Bowers, H., & *Kane. M. (2021). *Developing, evaluating, and implementing your evidence-based program(s*). Evidence-Based School Counseling Conference, Virtual Conference.

Villares, E., & Brigman, G. (2021, March). *The evidence-based school counselor: Getting down to business.* Evidence-Based School Counseling Conference, Virtual Conference.

*Owens, A., **Villares, E.,** & Brigman, G. (2021, March). *What does the data say? A review of the school counselor-led social/emotional learning interventions for middle and high school students.* Evidence-Based School Counseling Conference, Virtual Conference.

*Kuba, S., *Chance, E., **Villares, E.,** & *Mariani, M. (2021, March). *Are you ready for success? Integrating explicit SEL instruction into elementary classroom lessons.* Evidence-Based School Counseling Conference, Virtual Conference.

Villares, E., & Dimmitt, C. (2019, March). *A meta-analysis of the ASCA National Model*. Evidence-Based School Counseling Conference, Columbus, OH.

*Perhay Kuba, S., *Mariani, M., & **Villares, E.** (2019, March). *Ready, set, go! Integrating readiness skills into the classroom of our most impressionable students.* Evidence-Based School Counseling Conference, Columbus, OH.

Hickman, A., Lapan, R., Parzych, J., Jones, R., & **Villares, E.** (2018, July). *ASCA research findings*. American School Counselor Association National Conference, Los Angeles, CA.

Hickman, A., Curry, J., Kaffenberger, C., Rock, W., **Villares, E.,** & Mariani, M. (2018, July). *Professional school counseling 101.* American School Counselor Association National Conference, Los Angeles, CA.

Villares, E. (2018, July). *Exploring Career/College Readiness.* American School Counselor Association National Conference, Los Angeles, CA.

Villares, E., & Dimmitt, C. (2018, March). *Preliminary Results of the ASCA National Model Meta-analysis*. Evidence-Based School Counseling Conference, New York, NY.

Villares, E., & Brigman, G. (2018, March). *College/Career Success Skills*. Evidence-Based School Counseling Conference, New York, NY.

Dimmitt, C. & **Villares, E.** (2017, October). *What are the Research Priorities? Results of a School Counseling Delphi Study.* Association for Counselor Education and Supervision, Chicago: IL.

Villares, E. (2017, September). *Evidence-based practices in career development interventions for secondary students*. Association for Assessment and Research in Counseling Annual Conference, Phoenix, AZ.

Brigman, G., **Villares, E.,** *Mariani, M., & Bowers, H. (2017). *Evidence-based strategies for your classroom program tied to ASCA Mindsets*. Evidence-Based School Counseling Conference, San Diego, CA.

Villares, E. (2016, September). *Results of the 2015 school counseling research Delphi study*. Association for Assessment and Research in Counseling Annual Conference, Ft. Lauderdale, FL.

Griffith, C., *Mariani, M., **Villares, E.**, McMahon, G., & Cook, A. (2016, September). *Symposium on school-based outcome research: An overview of methodologies*. Association for Assessment and Research in Counseling Annual Conference, Ft. Lauderdale, FL.

Villares, E., & Brigman, G. (2016, March). *An evidence-based approach to school counselor preparation.* Innovations in School Counseling Preparation Conference, Athens, GA.

Villares, E., & Dimmitt, C. (2016, March). *Results of the 2015 school counseling research Delphi study.* Innovations in School Counseling Preparation Conference, Athens, GA.

Dimmitt, C., & **Villares, E.** (2016, February). *Evidence-based practices in career development*

interventions for middle school and high school students. Evidence-Based School Counseling Conference, Athens, GA.

Brigman, G., Webb, L., & **Villares, E.** (2016, February). *Evidence-based strategies for classroom guidance tied to ASCA mindsets.* Evidence-Based School Counseling Conference, Athens, GA.

Griffith, C., Martin, I., Poynton, T., **Villares, E.,** *Mariani, M., & Cook, A. (2016, February). *Symposium on school-based outcomes research: An overview of methodologies.* Evidence-Based School Counseling Conference, Athens, GA.

Webb, L., Brigman, G., Carey, J., **Villares, E**., & Harrington, K. (2016, February). *Final results of a randomized controlled trial of Student Success Skills: A developmental school counselor led intervention.* Evidence-Based School Counseling Conference, Athens, GA.

Villares, E. (2015, October). *What's not to "Like"? Using technology to support 21st century pedagogy and research practices*. Association for Counselor Education and Supervision, Philadelphia, PA.

Webb, L., Carey, J., & **Villares, E.** (2015, October). *Strategies for partnering with large school districts to conduct randomized controlled trials supporting school counseling outcome research*. Association for Counselor Education and Supervision, Philadelphia, PA.

Villares, E. (2015, March). *What's not to "Like"? Using technology to support school counseling programs and research*. Evidence-Based School Counseling Conference, Erlanger, KY.

Webb, L., Carey, J., & **Villares, E.** (2015, March). *Student Success Skills: The process of engaging with federal funding sources for school counseling outcome research*. Evidence-Based School Counseling Conference, Erlanger, KY.

Webb, L., & **Villares, E.** (2015, March). *Student Success Skills: Selected activity and strategy demonstration.* Evidence-Based School Counseling Conference, Erlanger, KY.

Villares, E. (2014, November). *Results of a randomized controlled trial of Student Success Skills*. Association for the Advancement of Educational Research, Hutchinson Island, FL.

Villares, E. (2014, September). *Towards evidence-based practice: The effects of a school counselor led classroom curriculum, Student Success Skills, on student outcomes.* Association for Assessment and Research in Counseling Annual Conference, Quad Cities, IL.

Webb, L., Carey, J., **Villares, E.**, Wells, C., & Sayer, A. (2014, September). *Results of a randomized controlled trial of Student Success Skills*. The Society for Research on Educational Effectiveness Fall Conference, Washington, D.C.

Villares, E. (2014, May). *Student Success Skills: A school counselor intervention that reinforces the Adlerian principles of social interest, striving, and encouragement*. North American Society of Adlerian Psychology Annual Conference, Chicago, IL.

Villares, E. (2014, May). *iCARE for action research.* North American Society of Adlerian Psychology Annual Conference, Chicago, IL.

Webb, L, Brigman, G., **Villares, E.**, & Harrington, K. (2014, March). *Student Success Skills: Third year results of an IES-funded randomized control trial*. American Counseling Association, Honolulu, HI.

Mariani, M., Webb, L., Brigman, G., & **Villares, E.** (2014, January). *Using evidence-based programs with fidelity and measuring outcomes that matter.* Evidence-Based School Counseling Conference, Erlanger, KY.

*Wirth, J., & **Villares, E.** (2014, January). *An evidence-based school counseling program linked to adolescent wellness*. Evidence-Based School Counseling Conference, Erlanger, KY.

Webb, L., Carey, J., & **Villares, E.** (2013, July). *Initial results of a US DOE-funded randomized controlled trial of Student Success Skills*. American School Counselor Association National Conference, Philadelphia, PA.

Brigman, G., **Villares, E.**, & Webb, L. (2013, June). *How to improve student academic and social performance with Individual Psychology approaches.* North American Society of Adlerian Psychology Annual Conference, San Diego, CA.

Webb, L., Carey, J., & **Villares, E.** (2013, March). *Student Success Skills: Initial results of an IES-funded randomized control trial.* American Counseling Association National Conference, Cincinnati, OH.

Brigman, G., & **Villares, E.** (2013, March). *Student Success Skills: Using evidence-based programs to impact student achievement, behavior, and wellness.* Evidence-Based School Counseling Conference, Erlanger, KY.

Wolf, C., Butts, M., Bettis, J., Iarussi, M., Markopoulos, P., Stretch, L., **Villares, E.**, & West-Olatunji, C., (2018). *What is your job like?* Southern Association for Counselor Education and Supervision, Myrtle Beach, SC.

F. Collaborators and Other Affiliations

Associate Editor, *Professional School Counseling Journal* (March 2017 – July 2020)

The Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation, Fellow (2016-present)

Editorial Board Membership

Counselor Education and Supervision (2014 –2020)

Counseling Outcome Research and Evaluation (2014 –2020)

Professional School Counseling (2015 – 2020)

G. Courses Taught

New Course Development

MHS 5005	Processes in Counseling
MHS 5422	Play Techniques for Children and Adolescents
MHS 5428	Counseling Special Needs Populations
MHS 5930	Integrating Technology in School Counseling
MHS 6340	Career Development
MHS 6421	Counseling Children
MHS 6423	Counseling Adolescents
MHS 6510	Group Counseling
MHS 6600	Consultation and Behavior Management
MHS 6800	Practicum in School Counseling

MHS 6905 Directed Independent Study
MHS 7611 Advanced Supervision and Instruction
MHS 7714 Outcome Assessment and Evaluation in Counseling
MHS 7730 Advanced Research in Counseling
MHS 7905 Doctoral Directed Independent Study
MHS 7945 Doctoral Internship
MHS 7978 Dissertation Seminar
MHS 7980 Dissertation
SDS 3483 University Student Mentoring and Peer Coaching
SDS 5010 Fundamentals of School Counseling
SDS 6316 Data Driven Practices in School Counseling
SDS 6344 Counseling Interventions for College Readiness and Student Success
SDS 6426 Counseling Gifted Students
SDS 6820 Internship in School Counseling
SDS 3483 University Student Mentoring and Peer Coaching
SDS 6316 Data Driven Practices in School Counseling
SDS 6344 Counseling Interventions for College Readiness and Student Success

H. Community Engagement or Outreach

American School Counselor Association
ASCA Grant Committee Reviewer (June 2018)

Association for Assessment and Research in Counseling
2016 National Assessment and Research Conference Chair (September 2015 – 2016)

Association for Counselor Education and Supervision
Treasurer, (June 2021 – present)
Budget and Finance Committee, Member (June 2021 – present)
Governing Council, Member (June 2021 – present)
Financial Investment Committee, Member (July 2021 – present)
Conference Taskforce Committee, Member (February 2022 – present)
Strategic Planning Committee, Member (June 2021 – present)
Nominations and Elections Committee, Member (July 2020 – June 2021)
Regional Business Taskforce Chair (January 2020 – April 2020)
Executive Director, Search Committee, Member (July 2019 – December 2019)
Conference Committee, Exhibitor Co-Chair (April 2018 – October 2019)
Parliamentarian Taskforce Member (June 2018 – June 2019)
Conference Scholarship Taskforce Member (June 2018 – June 2019)
Social Justice and Human Rights Committee (June 2018 – June 2019)
Governing Council, Member (April 2018 – June 2020)
Awards Committee Chair (March 2017 – December 2019)
Awards Committee Co-Chair (March 2016 – March 2017)
Awards Committee Member (June 2015 – December 2019)
Legacy Awards Committee Liaison (April 2016 – December 2019)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Site Team Member (August 2015 – August 2021)

Evidence-Based School Counseling Conference
2020 Conference Site Coordinating Co-Host (November 2018 – March 2020)
Conference Proposal Review Committee (September 2016 – August 2022)
Advisory Board Member (February 2016 – August 2022)

Florida School Counselor Association
Communications Committee, Webmaster (August 2022 – present)
Ethics Committee Member (October 2020 – present)
Governing Board – Past Chair (July 2019 – June 2020)
Governing Board – Chair (July 2018 – July 2019)
Governing Board – Assistant Chair (July 2017 – June 2018)
Governing Board – Member (July 2016 – June 2020)
Convention Committee (August 2014 – December 2019)
Communications Committee Chair (July 2016 – June 2020)
Communications Committee Member (August 2007 – December 2011)

International Society for Policy Research and Evaluation in School-Based Counseling
Founding Member (January 2017 – present)

Southern Association for Counselor Education and Supervision
2022 Conference Co-Coordinator (Jan. 2022 – present)
Past-President (July 2020 – June 2021)
Emerging Leaders Committee, Chair (July 2020 – June 2021)
Nominations and Elections Committee, Chair (July 2020 – June 2021)
Research and Practice Grants Committee, Chair (July 2020 – June 2021)
President (July 2019 – June 2020)
President-Elect (July 2018 – June 2019)
President-Elect-Elect (October 2017 – June 2018)
2018 SACES Conference Program Chair (October 2017 – November 2018)
Newsletter Editor (July 2015 – September 2017)
Convention Committee Member (August 2014 – November 2015)
Research Grant Reviewer (August 2014)

2022 Academic Program Review External Review Report

Department of Counselor Education

Review Team Members:

Dr. Sejal Foxx
Professor and Chair, Counseling
University of North Carolina – Charlotte

Dr. Joshua Watson
Professor and Chair, Counseling and Educational Psychology
Texas A&M Corpus Christi

Dr. Jesse Saginor
Professor and Chair, Department of Urban and Regional Planning
Florida Atlantic University

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): None

Master's (MA): **Master's of Education - Clinical Mental Health Counseling**
Master's of Education - Clinical Rehabilitation Counseling
Master's of Education - School Counseling

Doctoral (Ph.D.): **Counseling**

B. Summary of Visit

This report provides the findings of the review team for the academic program review of FAU's Counselor Education Program based on a review of the academic program review report, web materials, additional materials requested and emailed to the team, and interviews. The interviews with department stakeholders, ranging from students to faculty, occurred via Zoom on January 24 and 25, 2023. In addition to these group meetings, the review team met with the following individuals separately during the site visit:

Dr. Steve Silverman, Dean, College of Education
Dr. Bill Kalies, Interim Dean, Graduate Studies
Dr. Karin Scarpinato, Executive Associate Vice President for Research
Ms. Debra Szabo, Director of Assessment, Accreditation, and Articulations

Each meeting lasted from 30 to 75 minutes and provided the review team with much of the insight incorporated into this academic program review report.

C. Major changes since the last program review

Since the last program review, the Department of Counselor Education underwent multiple changes related to faculty, accreditation, and the formal establishment of rigorous, measurable student learning outcomes. The major changes since the last program review include, but are not limited to the following:

1. Two of the accrediting bodies merged between 2014 and 2017, which resulted in the department converting the Rehabilitation Counseling program to a Clinical Rehabilitation Counseling Program. The program was fully converted and accredited through 10/31/2023, and

is currently undergoing re-accreditation.

2. Approximately around the time of the previous academic program review , the department hired three faculty members that have contributed extensively to elevating the program through research, service, and teaching. The two new faculty hires will be replacement hires for faculty that have retired since the previous academic program review.
3. The entire department's programs at the Master's and Doctoral levels are also currently undergoing re-accreditation, with their self-study portion of the process concluding in May, 2022. The accrediting body, CACREP, will be conducting a site visit in Spring of 2023, and meeting in Summer of 2023 to determine re-accreditation.
4. Despite multiple competing programs in the area, the department's accreditation by CACREP elevates their degree programs above competing programs in the region.
5. The department developed a comprehensive mission statement driven by three overarching goals to accomplish its mission
    a. The mission statement is: *Our mission is to educate students for professional counseling practice and leadership in local, national, and international domains. Mindful that education extends beyond coursework, faculty and students collaborate with schools, communities, agencies and other professionals, to conduct research, and provide services in accord with the highest ethical and professional standards and values in response to the personal, educational, and vocational needs of individuals and families living in diverse and multicultural environments including persons with disabilities. Faculty aspire to produce new knowledge and relevant research, create dynamic atmospheres for learning, and inspire students to actualize their potential, all with the goal of achieving just solutions to human concerns.*
    b. The three goals to achieve this mission are creating an ethically-informed professional identity; carrying out a disciplined scholarly inquiry and research agenda; and a commitment to efficacious professional service.
6. A large portion of the academic program review report discusses the establishment of student learning outcomes (SLOs) to ensure that the program is meeting and/or exceeding its obligation to accrediting bodies, the State of Florida, FAU, and its students in terms of the provision of education. The program has an extensive evaluation process of SLOs at the master's and doctoral levels. Their process is multifaceted and addresses all the critical curricular, practice, and dispositional standards we (as a profession) look for in an emerging counselor/counselor educator.

Part 2: Findings

A. Strengths

1. Faculty/staff/student interaction and research opportunities
    a. The level of interaction appears to be extremely high and positive within the department.
    b. Students discussed multiple research opportunities with multiple professors, enabling them to better understand their coursework and pathways to professions and research.
    c. Adjuncts also discussed continuing research with faculty and/or collaborating on new research with faculty.
2. Students discussed the program as being extremely supportive and having a very connected cohort. One major theme discussed multiple times revolved around the opportunities for developing and/or expanding leadership abilities in multiple courses and experiences.
3. Training grant
    a. Creates community engagement by strengthening connections to the community between FAU, Counseling Education, and addressing community mental needs.
4. Highly involved with professional organizations and editorships, without any financial or related compensation such as course releases.
5. The Early Career Academy sponsored by the Division of Research is extremely helpful in fostering the ability to pursue and write grant proposals.
6. Faculty credit for chairing dissertations creates an incentive to chair and ensure that students graduate to get compensation.
7. Great reputation – 90 quality applicants with minimal recruitment competing for 18 spots in their CMHC program.
8. Every single group we interviewed mentioned the amazing work done by Mikeala Kursell to make sure everything runs smoothly between faculty, students, and adjuncts within the program.
9. Many of the faculty have obtained tenure and promotion at FAU, demonstrating long-term

stability of the faculty and the program. Additionally, the department's faculty as a whole are the most research-productive and grant-productive in the College of Education.
10. New dean is very supportive of the program and faculty in trying to change the culture for the better.
11. The self-study report and visit demonstrate that the Counseling program as a whole has a robust assessment plan that is aligned with CACREP standards. They have identified student learning outcomes for the core and specialty areas. Furthermore, the program uses the data generated from the SLOs to make programmatic decisions and improvements.

B. Weaknesses

1. Doctoral-level Statistics Course within Program
    a. One of the only major hurdles discussed by all students stemmed from the quantitative statistics course required and taught by the Math Department. The course is a pure statistics course without direct examples and application to data and topics in Counseling Education. As a result, students have many issues trying to get through the class, even with the tutoring available. Whether a current faculty member or one of the new hires could teach a quantitative class related to counseling to address this issue is unclear.
2. Programmatic activities somewhere on campus if space is unavailable within the department.
    a. We know that there is a conference room available to students when not in use, but there is a minimal amount of dedicated space within the department and building for students to meet and/or congregate. Possible programming activities elsewhere on campus provide opportunities for strengthening student cohesiveness.
3. Clerical support
    a. The department previously had two clerical support staff to cover all aspects of the program, including field placement. While everyone from the department head to students raved about Mickaela, the department could benefit greatly with additional clerical support. If a full-time person cannot be hired, possibly explore hiring someone at 50% or co-hiring someone with another department in the College of Education.
    b. Additional support is needed for clinical placements, internships, practicum, and related administrative work
4. Funding for recruitment of doctoral students
    a. While doctoral student stipends and related benefits have increased significantly, the cost of living in South Florida may still not make these offers competitive.
5. Need for additional pre- and post-award grant support to ensure that grants and related expenses, such as paying adjunct faculty when grants result in faculty course buyouts, are paid for in a timely manner.
6. Discretionary funding for travel to conferences, software, and related uses above and beyond current levels. The current levels - $700 to attend a conference if the attendee is not presenting a paper and $1,1000 if the attendee is presenting a paper - is extremely low. While it is preferred that grants fund these types of expenses, for new faculty, these amounts only partially cover expenses.
7. Lack of course/program diversification. The course offerings are standard related to core CACREP course requirements, but the program needs to diversify course offerings to better differentiate their programs from competing programs.

C. Recommendations

1. Determine the best way to tap into the various health-related initiatives, such as the possibility of creating a counseling clinic as part of future campus-based health expansions. Health is a major strategic initiative at FAU as well as in the State of Florida. Based on FAU's current strategic plan, the department can tap into three of the four institutes of excellence. Additionally, there should be a role for counseling within future health initiatives, but it will require working with the College of Medicine and the College of Nursing to define this role and develop partnerships.
2. Additional faculty lines would enable them to meet the current and future mental health needs of the region and state. Accreditation related to faculty-student ratios limits the current number of students allowed in the program. Given the infusion of funding from federal and state government initiatives, the demand is obvious, but the accreditation standards require additional full-time faculty to increase the number of students in the program.
3. Considering the large amount of funding brought in by training grants, the department should continue to explore and/or work with the Division of Research to determine how to recoup a greater share of those funds.
4. Develop a comprehensive strategic plan to better focus/tailor the Ph.D. program and Master's programs related to the goal of "Transforming Counseling" outlined throughout the self-study report. This strategic plan should incorporate ways to address weaknesses from the self-study report, this external review report, and any additional issues that may need to be addressed after the program is re-accredited in the coming year. Moreover, the timing of

the strategic plan provides an opportunity to incorporate the new faculty hires as part of the vision of the department to achieve the goal of “Transforming Counseling” in the future.

Conclusion

Overall, the Counselor Education program appears to be making great strides as a collective unit. The faculty are distinguished scholars who contribute positively to the profession’s advancement. Additionally, their training approaches, at the master’s and doctoral levels, appear to be well-connected to community and professional needs as their graduates are highly competitive applicants and sought out by many employers. Despite noted limited resources, the faculty are committed to each other and the university. This collective vision helps the program stand out and serves as a model for other programs in South Florida. As the program prepares for its accreditation visit and subsequent transition to the new 2023 CACREP standards, we anticipate positive changes to its curricular offerings that will keep FAU graduates at the forefront of their profession.

Questions from the department

There were no specific questions included in the report from the department to the academic program review team.

Florida Atlantic University Academic Program Review Self-Study Report

Program:	Educational Leadership Degree Programs: Adult and Community Education Leadership Higher Education Leadership School Leadership
Program Director/ Coordinator Name:	Dr. Robert Shockley
Program Self-Study Contact:	Dr. Robert Shockley, Department Chair
Self-Study Contact Email:	Shockley@fau.edu
Self-Study Contact Phone Number:	561-297-3551

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A. Mission and Purpose of the Program

In September of 2018, the Department of Educational Leadership and Research Methodology engaged in a yearlong strategic thinking project lead by the department's Quality Committee that culminated in the document presented below identifying our vision, mission, and values. The faculty unanimously voted to approve this foundational document in September of 2019.

Our Vision

We strive for a transparent, caring and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

Our Mission

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four program areas: Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders and researchers in Florida, the nation and the international community through our research, courses, undergraduate and graduate programs, professional learning and community service.

Our Five Values

Integrity

We strive to act with honesty, transparency, and respect.

Learning Community

We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.

Social Justice, Diversity, Equity and Inclusion

We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.

Innovative Action

We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.

Excellence

We strive for quality in everything we do individually and collectively.
With our values, we strive to align our words and actions.

Link to FAU Strategic Plan for the Race to Excellence

The Strategic Vision statement of the department (including the department's Mission, Values, Aspiration and Priorities) aligns with many components of the FAU's Strategic Plan for the Race to Excellence. Platforms related to Community Engagement; Global Perspectives and Participation; as well as Leadership, Innovation and Entrepreneurship are clearly aligned with the department's Strategic Vision statement. Other areas related to a commitment to excellence (Quality), professional development of faculty, and interdisciplinary approaches to research are additional areas of alignment.

- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice, and Human Rights

B. Previous External Reviews

All degree and certification programs in the Department fall under the categories of both academic (Ph.D.) and professional (Ed.S., M.Ed.) programs. The programs are aligned with standards at the national level [Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education), Florida Educational Leadership (FELE) Competencies and Skills, Florida Professional Leadership Standards (FPLS), Professional Standards for Educational Leadership (PSEL), National Educational Leadership Professional Standards (NELPS), Association for the Study of Higher Education (ASHE), University Council for Educational Administration (UCEA), Commission of Professors of Adult Education, Knowledges, Attitudes, and Skills in Adult and Community Education, Institution for the Professional Development of Adult Educators, English for Speakers of Other Languages, GED Preparation Program, and state and professional accrediting agencies, in particular the Florida State Department of Education which confers licensure on school leadership program completers, adult and community education completers, and career/workforce education postsecondary completers. FAU is a full UCEA University member institution which sets the highest national and international standards in the field.

The School Leaders Master's/Specialist Program is approved by the Florida Department of Education for Educational Leadership (Appendix A). Consequently, the program is also reviewed annually by peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports.

The program is then reviewed every 5 years through a peer reviewed site visit. The School Leaders faculty is submitted their eIPEP this fall and the external review will be scheduled for the Spring of 2023.

During the 2016-17 academic year the School Leaders program went through an extensive review of their program in collaboration with school district partners in Broward, Palm Beach, and St. Lucie Counties. A selfstudy and external review were conducted by Quality Measures. Based upon the findings from this review the curriculum for the master's degree was completely redesigned. A Quality Measures review was repeated in 2019-20 where further modifications were made in collaboration with school district partners, including new partners from Martin, Okeechobee and Oceola school districts.

Finally, the School Leaders Program was reviewed by the Council for the Accreditation of Educational Programs (CAEP) in 2022 as part of the College of Education Accreditation Review. No areas of weakness or need for program improvement were identified.

Other reviews of all the programs in the department including Higher Education Leadership and Adult and Community Education Leadership (ACE) have occurred through the university SACS review and internal reviews by state standards and national organizational standards entities. The last APR review of all department programs was conducted in 2015-2016.

C. Instruction

Establishment of Student Learning Outcomes (SLOs)

The College uses an assessment tool, Livetext, for all competencies assessed as critical assignments. Student Learning Outcomes (SLOs) are mapped to specific indicators in course assignments and scored by faculty using competency rubrics. Livetext merges student demographic data from university systems for use in an assessment tool format with both aggregate and disaggregate reporting features available. Resulting data are available to faculty as disaggregate student performance data and are shared as aggregate data for use in program evaluation. Content validity is addressed with the commitment to faculty designed rubrics, and constant revision of rubric language and focus based on review by program faculty.

Student Learning Outcomes Assessments (SLOAs), with assessments and program improvement plans are presented for the Higher Education Leadership master's degree and the School Leadership master's degree, the Specialist degree in Adult and Community Education (ACE) and School Leadership Specialist degrees, and the PhD programs with tracks in School Leadership, ACE and Higher Education. Each program has student outcomes identified in areas of Critical Thinking, Communication and Content Knowledge. See Appendix B for outcomes by degree and program area.

Assessment of SLOAs and Program Improvement

At the Master's and Specialist Degree levels competencies are embedded in selected courses. These competencies are assessed using rubrics leveled as Exemplary, Satisfactory, Emerging and Unsatisfactory. All students are required to achieve a score of at least Meets Expectations on the competency to earn a passing score in the class. At the Doctoral level assessments occur for the Qualifying (also known as Comprehensive) Exam, Doctoral Dissertation Proposal Defense, and the Dissertation Defense. Rubrics are also used to score and evaluate these assessments. Consequently, proficiency on all program outcomes must be demonstrated for students matriculate successfully through the program. Assessments and program improvements for each program can be found in Appendix B.

Program Improvement is evident throughout the department in all program areas. Due to declining enrollments in the Higher Education master's degree, triggered by institutional changes in the university's funding support for graduate assistantships the faculty are transitioning the program to completely on-line with the mixture of synchronous and asynchronous course delivery options.

Program improvement in the ACE Master's degree program has relied on a shared-market focus and has been completely restructured since the last APR review. The master's program has been offered on-line and has been marketed extensively. A sustainability strand is embedded in the program. ACE courses for the ACE Specialist and Doctorate level are available online, face-to-face, and in blended delivery models. Students through field

projects, internships, and directed conferences are engaged in their communities, both professional and experientially.

Unfortunately, due to resignation of a faculty member, the ACE Master's degree has a freeze on admission that has been instituted effective for the 2023 Spring semester. This action was necessitated with the resignation of a faculty member who had primary responsibility for the advising and coordination in this program. At the PhD level, the same action has taken place due to the recently announced retirement of a full professor that was coordinating and advising in the ACE PhD program area. With no current faculty now in the ACE program area, the department is working with the FAU administration to determine the future of this program area. In the recent history of the program, faculty from other disciplines within the Department and the College have shared their expertise with the ACE students at all levels.

The School Leaders Program was re-designed in 2017, in collaboration with school district partners. The School Leaders Master's degree program is committed to partnering with area school districts in the delivery and continuing development of our programs. Strong partnerships are currently underway in Broward County School District, Palm Beach County School District, St. Lucie School District, Martin County School District, Okeechobee County School District and the Osceola County School District. (it should be noted that Palm Beach and Broward are two of the largest school districts in the nation).

Since the COVID-19 pandemic, department Master's and PhD courses have primarily been offered in online and blended models. Students engage in experiential field projects, internships and directed conferences. Students in the undergraduate leadership minor program also engage in capstone projects that have made meaningful contributions to the community.

At the doctoral levels all program areas have worked together to completely revise the protocol and content of the Qualifying Exams. Additional program revisions have occurred in both the Higher Education and School Leaders programs in the Professional Knowledge areas of the PhD curriculum.

Graduate Programs

Limited Access The department offers graduate degrees at the Master's, Specialist and Doctoral levels. Applications are reviewed by faculty members where a variety of criteria are considered including experience, a writing sample, a goals statement, a sponsor statement (school leaders), letters of recommendation, resume, and an interview (doctoral program and School Leaders master's degree).

Admissions criteria

The admission process for the School Leader's Master's partnership programs is as follows:

- This program requires the candidate to be nominated by their school principal.
- All principals will receive a memo about the program in early fall and interested principals will attend a mandatory principal information session.
- Principals who attended the information session will receive a link to the nomination system to submit nominations online.

- Upon principal nomination, nominees will be invited to an information session; Attendance at the information session is required.
- Nominees who attended the information session will receive an email with a link to apply. Note: Nominees who have already earned a master's degree can earn a second master's degree or apply to the Specialist Program that includes additional course work after the 22-month long Master's portion of the program has been completed. Prospective candidates should reach out to the Program Coordinator to see if you are eligible for the Specialist track.

Application Process for Admission to the Program

After the Information Session, nominees will receive an email containing the link to apply to the program

- Complete the online application.
- The candidate must prepare the following documents to upload to the university GradCAS portal:
    1. Unofficial undergraduate transcripts

       Note: All official transcripts will be sent into the Graduate College in addition to uploading an unofficial copy to the application.

    2. Unofficial graduate transcripts (if applicable)
    3. Application essay (The essay prompt will be provided in the email that will contain the application link.)
    4. Professional resume.
    5. Copy of the candidate's Florida Professional Certificate
    6. Teacher evaluations for the 3 years prior to applying
    7. Contact information for the candidate's nominating principal or district leader and one additional person of the candidate's choice who will complete a recommendation letter for the candidate, • Participate in an admissions interview and timed writing activity that will be scheduled as part of the admissions process.

The admission process for the School Leaders IDEAL Master's Degree option is the same, except references to district partnership involvement.

The Higher Education Leadership and the ACE Leadership Masters/Specialist programs, as well as all PhD programs (excluding School Leaders) require that the following items must be submitted to the Graduate College for consideration for admission:

1. FAU graduate application.

2. Official transcripts from all institutions. (Undergraduate GPA of 2.5 is required for Master's Degree and a Graduate GPA of 3.0 is required for 2nd Master's/Specialist and Doctorate degrees);

4. Submit the following information to the Graduate College GradCAS portal:

a. An essay that identifies career goals and how the program the student is planning to pursue will enable them to meet these goals

b. A professional résumé

c. Letters of professional reference: Two for the master's and specialist's programs and three for the doctoral program

d. Participate in an interview with faculty (All PhD programs).

All application information is reviewed by faculty prior to admission decisions.

Enrollment information (DDI B4, C1 and C2)

Table 1, 2 and 3 demonstrate stable and healthy enrollment in the department via Departmental Dashboard Indicators (DDI). Doctoral degrees in the department have sustained healthy enrollment over a significant period. While the Master's Degree in Higher Education Leadership has shown a decline in enrollment, the Master's Degree in School Leaders has shown a steady and strong increase in enrollment since the last APR review. The decline in the Higher Education Master's degree is attributed to the university decision to stop funding the tuition waivers for graduate assistants employed by FAU's Division of Student Affairs.

The Higher Education Leadership Ph.D. program continues to be attractive, especially to full-time professionals attending part-time and the admissions and enrollments reflect this popularity. However, the university's decision to not fund graduate research assistants and their tuition waivers has negatively impacted the ability of the program to recruit and retain full-time students interested in research.

The Higher Education Leadership (HEL) M.Ed. program has seen a significant decline in applications and enrollment due to the confluence of several factors. First, FAU decided to eliminate the tuition and fee waiver associated with graduate assistantships. Although there are 2-3 GA positions with the CLASS Office (Academic Affairs) and 1-2 positions Athletics (Athletic Advising) that still carry a tuition and fee waiver, the majority of our previous positions with SAEM now only carry a $15 per hour stipend with no tuition/fee waiver. The impact of the lack of tuition and fee waivers on recruiting new full-time students has been devastating – the number of overall applications to the M.Ed. program went from 64 in 2019 to 57 in 2020 to 48 in 2021 and 31 in 2022. Our closest competitor for fulltime students prior to this change was Nova Southeastern University. Nova offers their incoming full-time students who work as GAs an enticing package that includes a stipend, tuition and fee waiver, and free housing. Although we were able to compete when we offered a stipend and tuition/fee waiver because many of our full-time students lived at home with their parents, once we no longer over the tuition/fee waiver we were not competitive at all. Exacerbating the situation was the COVID-19 pandemic which prompted our program to go completely virtual and spawned "The Great Resignation." Prior to the pandemic, higher education institutions were able to get away with paying entry-level administrators' low salaries because those entry-level administrators were willing to make less money because they believed in the mission of higher education. However, the pandemic provided people with time to reflect on their careers and suddenly many higher education administrators have chosen to leave higher education to earn more money and to have more flexible remote work arrangements (which higher ed has in general been reluctant to do). The entry-level administrators that continued to work in higher education institutions were faced with picking up the duties of people who left and candidate pools to replace them have dried up significantly. This has

impacted our part-time students who work full-time as their stress levels have risen which has had two effects on our program. One, our part-time students who work full-time have increased work and stress loads resulting in some taking leaves of absence from the program (for example, 5 in 2021-2022). Two, since our primary pool of candidates for the program is people who work full-time at FAU, Palm Beach State College, and Broward College – although many of these people would like to earn a master's degree the job demands right now are precluding many of them from applying because they do not feel that they have the time to complete the coursework.

Initiatives in the department since the last APR review include the establishment of a new interdisciplinary Undergraduate Minor in Leadership Studies, as well as a restructured online master's degree in Adult and Community Education Leadership.

At the master's degree level, the School Leaders program has established additional partnership initiatives with area school districts including the following counties: Broward County Public Schools, The School District of Palm Beach County, Martin County Schools, St. Lucie County Public School District, Okeechobee County School District, and the School District of Osceola County. These school districts are fully engaged in the co-constructed curriculum, course delivery, candidate matriculation, admissions, and program review/continuous improvement. The School Leaders Program has also established a synchronous on-line option (IDEAL) for candidates that are not part of the partnership, utilizing the same curriculum framework.

Table 1: DDI B4 Headcount Enrollment

B 4 a Majors Enrolled By Level (Annual Headcount)
Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors				1,270	28,782
Masters/Specialist	242	264	298	812	4,922
Doctoral	157	154	159	240	1,132
Unclassified				34	2,706
Total	**399**	**418**	**457**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Table 2: Department Admissions

Admits FALL 2016 - SUMMER 2022							
Fall, Spring, Summer	**2016 - 2017**	**2017 - 2018**	**2018 - 2019**	**2019 - 2020**	**2020 - 2021**	**2021 - 2022**	**Total**
Master's School Leaders	54	78	48	68	51	54	353
Specialist School Leaders	17	21	10	8	11	16	83
PhD School Leaders	6	11	10	11	10	17	65
Master's Higher Ed	54	38	46	48	48	31	265
PhD Higher Ed	14	13	12	12	12	18	81
Master's A.C.E.	0	5	15	26	13	8	67
Specialist A.C.E.	1	0	1	0	0	3	5
PhD A.C.E.	10	7	5	6	4		32
Total	156	173	147	179	169	147	971

Source: EDLRM Department Database
Note: SL = School Leaders, HE = Higher Education Leadership, ACE = Adult and Community Educational Leadership

Higher Education Leadership Ph.D. applications and admissions have remained steady and increased slightly during the second year of the pandemic. Full-time graduate research assistants no longer receive tuition waivers from FAU and hourly stipends are less than $15 an hour. Master's degree admissions have been declining due to FAU no longer funding the tuition waivers for Master's degree graduate assistants in the Division of Student Affairs. These factors have negatively impacted the ability for the Higher Education Leadership program to recruit and retain full-time students at the Ph.D. and M.Ed. levels.

The Annualized State-Fundable FTE Produced by Level (Table 3) demonstrates an increase from 2018-19 to 2020-21 across both Grad I (non-doctoral) and Grad II (doctoral) levels, and that the EDLRM department is responsible for 46% of the College of Education Annualized State-Fundable FTE at the graduate level. Table 4 shows the impact of department service courses taken by those students who are declared majors outside of the department.

What these tables do not reflect is the large number of non-fundable FTE generated by the department. For example, a large number of FAU employees are currently enrolled in the Master's and Doctoral degree programs in Higher Education Leadership. These students do not generate fundable FTE and are not included in these data. Also, in our School Leaders programs, some students use Certificates of Participation earned through supervising teacher/principal candidates in clinical placements. Each certificate provides allowance for up to six credits within a semester and consequently, these students would also not be included in these data. A number of the students in the ELRM ACE Masters and Doctoral degree level are also from within the university community from a host of different fields, generally outside of the College of Education or from other colleges in the area.

Table 3: DDI C1 Annualized State-Fundable FTE Produced By Level

C 1 Annualized State-Fundable FTE Produced By Level
Educational Leadership

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate Total	**73.8**	**65.9**	**66.8**	**850.4**	**22,443.1**
Graduate Total	**298.7**	**289.0**	**299.1**	**648.7**	**2,588.2**
Grad I	192.0	187.8	207.1	503.0	1,988.3
Grad II	106.6	101.3	92.0	145.8	599.9
Classroom	276.9	264.5	281.8	625.7	2,423.2
Thesis-Dissertation	21.7	24.5	17.3	23.0	165.0
Grand Total	**372.4**	**355.0**	**365.9**	**1,499.1**	**25,031.3**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Table 4: DDI C2: Annualized State-Fundable FTE

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Educational Leadership

		Courses offered by:				
		Educational Leadership			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**				41.0	1,054.5
	Majors outside the department, but within the college	0.7	0.2	0.5	25.7	3,164.0
	Majors outside the college	6.3	7.1	15.3	81.2	5,854.8
	Total	**7.1**	**7.3**	**15.7**	**147.8**	**10,073.3**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department			0.1	341.7	7,376.6
	Majors outside the department, but within the college	44.1	34.2	32.9	186.7	3,266.1
	Majors outside the college	22.6	24.4	18.1	174.2	1,727.1
	Total	**66.7**	**58.6**	**51.1**	**702.6**	**12,369.8**
Graduate	**FTE produced by students who are:**					
	Majors within the department	231.8	228.3	242.6	542.5	2,183.3
	Majors outside the department, but within the college	41.9	36.2	43.7	65.5	256.0
	Majors outside the college	24.9	24.5	12.8	40.7	148.9
	Total	**298.7**	**289.0**	**299.1**	**648.7**	**2,588.3**
Total	**FTE produced by students who are:**					
	Majors within the department	231.8	228.3	242.7	925.2	10,614.4
	Majors outside the department, but within the college	86.8	70.6	77.0	277.9	6,686.1
	Majors outside the college	53.9	56.0	46.1	296.0	7,730.8
	Total	**372.4**	**355.0**	**365.9**	**1,499.1**	**25,031.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours

Average class size and faculty/student ratio

At the graduate level the ELRM's 2020-2021department average section enrollment for lecture courses, seminars and for other course types (e.g. dissertations) is higher than the college mean and is slightly below the university mean

Table 5: DDI B3 Average Course Section Size and Percent of Sections Taught by Faculty

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Educational Leadership

				Educational Leadership			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	**#**	54	51	41	355	4,855
			# Enrolled	937	877	1,023	9,342	222,128
			Avg Section Enrollment	**17.4**	**17.2**	**25.0**	**26.3**	**45.8**
		Sections Faculty-Taught	**#**	12	14	7	215	3,719
			%	**22.2**	**27.5**	**17.1**	**60.6**	**76.6**
	Lab	**Sections Offered**	**#**					876
			# Enrolled					17,696
			Avg Section Enrollment					**20.2**
		Sections Faculty-Taught	**#**					494
			%					**56.4**
	Discussion	**Sections Offered**	**#**					275
			# Enrolled					8,371
			Avg Section Enrollment					**30.4**
		Sections Faculty-Taught	**#**					208
			%					**75.6**
	Other Course Types	**Sections Offered**	**#**		2	7	32	1,185
			# Enrolled		23	41	223	7,580
			Avg Section Enrollment		**11.5**	**5.9**	**7.0**	**6.4**
		Sections Faculty-Taught	**#**		0	3	19	885
			%		**0.0**	**42.9**	**59.4**	**74.7**
Graduate	**Lecture/Seminar**	**Sections Offered**	**#**	160	148	138	323	1,864
			# Enrolled	1,967	1,847	2,024	4,485	26,279
			Avg Section Enrollment	**12.3**	**12.5**	**14.7**	**13.9**	**14.1**
		Sections Faculty-Taught	**#**	108	95	110	250	1,510
			%	**67.5**	**64.2**	**79.7**	**77.4**	**81.0**
	Lab	**Sections Offered**	**#**					74
			# Enrolled					541
			Avg Section Enrollment					**7.3**
		Sections Faculty-Taught	**#**					35
			%					**47.3**
	Other Course Types	**Sections Offered**	**#**	164	159	123	276	1,888
			# Enrolled	595	569	514	926	6,497
			Avg Section Enrollment	**3.6**	**3.6**	**4.2**	**3.4**	**3.4**
		Sections Faculty-Taught	**#**	153	151	123	271	1,825
			%	**93.3**	**95.0**	**100.0**	**98.2**	**96.7**

Source: Instruction and Research File and Student Data Course File

Tables 6 and 7 demonstrate the high efficiency of faculty in the EDLRM department. Table 6 shows that at the graduate level, the annualized FTE produced per instructional person-year is 31.9, while the College's is 18.3 and the university's is 7.1.

Table 6: DDI D1 Annualized FTE Produced Per Instructional Person-Year

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Educational Leadership

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate	8.0	6.7	7.1	23.9	61.6
Graduate	32.5	29.4	31.9	18.3	7.1
Total	**40.5**	**36.1**	**39.1**	**42.2**	**68.7**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

Table 7: DDI D2 Degrees Awarded Per Faculty Instructional Person Year

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Associates	0	0	0	0	0.9
Bachelors	0	0	0	7.5	16.2
Masters	8.1	8.4	10.1	6.3	4.4
Specialist	0.8	0.8	1.3	0.7	0.1
Doctorate	1.6	1.1	1.9	0.7	0.4
First Professional	0	0	0	0	0.2
Total	**10.5**	**10.4**	**13.3**	**15.1**	**22.1**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Curriculum

The first curriculum strand is the Foundational Leadership core which is the first curriculum strand. Six interdisciplinary leadership core courses were developed, Lead 1 through Lead 6. Foundational Leadership courses are taught by faculty from the tree program areas and taken by students across all areas. Lead 1,2,3 Core courses are taught by faculty from the three program areas and taken by students across all areas.
Lead 1, 2, 3 and 4 are at the Master's degree level and Lead 5 and 6 at the Specialist and PhD levels. Lead 4 was eventually removed from the curriculum after a review by the department's Quality Committee because of redundancy found with the course when compared to the other three courses. Currently, Lead 1,2,,and 3 are the three required core courses at the Master's Degree level and Lead 5 and 6 are the two required at the PhD levels.

Professional Knowledge is the second curriculum strand. New Professional Knowledge courses were developed by faculty and focused on the program areas, i.e., Adult and Community Education Leadership (ACE), Higher Education Leadership and School Leaders

The third curriculum strand is Experiential Learning. An Experiential Learning requirement was instituted across programs, in addition to experiential learning embedded in professional knowledge and core courses. Faculty created or revamped internships, field experiences, and externships, including study abroad. A six-credit action learning capstone course at the doctoral level was designed and implemented for the School Leaders PhD program. The innovative Directed Conference course was initiated in 1999 at the American Educational Research Association Annual Meeting. The Higher Education experiential program includes a directed conference focused on research in collaboration with the Association for the Study of Higher Education (ASHE). Offered since 2001, the ASHE Research course was revised during the COVID pandemic to include an online Zoom format and recently realigned to offer an onsite learning opportunity online as well. The Higher Education Leadership M.Ed. program includes an experiential learning opportunity to attend either the American College Personnel Association (ACPA) or NASPA annual conferences. Undergraduate leadership studies students are also engaged in experiential learning through their capstone course.

The School Leaders experiential program includes an annual directed conference course focused on research in collaboration with the University Council for Educational Administration (UCEA), a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders. FAU is a UCEA institutional member. The School Leaders program has committed to having an Invited Scholar Dinner at the UCEA conferences where students and professors from FAU and their guests engage in dialogue and discussion with an outstanding scholar around their current research and areas of interest confronting the profession. Likewise, the School Leaders Program has options to offer a directed conference with International Council of Professors of Educational Leadership (ICPEL) which is committed to serve the interest and needs of professors of educational administration and practicing school leaders.

The Higher Education experiential program includes a directed conference focused on research in collaboration with the Association for the Study of Higher Education (ASHE). Offered since 2001, the ASHE Research course was revised during the COVID pandemic to include an online Zoom format and recently realigned to offer an onsite learning opportunity online as well. The Higher Education Leadership M.Ed. program includes an experiential learning opportunity to attend either the American College Personnel Association (ACPA) or National Association of Student Personnel Administrators (NASPA) annual conferences. Undergraduate leadership studies students are also engaged in experiential learning through their capstone course.

The fourth curriculum strand is research. Research is expected to be integrated across the curriculum, as well as in methods coursework. At the Master's Degree level, all students in the COE are required to take two specific courses: Statistical Methods in Education and Educational Research Methods. At the doctoral level there are more extensive research course requirements for students including Advanced Statistics, Introduction to Qualitative Inquiry, and Advanced Research Methods. Advanced Qualitative Inquiry and Measurement are required of School Leaders doctoral students and are electives for other doctoral students.

Given the lack of tenure-earning faculty in Research Methodology it has been difficult to expand research methods course offerings for students. When one senior faculty member retired in 2016, his position was

not replaced. This leaves only three tenured faculty to teach the research methodology courses. All three are associate professors. We are fortunate that the faculty member, who was a full professor with tenure, continues to teach and serve as a methodologist on dissertation committees. Since the last review the department began offering an additional Measurement course as an elective. This course is now required of the School Leaders Program doctoral students. Additionally, Research Methods faculty have been delivering workshops for doctoral students and faculty on a variety of topics related to research methods. These workshops have been well attended from both within the department, as well as from other departments throughout the college and university. Additionally, the Research Methods faculty have developed and offered special topics advanced courses for doctoral students working on their dissertations, such as a full 3 credit course in predictive modeling in the summer of 2022. These DIS or special topics courses could easily become regular course offerings as needed by the department program areas and the college.

As mentioned previously, all curricula are reviewed annually and revised according to professional standards, accountability measures and state law.

Internships, practicum, study abroad, field experiences

School Leaders Master's Degree

In 2000, the first principal internship course was developed which required students to accrue 150 hours of experience in a single semester. Today the centerpiece of our School Leaders' Master's program has a three-semester internship that entails students earning a total of 450+ hours (150 hours per semester). The second major innovation for the School Leaders Program has been the establishment of district-specific partnership programs that are based on agreements with surrounding school districts in southeast Florida, including the counties of Palm Beach - Leadership for Excellence and Equity (EXEQ), Broward - Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL), Martin, St. Lucie, Osceola, and Okeechobee – Educational Leadership: Intern to Excellence (ELITE). The School Leaders Program has signed an MOU with each county school district that clearly spells out the goals of the university and the district as well as measurable objectives for both the district and the university. In addition, the School Leaders Program has developed a synchronous on-line non-partnership program called Inclusive Development of Educational Administrators and Leaders (IDEAL).

The Department Chair, partnership Program Coordinators, School Leaders Program faculty, and College of Education administration meet with local school district leaders regularly to discuss ideas related to mutually beneficial services and programs. This collaboration, which includes the hiring of local district administrators as FAU adjuncts, serves to help districts identify the most highly qualified pool of future school leaders with the requisite knowledge, skills, and dispositions needed to be successful in their respective districts.

Because our service area districts represent both urban and rural areas, the agreements between FAU and the districts reflect very district-specific needs assessments. The School Leaders Program Coordinators work~~s~~ with each district's leadership development personnel to enhance the quality of their future school leaders.

Field clinical experiences and school leadership coaching are key in leadership development and have become an integral and an extremely relevant aspect of the School Leaders Program at Florida Atlantic

University. Candidates for Level 1 leadership certification are required to immerse themselves in activities linked directly to the Florida Principal Leadership Standards (FPLS), as well as the Florida Educational Leadership Examination (FELE) standards.

Prospective leaders must be enrolled in a fall, spring, and summer internship. Although these internship classes include a classroom discussion component, most of the learning takes place in a local school or district field placement and generally require a minimum of 150 documented hours per internship. At the completion of the three internships, students will have logged a minimum of 450 experiential hours. Local school or district mentors provide opportunities for interns to observe, participate, and lead site-based leadership activities under the tutelage of a Florida school leadership certified principal, assistant principal, or district-based leader and a university-based instructor.

The Adult and Community Leadership education program provides intern and field experiences primarily in community organizations. Some students require specialized settings due to their desire to further their careers in areas they presently work in or aspire to work in. The Field Project instructor or Intern instructor, in concert with the student, determines what the best location is for that student and creates opportunities if none exists. In many situations, the agencies, and organizations (i.e., universities, nonprofit organizations, state agencies, boards, university offices, etc.) are already part of the listing of agencies and organizations that the ACE faculty supervisor has made initial contacts and has a standing contract with for supervision. The student, the potential site supervisor, and the faculty member are involved in outlining the objectives the student will address during the experience.

On occasion, faculty offer a study abroad experience for students. The most recent was in June-July 2022 to London.

Higher Education Leadership Master's Degree

All students enrolled in the Higher Education Leadership program must engage in an experiential component. Master's degree students are required to enroll in 3 credit hours; doctoral students are required to enroll in 12 credit hours. Most students attend the Association for the Study of Higher Education (ASHE) or the National Association of Student Personnel Administrators (NASPA) or ACPA conferences under the guidance of a professor and for credit. Some students elect to gain experiential knowledge through Directed Independent Studies which can include an international component. Prior to the loss of tuition waivers for graduate assistants hired by FAU's Division of Student Affairs, a faculty member taught a Higher Education Internship class each semester where students had the opportunity to seek out interenships at FAU and surrounding higher education institutions to obtain hands-on work experience in a unit of their choice in consultation with the faculty instructor. Students spent 150 hours obtaining work experience in addition to meet 6 times with the instructor and classmates to reflect on their experiences and learn from their peers' experiences. With the decrease in full-time Master's degree students, faculty are working individually with students who still want to obtain internship experience.

Adult and Community Education Master's Degree

As a result of an internal and external review in 2013-2014, the ACE program breathed life into a new online master's degree in Adult and Community Education that focused on sustainability issues. This ACE Master's degree was the first in the country addressing sustainability issues in Adult and Community Education. The Master's adheres to the American Association for Adult and Continuing Education Special Interest Group (SIG) as to the purpose of this endeavor:

To explore and create connections between the fields of adult education and sustainability and environmental education. Members share strategies for developing learning communities that emphasize sustainability and environmental stewardship at institutional, organizational and community levels. (Retrieved from www.aaace.org/).

Ph.D. (All program levels)

All doctoral programs combine an interdisciplinary leadership foundation core with specific tracks in professional knowledge across Higher Education, Adult and Community Education, and School Leadership. The leadership foundation core (Lead 5 and Lead 6) brings together students from the three programs to study and research leadership across diverse settings. Students also can share learning space in their statistics and research methodology classes.

A unique feature of all departmental doctoral-level programs is the inclusion of conference study experiences where master's, specialist, and doctoral students attend state/national/international conferences as part of a course of study. Faculty members that teach these courses have pre-conference and post-conference meetings and requirements, including an evening dinner learning experience where nationally and internationally recognized scholars share their research and interact with students. Feedback from doctoral students consistently indicates the high value of this learning experience. Also offered in the Ph.D. program is a Leadership Externship (Action-Learning). In this experiential six credit course that spans two semesters, advanced doctoral students work together as consultants to address a real and challenging organizational problem identified by a client in the community and that is pre-arranged by the professor. A capstone experience, students can link practice and theory while being of service to the community. Past clients include the Florida Department of Education, Palm Beach County School District, Miami-Dade Public Schools, Florida Atlantic University, Broward College, and the Broward County School District..

Pedagogy/pedagogical innovations

The Department offers courses in a variety of formats, designed to meet the needs of working students, many in demanding leadership positions at the university, school districts and in the community. Courses are offered in 5-week fast track Saturday courses at the Master's/Specialist Degree levels, evening classes held once a week, as well as in on-line and mixed-mode formats. Most doctoral level classes are offered in 6-week executive fast track Saturday courses. Additionally, the School Leaders Master's Degree is offered on four campuses (Jupiter, Davie and Boca Raton). In the summer, courses are offered in six-week sessions where students attend class twice a week.

Technology is frequently used in many classes to meet the need of a geographically diverse student body where Zoom and Microsoft Teams are used for course delivery and department meetings. In addition, many of our students have served as the advocates for more opportunities for learning by embracing technology that is cutting edge.

The Department faculty takes pride in their teaching, emphasizing critical thinking, case study, synthesis, and professional writing skills. At every degree level and across each program track, faculty serves as mentors to our students in the field throughout their careers. It all begins with good teaching and relationship building. The faculty lead the way in creating connections across disciplines, campuses, and learning communities, to "show the way" or "walk the talk" for the students to emulate. Our faculty are now, and were before coming to FAU, leaders in their fields. Our faculty are informed and motivated to see their learners achieve at levels they themselves have not scaled.

Scope of institutional contributions

The Department provides significant service to the university in multiple areas including Research Methodology, Leadership preparation for university students and employees, and faculty leadership in service and governance. Research methodology courses offered through the department support all graduate programs in the College of Education, as well as numerous other graduate programs across the university.

Additionally, the department provides the Measurement and Evaluation course that supports all undergraduate teacher preparation programs in the College. The Research Methodology faculty members serve as methodologists on doctoral committees in the department, and departments outside of EDLRM. In addition, Research Methodology faculty members offer workshops for faculty and graduate students on a variety of research methodology topics. These workshops have been very well attended. Since the Fall of 2015, the department has offered research methods classes for FAU High School students for university credit through their dual enrollment as FAU undergraduate students. This partnership has resulted in the department offering 11 courses and 20 course sections of undergraduate research classes during the 2021-2022 academic year.

A significant number of the department's Higher Education and Adult Education Master's and Doctoral students are university employees, offering leadership preparation for employees that significantly improves the quality of operations throughout the university infrastructure.

The educational leadership's presence is felt across the university. For example, effective January 1, 2023, FAU's Interim President will be a current doctoral student and is anticipated to receive her Ph.D. at the conclusion of the Fall 2022 semester. She currently serves as the Chief Operating Officer and Vice President for Administrative Affairs. Other alumni of the Higher Education program include the university Interim Vice President for Student Affairs and the Associate Vice President for the FAU Foundation. Higher Education graduates hold leadership roles as college provosts, senior vice presidents, presidents, policy analysts in various states. Numerous other department alumni are in positions of leadership at FAU and area colleges.

Additionally, the Higher Education Leadership program has offered undergraduate leadership courses for student leaders in various capacities throughout the university since the Fall 2015 semester. In the area of leadership studies, the department offers an interdisciplinary undergraduate Minor in Leadership Studies. Upon final approval of the university, the department will be offering a pathways program for recipients of the Leadership Minor to be admitted to the Higher Education Leadership Master's Degree.

Department faculty members are heavily involved in leadership within university operations. Since our last review department faculty members have served as Dean of the Graduate College, Provost Fellow, Associate Provost, an Associate Dean of the College of Education, and Director of the Osher Lifelong Learning Institute. Department faculty are heavily involved in faculty governance, providing service as President of the COE Faculty Assembly, Vice President, and President of the University Faculty of Florida (UFF), COE Chair of the International Committee, Chair of the Outstanding Dissertation Awards Committee, and Co-chair of the University Hispanic Serving Institution Interest Group, and Chair of the University IRB. Currently, a faculty member is serving on a joint appointment with the College of Medicine.

Student profile

Table 8: DDI B4 Majors Enrolled By Level (Annual Headcount)

B 4 a Majors Enrolled By Level (Annual Headcount)
Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors				1,270	28,782
Masters/Specialist	242	264	298	812	4,922
Doctoral	157	154	159	240	1,132
Unclassified				34	2,706
Total	**399**	**418**	**457**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Regarding majors enrolled by level, the EDLRM department annual headcount data (Table 8) indicates relatively steady enrollments at the graduate level. Student profile data (Table 9) shows that while the White student population has decreased slightly, some underrepresented minority group enrollments have increased. This is consistent with both college and university trends regarding enrollment diversity. Student demographics (2020-21) depict a department that is 74% female, and 50% White while the college overall enrollment is 81% female and 50% White at the graduate level. The data reveal a steady increase in female White, Black, and Hispanic students. The enrollment of Male White, Black and Hispanic students have remained relatively stable. The college uses a Diversity Data Report http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf to further understand the relationships among faculty, student and service area demographics.

Table 9: Student Enrollment by Gender and Ethnicity

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Educational Leadership (Program CIP: 130401)

			Educational Leadership			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional	American Indian/Alaskan Native	Female					1
		Male					1
		Total					**2**
	Asian or Pacific Islander	Female					26
		Male					30
		Total					**56**
	Black (Not of Hispanic Origin)	Female					12
		Male					5
		Total					**17**
	Hispanic	Female					23
		Male					16
		Total					**39**
	White (Not of Hispanic Origin)	Female					74
		Male					56
		Total					**130**
	Not Reported	Female					6
		Male					6
		Total					**12**
	Total	Female					142
		Male					114
		Total					**256**
Undergraduate	American Indian/Alaskan Native	Female				3	89
		Male					73
		Total				**3**	**162**
	Asian or Pacific Islander	Female				32	902
		Male				6	659
		Total				**38**	**1,561**
	Black (Not of Hispanic Origin)	Female				249	4,169
		Male				25	2,395
		Total				**274**	**6,564**
	Hispanic	Female				294	4,911
		Male				32	3,321
		Total				**326**	**8,232**
	White (Not of Hispanic Origin)	Female				525	6,136
		Male				78	4,921
		Total				**603**	**11,057**
	Non-Resident Alien	Female				18	492
		Male				1	487
		Total				**19**	**979**
	Not Reported	Female				6	131
		Male				1	96
		Total				**7**	**227**
	Total	Female				1,127	16,830
		Male				143	11,952
		Total				**1,270**	**28,782**

Graduate	**American Indian/Alaskan Native**	**Female**		2	2	2	14
		Male	1	1			10
		Total	**1**	**3**	**2**	**2**	**24**
	Asian or Pacific Islander	**Female**	7	7	8	25	185
		Male		1	1	2	132
		Total	**7**	**8**	**9**	**27**	**317**
	Black (Not of Hispanic Origin)	**Female**	83	97	120	213	843
		Male	36	37	32	51	312
		Total	**119**	**134**	**152**	**264**	**1,155**
	Hispanic	**Female**	39	40	55	166	816
		Male	24	21	23	40	493
		Total	**63**	**61**	**78**	**206**	**1,309**
	White (Not of Hispanic Origin)	**Female**	128	141	145	424	1,528
		Male	66	59	60	103	1,111
		Total	**194**	**200**	**205**	**527**	**2,639**
	Non-Resident Alien	**Female**	7	8	6	17	313
		Male	8	4	5	9	296
		Total	**15**	**12**	**11**	**26**	**609**
	Not Reported	**Female**					1
		Total					**1**
	Total	**Female**	264	295	336	847	3,700
		Male	135	123	121	205	2,354
		Total	**399**	**418**	**457**	**1,052**	**6,054**
Unclassified	**American Indian/Alaskan Native**	**Female**					4
		Male					5
		Total					**9**
	Asian or Pacific Islander	**Female**					174
		Male					107
		Total					**281**
	Black (Not of Hispanic Origin)	**Female**				3	299
		Male				2	124
		Not Reported					1
		Total				**5**	**424**
	Hispanic	**Female**				2	390
		Male				2	238
		Total				**4**	**628**
	White (Not of Hispanic Origin)	**Female**				13	680
		Male				12	515
		Total				**25**	**1,195**
	Non-Resident Alien	**Female**					58
		Male					54
		Total					**112**
	Not Reported	**Female**					34
		Male					18
		Not Reported					5
		Total					**57**
	Total	**Female**				18	1,639
		Male				16	1,061
		Not Reported					6
		Total				**34**	**2,706**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

Advising procedures

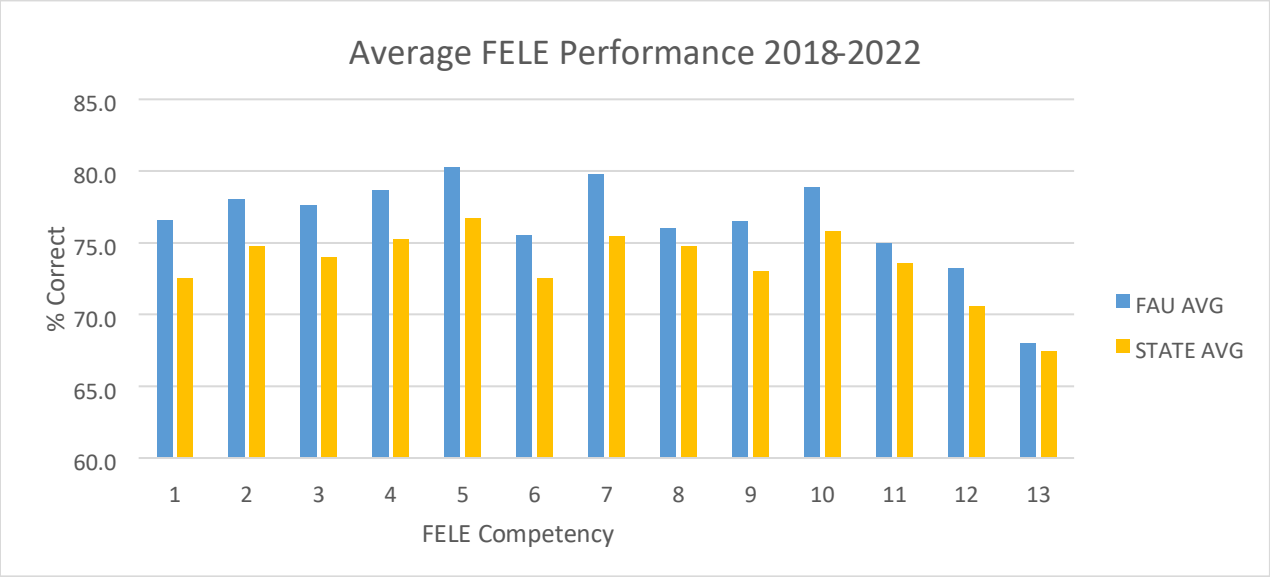
Candidates for EDLRM degree programs apply to one of our three tracks: Higher Education, School Leaders, and Adult and Community Education. Once admitted, the student is assigned a program faculty advisor who works with the student to create a plan of study. The plan of study describes the intended

required courses and a timeline in which the course sequence will be completed. This electronic plan of study is filed with the Graduate College and audited prior to graduation. The student is required to meet with their faculty advisor within the first semester of their program. At the Doctoral level, the student selects a dissertation chair after successfully completing the qualifying exams and being formally admitted to candidacy. This chair works with the student during the dissertation process. Graduation checks, as a final advising component, are completed in the Office for Academic and Student Services in the college and the final review of the dissertation occurs at the Graduate College.

Licensure rates (if applicable)

The School Leaders Master's Degree graduates are required to pass the Florida Educational Leadership Exam (FELE) to graduate. Consequently, our program completer's have a 100% pass rate, even though they do not pass on the first attempt. In Florida, students have the opportunity to take the exam multiple times, if necessary. It should be noted that FAU graduates of this program consistently outperform other candidates in the State of Florida on this exam. The graph below (Table 10) depicts a high level of success of FAU School Leader program completers in comparison to all other institutions in the State of Florida.

Table 10: Average FELE Performance 2018-22



Source: Florida Department of Education: Pearson Results Analyzer

Placement rates/employment profile

The Department of Educational Leadership and Research Methodology does not collect or receive placement data for graduates. However, through school district partnerships the School Leaders program has designed a Leadership Tracking System (LTS) to track the School Leaders graduates at the master's degree level. This data sharing system enables FAU to track graduates as they pursue their leadership journey. The system also enables the participating school districts to use this system for planning, recruiting, and hiring potential principals and assistant principals. These continuing partnerships have confirmed the success of the programs based upon the success of our graduates. Given the successes of

our graduates in strategic positions throughout the FAU service area and in the State of Florida, we are confident of the high level of success of our graduates as they pursue their leadership journey, in school districts, within FAU, in State colleges and universities, state department agencies, and in local communities.

Adult and Community Education does informally track their graduates through Facebook and other social media. ACE continues to invite graduates to attend and co-present at conferences including International Self-Directed Learning Symposium, the AAACE conference, and others mentioned previously. Many ACE graduates are in industries outside of education, e.g., heads of non-profit organizations, police organizations, international educational organizations, health programs, recreation and parks programs and services, senior citizens organizations, and programs for special needs populations.

ACE continues to invite graduates to attend and co-present at conferences including International Self-Directed Learning Symposium, the AAACE conference, and others mentioned previously. ACE updates the career achievements of their graduates in an online PowerPoint.

In Higher Education, currently, most doctoral students work full-time in colleges and universities throughout South Florida as Deans, Directors, faculty, and administrators at institutions such as FAU, Palm Beach State College, Broward College, Miami-Dade College, DeVry University, Keiser University, and Nova Southeastern among others. Many of the master's degree students are employed at Palm Beach State College, Broward College, Miami-Dade College, DeVry University, Keiser University, and Nova Southeastern University among others.

Retention rates

The following study depicts the retention rates for candidates that were admitted to Educational Leadership Masters, Specialist and PhD programs during the 2018-19 academic year.

Table 11: Retention for Students Admitted in Fall 2018-19

Program	Admits	Inactive	Active/Grad	Retention
MED HE	37	0	37	100%
MED SL	49	4	45	92%
MED ACE	15	4	11	73%
Total	101	8	93	**92%**
Program	**Admits**	**Inactive**	**Active/Grad**	**Retention**
EDS SL	7	0	7	100%
EDS ACE	0	0	0	
Total	7	0	7	**100%**
Program	**Admits**	**Inactive**	**Active/Grad**	**Retention**
PhD SL	12	2	10	83%

PhD HE	10	2	8	80%
PhD ACE	6	1	5	83%
Total	28	5	23	**82%**

Source: ELRM Department Database.

The above study (Table 11) tracked all students admitted to department programs during the 2018-19 academic year. These students are tracked in terms of those that were currently still active in the program and those that had graduated. Those that were no longer active and had not completed the program were noted as "Inactive". Overall, the data show retention rates by program for master's degree students as 92%, Specialist Degree students as 100% and 82% for PhD students. The "admits" data element includes all admitted students, whether they matriculated and enrolled, or not. This provides additional insight in that the retention analysis would be even better if the program admits data were available as discrete enrollments.

Graduation rates

Table 12 indicates that degrees awarded in the EDLRM department have recently increased overall. The Master's in School Leaders shows a significant increase, while the master's degrees awarded in Higher Education have a slight decrease. Table 13 reflects data collected by the department and represents discrete degrees awarded by semester and program level. The degrees awarded fluctuate by semester, as indicated by the data.

ACE remains a small program due in part to staffing issues. The future of this program is currently under review by the administration and the faculty.

Table 12: Graduate Data Trends by Term

D 2 Degrees Awarded Per FACULTY Instructional Person Year
Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Associates	0	0	0	0	0.9
Bachelors	0	0	0	7.5	16.2
Masters	8.1	8.4	10.1	6.3	4.4
Specialist	0.8	0.8	1.3	0.7	0.1
Doctorate	1.6	1.1	1.9	0.7	0.4
First Professional	0	0	0	0	0.2
Total	**10.5**	**10.4**	**13.3**	**15.1**	**22.1**

Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Table 13: Graduates by Program Area 2016-22

Fall, Spring, Summer	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total Graduates by Program 2016-2022
Master's School Leaders	32	45	53	49	53	69	**301**
Specialist School Leaders	6	3	8	13	8	9	**47**
PhD School Leaders	7	4	4	3	5	3	**26**
Master's Higher Ed	34	55	30	31	32	30	**212**
PhD Higher Ed	5	8	8	8	9	5	**43**
Master's A.C.E.	0	0	2	8	5	12	**27**
Specialist A.C.E.	2	0	0	3	0	0	**5**
PhD A.C.E.	3	7	3	2	4	4	**23**
Total Graduates by Academic Year	**89**	**122**	**108**	**117**	**116**	**132**	**684**

Source: ELRM Department Database

The ELRM department engaged in internal "time to graduation" studies. The first involved all ELRM PhD graduates during the 2021-22 academic year. Of those graduating the average period in the program was 5 years and one semester. It is important to note that our students at the doctoral level are overwhelmingly full-time employees and part-time students. At the masters and specialist degree another study was conducted using 535 students that were admitted during the 2018-19 academic year. These students were tracked and the average time to graduation in all programs was 2 years for both master's degree and specialist degree.

Student recruitment

The department receives recruitment grants each academic year. The program areas apply for these funds and the awards vary, with each program receiving at least $2500. These funds have been used for the preparation and purchase of promotional materials, hosting recruitment sessions and other department recruiting. Each program area has participated in these recruitment efforts. Additionally, scholarship opportunities are shared with perspective students via the department website. Presidential and Provost Fellowships for graduate students are awarded annually through funding in the Graduate College. The problem is that most of our students work and do not meet the criteria for being a full-time graduate student.

The School Leaders faculty aggressively recruit in area school districts, holding recruitment events for both the masters and PhD degrees. Social media is also used for recruitment in all program areas. Higher Education Leadership faculty recruit from area colleges, community colleges, universities and within FAU.

D. Faculty

i. Administrative Structure

The Department of Educational Leadership and Research Methodology includes three degree granting programs: School Leaders (SL), Higher Education Leadership (HE), Adult and Community Education Leadership (ACE), and a service component for both the department and the COE, Research Methodology. Each program area has a program leader, whose responsibility is to provide leadership to the program, coordinate program initiatives and activities, chair program area meetings and assist the chair in program area reporting, as well as represent the program area in internal and external functions. Program leaders used to receive small compensation for this time-consuming administrative role. That was ended when there was a change in leadership at the dean level due to budgetary concerns.

The Department of Educational Leadership and Research Methodology includes 3 degree programs: School Leaders (SL), Higher Education Leadership (HE), Adult and Community Education Leadership (ACE), and a service component for both the department and the COE, Research Methodology. Each program area has a program leader, whose responsibility is to provide leadership to the program, coordinate program initiatives and activities, chair program area meetings and assist the chair in program area reporting, as well as represent the program area in internal and external functions.

The School Leaders program offers Master's, Specialist and Ph.D. degrees. The Master's degree program in School Leaders is approved by the Florida Department of Education. Annual Reports are submitted electronically (eIPEP), and peer reviewed at the FLDOE level. Site visitation of peer reviewers are conducted every five years and the next site visit is scheduled for 2022-23.
The Higher Education Leadership program offers master's and Ph.D. degrees, as well as an undergraduate minor in Leadership Studies. The program also provides a service to the university by offering undergraduate leadership courses for university student leaders. The program has a strong partnership with the University Office of Student Affairs.

The Leadership Studies (LDR) Minor Program reflects the interest of FAU's undergraduate students in learning leadership education. The LDR minor is for students who want to make progress on issues they care about in their personal, community, and professional lives. The LDR minor makes students more marketable, most likely bringing students into a job interview with skills that their competition does not have on their resume. The LDR Minor is also a pathway to Graduate School.

In Spring 2013, the Educational Leadership and Research Methodology Department offered LDR 2010: Introduction to Leadership courses for undergraduate students. Over 800 students have taken the LDR 2010 courses. On April 24, 2015, the Leadership Studies Minor was approved by the FAU's University Faculty Senate, and the program continues to grow.

The Leadership Studies minor enables students to complement any major with a focus on leadership; the Leadership Studies minor consists of 16 credit hours and allows students to take 7 credit hours from foundational courses from the Higher Education Leadership Program and 9 credit hours from interdisciplinary courses. As an interdisciplinary minor, the curriculum blends with all majors, is open to all degree-seeking undergraduate students, and engages students in critical thinking in relation to three knowledge domains: SelfAwareness as a Leader, Leadership and Teams, and Leading Our World.

The ELRM faculty member that coordinates the Leadership Studies Minor supervised 181 sections of LDR courses and has supervised 89 capstones through which LDR students have volunteered over 4,000 hours of academic service-learning; all hours of academic service-learning contributed to FAU earning the Carnegie Foundation Elective Community Engagement Classification. From Fall 2015 to Summer 2022, 72 students have graduated with the LDR minor.

Table 14: Leadership Studies Minor Productivity 2015-22

Total of Student Enrollment in the Leadership Studies Minor Courses, 2015-2022	3243
Total of students graduate with the LDR minor, 2015-2022	72
Number of supervised LDR capstones, 2016-2022	89
Number of LDR courses offered, 2015-2022	181

Source: ELRM Database

Table 15: Leadership Studies Enrollment History

FAU Undergraduate Leadership Studies Minor's Student Enrollment

Academic Year	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023
Semester	F	Sp	Sm	F	Sp	Sm	F	Sp	Sm	F	Sp	Sm	F
Total per Semester	167	178	49	169	173	42	246	210	60	207	221	74	215
Grand Total per Academic Year	394			384			516			502			215
Total of Student Enrollment in the Leadership Studies Minor Courses													**2,011**

Source: ELRM Database

The Adult and Community Education program has traditionally offered Masters, Specialist and Ph.D. programs. The majority of the partnerships have been with state and/or local state colleges or community organization. The Master's degree is delivered exclusively online. This small on-line degree has been marketed state-wide and has a unique sustainability strain embedded in the courses. Given current staffing issues, admissions to both ACE degree programs has been frozen, pending further review of the viability of continuing to offer the program. The department chair is working with the current students and department faculty to ensure that existing students in both programs have the support needed to successfully complete their degree requirements.

The Research Methodology program provides service courses in research methodology to the department, College of Education, and several other colleges within the university. The faculty also serve as research methodologists on doctoral committees. The Research Methodology program offers an undergraduate Measurement and Evaluation service course for the undergraduate teacher preparation programs. Because there is no degree offered in statistics and/or research methodology, there are no graduate assistants available to the faculty to lessen their instructional load. The department also offers undergraduate research courses (dual enrollment) for students at FAU High. Finally, the department offers Introduction to Qualitative Inquiry and Advanced Qualitative Inquiry for doctoral students that are conducting qualitative research. Methods faculty who serve on doctoral committees throughout the college are not able to have this count toward their teaching load.

The School Leaders Program offers a large master's degree program leading to Level 1 Educational Leadership Certification in the State of Florida, a small specialist degree, and a large PhD program. Strong partnerships with area school districts have proven valuable to the department through grant funding opportunities, special initiatives to address school district needs in professional development, and through assistance in student recruitment for both the Master's degree and PhD programs.

ii. Faculty profile

Table 16: DDI B2 Instructional Faculty and Adjuncts by Gender and Ethnicity

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Educational Leadership

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Educational Leadership			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	**Male**					1
	Total					1
Asian or Pacific Islander	**Female**				2	42
	Male				5	110
	Total				7	152
Black (Not of Hispanic Origin)	**Female**	1	1	1	8	53
	Male				1	26
	Total	1	1	1	9	79
Hispanic	**Female**	1	1	1	5	45
	Male	3	3	3	4	44
	Total	4	4	4	9	89
White (Not of Hispanic Origin)	**Female**	10	10	10	41	323
	Male	5	5	4	18	393
	Total	15	15	14	59	716
Total	**Female**	12	12	12	56	463
	Male	8	8	7	28	574
	Total	20	20	19	84	1,037

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Educational Leadership

Adjuncts		Educational Leadership			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Female					1
	Total					1
Asian or Pacific Islander	Female				1	9
	Male	2		1	1	8
	Total	2		1	2	17
Black (Not of Hispanic Origin)	Female	8	14	12	17	64
	Male	9	9	6	8	27
	Total	17	23	18	25	91
Hispanic	Female	4	4	3	10	53
	Male	9	6	9	10	33
	Total	13	10	12	20	86
White (Not of Hispanic Origin)	Female	21	24	22	71	214
	Male	14	16	15	27	167
	Total	35	40	37	98	381
Total	Female	33	42	37	99	341
	Male	34	31	31	46	235
	Total	67	73	68	145	576

Source: Instruction and Research File

Since the last APR review in 2016 the faculty have lost 3 tenured faculty members (2 due to retirement and 1 to dismissal). These faculty losses included one Black female, one Asian male, and one White male. Only one tenure earning position has been hired (White male) to replace these critical positions. Three new clinical instructors (non-tenure earning) have been hired to support the partnership program with area school districts. One faculty member has returned to the department from a university appointment and one tenured faculty member is serving on a 50% appointment with the College of Medicine.

The department has a total of 18 full-time faculty members for the 2022-23 academic year, with an additional retirement of a full professor to be effective in January of 2023. This will bring the total faculty to 17. Of the current faculty, 6 faculty members are full professors, 8 are associate professors with tenure, and 4 are nontenured instructors. Twelve are White, one is Black, 4 are Hispanic, and 1 is Asian. The faculty is composed of 11 females and 7 males.

iii. Faculty teaching load

The ELRM department is the largest Ph.D. granting program in the university and has been for many years. The department currently has 159 active doctoral students and 57 of these are currently enrolled in dissertation. With only 14 doctoral faculty dissertation supervision loads are heavy.

Faculty members in the department generally teach the equivalent of a 2/3 load which is heavy in light of the weighty dissertation supervision, service and research expectations. An ongoing factor that impacts the entire department, both in teaching, service, and scholarly productivity, is the large number of active doctoral students registered for dissertation. Prior to 2019-2020, dissertation supervision was counted in faculty teaching loads, based on student enrollments in dissertation credits. Twelve (12) dissertation credits per semester equaled one course.

During the 2015-16 APR review the following policy was articulated regarding the chairing of dissertations and serving on doctoral committees, however, in 2019-2020 the provost changed the following policy unilaterally:

> Typically, the chair of the dissertation committee is granted instructional credit (4 students registered for 3 credits each) equal to a course section. Faculty members who serve as committee members receive no credit toward their teaching loads, however this work is acknowledged for service. A doctoral committee must have a minimum of three graduate faculty, including the chair.

This dissertation policy had been in place for over 20 years and while not perfect it provided a system for maintaining the quality of the department's large doctoral program. With such a large program the quality of dissertation supervision is critical.

Unfortunately, in the 2019-20 academic year the Provost unilaterally dictated that Academic Affairs would no longer financially support dissertation supervision during the summer semester. This action was just prior to the summer semester beginning, after schedules for faculty and students were set. The faculty filed a grievance against the university. While the summer semester issue was resolved for the summer 2020 semester, the prior policy for assigning dissertation and teaching loads was revoked. Another grievance was filed and after a long process the grievance was not supported, leaving no plan in place for how chairs can assign dissertations as part of the faculty assignment. Two years later, this issue still has not been resolved, but faculty are not receiving instructional credit for students enrolled in their dissertation courses. As faculty members have retired or resigned, the heavy dissertation loads are exacerbated.

Course releases have been granted for grant/foundation buy-outs, program coordination, exceptionally large advising loads, and for special initiatives of the department. Additional releases are granted as per faculty governance policies. Stipends and overloads for these duties have been greatly reduced for the most part, beginning with 2019-2020.

iv. Summary of faculty research productivity

Table 17: Faculty Person Years and FTE Devoted to Research

II. Research, Creative & Scholarly Activities
A Assessment Goals and Outcomes for Research (reported separately)
B 1 Faculty Person Years and FTE Devoted to Research
Educational Leadership

				Educational Leadership			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	2.6	2.8	1.8	10.6	150.3
			FTE	3.5	3.7	2.4	14.2	200.4
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				0.1	5.1
			FTE				0.1	6.8
	Other personnel paid on faculty pay plan	--	Person-Years					19.9
			FTE					26.5
	Other	--	Person-Years				0.1	1.1
			FTE				0.1	1.4
	Total		Person-Years	2.6	2.8	1.8	10.8	176.3
			FTE	3.5	3.7	2.4	14.4	235.1
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.8	0.4	0.4	1.6	31.2
			FTE	1.1	0.6	0.5	2.2	41.6
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.4	0.2	0.4	2.2	7.7
			FTE	0.5	0.2	0.5	3.0	10.3
	Other personnel paid on faculty pay plan	--	Person-Years				0.7	55.9
			FTE				0.9	74.5
	Other	--	Person-Years	0.0				0.6
			FTE	0.0				0.8
	Total		Person-Years	1.2	0.6	0.8	4.5	95.4
			FTE	1.6	0.8	1.0	6.0	127.2

Source: Instruction and Research File
'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

Table 18: Research/Scholarly Productivity/Efficiency Data

D 1-9 Efficiency Data
Educational Leadership

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Books (including monographs & compositions) per faculty member	0.5	0.0	0.2	0.2	0.1
2. Other peer-review publications per faculty member	2.2	0.0	1.9	1.6	1.3
3. All other publications per faculty member	0.2	0.0	0.2	0.6	0.8
4. Presentations at professional meetings or conferences per faculty member	3.6	0.0	3.6	2.6	1.4
5. Productions/Performances/Exhibitions per faculty member	0.0	0.0	1.5	0.3	0.3
6. Grant proposals submitted per faculty member	0.2	0.2	0.5	0.8	0.7

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity

Note: 2019-20 data is missing from university database.

Research/scholarly productivity for books, peer reviewed publications, presentations, remains high despite heavy teaching and dissertation chair loads. Not reflected in these tables are recent increases in grant activity in the department. Table 16 reinforces the concern about heavy teaching and service loads. Heavy

assignments in Instruction and Service reduce the FTE devoted to research. The FTE devoted to research is significantly below college and university numbers, even though productivity in these areas remains consistently high as demonstrated in Table 17.

The 2021-22 academic year was another very productive period for the faculty in EDLRM. A summary of their research/scholarship is as follows:

- Published/Edited Books – 5
- Chapters in Books – 13
- Refereed Articles – 30
- Refereed Papers Presented – 41
- Editorial Board/Journal Reviewer – 17
- Editorships – 2

Other recent honors and accomplishments of faculty include:

- Jupiter Campus Faculty Member of the Year
- Florida Association of Professors of Educational Leadership (FAPEL) President and Past President
- President Florida Educational Research Association
- COE Scholar of the Year
- Emerging Scholar Award – Diverse Issues in Higher Education
- Senior Scholar Award – Council for the Study of Community Colleges (CSCC)
- Book of the Year Award – American Association of Hispanics in Higher Education (AAHHE)
- Class of 2022 Diamond Honoree Award – ACPA
- Grants Awarded 2021 to Current - $3,278,091
- Contracts Awarded - $524,260

Source: EDLRM Faculty Accomplishment Spreadsheet

v. Strategic planning for hires

Probably no area of planning is more important than hiring personnel. The department has yet to recover from a long period of hiring freezes, massive budget cuts where tenure-earning faculty positions were frozen, staff positions eliminated, and hiring was limited to non-tenure earning positions. This has been especially damaging to EDLRM due to retirements and resignations, where positions were not able to be filled. However, the needs in program areas are many and the position approvals have been limited. Consequently, careful thought and analysis, with clear priorities established are required in planning for hires.

Areas of consideration when recommending positions to be filled include:

- Areas of need (especially areas where it is difficult to hire adjunct faculty)
- Strengths and weaknesses in program area. Where are there gaps in program coverage?
- Opportunities and threats (both external and internal) Where can new markets be cultivated?
- How are the department's programs aligned with University Strategic Plan values, goals, pillars and platforms?
- Opportunities to generate alternative revenue streams (e.g., grants, development, workshops/seminars, or sponsored courses)?

With other departments in the College having serious needs as well, combined with limited resources in the college, it is essential to have a clearly articulated rationale to the Dean regarding the importance of filling requested positions, including the data needed to support the request(s).

vi. Abbreviated faculty CVs (see Appendix E)

D. Research

i. Review of part II of the department dashboard indicators

In summary, section V depicts an extremely productive faculty in relation to scholarship. This is impressive given their high teaching and service loads/productivity.

ii. Interdisciplinary efforts and community engagement efforts

The EDLRM Strategic Vision Statement establishes clear priorities that flow from our Mission, Vision, and Values. A guiding priority of the department is to cultivate alliances both within the university and with schools, colleges and universities, governmental and community organizations, public and private. *Section vi.* describes the partnerships that have been established with area school district partners in the design and delivery of the School Leaders Master's Degree. Also mentioned in section *vi. (Administrative Structure)* is the interdisciplinary Minor in Leadership Studies, in collaboration with the Office of Student Affairs and other colleges in the university research methods dual enrollment courses offered in collaboration with FAU High School.

iii. Establishment of goals for research

Research Goals for the department include:

- Pursue external funding opportunities in areas of Higher Education, School Leadership, Adult and Community Education, and Research Methodology.

- Continue to pursue funding (both internal and external) to support travel and other expenses associated with maintaining high levels of research/scholarship.

- Work with senior faculty to establish clear and attainable goals, as well as the support needed, to maintain research/scholarship productivity.

- Reduce the current 2/3 teaching load to 2/2.

iv. Assessment of how well goals are being met

Annual faculty evaluations detail faculty accomplishments, publications and research productivity. Additionally, junior faculty receive annual Progress Toward Tenure letters and a third-year review. The EDLRM department chair provides faculty and the Dean annual reports detailing progress in the achievement of department goals.

E. Service/Community Engagement for Department/School

i. Community engagement

Given the large numbers of Doctoral students, graduate faculty members in the EDLRM department are heavily engaged in dissertation committees. As of spring 2022, 57 of the doctoral students were registered for dissertation credits. This translates to 50 dissertation committees requiring faculty service. The department has numerous committees (both standing and ad hoc) established to conduct department business and guide program improvement. For example, a committee was created to revise and restructure the comprehensive exam for Doctoral students. EDLRM faculty members are also very active in college and university committee work ranging from committee membership on the college P&T to serving as President of the COE Faculty Assembly and serving on the university Institutional Review Board.

Faculty are active in their professional communities outside of the university. Many serve as officers of professional organizations, editors, and referees for professional publications, and within local partnership executive boards. Efficiency data demonstrated in Table 18 identify a very strong commitment to service and reflect totals higher than both the college and university service efficiency totals.

Table 19: DDI C 1-3 Efficiency Service Data

C 1-3 Efficiency Data
Educational Leadership

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Faculty memberships on department, college or university committees per faculty member	6.4		18.2	7.7	3.1
2. Faculty memberships on community or professional committees per faculty member	2.3		4.2	3.2	1.4
3. Faculty serving as editors or referees for professional publications per faculty member	0.6		0.6	1.0	0.8

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity

ii. Review of part III of the departmental dashboard indicators for Department/School

The EDLRM faculty are heavily engaged in service, both within FAU and the external community. Tables 18 depicts a faculty committed to service

iii. Establishment of goals for service

In the EDLRM mission statement the aspiration of the department reads “We focus on the preparation and support of practitioners, leaders and researchers in Florida, the nation and the international community through our research, courses, undergraduate and graduate programs, professional learning and community service. Hence, the depiction of the impressive work of EDLRM faculty in Table 19 reflects our aspiration.

iv. Assessment of how well goals are being met

Annually, the EDLRM department has a beginning of the year all-day retreat at an off-campus location. This retreat is used for the analysis of data related to department goals, productivity and effectiveness in research, instruction, and service. We celebrate our successes, discuss our needs, and set goals for the coming year. Goals to be discussed for the 2022 retreat are presented in F (the next section).

F. Other Program Goals for School or College

Programmatic goals for the 2022-23 academic year are as follows:

Department Goals for 2022-23

- Prepare self-study, and action plan responses for the department's Academic Program Review (APR)

- Department Review of Doctoral Program, especially dissertation credits considering university dissertation discussions.
- Department Review of Research Methodology courses both current and courses that might be added for doctoral students.
- Continue to strengthen department partnerships both internal and external to the university.
- Continue to support and expand department partnerships with BalancED (Egypt), Universidad Tecmilenio (Mexico), Universidad Femenina del Sagrado Corazon (Peru), and University Hassan First University of Settat (Morocco).
- Continue to partner with FAU High to offer undergraduate research courses for FAU High students.
- Continue to support and expand our partnerships with area school districts including Broward (PROPEL), Palm Beach (ExEq), and Martin, St. Lucie, Okeechobee and Osceola (ELITE).
- Continue to support and expand department institutional partnerships for undergraduate leadership and research including the FAU High initiative and the Leadership Studies Minor.
- Continue to support the outreach of the Office of Appreciative Education.
- Continue to support the outreach and grant/contract initiatives of the Office of Educational Leadership Learning (OELL).

- Work with university and college staff to update and make the department website current.

- Continue to explore alternative revenue streams for the department. Options include non-credit courses, sponsored/contract courses, or programs, as well as working with University Development for externally funded initiatives.
- Continue to pursue external funding opportunities in areas of Higher Education, School Leadership, Adult and Community Education, and Research Methodology

- Establish and maintain department Facebook page and explore the use of other social media for ongoing communication and promotion of the department with current students, alumni and the community.

i. Describe and assess how well goals are being met

An annual report of the Chair to department faculty delineates the progress of the department in achieving the goals established for the prior year.

G. Strengths and opportunities that support achievement of program goals for School or College.

Strengths

- Faculty committed to continuous program recruitment and improvement. (All programs)
- Defined set of shared values with diverse approaches to leadership preparation, research methodologies, and conceptual frameworks. (All programs)
- National and international consultancies, advisory boards, editorial boards, and keynotes. (All programs)
- The Department is one of the leaders in international education. (Fulbright, Research Fellowships, Visiting Faculty positions, study abroad, hosting international visitors, and leadership of the College's International Committee aligned with the Office of International Programs)
- Faculties' statewide, national, and international reputations. (e.g., UCEA, ASHE. NASPA, AAACE, CSCC Senior Scholar, Research Fellows, awards and publications)
- Loyal and accomplished alumni. (All programs)
- Faculty committed to school district-university partnerships, community partnerships and interdisciplinary partnerships within the university. (All program areas)
- Year-round supervised principal internship. (School Leaders Master's Degree/Certification Program)
- High Program Standards (exceeding state and national standards) Resulting in high test scores on FELE. (School Leaders)
- Undergraduate leadership courses for student leaders and Minor in Leadership Studies. (Higher Education Leadership)
- Diversity of students and faculty. (All programs)
- Current MOU's in place with BalancED (Egypt), Universidad Tecmilenio (Mexico), Universidad Femenina del Sagrado Corazon (Peru), and University Hassan First University of Settat (Morocco).
- University of Malaya and Southwest University in South Africa and partnership with South China Normal University. (All programs)
- Research and leadership initiatives at the undergraduate level. (Research Methodology and Higher Education)
- On-line initiatives with potential for State-wide marketing. (All programs)

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Opportunities

- New markets can be cultivated for EDLRM services, Undergraduate, FAU High, local school districts, dual enrollment), State-wide stakeholders through on-line marketing. (All programs)
  Build upon existing partnerships within the university and in the communities, especially school district for program development and grant opportunities. (All programs) Recent grants with Broward and Oceola school districts are examples.
- Build upon the national and international recognition of faculty for marketing and international partnerships. (All programs)
- More aggressively pursue alternative revenue streams to support program excellence.
- Build support centers, staffed by doctoral students with expertise in research methodology to provide assistance to faculty and students in support of their research.
- Offer a wider range of quantitative and qualitative methodology courses.
- Expand our number of full-time students to enhance the quality of our programs and to assist the university in becoming a tier one university.

- With the expansion of Zoom and other platforms for course delivery, Higher Education Leadership has many opportunities to expand enrollment at the masters and doctoral levels, but is limited by faculty resources and the lack of payment for overloads and compensation such as dissertation supervision.

- New markets can be cultivated for EDLRM services, Undergraduate, FAU High, local school districts, dual enrollment), State-wide stakeholders through on-line marketing. (All programs)
- Build upon existing partnerships within the university and in the communities, especially school district for program development and grant opportunities. (All programs) Recent grants with Broward and Oceola school districts are examples.
- Build upon the national and international recognition of faculty for marketing and international partnerships. (All programs)
- More aggressively pursue alternative revenue streams to support program excellence.
- Build support centers, staffed by doctoral students with expertise in research methodology to aid faculty and students in support of their research.
- Offer a wider range of quantitative and qualitative methodology courses.
- Expand our number of full-time students to enhance the quality of our programs and to assist the university in becoming a tier one university.

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Strengths

- Faculty committed to continuous program recruitment and improvement. (All programs)

- Defined set of shared values with diverse approaches to leadership preparation, research methodologies, and conceptual frameworks. (All programs)
- National and international consultancies, advisory boards, editorial boards, and keynotes. (All programs)

-
- The Department is one of the leaders in international education. (Fulbright, Research Fellowships, Visiting Faculty positions, study abroad, hosting international visitors, and leadership of the College's International Committee aligned with the Office of International Programs) • Faculties' statewide, national, and international reputations. (e.g., UCEA, ASHE. NASPA, AAACE, Research Fellows, awards and publications)
- Loyal and accomplished alumni. (All programs)
- Faculty committed to school district-university partnerships, community partnerships and interdisciplinary partnerships within the university. (All program areas)
- Year-round supervised principal internship. (School Leaders Master's Degree/Certification Program)
- High Program Standards (exceeding state and national standards) Resulting in high test scores on FELE. (School Leaders)
- Undergraduate leadership courses for student leaders and Minor in Leadership Studies. (Higher Education Leadership)
- Diversity of students and faculty. (All programs)
- Current MOU's in place with BalancED (Egypt), Universidad Tecmilenio (Mexico), Universidad Femenina del Sagrado Corazon (Peru), and University Hassan First University of Settat (Morocco).
- Research and leadership initiatives at the undergraduate level. (Research Methodology and Higher Education)
  On-line initiatives with potential for State-wide marketing. (All programs)

H. Weaknesses and threats that impede program progress for School or College

Weaknesses

- Lack of faculty and other personnel (understaffed), resources (underfunded) and infrastructure (not systemic) to take advantage of leadership opportunities. (All programs)
- Faculty compensation and loads are not competitive with other SUS universities and definitely not aligned with Research I universities. (All Programs)
- Faculty support is woefully inadequate, especially in light of policies that have reduced benefits for graduate assistantships (GTA, GRA, GA). (All Programs)
- As faculty numbers have declined, expectations and pressures for the remaining faculty to assume university, college and departmental service has increased. (All Programs)
- Faculty are expected to be productive with research and conference presentations, but the travel funding has not increased since 2015, although expenses have been exorbitant. (All Programs)
- Large geographic service areas surrounding FAU. This is also a strength; however, there are challenges to providing service to school districts, community colleges, colleges, and other stakeholders spread out over a large geographic area. (All Programs)
- Limited professional development opportunities for in-service administrators and school board members. (School Leaders)
- Annual teaching assignments not consistent with doctoral faculties in the field. (All programs)

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- Need to increase graduate assistant pay and scholarship/fellowship to improve recruiting of more full-time GA's. Need to offer 5 scholarships per year per program area to be competitive on national level and recruit beyond regional border. (All Programs)
- Need to increase adjuncts' pay to attract more experts from all the fields. (All Programs) More support for doctoral students in research methodology needed. Existing faculty are stretched too thin. (All Programs)
- Limited alternative revenue streams to support faculty, students and programs. (All Programs)

Threats

- An administration that does not have a clear vision for the support of graduate programs (especially doctoral programs).
- The weaknesses described above pose significant threats to keeping faculty at FAU since the compensation and support threaten our ability to keep qualified faculty.
- Faculty teaching loads are too heavy, especially since dissertation supervision is no longer counted in the teaching loads.
- Political interference in curricular areas such as HB 7, especially in relation to critical race theory. Further political interference in other areas of faculty life, such as changing the post tenure review processes at the legislative and Board of Governors levels in ways that do not necessarily ensure academic peer review processes.
- The continued reduction of staff supports in the ELRM office. These individuals are vital for continued quality and provide essential supports for both students and faculty.
- Adoption of institutional policies that are not sustainable for maintaining program quality.
- Lack of sufficient staff and faculty in critical areas (Can't continue to do more with less)
- Changes within the university infrastructure (can be opportunity or a threat). For example, a new president and a new provost with the next two years facing interim positions in each.
- Projected faculty retirements in critical areas
- State policy impacting demand for enrollment.

I. Resource analysis for School or College

Teaching Loads

A serious issue in the department is the heavy teaching load for faculty crossing all degree levels and programs. This issue places considerable stress on important infrastructure issues, quality control and the department's ability to recruit faculty at both the tenure-earning and senior tenured levels. Given that the university aspires to become a tier one research institution, faculty must reapportion their assignments so that more time is allowed for research and writing.

The large numbers of doctoral students, especially at dissertation levels place additional stress on the system. Currently there are 159 active doctoral students in EDLRM and 57 of these students are

registered for dissertation credits. When reviewing the department's number of senior graduate faculty who can chair committees (11) we can justify a need for a better student-faculty ratio.

It is recommended that the department move to a 2/2 base teaching load with additional course releases used as needed and justified. Table 18 clearly shows the very high level of faculty productivity in service, while Tables 16 and 17 depict the department's high level of productivity in research. Tables 1-7 depict the very high level of productivity/efficiency in degree production and Table 11 shows a record in the department of very impressive retention of students in graduate degree programs. This is clearly a highly productive faculty. Systems (load, infrastructure and policy) need to be in place to avoid the negative, if not dire, consequences of excessive strain over time and to sustain and further expand this productivity.

Faculty Incentives and Support for Grant Writing and Securing Additional Resources

Securing grants to support the mission and aspiration of the department is extremely important. Systems should be developed to provide faculty with support (e.g., graduate assistant, course release, travel to meet with funding agencies, and technical assistance) during the writing and submission process. In some program areas with few faculty, having a grant can penalize the program because the faculty member is taken out of the classroom to work on the grant.

New Faculty Needs

Immediate Needs

Current (immediate) priority needs for new faculty are in the Research Methodology, School Leaders and Higher Education. With Adult and Community Education Leadership staffing concerns the program is under internal review. If the program continues, then faculty positions are essential. If the program is not continued, then these positions should be invested in faculty positions in other areas of the department. The department desperately needs immediate support with tenure-earning faculty positions in each of the program areas to support the current unstainable dissertation loads. With retirements pending soon in School Leaders and Higher Education leadership a potential crisis in on the horizon.

Another area of immediate concern is the continuation of a lack of support demonstrated by the college for support staff. Over the past two years the department has gone from 4 office support positions to 2. The 2 remaining positions have picked up the workload, but morale has negatively been impacted. With these positions having very low salaries the department chair has asked the administration for position upgrades, with salary increases to be included. At this time this request has been denied. With no plan in place for addressing this issue, retirements are anticipated during the next year in both positions, leaving the department in a dire position that will negatively impact our students and faculty. Staffing positions are currently difficult to fill throughout the university and given the current classification of these positions, the opportunity of replacing these positions with quality candidates is very unlikely. Exit surveys of graduates consistently mention the wonderful support and assistance that they receive from office staff that go beyond expectations to taking care of students and staff. *Long Term Needs*

It is important to strategically address succession planning in the department as it is anticipated that in the next five years numerous retirements of senior faculty members (in all program areas) are anticipated. Again, particularly given the large number of doctoral students in the department, succession planning must address the hiring of senior faculty members in combination with junior

faculty. Visiting positions are short-term solutions to immediate gaps in faculty needs and cannot be answers to long term needs.

Travel to Support Faculty and Student Scholarship

While the Dean has been supportive of faculty travel ($1,100 per year if paper is being presented; $800 in not presenting a paper), much more is needed to support faculty scholarship and professional growth. While this support is appreciated, considerably more support is needed. When possible, the chair will supplement with additional support but when additional resources are not available that is not possible. The current support, while generous by FAU standards, is simply not sufficient to promote a level of excellence that is consistent with the department mission and aspiration, as well as in line with other highly recognized doctoral granting departments in the field.

For experiential learning, students at the doctoral level in all programs, participate in conference study experiences where they attend national and international conferences as part of a course of study. Faculty members that teach these courses have pre-conference, during and post-conference meetings, and require students to attend a dinner or lunch learning experience where nationally and internationally recognized scholars share their research and engage with students.

Funding is needed to support travel expenses for students and the faculty responsible for the courses and funding is needed for hosting events at the conference for students. Feedback from students consistently indicates the high value of this learning experience. These are precisely the kind of learning experiences that are valued by graduate students. Funding for these students to be able to attend these functions has been very limited. Considerably more resources are needed to financially support students enrolled in these experiential classes.

Branding and Marketing

The South Florida Service Region provides the challenge of marketing EDLRM programs in a competitive marketplace. Historically, the approach to marketing in the College of Education has been "build it and they will come." Enrollments have been sustained in large part because of the positive working relationships with stakeholders in EDLRM program areas. However, strategic marketing of our programs is much needed, especially in regard to on-line programs that can reach educators throughout the State of Florida and beyond. Expertise and investment in branding and marketing EDLRM programs must be a priority.

J. Future Directions for School or College

New initiatives are underway that will move the department into new directions, while maintaining the excellence of programs currently offered. First, The School Leaders Program, through their partnership initiatives have created significant grant and contract opportunities with these school districts. The department is currently partnering with six school districts. Given that the newest school district is not in the FAU service region, the potential expansion of this program to other school districts in the State of Florida remains a distinct possibility.

Given some declining enrollments in the Higher Education Master's degree program the department is in the process of marketing this program as an on-line program. This will expand the reach of this program beyond current markets. Additionally, the program has established a pathway for candidates

that have completed the Undergraduate Leadership Studies Minor to enter the master's program in Higher Education Leadership.

The future of the Adult and Community Education programs will have a significant impact on the future of this department. If the program continues, specific plans must be put in place to commit to necessary faculty resources that will be essential to make this program viable. If this program is not continued, the resources associated with this program must be re-invested in other significant needs in the department, specifically in doctoral program faculty. Either way, an urgent need is to take care of the existing masters, specialist and PhD students that are currently in the ACE program.

Finally, the faculty are collectively discussing reforms in the department's doctoral program. These potential reforms relate to dissertation credits, Qualifying Exams, the structure of program requirements, and research methodology requirements.

K. Student Feedback

Regarding student feedback, the university surveys students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. Independent studies and dissertation credits and some internships may be excluded. There are 21 questions in the survey, covering various course organization, delivery, and teacher performance topics. Table 20 depicts student responses to question 6 on the survey "Rate your instructor's overall teaching effectiveness in this course". These responses were collected from Summer 2020 to Spring 2021. This data shows consistently impressive ratings from students regarding the quality of instruction, compared to both the College off Education and the university.

Table 20: SPOT Ratings of Instructors

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Educational Leadership

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Educational Leadership			College Total			University Total		
		Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021
Undergraduate	# Sections	3	18	14	54	139	98	877	2,319	1,997
	Mean Rating	**2.0**	**1.3**	**1.6**	**1.6**	**1.5**	**1.6**	**1.8**	**1.7**	**1.6**
Graduate	# Sections	40	44	36	71	93	75	264	565	473
	Mean Rating	**1.5**	**1.3**	**1.3**	**1.6**	**1.4**	**1.4**	**1.6**	**1.5**	**1.5**
Total	# Sections	43	62	50	125	232	173	1,141	2,884	2,470
	Mean Rating	**1.5**	**1.3**	**1.4**	**1.6**	**1.5**	**1.5**	**1.7**	**1.6**	**1.6**

Source: Student Perception of Teaching Results, Summer 2020 to Spring 2021

The department also monitors student satisfaction through graduate exit surveys. All graduating students are requested to complete this survey each semester. This survey confirms a very high level of satisfaction with the department's programs. Results are summarized as follows from data collected from Summer '19 Through Spring '22:

- Of the 220 students' master's student responses from all department programs 98% either strongly agreed or agreed that they received a quality education.

- Of the 23 specialist student responses from School Leaders and ACE programs 100% either strongly agree or agreed that they received a quality education.
- Of the 38 PhD students that responded from all department programs 100% either strongly agreed or agreed that they received a quality education.

As part of the continuous improvement efforts required by accrediting agencies and the FLDOE, the department surveyed employers regarding their perceptions of the preparation of ELRM graduates. Findings confirm that employers have a high level of satisfaction with FAU graduates. On a scale of 1-5, the Likert-designed survey asked employers to evaluate how well the graduates of our statecertified school leaders' program are performing in their school and reflect their perception of the knowledge, skills, and dispositions of the FAU College of Education graduates as it applies in their practice. The responses are developed based on the new FAU 5 School Leader Profile Core Values and Beliefs to serve as a guide in the development of best practices for future program planning. The survey was conducted in April-August 2022. The number of respondents at the conclusion of the survey, August 1, 2022, was 14 (a 8.4% response rate).

Data from this survey identified both strengths and areas for improvement. Concerns identified in ELRM candidates were with the "Relationship Building profile". While the scores on the "Transformative Decision-Maker's profile" were much stronger. Specifics of these findings are presented in Appendix F. Data from these surveys are used for program improvement in the School Leaders master's program.

APPENDICES

Appendix A: Florida Department of Education Program Approval

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

State Board of Education

Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Marva Johnson
Ryan Petty
Andy Tuck
Joe York

Richard Corcoran
Commissioner of Education

December 31, 2021

Dr. John Kelly
President
Florida Atlantic University
Administration Building Room 339
777 Glades Road
Boca Raton, Florida 33431

Dear President Kelly:

The Florida Department of Education conducted a site visit of the state-approved educator preparation program at Florida Atlantic University from April 5-9, 2021. You are to be commended for the work of your faculty and staff in collaborating with the site visit team to ensure that a successful site review was accomplished.

As a result of the site visit and in conjunction with evidence provided by your institution illustrating continued improvement based on feedback provided from the site visit, all educator preparation programs at Florida Atlantic University will receive full approval through December 31, 2028. A report of your state-approved initial teacher preparation program is enclosed with this letter.

In accordance with State Board Rule 6A-5.066, Florida Administrative Code, the commissioner is authorized to grant continued approval of an educator preparation program where the applicant demonstrates that all statutory requirements are met.

Your continued effort to provide high-quality educator preparation programs in Florida is greatly appreciated.

Sincerely,

Richard Corcoran

RC/as

Enclosure

cc: Dr. Stephen Silverman, Dean of the School of Education
Dr. Ernest Andrew Brewer, Assistant Dean for School Engagement

State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Gary Chartrand
Ben Gibson
Tom Grady
Michael Olenick
Joe York

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

August 25, 2018

Dr. Valerie J. Bristor
Dean
Florida Atlantic University College of Education
777 Glades Road
Boca Raton, Florida 33431

Dear Dr. Bristor:

Congratulations to Florida Atlantic University and its esteemed faculty for receiving **Continued Approval** on its revised *Educational Leadership* program at the Master's level. Attached is the report prepared by the Program Review Team that conducted the review. The report includes findings and recommendations related to the State Program Approval Standards 1-3 and their indicators.

Continued approval of this program indicates that your institution's *Standards Details Responses* submitted via the eIPEP platform are compliant with the expectations and intention of section 1012.562, Florida Statutes (F.S.); State Board Rule 6A-5.081, Florida Administrative Code (F.A.C.); and the Florida Educational Leadership Standards (6A-5.080, F.A.C.). Continued approval of *Educational Leadership* is granted through December 31, 2022, which is consistent with all other state-approved educator preparation programs at your institution. Graduates of this program may receive a transcript endorsement indicating ***completion of a state-approved program in Educational Leadership, Master's level.***

Additionally, in conjunction with having a state-approved program in Educational Leadership at the Master's level, Florida Atlantic University may offer a state-approved modified program in Educational Leadership. The state-approved modified program may be offered as additional course work for candidates who already possess a master's degree in another area, but are seeking certification in Educational Leadership. Completers of this program may receive transcript endorsements indicating the completion of a *Florida state-approved modified program in Educational Leadership*.

Continued state approval is contingent upon the submission and approval of an Institutional Program Evaluation Plan (IPEP) by November 15 of each year, while at the same time meeting the requirements outlined in Section 1012.562, F.S., and State Board Rule 6A-5.081, F.A.C.

Any changes and/or improvements made within an approved program at your institution should be monitored by the institution as a part of its annual review and should be reported in the IPEP

Congratulations again, and the department wishes you the very best and much success with the implementation of this revised state-approved program. Your continued interest in providing quality educator preparation programs in Florida is appreciated.

Sincerely,

Eileen L. McDaniel
Chief, Educator Recruitment, Development and Retention

Enclosure: Florida Atlantic University's Educational Leadership Program Report

Cc: Dr. Robert Shockley, Chair, Educational Leadership & Research Methodology
Mandy Mims, Bureau of Educator Certification
Patti Piazza, Bureau of Educator Certification

Appendix B: Student Learning Outcomes – Educational Leadership and Research Methodology

Florida Atlantic University

Educational Leadership and Research Methodology

October 20, 2022

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2 Outcome 2 36

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3 Outcome 3 37

3.1 Students will demonstrate proficiency in writing skills. 37

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1.1 Students completing the doctorate (school leaders track) will acquire advancedknowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts. 39

2 Outcome 2 40

2.1 Students completing the doctorate will demonstrate advanced research and analytical skills. 40

3 Outcome 3 41

3.1 Students will demonstrate proficiency in writing skills. 41

ED: M.Ed. Education Leadership: K-12 ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal

Outcome 1

1.1 Outcome

Content Knowledge

Content knowledge will be demonstrated through the Educational Leadership Master's students' work in EDA 6232 CA #2. CA #2 requires students to create a lesson plan for a professional development session to teach teachers about education law that impacts their daily practice. Students will only be successful designing this lesson plan if they themselves understand the content of educational law.

1.1.1 Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content, writing, and FELE competencies and skills.

Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

IMPLEMENTING STRATEGY

In EDA 6232 CA #2, students will develop a lesson plan utilizing the textbook and online sources to demonstrate a thorough understanding of educational law with regard to compliance with federal and state statutes. SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \Satisfactory\" or \"Exemplary\" on all assessed rubric components."

RESULTS

EDA 6232 was only offered in the Summer of 2021.All students earned \Exemplary\" or \"Satisfactory\" on all rubric criteria. The results for each of the CA 2 rubric criteria is listed below.Identify legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents: All students earned Exemplary.Teacher speech rights framework: 85% of students earned Exemplary and 15% earned Satisfactory.Teacher speech rights framework applied: 77% of students earned Exemplary and 23% earned Satisfactory.Fourth Amendment framework for teachers: 38% of students earned Exemplary and 62% of students earned Satisfactory."

DATA SUMMARY

The program improvement goal by September 2022 is to utilize Law modules with the with the 2021 Cohort Students around the following legal topics: 1. Legal Framework for School Leaders 2. Constitutional Rights - Students and Teachers
(which includes the Fourth Amendment) 3. Special Education and Diverse Populations 4. Employment Law

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome

Critical Thinking

Critical thinking outcomes are achieved in EDS 6052 Instructional Leadership 2 and demonstrated in Competency Assessment #1.The course focuses on the school as a learning organization that addresses instruction and improved student learning. Students will develop leadership skills by learning and applying a variety of data analyses, systems that support

student learning, professional development, and instruction. Professional development needs will be identified and aligned to improve teaching and learning. Curriculum standards, professional development standards, differentiated instruction, and culturally responsive curriculum will be included. Students will identify and use appropriate ways to recruit, hire and retain high quality teachers. School culture will be analyzed with specific strategies to improve and sustain a high performing school. Attention will be given to the use of feedback to help teachers with their professional growth.

2.1.1 Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content, writing, and FELE competencies and skills.
Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

IMPLEMENTING STRATEGY
EDS 6052 (Instructional Leadership 2) Competency Assessment #1: Continuous Improvement for Improved Student Learning The student will develop a written plan outlining the implementation of a PLC within their schools. Students will use analyzed data to identify curricular goals and learning objectives. From the identified goals, students will develop a PLC based on one identified student achievement goals with specific learning objectives. The plan will include identification of staff professional development needs related to the goal, identification of PLC membership, plan for development of a collective PLC vision, timeline for implementation, location of PLC, and use of the Continuous Improvement Model to successfully reach student achievement goal.

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emering, Unsatisfactory, Did Not Submit. Students must earn \Satisfactory\" or \"Exemplary\" on all assessed rubric components."

RESULTS

EDS 6052 was only offered in the Summer of 2021.Students generally earned \Exemplary\" or \"Satisfactory\" on all rubric criteria. There was one criteria,\"Format and References: The student will use appropriate formatting following the APA style\", where all students earned a Satisfactory except 1 student who earned Emerging."

DATA SUMMARY

In comparison to the previous cohort and as evidenced by the 2021 data, the learning activities implemented in the course improved student outcomes specifically in the \Summary of data analysis\" and \"Curricular goals and learning objectives.\" However, 0% of students earned Exemplary on\"Format and References: The student will use appropriate formatting following the APA style.\"In addition to continuously monitoring students' application of critical thinking skills through the criterion associated with this assessment, a secondary program improvement goal by September 2022 will be to include support for students around learning the new APA version 7."

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome

3

3.1 Outcome

Communication

Communication outcomes are achieved in EDS 6050 Instructional Leadership 1 Competency Assessment #1: Data Analysis for Instructional Planning and Improvement. This course focuses on the role of the instructional leader in improvement of student learning and meeting students' needs through data analysis, and development of instructional improvement strategies to improve classroom performance and student learning. This is accomplished through the examination, application, and evaluation of best practices related to student learning to meet state requirements. Students identify strategies for improving student achievement, evaluate instructional objectives for meeting varying levels of learning and demonstrate an understanding of social injustices, inequities and biases. Appropriate

instructional adaptations/ modifications for students with special needs are assessed along with delivery methods and performance assessment procedures for compliance with Florida Statutes

3.1.1 Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content, writing, and FELE competencies and skills.

Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

IMPLEMENTING STRATEGY

EDS 6050 Instructional Leadership 1 Competency Assessment #1: Data Analysis for Instructional Planning and Improvement Students will provide a written analysis of school specific data that notes root cause and trend analysis in the achievement data for one or more content areas; identifies significant areas of need for grade level or subject area instructional improvement; corroborates areas identified with other data sources that might further validate targeted areas for improvement and identifies instructional improvement strategies that address students' learning needs. Through the use of school specific data, candidates will demonstrate in writing how they will use these data from their organization to plan and implement improvement of learning through Professional Learning Communities.

SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \Satisfactory\" or \"Exemplary\" on all assessed rubric components."

RESULTS

Students generally earned \Exemplary\" or \"Satisfactory\" on rubric criterion. The lowest rated criteria, \"Root Cause Analysis\", 1/10 students earned Emerging, 7/10 earned Satisfactory and 2/10 earned Exemplary. In comparison to the 2020 data, this criteria remains as an area for improvement."

DATA SUMMARY

The program improvement goal based upon Summer 2021 data remains to provide additional support in developing students' skills related to root cause analysis. This

skill continues to pose challenges to our students.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

ED: M.Ed. Educational Leadership: Adult and Community

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome

1

1.1 Outcome

Critical Thinking Skills

The regenerative project assignment in course ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents will measure critical thinking skills.

1.1.1 Assessment Method

An adapted AAC&U Value Rubric will be used to measure content knowledge as a specific skill within the assignment.

The rubric will be scored in an assessment tool, and feedback provided to students via the online tool. See rubric attached.

IMPLEMENTING STRATEGY

The assignment will be implemented in the course, with a dedicated rubric to measure the skill.

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning embedded in the assignment."

RESULTS

Fall 2020 This course was not offered in the Fall of 2020 and Spring 2021.Summer 2021 ADE 6695 9(81.8%) students received an exemplary rating. One (9.1%) student

received an emerging rating. One student (9.1%) did not submit their assignment and received a No attend rating. See attached.

DATA SUMMARY

We will continue to strive for 80% of students to receive a minimum of emerging rating.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome Communication

Communication will be measured as a specific skill in an assignment \Final Project Maps\" embedded in the course ADE 6774. The assignment uses web-based, online communication as the target area for student learning."

2.1.1 Assessment Method

This skill is measured using an adapted AAC&U Value Rubric, and scored in an assessment tool (database). The rubic is attached.

IMPLEMENTING STRATEGY

Students complete a web-based map as a culminating work in the course. It is called a \Final Project Map\" embedded in ADE 6774. This assignment uses web-based, online communication as the target area for student learning." SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students must earn at least a rubric scoring level 'emerging' to be successful on this assignment-based competency.

RESULTS

Fall 2020 The course ADE 6774 was not offered. Spring 2021 Nine (82%) of students received an exemplary rating. Two (18.2%) of students received a satisfactory rating. See attached. Summer 2021 The course ADE 6774 was not offered

DATA SUMMARY

We will continue to strive for a minimum of 80% on emerging rating.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome

3

3.1 Outcome

Content Knowledge

The course assignment \Workplace Learning Development\" in ADE 6387 will be used to measure content knowledge, as well as the course assignment in ADE 5185 Adult and Community Education in a changing society."

3.1.1 Assessment Method

An adapted AAC&U Value Rubric will be used to measure content knowledge as a specific skill within the assignment.

The rubric will be scored in an assessment tool, and feedback provided to students via the online tool.

IMPLEMENTING STRATEGY

The assignment will be implemented in the course, with a dedicated rubric to measure the skill. The course assignment \Workplace Learning Development\" in ADE 6387 will be used to measure content knowledge, as well as the course assignment in ADE 5185 Adult and Community Education in a changing society." SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

CRITERION FOR SUCCESS	Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning embedded in the asssignment."
RESULTS	Fall 2020 ADE 6387 was offered. 15(65.2%) students were rating as exemplary, 4(17.4%) students were rated as satisfactory, 4(17.4%) students were rated as emerging. See attached results.Fall 2020 ADE 5185 was not offered.Spring 2021 ADE

6387 and ADE 5185 were not offered.Summer 2021 ADE 6387 was not offered.Summer 2021 ADE 5185 was offered. 5(83.3%) students were rating as exemplary, 1(16.7%) students were rated as satisfactory. Two students did not submit an assignment and therefore they are not included in these results.

DATA SUMMARY We will strive to improve the rating to achieve higher ratings on the satisfactory and exemplary rating scale. We will continue to provide feedback and coaching to increase the skill level.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

ED: M.Ed. Educational Leadership: Higher Education Leadership

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome 1

1.1 Outcome

In EDH 6051, Content Knowledge will be assessed using a portfolio assignment. The Higher Ed. department updated a rubric (attached).

In EDH 6051, Content Knowledge will be assessed using a portfolio assignment. The Higher Ed. department updated a rubric (attached).

1.1.1 Assessment Method

A rubric is used to score each portfolio submission.(Rubric attached.)

Students design a portfolio built around course content using specific and purposeful selection of entries.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

On a four-point rubric, student must at least \achieve an emerging rating\" in order to earn credit."

CRITERION FOR SUCCESS	On a four-point rubric, student must at least \achieve an emerging rating\" in order to earn credit."
RESULTS	Fall 2020 (See attached results)Introduction: 19 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating, 0 (0%) students received an emerging rating Grammar: 19 (100%) students received an exemplary rating, 0(0%) students received a satisfactory rating, 0(0%) students received

an emerging rating Critical Analysis: 18 (94.7%) students received an exemplary rating, 1 (5.3%) students received a satisfactory rating 0 (0%) students received an emerging rating Spring 2021 (see attached)Introduction: 15 (100%) students received an exemplary rating, 0(0%) students received a satisfactory rating, 0(0%) students received an emerging rating Grammar: 14 (93.3%) students received an exemplary rating, 1 (6.7%) students received a satisfactory rating, 0 (0%) students received an emerging rating Critical Analysis: 15 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating 0 (0%) students received an emerging rating Summer 2021 EDH 6051 is not offered in the summer.

DATA SUMMARY We will strive for all students to receive an exemplary rating based on the new rubric.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome

Communication will be measured in EDH 6065 using an executive summary demonstrating communication skills related to the study of Higher Education. The department moved from the three point rubric to the four point rubric (see attached rubric).

Communication will be measured in EDH 6065 using an executive summary demonstrating communication skills related to the study of Higher Education. The department moved from the three point rubric to the four point rubric (see attached rubric).

2.1.1 Assessment Method

Students are evaluated using a four-point rubric. See rubrics attached.

Students submit an executive summary following a research of the communication skills related to higher education.

IMPLEMENTING STRATEGY SOURCE

OF EVIDENCE

2.1.1.1 Criterion for success

Students must receive at least \emerging rating\" to earn credit."

CRITERION FOR SUCCESS

Students must receive at least \emerging rating\" to earn credit."

RESULTS

Fall 2020 (see attached results) 8 (50%) students achieved an exemplary rating. 6 (37.5%) students achieved a satisfactory rating. 1 (6.3%) student achieved an emerging rating. 1 (6.3%) made no attempt at the assignment. Spring 2021 (see attached results) 16 (89%) students achieved an exemplary rating. 1 (5.6%) students achieved an emerging rating. 1 (5.6%) students made no attempt to complete this assignment. Summer 2021 EDH 6065 (see attached results) 16 9 (60%) students achieved an exemplary rating. 6 (40%) students achieved a satisfactory rating.

DATA SUMMARY

We will continue to monitor results and continue to strive for at least 80% of students achieving an exemplary or satisfactory rating. We will work with students to develop their emerging skills.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome 3

3.1 Outcome

In the course EDH 6305, students write a paper resonding to three metacognition research articles relating to critical thinking.

In the course EDH 6305, students write a paper resonding to three metacognition research articles relating to critical thinking.

3.1.1 Assessment Method

Students will be scored using a four-point rubric. See attached Rubric EDH 6305 Metacognition Assignment.

Students read 3 self-selected research articles around a common theme: metacognition, and respond to a set of analysis questions on a template.

IMPLEMENTING STRATEGY
SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

Students must achieve at least an \emerging\" rating to earn credit."

CRITERION FOR SUCCESS

Students must achieve at least an \emerging\" rating to earn credit."

RESULTS

Fall 2020 The course EDH 6305 was not offered in fall. Spring 2021 The course EDH 6305 was not offered in spring. Summer 2021 The course EDH 6305 was not offered in summer.

We will strive to offer this course throughout the academic year and continue to monitor and we will strive for 95% of our students to be satisfactory or higher.

DATA SUMMARY

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

ED: M.Ed. Educational Leadership: Higher Education Leadership

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome 1

1.1 Outcome
Content Knowledge
In EDH 6051, Content Knowledge will be assessed using a portfolio assignment. The Higher Ed. department updated a rubric (attached).

1.1.1 Assessment Method
A rubric is used to score each portfolio submission. (Rubric attached.)

IMPLEMENTING STRATEGY
Students design a portfolio built around course content using specific and purposeful selection of entries.

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

CRITERION FOR SUCCESS: On a four-point rubric, student must at least \achieve an emerging rating\" in order to earn credit."

RESULTS: Fall 2020 (See attached results)Introduction:19(100%) students received an exemplary rating, 0(0%) students received a satisfactory rating, 0(0%) students received an emerging rating Grammar:19(100%) students received an exemplary rating,0(0%) students received a satisfactory rating, 0(0%) students received an emerging rating Critical Analysis:18(94.7%) students received an exemplary rating,1(5.3%) students received a satisfactory rating0(0%) students received an emerging rating Spring 2021

(see attached)Introduction:15(100%) students received an exemplary rating,0(0%) students received a satisfactory rating,0(0%) students received an emerging rating Grammar:14 (93.3%) students received an exemplary rating,1 (6.7%) students received a satisfactory rating, 0(0%) students received an emerging rating Critical Analysis: 15(100%) students received an exemplary rating,0(0%) students received a satisfactory rating 0(0%) students received an emerging rating Summer 2021 EDH 6051 is not offered in the summer.

DATA SUMMARYWe will strive for all students to receive an exemplary rating based on the new rubric.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome Communication

Communication will be measured in EDH 6065 using an executive summary demonstrating communication skills related to the study of Higher Education. The department moved from the three point rubric to the four point rubric (see attached rubric).

2.1.1 Assessment Method

Students are evaluated using a four-point rubric. See rubrics attached.

IMPLEMENTING STRATEGY

Students submit an executive summary following a research of the communication skills related to higher education.

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

CRITERION FOR SUCCESS Students must receive at least \emerging rating\" to earn credit."

RESULTS Fall 2020(see attached results)8 (50%) students achieved an exemplary rating. 6(37.5%) students achieved a satisfactory rating. 1(6.3%) student achieved an emerging rating. 1(6.3%) made no attempt at the assignment. Spring 2021 (see attached results)16 (89%) students achieved an exemplary rating. 1(5.6%) students achieved an emerging rating. 1(5.6%) students made no attempt to complete this assignment.Summer 2021 EDH 6065 (see attached results)16 9(60%) students achieved an exemplary rating. 6(40%) students achieved a satisfactory rating.

DATA SUMMARY We will continue to monitor results and continue to strive for at least 80% of students achieving an exemplary or satisfactory rating. We will work with students to develop their emerging skills.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome 3

3.1 Outcome
Critical Thinking
In the course EDH 6305, students write a paper responding to three metacognition research articles relating to critical thinking.

3.1.1 Assessment Method
Students will be scored using a four-point rubric. See attached Rubric EDH 6305 Metacognition Assignment.

IMPLEMENTING STRATEGY

Students read 3 self-selected research articles around a common theme: metacognition, and respond to a set of analysis questions on a template. SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

CRITERION FOR SUCCESS: Students must achieve at least an \emerging\" rating to earn credit."

RESULTS: Fall 2020 The course EDH 6305 was not offered in fall. Spring 2021 The course EDH 6305 was not offered in spring. Summer 2021 The course EDH 6305 was not offered in summer.

We will strive to offer this course throughout the academic year and continue to monitor and we will strive for 95% of our students to be satisfactory or higher.

DATA SUMMARY

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

ED:Ed.S. Educational Leadership-Adult and Community

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome 1

Outcome

1.1 Critical thinking will be measured as a specific skill in an assignment \Investigative Critical Issue for ACE Administrators\" as part of the course ADE 6265."

Critical thinking will be measured as a specific skill in an assignment \Investigative Critical Issue for ACE Administrators\" as part of the course ADE 6265."

1.1.1 Assessment Method

An adapted AAC&U rubric will be used to measure reflective practice, as a critical thinking skill. The rubric used is attached.

Critical thinking will be measured as a specific skill in an assignment \Investigative Critical Issue for ACE Administrators\" as part of the course ADE 6265. "

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

Students must be at least \emerging\" on the rubric to meet the criteria for success on this skill. The assignment is heavily laden with feedback and coaching; this skill rubric is ine dimension of the feedback students receive."

CRITERION FOR SUCCESS	Students must be at least \emerging\" on the rubric to meet the criteria for success on this skill. The assignment is heavily laden with feedback and coaching; this skill rubric is ine dimension of the feedback students receive."
RESULTS	Fall 2020 ADE 6265 8 (72.4%) received an exemplary rating, 3 (27.3%) received a satisfactory rating.Spring 2021. ADE 6265 was not offered in Spring 2021 or summer 2021.
DATA SUMMARY	We will continue to strive for 80% of students achieving an exemplary rating. We will provide coaching and feedback.
IMPROVEMENT TYPE	
IMPROVEMENT DESCRIPTION	
IMPROVEMENT	

2 Learning Goal Outcome 2

2.1 Outcome

Communication will be measured as a specific skill in an assignment \Final Project Maps\" embedded in the course ADE 6774. The assignment uses web-based, online communication as the target area for student learning."

Communication will be measured as a specific skill in an assignment \Final Project Maps\" embedded in the course ADE 6774. The assignment uses web-based, online communication as the target area for student learning."

2.1.1 Assessment Method

The skill is measured using an adapted AAC&U Value Rubric, and scored in an assessment tool (database). The rubric is attached.

Students complete a web-based map as a culminating work in the course.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

Students must earn at least a rubric scoring level \emerging\" to be successful on this assignment-based competency."

CRITERION FOR SUCCESS

Students must earn at least a rubric scoring level \emerging\" to be successful on this assignment-based competency."

RESULTS

Fall 2020. ADE 6774 was not offered in the Fall.Spring 2021. ADE 4774 was offered in the summer. Nine (82%) students received an exemplary rating. Two (18.2%) students received a satisfactory rating. See attached.Summer 2021. ADE 6774 was not offered in the Summer.

DATA SUMMARY

We will continue to strive for 80% of students achieving exemplary status. We will provide coaching and feedback.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome 3

3.1 Outcome

The course assignment \Workplace Learning Development\" in ADE 6387, as well as the course assignment in ADE 5185 \"Adult and Community Education in a Changing Society\" will be used to measure content knowledge."

The course assignment \Workplace Learning Development\" in ADE 6387, as well as the course assignment in ADE 5185 \"Adult and Community Education in a Changing Society\" will be used to measure content knowledge."

3.1.1 Assessment Method

An adapted AAC&U Value Rubric will be used to measure content knowledge as a specific skill within the assignment. The rubric will be scored in an assessment tool, and feedback provided to students via the online tool.

The assignments will be implemented in the courses, with dedicated rubrics to measure the skills.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning embedded in the asssignment. "

CRITERION FOR SUCCESS

Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning embedded in the asssignment. "

RESULTS

Fall 2020. ADE 5185 was not offered in Fall. ADE 6387 was offered. 15 students (65.2%) achieved exemplary rating. 4 students (17.4%) achieved satisfactory rating. 4 students (17.4%) achieved emerging rating. (See attached results)Spring 2021. ADE 5185 and ADE 6387 were not offered in Spring.Summer 2021. ADE 6387 was not offered in summer. Summer 2021 ADE 5185 was offered. 5 (83.3%) students achieved an exemplary rating. 1 (16.6%) student achieved a satisfactory rating. Two students did not submit an assignment and therefore are not included in these results.

We will strive to improve the rating to achieve higher ratings on the satisfactory and exemplary rating scale. We will continue to provide feedback and coaching to increase the skill level.

DATA SUMMARY

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

ED:Ed.S. Educational Leadership: K-12

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome 1

Outcome

1.1 Critical Thinking outcomes in the Ed Leadership Specialist program are essential in moving students from an understanding of what it means to manage a school organization versus conceptually and critically understanding how to lead. To develop the student

Critical Thinking outcomes in the Ed Leadership Specialist program are essential in moving students from an understanding of what it means to manage a school organization versus conceptually and critically understanding how to lead. To develop the students' understanding of effectively leading a school organization, students engage in systems and critical thinking to recognize the interconnectedness of the various operations within a school. Critical Thinking outcomes will be achieved in the Spring 2022 EDA 6300 Systems and Community Course Competency Assessment #2: Family and Community Involvement Plan.

1.1.1 Assessment Method

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emering, Unsatisfactory, Did Not Submit.

In EDA 6300 CA #2, students will identify goals for parent involvement, consider budgetary restraints, create a plan for communication, and develop a coherent and innovative action plan to engage parents in the school.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

This CA is a cumulative, summative project that is the compilation of several formative assignments. Therefore, this assignment is not a formative assessment, and students will be expected to excel. Students will attain Satisfactory or Exemplary on all assessed components.

CRITERION FOR SUCCESS

This CA is a cumulative, summative project that is the compilation of several formative assignments. Therefore, this assignment is not a formative assessment, and students will be expected to excel. Students will attain Satisfactory or Exemplary on all as

RESULTS

Most students earned \Exemplary or \"Satisfactory\" on the rubric criterion for Competency Assessment 2: Family and Community Involvement Plan. However, there was one criteria (Goals) where 11 students scored Exemplary, 4 students scored Satisfactory and 1 student scored Emerging. "

DATA SUMMARY

The goal for 2021 was to maintain the strong performance across the board and improve students' understanding of goal setting. The criteria of goal setting seems to continue to be an area for further improvement.The improvement goal for 2022 will be for students to receive targeted support in understanding and demonstrating goal setting through their Competency Assessment 2: Family and Community Involvement Plan.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome

Communication Learning Outcome is an integral skill to Educational Leadership Specialist students. Listening, speaking, reading and writing are fundamental to a human resource profession. High performing school leaders are excellent communicators. The Spe

Communication Learning Outcome is an integral skill to Educational Leadership Specialist students. Listening, speaking, reading and writing are fundamental to a human resource profession. High performing school leaders are excellent communicators. The Specialist degree highlights communications skills in adult-to-adult interactions, presenting ideas clearly and persuasively, implementing decisions, and giving feedback on job performance. This learning outcome will be assessed through EDS 6050 Instructional Leadership 1: Competency Assessment #2 Data Analysis for Instructional Planning and Improvement.

2.1.1 Assessment Method

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit.

Students will write a report that includes: data analysis with a clear description of the context and relevant conclusions based on the data; charts or graphs that clearly and accurately depict the data; learning goals based upon the data based upon published research and written in specific and accessible language; APA 7 writing guidelines such as a clear introduction and conclusion, active voice, correct spelling and grammar, correct references, and other requirements.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

Students will attain Satisfactory or Exemplary on all assessed components.

CRITERION FOR SUCCESS

Students will attain Satisfactory or Exemplary on all assessed components.

RESULTS

Students earned Satisfactory or Exemplary on rubric criterion with the exception of the following:Understanding of Concepts criteria: 11/17 students earned Exemplary, 5 /17 students earned Satisfactory and 1/17 students earned EmergingCommunication of Concepts criteria: 7/17 students earned Exemplary, 6/17 students earned Satisfactory and 4/17 students earned EmergingContent and Development criteria: 10/17 students earned Exemplary, 6/17 students earned Satisfactory, and 1/17 students earned EmergingOrganization and Structure criteria: 7/17 students earned Exemplary, 9/17 students earned Satisfactory, and 1/17 students earned EmergingFormat and

References criteria: 4/17 students earned Exemplary, 12/17 students earned Satisfactory, and 1/17 students earned EmergingMechanics (grammar, spelling, length) criteria: 5/17 students earned Exemplary, 11/17 students earned Satisfactory, and 1/17 students earned Emerging

DATA SUMMARY

The Communication of Concepts criteria had more students scoring Emerging than on other rubric criterion. As previously stated, effective communication skills are integral for Educational Leadership Specialist students. The goal for 2022 is to provide targeted support for Communication of Concepts as well as targeted support for the criterion where students scored emerging.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome 3

3.1 Outcome

Content knowledge will be demonstrated through the Educational Leadership Specialist students' work in EDA 6232 CA #2.CA #2 requires students to create a lesson plan for a professional development session to teach teachers about education law that impacts Content knowledge will be demonstrated through the Educational Leadership Specialist students' work in EDA 6232 CA #2.CA #2 requires students to create a lesson plan for a professional

development session to teach teachers about education law that impacts their daily practice. Specialist students will only be successful designing this lesson plan if they themselves understand the content of educational law.

3.1.1 Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content and writing. Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

Students will develop a lesson plan utilizing the textbook and online sources to demonstrate a thorough understanding of educational law with regard to compliance with federal and state statutes.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \Satisfactory\" or \"Exemplary\" on all assessed rubric components."

CRITERION FOR SUCCESS	Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \Satisfactory\" or \"Exemplary\" on all assessed rubric components."
RESULTS	For the most part, most students earned Exemplary on the rubric criterion with one main exception. 8/13 students earned Satisfactory on the rubric criteria \Fourth Amendment framework for teachers.\""
DATA SUMMARY	The goal for the next cohort will be to implement instructional strategies and/or activities through the law modules to support students' application of their knowledge of the Fourth Amendment framework for teachers.
IMPROVEMENT TYPE	
IMPROVEMENT DESCRIPTION	
IMPROVEMENT	

ED:PhD Educational Leadership: Adult and Community

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome 1

Outcome

1.1 Students completing the doctorate (Adult and Community Education Leadership track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

Students completing the doctorate (Adult and Community Education Leadership track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

1.1.1 Assessment Method

Leadership and professional knowledge qualifying exam.

Adademic advising and coursework will reinforce student success and goal attainment.

Personalized faculty advisement will enhance student matriculation. Coursework and curriculum will contribute to goal attainment and scholarly dissertation studies.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

80% of students sitting for the exam will pass or pass with honors.

CRITERION FOR SUCCESS

80% of students sitting for the exam will pass or pass with honors.

RESULTS

In 2020-21, 3 PhD Educational Leadership:Adult and Community candidates took the qualifying exam. Three candidates passed, with no candidate passing with honors, and no candidates having to defer. This met the Criterion for Succss as 100% of candidates passed the exam. See attached LiveText report.

DATA SUMMARY Following an extensive review of the doctoral qualifying exam the department has completely revised the content, format and protocol of this exam.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome
Students completing the doctorate will demonstrate advanced research and analytical skills

Students completing the doctorate will demonstrate advanced research and analytical skills

2.1.1 Assessment Method
.A. Full proposals for dissertation. B. Presentation/Defense of Dissertation. Students will work with dissertation advisor, committee member methodologist and other committee members in preparation of dissertation, design of the study, literature review and the collection and analysis of data collected.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success
75 % of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 85% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supervising committee.

CRITERION FOR SUCCESS

75 % of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 85% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supe

RESULTS

During the 2020-21 academic year four Adult and Community Education Leadership students conducted proposal defenses. Of these students one was approved with minor modifications, two were approved with modifications, and one was approved with major modifications. The department and program area will continue to monitor program performance in this area. This met the Criterion for Success as 75% had proposals accepted without major modifications. Please see LiveText report attached.

DATA SUMMARY

See comments above under data summary. Additionally, Lead V and Lead VI are being reviewed by the department during the current academic year. These two courses are required by all doctoral students and serve as the primary leadership theory courses in the doctoral program.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome 3

3.1 Outcome

Students will demonstrate proficiency in writing skills.

Students will demonstrate proficiency in writing skills.

3.1.1 Assessment Method

A rubric will be scored to identify strengths and areas for improvement in written communication.

The Qualifying Exam will serve as the strategy for assessment of proficient written communication skills.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

Criterion for success 90% of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

CRITERION FOR SUCCESS

Criterion for success 90% of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

RESULTS

In 2020-21, 3 PhD Educational Leadership:Adult and Community candidates took the qualifying exam. Three candidates passed, with no candidate passing with honors, and no candidates having to defer. This met the Criterion for Succss as 100% of candidates passed the exam. See attached LiveText report.

The department will continue to monitor the results from the qualifying exam to determine any changes that need to be made.

DATA SUMMARY

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

ED:PhD Educational Leadership: Higher Education Leadership

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome 1

Outcome

1.1 Students completing the doctorate (Higher Education Track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

Students completing the doctorate (Higher Education Track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

1.1.1 Assessment Method

The Assessment Method is the Leadership and Professional Knowledge qualifying exam. Academic advising and coursework will reinforce student success and goal attainment. Personalized faculty advisement will enhance student matriculation. Coursework and curriculum will contribute to student goal attainment and scholarly dissertation studies.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

Criterion for success 80% of students sitting for the exam will pass or pass with honors.

CRITERION FOR SUCCESS	Criterion for success 80% of students sitting for the exam will pass or pass with honors.
RESULTS	During the 2020-21 academic year, one Higher Education Leadership candidate took the qualifying exam. The candidate was deferred. The Criterion for Success was not

met, as no candidate passed, or passed with honors, the qualifying exam. See LiveText data report attached.

DATA SUMMARY Following an extensive review of the doctoral qualifying exam the department has completely revised the content, format and protocol of this exam. The results will be reviewed to determine any additional changes.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome

Students completing the doctorate will demonstrate advanced research and analytical skills

Students completing the doctorate will demonstrate advanced research and analytical skills

2.1.1 Assessment Method

A. Full proposals for dissertation. B. Presentation/Defense of dissertations. Student will work with Dissertation advisor, committee member methodologist and other committee members in preparation of dissertation, design of the study, literature review and the collection and analysis of data collected.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

A. 75% of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 85% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supervising committee.

CRITERION FOR SUCCESS A. 75% of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 85% of dissertations presented at students' first defense will be judged as acceptable without major modification by the su

RESULTS

During the 2020-21 academic year 8 students presented disseration proposals in Higher Education Leadership. Of these students, 2 were approved, 2 were approved with minor modification, 2 were approved with minor modification, and 2 were approved with major modification. This indicates that higher education leadership doctoral students are meeting the criterion for success with a success rate of 75% at the both the proposal and dissertation without major modification. See attached LiveText rubric data report.

DATA SUMMARY

Lead V and Lead VI are being reviewed by the department during the current academic year. These two courses are required by all doctoral students and serve as the primary leadership theory courses in the doctoral program.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome 3

3.1 Outcome

Students will demonstrate proficiency in writing skills.

Students will demonstrate proficiency in writing skills.

3.1.1 Assessment Method

A rubric will be scored to identify strengths and areas for improvement in written communication.

The Qualifying Exam will serve as the strategy for assessment of proficient written communication skills.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

90% of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

CRITERION FOR SUCCESS

90% of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

RESULTS

During the 2020-21 academic year, one Higher Education Leadership candidate took the qualifying exam. The candidate was deferred. The Criterion for Success was not met, as no candidate passed, or passed with honors, the qualifying exam. See LiveText data report attached. See LiveText data report attached.

DATA SUMMARY

The qualifying exam has been reviewed and modified in format, content and protocol. The results of the qualifying exam will be closely monitored by faculty this academic year.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

ED:PhD Educational Leadership: K-12

ACAD: 2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

Institution Mission

Program Mission

1 Learning Goal Outcome 1

1.1 Outcome

Students completing the doctorate (school leaders track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

Students completing the doctorate (school leaders track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

1.1.1 Assessment Method

Leadership and Professional Knowledge qualifying exam.

Academic advising and coursework will reinforce student success and goal attainment. Personalized faculty advisement will enhance student matriculation. Coursework and curriculum will contribute to student goal attainment and scholarly dissertation studies.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

80% of students sitting for the exam will pass or pass with honors.

CRITERION FOR SUCCESS

80% of students sitting for the exam will pass or pass with honors.

RESULTS

During the 2020-2021 school year, 2 school leaders doctoral students took the qualifying exam. Both students passed the exam, however, no one passed with

honors and no student was deferred. This stiill met the Criterion for Approval, as 100% passed.See attached LiveText data report.

DATA SUMMARY Following an extensive review of the doctoral qualifying exam the department has completely revised the content, format and protocol of this exam. The results will be reviewed to determine any additional changes.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2 Learning Goal Outcome 2

2.1 Outcome

Students completing the doctorate will demonstrate advanced research and analytical skills.

Students completing the doctorate will demonstrate advanced research and analytical skills.

2.1.1 Assessment Method

A. Full proposals for dissertation. B. Presentation/Defense of dissertations. Student will work with Dissertation advisor, committee member methodologist and other committee members in preparation of dissertation, design of the study, literature review and the collection and analysis of data collected.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

A. 75% of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 80% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supervising committee.

CRITERION FOR A. 75% of proposals submitted by students will be judged as accepted without major

SUCCESS modification by their supervising committee. B. 80% of dissertations presented at students' first defense will be judged as acceptable without major modification by the sup

RESULTS During the 2020-21 academic year 3 school leaders doctoral students completed their dissertation proposal defense. Of these students, one student was approved, and two students were approved with modification. This meets the criterion of success with a 100% approval rate without major modifications. See attached LiveText rubric reports.

DATA SUMMARY The Department will continue to monitor these results. Additionally, Lead V and Lead VI are being reviewed by the department during the current academic year. These two courses are required by all doctoral students and serve as the primary leadership theory courses in the doctoral program.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3 Learning Goal Outcome 3

Outcome

3.1 Students will demonstrate proficiency in writing skills.

Students will demonstrate proficiency in writing skills.

3.1.1 Assessment Method

A rubric will be scored to identify strengths and areas for improvement in written communication.

The Qualifying Exam will serve as the strategy for assessment of proficient written communication skills.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

Ninety percent of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

CRITERION FOR SUCCESS Ninety percent of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

RESULTS One hundred percent of students, in 2020-2021, taking the qualifying exam were rated as proficient in areas of written communication. During the past year 2 school leaders doctoral students took the qualifying exam. Of these students, 2 passed the exam, no student passed with honors, and no student was deferred. See attached LiveText data report.

DATA SUMMARY As noted in Objective 1 the qualifying exam has been reviewed and modified in format, content and protocol. Faculty will monitor the results to determine need for further modification.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

Appendix C: Diversity Data Report – 2020-21

Introduction

Student Data

- Florida Atlantic University
- Comparison to Universities in the Florida State University System (SUS)
- FAU College of Education
- Comparison to Other FAU Colleges
- Student Ethnicity and Gender within FAU College of Education

Faculty Data

- Florida Atlantic University
- Comparison to Other SUS Institutions
- FAU College of Education
- School District and Community Data
- Teacher Membership

Community Data

- Census Data
- Choice Options

Summary

FAU Published Statements

References

DIVERSITY DATA REPORT

2020 - 2021

Spring 2022

Submitted to
Florida Atlantic University
College of Education

Office for School Engagement College of Education
Ernest Brewer

Introduction

This report is a response to a request of the Florida Atlantic University College of Education Executive Committee, and the College of Education Diversity Committee. The purpose of this report is to present student and faculty diversity data regarding: Florida Atlantic University (FAU), the FAU College of Education, other Florida universities and colleges of education, and the school districts and communities in the FAU College of Education service region. The data are presented in three major categories: 1) Student Data[1], 2) Faculty Data, and 3) School District and Community Data.

Student Data

Florida Atlantic University

Overall, FAU enrollment declined from 2016-2017 to 2018-2019, while 2018-2019 to 2019-2020 shows an increase of 0.9%. (Table 1). Over the last five years, as shown in Table 2 below, the percentage of White students steadily declined as is -3.4% less than 2016. The percentage of Black students fluctuated with an overall increase of +0.6% over this period. The percentage of Hispanic students steadily increased, showing a +2.5% change. There is an increase in the percentage of International students enrolled over the same five year period (+0.1%).

Table 1: FAU Annual Headcount Enrollment Trends, Annual 2016 - 2020

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Unduplicated Enrollment	38,025	37,452	37,265	37,619	37,796

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeg

Table 2: FAU Ethnicity Student Enrollment Trend Data, Fall 2016 - Fall 2020

Year	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% NonRes Alien
2016-2017	4.5	19.4	24.9	0.2	0.1	3.6	43.2	0.6	3.5
2017-2018	4.5	19.3	25.4	0.2	0.1	3.6	42.5	0.7	3.7
2018-2019	4.4	19.6	25.8	0.1	0.1	3.5	41.6	0.7	3.8
2019-2020	4.5	19.8	26.5	0.1	0.1	3.8	40.3	0.7	4.0

[1] All student data were gathered from the institution's department for institutional research. These departments are responsible for submitting unduplicated headcount enrollment data to the State of Florida. Headcount enrollment includes only students with a declared major. If the data were Fall Headcount Enrollment, then the data represents students with a declared major that were enrolled in the Fall term. If the data is Annual Headcount Enrollment, then the data represents students with a declared major that were enrolled in either the Summer, Spring, and Fall term.

2020-2021	4.2	20.1	27.4	0.1	0.1	3.8	39.8	0.8	3.7

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeg Note: Totals might not equal 100 due to rounding. New categories are included beginning with data reported after 2010.

In 2020-2021, the total student enrollment for FAU was 37,796. Female enrollment was 59% of the total enrollment and male enrollment was 41%. From 2019-2020 to 2020 to 2021, the percentage of gender enrollment has increased +0.2% for female enrollment, while male enrollment has decreased -2%. Table 3 below displays the trend. Beginning the 2017-2018 academic year, Florida Atlantic University added a new gender category, Not Reported.

Table 3: FAU Gender Enrollment Trend Data, Annual 2016 - 2020

Year	% Female	% Male
2016-2017	57	43
2017-2018	57	43
2018-2019	57	43
2019-2020	57	43
2020-2021	59	41

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeg

Comparison to Universities in the Florida State University System (SUS)

For percentage of female enrollment in 2020, FAU increased from 2019-2020 to 2020-2021 (+0.2%) with the second highest rank in the SUS with 59%. The total percentage of minority enrollment, FAU ranked third with 47% (+0.1) increase from 2019. Table 4 summarizes the SUS female and minority enrollment for 2016-2020.

Table 4: Comparison of SUS Female and Minority Student Enrollment, Fall 2016 - Fall 2020

Institution	% Female					% Minority*				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Florida A&M (FAMU)	64	64	64	65	66	87	87	87	88	89
Florida Atlantic University (FAU)	**57**	**57**	**57**	**57**	**59**	**43**	**44**	**46**	**46**	**47**
Florida Gulf Coast Univ. (FGCU)	57	57	57	58	58	26	29	29	30	30
Florida International Univ. (FIU)	57	59	57	57	57	72	72	68	66	68
Florida State University (FSU)	56	55	56	57	57	25	27	28	29	29
University of Central Florida (UCF)	55	55	55	55	56	35	35	37	37	38
University of Florida (UF)	54	54	54	54	56	23	24	25	25	26

University of North Florida (UNF)	56	57	57	58	58	21	20	19	23	24
University of South Florida (USF)	56	57	56	57	58	27	27	28	28	28

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2020
FAMU: https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no
FAU: https://tinyurl.com/yxfeseeg
FGCU: https://public.tableau.com/views/FGCU_IR_Facts_0/HeadcountEnrollment?:embed=y&:showVizHome=no&:display_count=yes
FIU: https://aim.fiu.edu/factbook/dash.html > Student Headcount Factbook
FSU: https://ir.fsu.edu/factbook.aspx > https://ir.fsu.edu/Factbooks/2020-21/Enrollments.pdf
UCF: https://www.ucf.edu/about-ucf/facts/
UF: https://ir.aa.ufl.edu/uffacts/enrollment-1/
UNF: https://www.unf.edu/ir/Fall_2020_Student_Data.aspx > 5-Year Comparison Enrollment Data
USF: http://usfweb.usf.edu/ODS/SystemFacts/Enrollments.aspx

Note: *Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino; other races, including 2 or More Races are not included

Table 5 provides a detailed summary of ethnicity enrollments at some SUS institutions.[2] FAU ranked fourth lowest white student enrollment with 39%, second highest black student enrollment with 20%. FIU ranked highest hispanic ethnicity with 56% of their student population, while FAU tied with UCF ranked second at 27%.

Table 5: Comparisons of SUS Student Ethnicity Enrollment, Fall 2016 - Fall 2020

Institution	% White					% Black					% Hispanic				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
FAMU	8	8	8	7	7	84	84	82	83	83	3	3	4	5	5
FAU	**44**	**43**	**42**	**40**	**39**	**19**	**19**	**19**	**19**	**20**	**25**	**26**	**26**	**26**	**27**
FGCU	66	64	63	62	62	7	9	7	7	7	19	20	21	22	22
FIU	11	10	11	11	12	12	13	12	12	11	60	59	56	54	56
FSU	61	61	60	59	58	8	8	9	9	9	18	18	19	19	20
UCF	51	51	48	47	46	11	11	11	11	10	24	24	26	27	27
UF	54	54	52	51	55	6	6	6	6	7	17	17	19	20	20
USF	51	51	55	54	53	9	9	10	10	10	18	18	20	21	22

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2018
FAMU: https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no
FAU: https://tinyurl.com/yxfeseeg
FGCU: https://www2.fgcu.edu/planning/InstitutionalResearch/cds.html
FIU: https://aim.fiu.edu/factbook/dash.html
FSU: https://ir.fsu.edu/factbook.aspx
UCF: https://www.ucf.edu/about-ucf/facts/
UF: https://ir.aa.ufl.edu/uffacts
USF: http://www.usf.edu/ods/resources/system-facts.aspx

Note: Total percentages do not equal 100 because only three categories are presented.

[2] SUS peer institutions are identified as those most closely related to enrollment/diversity/population data of a university. Within the state of Florida, Florida Atlantic University (FAU) is considered a peer institution of Florida International University (FIU), University of Central Florida (UCF), and University of South Florida (USF). In tables presented, peer institutions are reported with some other university data as available.

FAU College of Education Between 2016 and 2020, the College of Education's overall annual headcount enrollment has ranged from 4,073 in 2016 to 2,356 in 2020, a reduction of 1,717 students. Trend analysis shows that, while the total enrollment has decreased, diversity with the college has increased. Overall, the percentage of White student enrollment has decreased from 2019 to 2020 by (-0.2%), while the percentage of Hispanic enrollment has increased over the same period (+0.6%). Table 6 summarizes the student ethnicity trend data.

Table 6: FAU College of Education Student Ethnicity Enrollment Trends, Annual 2015 - 2019

Year	Total Enrollment	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% NonResAlien
2016-2017	4,073	2.1	21.1	22.5	0.1	0.0	3.5	48.9	0.5	1.3
2017-2018	3,794	2.1	21.6	23.5	0.2	0.0	3.4	47.3	0.5	1.5
2018-2019	3,337	2.5	21.0	23.0	0.1	0.1	3.5	47.8	0.6	1.7
2019-2020	2,396	1.9	21.8	22.2	0.4	0.0	2.8	49.0	0.5	1.6
2020-2021	2,356	1.9	22.3	22.8	0.4	0.4	2.5	48.8	0.3	1.1

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeg
Note: Totals might not equal 100 due to rounding. *The category "Two or more races" was first used in the Fall 2012 demographic report.

Comparison to Other FAU Colleges

The College of Education trend ethnicity enrollment data is very similar to other colleges at FAU. As Table 7 shows, over the past five years, the number of White students across colleges has been decreasing, whereas the number of Black and Hispanic students has been increasing. However, when compared to other FAU colleges, the College of Education had the least decrease in the percentage of White students enrolled (-0.2%) and the third highest increase of Black students over the same period (+0.6). An increase in Hispanic student enrollment (+0.5%) during this period.

Table 7: Comparison of Student Ethnicity Enrollment Trends, Annual 2016-2020

Year & College	% White	% Black	% Hispanic

2016-2017 Education			
Arts and Letters	48.9 46.1	21.1 17.0	22.5 27.3
Business	43.9	18.3	26.0
Nursing	43.6	27.2	19.1
2017-2018 Education			
Arts and Letters	47.3 44.4	21.6 17.4	23.5 28.2
Business	44.1	17.8	25.8
Nursing	41.8	27.9	19.7
2018-2019 Education			
Arts and Letters	47.8 43.1	20.8 18.1	23.0 28.6
Business	43.6	17.7	26.3
Nursing	42.3	26.5	20.2
2019-2020			
Education	49.0	21.7	22.3
Arts and Letters	43.1	18.2	28.6
Business	42.4	17.6	27.0
Nursing	39.0	29.4	20.8
2020-2021			
Education	48.8	22.3	22.8
Arts and Letters	41.6	19.0	29.3
Business	42.0	17.3	28.2
Nursing	35.9	32.6	21.8

Source: Institutional Effectiveness & Analysis (IEA)/Student Data Course File: https://tinyurl.com/yxfeseeg Note: Totals might not equal 100 due to other ethnicity enrollment

Based on Fall 2020 Headcount Enrollment data, FAU College of Education gender diversity is very similar to other SUS colleges of education. More than half of the student body are female students at all SUS colleges of education. At FAU College of Education, females make up 59% of the student population, whereas males make up 41%, which is very similar to gender enrollment at other SUS colleges. Table 8 compares the gender enrollment data of these colleges.

Table 8: Comparisons of Colleges of Education Student Gender Enrollment, Fall 2020

Institution	% Female	% Male
Florida A&M University (FAMU)	65	34
Florida Atlantic University (FAU)	**59**	**41**
Florida International University (FIU)	57	43
Florida State University (FSU)	57	42
University of Central Florida (UCF)	56	44
University of Florida (UF)	56	43

University of South Florida (USF)	57	42

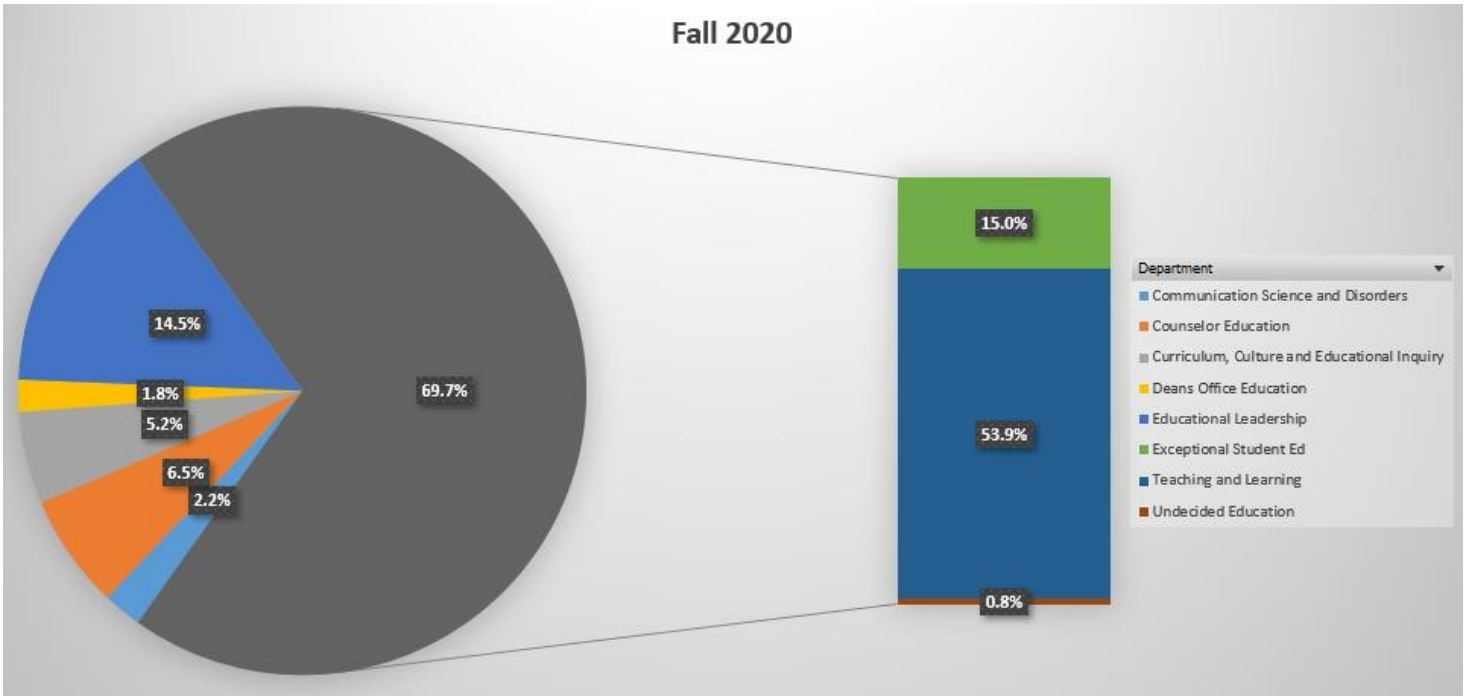
Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2019
FAMU: https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no
FAU: https://tinyurl.com/yxfeseeg
FIU: https://aim.fiu.edu/factbook/dash.html

FSU: https://ir.fsu.edu/factbook.aspx
UCF: https://www.ucf.edu/about-ucf/facts/#:~:text=With%20more%20than%2069%2C000%20students,year%202019%20for%20funded%20research. UF: https://ir.aa.ufl.edu/uffacts
USF: http://www.usf.edu/ods/resources/system-facts.aspx

Student Ethnicity and Gender within FAU College of Education

Based on the Fall 2020 Term Headcount Enrollment, the Teaching and Learning Department is the largest department, representing 53.9% of the total enrollment in the College, followed by Exceptional Student Education with 15.0%. Figure 1 represents headcount enrollments in the College.

Figure 1: College of Education Student Enrollments by Department, Fall 2020



Source: FAU Institutional Effectiveness & Analysis (IEA) Internal Reports > Enrollments > *College* Detailed (Final Data Source) Fall 2020: https://tinyurl.com/ydjrsxfm

Table 9a, below, indicates that student race, ethnicity and gender diversity within the College of Education varies. White student enrollments increased across all departments and areas with the exception of one department (EXED). Black student enrollments increased across four departments (COMD, EXED, TCHR). Hispanic student enrollments increased across one department (ELRM), one area (UNDC), and one department held steady hispanic enrollment (TCHR). Female student enrollments increased across one department (EXED), one area (UNDC), and one department held steady female enrollment (COED). Table 9b, below, provides an annual summary of percentage change between student demographic enrollment between 20192020 and 2020-2021. The College overall enrollment for White students increased (+0.6%), decreased Black (-0.5%) and female (-0.1%) students

Table 9a: Student Race, Ethnicity and Gender within FAU College of Education, Annual 2016 - 2020

Dept	% White					% Black					% Hispanic					% Female				
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
COMD	78.2	79.7	74.6	75.7	76.1	5.1	2.9	1.4	0.0	2.2	12.8	11.6	19.7	21.4	17.9	91.0	94.2	95.8	95.7	94.2
COED	51.4	46.3	41.6	43.7	45.6	22.5	24.2	25.6	25.7	24.9	21.4	25.3	28.3	26.9	25.6	82.7	85.8	84.9	84.9	84.9
CCEI	68.8	62.9	65.1	55.9	60.3	13.2	16.4	17.4	23.4	18.6	11.1	12.9	10.5	13.5	12.9	75.7	82.8	76.7	82.0	80.1
*DEAN	47.7	38.4	37.1	38.8	40.7	23.9	29.1	27.9	28.2	27.9	19.4	26.2	27.1	27.1	24.6	86.5	83.1	82.9	87.1	84.7
ELRM	48.8	49.4	47.9	46.7	47.2	30.8	28.7	29.8	32.8	31.3	14.5	16.9	16.3	15.1	16.0	67.5	66.0	66.2	70.6	68.9
EXED	43.4	42.7	43.9	44.3	43.7	27.5	28.8	25.5	26.6	27.3	22.4	21.7	22.9	22.2	22.1	92.1	92.2	91.6	91.0	91.8
TCHR	51.8	52.2	53.6	52.0	52.2	16.8	16.1	15.7	15.3	15.9	24.3	24.1	23.0	24.3	24.4	86.7	86.0	84.6	86.1	86.0
*UNDC	22.2	40.0	60.0	46.2	47.3	33.3	20.0	20.0	38.5	25.5	33.3	40.0	10.0	0.0	16.4	66.7	80.0	80.0	46.2	67.3
Overall	**51.3**	**49.8**	**50.0**	**49.3**	**49.9**	**20.8**	**21.5**	**21.0**	**21.9**	**21.5**	**21.1**	**22.1**	**22.0**	**21.9**	**22.0**	**84.0**	**83.8**	**82.7**	**83.9**	**83.8**

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2016 - 2020:https://tinyurl.com/yxfeseeg Note:

Table 9b: Student Race, Ethnicity and Gender within FAU College of Education, Annual % Point Difference

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2015 - 2019:https://tinyurl.com/yxfeseeg Note:
Exercise Science and Health Promotion is no longer a department within the College of Education.

Dept	% Point Annual Difference between 2019-2020 to 2020-2021			
	White	Black	Hispanic	Female
COMD	+0.4	+2.2	-3.6	-1.5
COED	+2.0	-0.8	-1.3	-0.0
CCEI	+4.5	-4.9	-0.6	-1.9
*DEAN	+1.9	-0.3	-2.5	-2.3
ELRM	+0.5	-1.4	+0.9	-1.7
EXED	-0.6	+0.6	-0.1	+0.8
TCHR	+0.2	+0.6	+0.0	-0.1
*UNDC	+1.1	-13.0	+16.4	+21.1
Overall	+0.6	-0.5	+0.0	-0.1

Percentage:

Gender	**Annual Enrollment** *Department/Area*	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Female	Communication Science and Disorders	2.6%	2.4%	2.8%	2.9%	3.1%
	Counselor Education	5.2%	6.1%	7.7%	9.0%	8.7%
	Curriculum, Culture and Educational Inquiry	4.0%	3.6%	2.7%	3.9%	4.6%
	Deans Office Education	4.9%	7.4%	4.8%	3.2%	2.6%
	Educational Leadership	9.8%	9.8%	10.9%	12.7%	14.3%
	Exceptional Student Ed	14.5%	15.1%	15.9%	14.9%	13.2%
	Teaching and Learning	43.0%	39.4%	37.5%	37.0%	37.6%
	Undecided Education	0.2%	0.1%	0.3%	0.3%	0.6%
Female Total		84.0%	83.8%	82.7%	83.9%	84.6%
Male	Communication Science and Disorders	0.3%	0.1%	0.1%	0.1%	0.2%
	Counselor Education	1.1%	1.0%	1.4%	1.6%	1.4%
	Curriculum, Culture and Educational Inquiry	1.3%	0.7%	0.8%	0.9%	0.9%
	Deans Office Education	0.8%	1.5%	1.0%	0.5%	0.4%
	Educational Leadership	4.7%	5.0%	5.6%	5.3%	5.1%
	Exceptional Student Ed	1.2%	1.3%	1.4%	1.5%	1.2%
	Teaching and Learning	6.6%	6.4%	6.8%	6.0%	6.0%

	Undecided Education	0.1%	0.0%	0.1%	0.3%	0.2%
Male Total		16.0%	16.2%	17.3%	16.1%	15.4%

Percentage: Race Annual Enrollment	*Department/Area*	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
American Indian or Alaska Native	Teaching and Learning	0.1%	0.1%	0.0%	0.0%	0.0%
American Indian or Alaska Native Total		0.1%	0.1%	0.0%	0.0%	0.0%
Asian	Communication Science and Disorders	0.1%	0.1%	0.1%	0.1%	0.0%
	Counselor Education	0.0%	0.0%	0.1%	0.1%	0.1%
	Curriculum, Culture and Educational Inquiry	0.2%	0.1%	0.1%	0.1%	0.3%
	Deans Office Education	0.1%	0.1%	0.1%	0.1%	0.0%
	Educational Leadership	0.2%	0.1%	0.2%	0.3%	0.3%
	Exceptional Student Ed	0.5%	0.5%	0.4%	0.3%	0.3%
	Teaching and Learning	0.8%	0.9%	1.0%	1.0%	0.9%
Asian Total		1.9%	1.9%	2.1%	2.0%	1.9%
Black or African American	Communication Science and Disorders	0.1%	0.1%	0.0%	0.0%	0.0%
	Counselor Education	1.4%	1.7%	2.3%	2.7%	2.6%
	Curriculum, Culture and Educational Inquiry	0.7%	0.7%	0.6%	1.1%	1.3%
	Deans Office Education	1.3%	2.6%	1.6%	1.0%	1.0%
	Educational Leadership	4.5%	4.3%	4.9%	5.9%	6.6%
	Exceptional Student Ed	4.3%	4.7%	4.4%	4.4%	4.0%
	Teaching and Learning	8.3%	7.4%	7.0%	6.6%	6.7%
	Undecided Education	0.1%	0.0%	0.1%	0.2%	0.1%
Black or African American Total		20.8%	21.5%	21.0%	21.9%	22.3%
Hispanic or Latino	Communication Science and Disorders	0.4%	0.3%	0.6%	0.6%	0.8%
	Counselor Education	1.3%	1.8%	2.6%	2.8%	2.5%
	Curriculum, Culture and Educational Inquiry	0.6%	0.6%	0.4%	0.6%	0.9%
	Deans Office Education	1.1%	2.3%	1.6%	1.0%	0.7%
	Educational Leadership	2.1%	2.5%	2.7%	2.7%	3.3%
	Exceptional Student Ed	3.5%	3.5%	4.0%	3.6%	3.0%
	Teaching and Learning	12.0%	11.0%	10.2%	10.5%	11.5%
	Undecided Education	0.1%	0.1%	0.0%	0.0%	0.1%
Hispanic or Latino Total		21.1%	22.1%	22.0%	21.9%	22.8%
Native Hawaiian or Pacific Islander	Deans Office Education	0.0%	0.0%	0.0%	0.0%	0.0%
	Educational Leadership	0.0%	0.0%	0.0%	0.0%	0.0%
	Exceptional Student Ed	0.0%	0.0%	0.0%	0.0%	0.0%
	Teaching and Learning	0.0%	0.0%	0.0%	0.0%	0.0%

Native Hawaiian or Pacific Islander Total		0.1%	0.0%	0.0%	0.0%	0.0%
Nonresident alien	Counselor Education	0.1%	0.1%	0.1%	0.1%	0.0%
	Curriculum, Culture and Educational Inquiry	0.1%	0.1%	0.1%	0.1%	0.1%
	Deans Office Education	0.0%	0.1%	0.0%	0.0%	0.0%
	Educational Leadership	0.2%	0.2%	0.3%	0.3%	0.2%
	Exceptional Student Ed	0.1%	0.1%	0.2%	0.2%	0.3%
	Teaching and Learning	0.7%	0.6%	0.7%	0.8%	0.5%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.0%
Nonresident alien Total		1.3%	1.3%	1.4%	1.5%	1.1%
Race and ethnicity unknown	Deans Office Education	0.0%	0.0%	0.1%	0.0%	0.0%
	Exceptional Student Ed	0.0%	0.0%	0.0%	0.1%	0.0%
	Teaching and Learning	0.4%	0.4%	0.2%	0.3%	0.2%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.0%
Race and ethnicity unknown Total		0.4%	0.5%	0.4%	0.4%	0.3%
Two or more races	Communication Science and Disorders	0.0%	0.0%	0.0%	0.0%	0.0%
	Counselor Education	0.2%	0.1%	0.2%	0.2%	0.1%
	Curriculum, Culture and Educational Inquiry	0.1%	0.1%	0.1%	0.1%	0.2%
	Deans Office Education	0.3%	0.3%	0.2%	0.1%	0.0%
	Educational Leadership	0.4%	0.4%	0.4%	0.5%	0.5%
	Exceptional Student Ed	0.4%	0.5%	0.7%	0.5%	0.4%
	Teaching and Learning	1.6%	1.4%	1.4%	1.4%	1.1%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.1%
Two or more races Total		3.1%	2.9%	3.0%	2.8%	2.5%
White	Communication Science and Disorders	2.2%	2.1%	2.2%	2.3%	2.3%
	Counselor Education	3.2%	3.3%	3.8%	4.6%	4.7%
	Curriculum, Culture and Educational Inquiry	3.6%	2.7%	2.3%	2.7%	2.7%
	Deans Office Education	2.7%	3.4%	2.2%	1.4%	1.3%
	Educational Leadership	7.1%	7.3%	7.9%	8.4%	8.5%
	Exceptional Student Ed	6.8%	7.0%	7.6%	7.2%	6.4%
	Teaching and Learning	25.6%	23.9%	23.8%	22.4%	22.5%
	Undecided Education	0.1%	0.1%	0.2%	0.3%	0.4%
White Total		51.3%	49.8%	50.0%	49.3%	48.9%

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2016 - 2020:https://tinyurl.com/yxfeseeg

Faculty Data All faculty data were gathered from each institution's department for institutional research, or the Florida Board of Governor's interactive website. As of Summer 2020, the most recent data available for faculty information has been provided in the tables and graphs to follow.

Florida Atlantic University

Overall, in 2020-2021, the majority of FAU faculty members are White, instructional faculty (69%) and adjunct faculty (66.1%), though there is a decrease over the five-year trend. As White student enrollment is steadily decreasing (Table 2), both instructional and adjunct White faculty also decreased (-3.3% and -8.9% respectively). An increase in Hispanic faculty and adjuncts provides a change in the trend analysis (+1.3 and +3.7% respectively). The FAU faculty comprised 44.6% female for instructional faculty, and 59.2% across adjunct lines. The female instructional faculty have decreased over the five-year trend (-0.4%), as well as the female adjunct faculty (-1.9%)). Table 10 summarizes the trend between academic years 2016-2017 and 20202021 in regard to university faculty ethnic data.

Table 10: Diversity of FAU Faculty and Adjuncts by Ethnicity and Gender, Annual 2017-2021

Year	% Instructional Faculty (Tenured, tenure earning and non-tenure earning) Black	Hispanic	White	Female	% Adjunct Faculty Black	Hispanic	White	Female
2016-2017	6.4	7.2	72.3	45.0	9.5	11.2	75.0	57.3
2017-2018	6.1	7.1	72.5	44.1	12.1	11.4	73.1	56.5
2018-2019	6.6	7.3	72.0	45.1	13.2	14.5	68.1	56.5
2019-2020	6.9	7.6	70.9	45.3	13.6	14.8	68.2	56.8
2020-2021	7.6	8.5	69.0	44.6	15.7	14.9	66.1	59.2
% Point 5yr Difference	+1.2	+1.3	-3.3	-.4	+6.2	+3.7	-8.9	-1.9

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2020: https://www.fau.edu/iea/data/ddi/
Instruction and Research File 2019-2020 Note: Percentages are rounded

Comparison to Other SUS Institutions

Faculty ethnic and gender data were available from other SUS published data, using the common data set. In general, analysis revealed similar patterns across the SUS; the majority of tenured and tenure-track instructional faculty are white and male. Table 11 summarizes the data.

Table 11: SUS Faculty Ethnicity and Gender Comparison, 2020-2021

SUS	# Full time Instructional Faculty	# Part time Instructional Faculty	% Minority*	% Female	% Total with Doctorate or Terminal Degree
FAU	883	524	29.4	48.7	72.1

FIU	1312	924	50.8	48.1	65.4
FSU	1582	342	21.6	44.6	91.3
UCF	1632	441	28.6	46.1	76.8
UF	2902	452	23.7	40.2	89.3
USF	1487	963	32.8	49.6	66.2

Source: Each institution's department for institutional data/analysis Common Data Set: I. Instructional Faculty and Class Size. Based on most recently reported Headcount for Fall 2020
FAU: https://www.fau.edu/iea/documents/pdf/cds/cds-2020-2021.pdf
FIU: https://opir.fiu.edu/CDS/CDS2020.pdf
FSU: https://ir.fsu.edu/commondataset.aspx
UCF: https://ikm.ucf.edu/wp-content/uploads/2021/08/Common-Data-Set-2020-2021.pdf
UF: https://ir.aa.ufl.edu/media/iraaufledu/common-data-set/cds2020-2021Main.pdf USF: https://www.usf.edu/ods/documents/data-tools/cds-2020-2021-usf-finalv3.pdf

FAU College of Education

The majority of instructional faculty members within the College of Education, in 2020-2021, are white (70.2.%). Adjuncts are also primarily white (67.5%). The instructional faculty between Black and Hispanic are equally represented at 10.7%. Black Adjunct Faculty have an increase of 9.3% and Hispanic Adjunct Faculty increase 2.0%. These demographics continues a trend of more minorities hired since 2016-2017. A decrease of White Instructional Faculty (-2.1%) and a decrease in White Adjunct Faculty (-9.0%) is evident since 20162017. Table 13 summarizes the College of Education faculty ethnic data. Black and Hispanic faculty have increased representation since 2015. Table 12 depicts these demographic changes.

Table 12: FAU College of Education Faculty Ethnicity, Annual 2017 - 2021

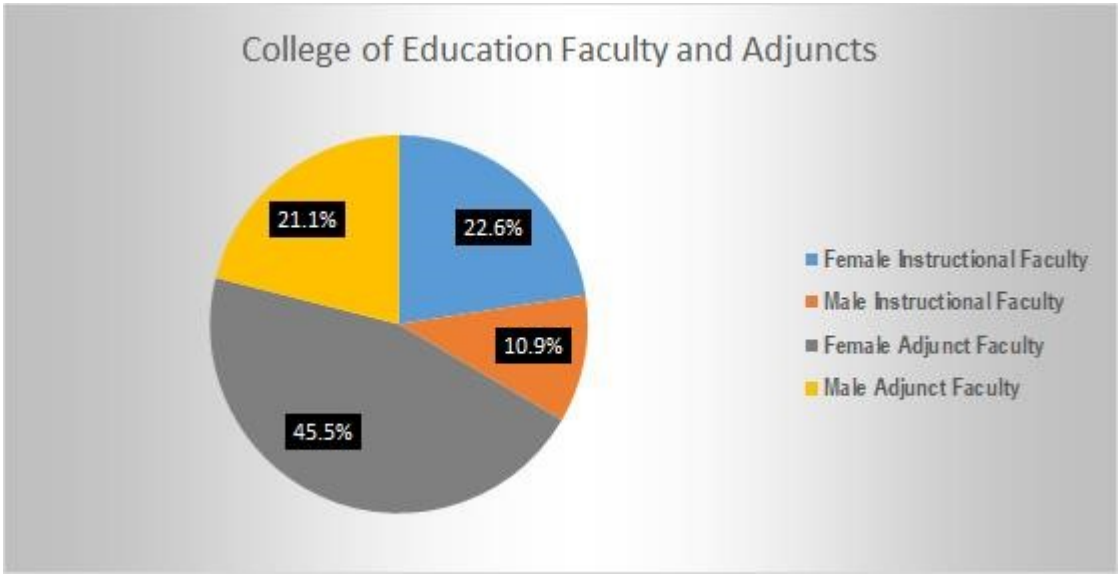
Ethnic Group	% of Instructional Faculty					% of Adjunct Faculty					% Point Change 2016-2017 to 2020-2021	
	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	Instructional Faculty	Adjunct Faculty
Black	6.3	5.8	8.5	10.1	10.7	7.9	14.2	14.3	19.2	17.2	+4.4	+9.3
Hispanic	7.3	8.7	9.4	10.1	10.7	11.7	11.1	14.3	13.6	13.7	+3.4	+2.0
White	72.3	74.1	72.6	71.9	70.2	76.5	76.2	68.9	66.7	67.5	-2.1	-9.0

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019: http://www.fau.edu/iea/data/ddi/ Instruction and Research File 2019-2020

Note: Percentages are rounded

Concerning gender, 68.0% of the College's faculty and adjuncts are female and 32.0% are male. Figure 2 depicts Faculty and Adjunct Faculty, by gender. This demographic is similar to both the university and College of Education student enrollment demographic. The College percentage of female faculty members differs from FAU's percentage (see Table 10).

Figure 2: FAU COE Faculty and Adjuncts, by Gender, 2019-2020



Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2020: http://www.fau.edu/iea/ddi/
Instruction and Research File 2019-2020

Note: Percentages are rounded

Using tables presented by the Office of Institutional Effectiveness and Analysis (IEA) as part of the annual Departmental Dashboard Indicator (DDI) review, each department in the college is compared to the college total and to the university total in regard to gender and ethnicity over one year, 2019-2020. Table 13 describes the College of Education Faculty by department, gender and ethnicity.

Table 13: FAU College of Education Faculty by Department, Gender and Ethnicity, 2019-2020

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		CCEI	COED	COMD	ELRM	EXED	TCHR	College Total	FAU Total
American Indian/ Alaskan Native	Female								1
	Male								1
Asian or Pacific Islander	Female	2						2	43
	Male	2				2	1	5	107
Black	Female	3			1	3	1	8	45

(Not of Hispanic Origin)	Male					1		1	26
Hispanic	Female		1		1	1	2	5	41
	Male	1			3			4	38
White (Not of Hispanic Origin)	Female	5	5	6	10	5	14	45	340
	Male		5	2	5	4	3	19	394
All Ethnicities	**Female**	**10**	**6**	**6**	**12**	**9**	**17**	**60**	**469**
	Male	**3**	**5**	**2**	**8**	**7**	**4**	**29**	**566**
	Total	**13**	**11**	**8**	**20**	**16**	**21**	**89**	**1,035**

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019-2020/B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity: http://www.fau.edu/iea/ddi/

School District and Community Data

The National Center for Education Statistics (NCES) data shows Florida school districts for Miami-Dade, Broward, Hillsborough, Orange and Palm Beach Counties indicating enrollment for elementary, middle and high schools. Table 14 displays enrollments by race/ethnicity in 2019-2020.

Table 14: PK-12 School District Enrollments by Race/Ethnicity, 2019-2020

District	American Indian/Alaska Native	Asian or Asian/Pacific Islander	Hispanic	Black or African American	White	Native Hawaiian or Other Pacific Island	Two or More Races
Miami-Dade	165	3844	250,636	67,795	22,713	129	2,025
Broward	613	9848	95,844	104,134	51,074	456	7,203
Hillsborough	391	9,215	83,646	46,608	72,363	411	10,671
Orange	426	9,751	90,097	51,006	52,153	693	4,749
Palm Beach	1,479	5,953	69,707	53,731	58,059	261	5,485

Source: U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, Elementary/Secondary Information System, School District Enrollments by Grade 2019-2020: https://nces.ed.gov/ccd/elsi/expressTables.aspx

According to data from the National Center for Education Statistics, all of Florida public school district enrollments in 2019-2020 showed 2,858,461 students. Miami-Dade and Orange county districts are outside of the FAU service area. Miami-Dade is ranked highest overall. Broward county ranked second overall within the FAU service area. Table 15 shows enrollment by grade level in 2019-2020.

Table 15: PK-12 Student School District Enrollments by Grade Level, 2019-2020

District	Total Students, All Grades (Excludes AE)	Prekindergarten and Kindergarten Students	Grades 1-8 Students	Grades 9-12 Students
Miami-Dade	334,261	20,246	200,620	105,246
Broward	260,235	16,438	156,407	81,608
Hillsborough	218,943	15,537	136,879	63,813
Orange	199,089	12,456	120,850	63,380
Palm Beach	187,057	12,153	113,558	58,218

Source: U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, Elementary/Secondary Information System, School District Enrollments by Grade 2019-2020: https://nces.ed.gov/ccd/elsi/expressTables.aspx

Note: Six main school districts are located within the FAU College of Education service region: Broward, Palm Beach, Martin, St. Lucie, Indian River, and Okeechobee

Overall, Broward has the most diverse student population. Tables 16 and 18 summarize diversity data for Florida and each of these districts

Table 16: PK-12 Student Membership Diversity within FAU Service Area, Annual 2020 - 2021

County	Year	Student Population	% Annual Change	% Minority*	% ESE	% ELL
Broward	2016-2017	271,828	+1.0	78.7	17.2	12.7
	2017-2018	271,967	+0.1	79.5	17.5	12.4
	2018-2019	270,978	-0.4	80.4	18.4	12.1
	2019-2020	269,172	-0.7	81.0	19.1	12.1
	2020-2021	260,235	-3.3	81.7	19.8	11.5
Indian River	2016-2017	17,879	-0.6	45.2	18.4	5.3
	2017-2018	17,792	-0.5	45.5	18.7	5.0
	2018-2019	17,861	+0.4	45.8	19.4	5.1
	2019-2020	17,872	+0.1	45.9	20.1	5.3
	2020-2021	17,570	-1.7	45.9	20.5	5.1
Martin	2016-2017	19,014	+0.1	40.8	19.0	14.9
	2017-2018	18,978	-0.2	42.1	18.9	14.1
	2018-2019	18,624	-1.9	43.7	19.1	13.1
	2019-2020	19,039	+2.2	45.0	18.3	12.2
	2020-2021	18,240	-4.1	45.9	19.1	13.0
Okeechobee	2016-2017	6,493	+0.8	53.5	23.2	14.1
	2017-2018	6,410	-1.3	54.5	24.9	12.0
	2018-2019	6,484	+1.2	54.6	25.1	12.1
	2019-2020	6,627	+2.2	55.5	26.2	11.2

	2020-2021	6,263	-5.4	55.6	27.7	9.7
Palm Beach	2016-2017	192,729	+1.8	68.4	20.7	12.7
	2017-2018	193,471	+0.4	69.1	20.7	12.9
	2018-2019	194,186	+0.4	69.7	21.0	13.2
	2019-2020	196,331	+1.1	70.4	21.0	13.2
	2020-2021	188,832	-3.8	71.0	21.9	14.2
St. Lucie	2016-2017	40,417	+0.9	66.0	14.0	8.9
	2017-2018	40,796	+0.9	66.9	14.5	9.2
	2018-2019	41,418	+1.5	67.9	15.0	9.5
	2019-2020	41,875	+1.1	69.0	15.4	10.0
	2020-2021	41,779	-0.2	69.9	15.4	9.6

Source: Florida Department of Education/Enrollment/Membership by in Programs for Exceptional Students, Final Survey 2, 2016-2020:: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

Note: *Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Table 17 presents Florida Department of Education data regarding membership in PK-12 programs for exceptional students. Overall, the total number of student memberships for all exceptionalities in Exceptional Student Programs percentage change increased (6.0%) between 2016 and 2020. The classifications of Speech Impaired, Specific Learning Disabled, Gifted, Hospital/Homebound, Dual Sensory Impaired, Autism Spectrum Disorder, Developmentally Delayed, and Other Health Impaired increased over the five-year period.

Table 17: Florida PK-12 Student Membership in Exceptional Student Programs, Annual 2016 - 2020

FLDOE Classification	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	% Change 2016-2017 & 2020-2021
Orthopedically Impaired (OI)	2,687	2,538	2,394	2,280	1,885	-29.8
Speech Impaired (SI)	47,312	47,250	48,087	48,127	46,764	-1.1
Language Impaired (LI)	42,950	42,608	42,972	42,246	40,878	-4.8
Deaf or Hard of Hearing	4,341	4,344	4,307	4,313	4,169	-3.9
Visually Impaired (VI)	1,358	1,308	1,329	1,326	1,285	-5.4
Emotional/Behavioral Disabilities (EBD)	15,146	14,414	14,152	13,621	11,859	-21.7
Specific Learning Disabled (SLD)	140,914	144,607	150,568	156,158	158,637	12.5
Gifted (GIFTED)	169,184	172,276	176,457	178,173	162,579	-3.9
Hospital/Homebound (HH)	2,476	2,403	2,651	2,610	2,373	-4.1
Dual Sensory Impaired (DSI)	86	96	92	99	108	25.6
Autism Spectrum Disorder (ASD)	36,681	39,709	43,573	47,082	51,448	40.2
Traumatic Brain Injured (TBI)	514	505	500	475	398	-22.5
Developmentally Delayed (DD)	20,841	21,473	22,757	23,828	21,608	3.7

Established Conditions (EC)	198	177	194	174	91	-54.0
Other Health Impaired (OHI)	35,659	38,460	42,635	46,488	50,739	42.3
Intellectual Disabilities (ID)	25,167	24,919	25,002	25,197	23,496	-6.6
Total Disabled*	**377,115**	**385,545**	**401,745**	**414,353**	**415,980**	**10.3**
TOTAL (All Exceptionalities)	**545,527**	**557,112**	**577,670**	**592,197**	**578,317**	**6.0**

Source: Enrollment/Membership in Programs for Exceptional Students, Final Survey 2, Annual 2016 - 2020: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml Note:
Total Disabled includes gifted students who have a Primary Exceptionality or Other Exceptionality with a value other than D, E, L, Z.

Table 18, below, presents Florida Department of Education data regarding PK-12 student membership by race and ethnicity. Overall, the race and ethnicity of student membership in PK-12 has become more diverse in Florida over the past 5 years. Between 2015 and 2019, the overall percentage change of student membership in the state of Florida has increased for Asian (+7.7%), Hispanic (+12.7%), Two or More Races (+12.1%), and Pacific Islander (+100%) groups.

Table 18: PK-12 Student Membership Race and Ethnicity within FAU Service Area, Annual 2016 - 2020

County	Year	% Asian	% Black	% Hispanic	% Native American	% White	% Two or More Races	% Pacific Islander
Broward	2016-2017	3.6	39.4	31.7	0.3	22.3	2.6	0.1
	2017-2018	3.6	39.1	33.0	0.1	21.3	2.6	0.1
	2018-2019	3.6	38.8	34.8	0.2	19.6	2.7	0.2
	2019-2020	3.7	38.7	35.6	0.2	19.0	2.7	0.2
	2020-2021							
Indian River	2016-2017	1.5	16.9	22.0	0.3	55.6	3.6	0.1
	2017-2018	1.5	17.2	22.4	0.3	54.8	3.8	0.1
	2018-2019	1.4	16.9	23.1	0.2	54.2	4.1	0.1
	2019-2020	1.3	17.5	22.5	0.2	54.1	4.4	0.1
	2020-2021							
Martin	2016-2017	1.7	7.4	27.8	0.2	60.1	2.8	0.1
	2017-2018	1.7	7.4	28.7	0.2	59.2	2.9	0.1
	2018-2019	1.8	7.1	31.5	0.1	56.3	3.1	0.1
	2019-2020	1.8	6.7	33.0	0.1	55.0	3.3	0.1
	2020-2021							
Okeechobee	2016-2017	0.9	8.1	39.9	1.0	47.1	3.1	0.0
	2017-2018	0.8	8.4	41.0	0.9	45.5	3.3	-
	2018-2019	0.8	8.0	41.3	0.9	45.4	3.7	-
	2019-2020	0.7	8.7	41.8	0.8	44.5	3.4	0.0
	2020-2021							
	2016-2017	3.0	28.3	32.4	0.8	32.6	2.8	0.1

Palm Beach	2017-2018	3.0	28.3	33.3	0.9	31.6	2.8	0.1
	2018-2019	3.1	28.1	34.8	0.8	30.3	2.9	0.1
	2019-2020	3.0	27.7	35.9	0.8	29.6	2.8	0.1
	2020-2021							
St. Lucie	2016-2017	1.7	29.8	28.8	0.3	35.5	3.8	0.2
	2017-2018	1.7	30.4	29.5	0.3	34.0	3.9	0.2
	2018-2019	1.7	31.1	30.8	0.3	32.1	3.9	0.1
	2019-2020	1.6	31.0	31.8	0.2	31.0	4.2	0.1
	2020-2021							
Florida	**2016-2017**	**2.6**	**22.5**	**31.6**	**0.3**	**39.5**	**3.4**	**0.1**
	2017-2018	**2.7**	**22.3**	**32.4**	**0.3**	**38.7**	**3.4**	**0.2**
	2018-2019	**2.8**	**21.9**	**33.9**	**0.3**	**37.4**	**3.6**	**0.2**
	2019-2020	**2.8**	**21.6**	**34.5**	**0.3**	**36.9**	**3.7**	**0.2**
	2020-2021							
% Point 5yr Difference	**20162017 & 20202021**							
% 5yr Change	**20162017 & 20202021**							

Source: Florida Department of Education/Enrollment/Membership in Florida Public Schools, Total Enrollment/Membership by District by Race/Ethnicity, Final Survey 2015 - 2019: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

All State University System Lab Schools enroll a similar percentage of minority students, with the exception of FAMU. FAU Lab Schools enroll approximately 40% free or reduced lunch students. Race and ethnicity, minority, and free or reduced lunch statistics are summarized in Table 18.

Table 19: SUS Lab Schools Student Minority Enrollment, Annual 2015 - 2019

SUS	Year	% Asian	% Black	% Hispanic	% Native American	% White	% Two or More Races	% Total Minority *	% Free / Reduced Lunch
FAU	2015-2016	4.9	17.8	30.2	0.5	41.8	4.8	58.2	38.9
	2016-2017	5.8	17.0	29.3	**	42.5	4.9	57.5	41.5
	2017-2018	6.1	16.7	29.8	**	41.7	5.2	58.3	46.7
	2018-2019	6.2	17.4	29.0	**	41.6	5.4	58.4	40.8
	2019-2020	6.4	18.0	29.0	**	40.4	5.8	59.6	40.3
FSU	2015-2016	4.7	26.5	21.7	**	42.2	4.3	57.8	25.8
	2016-2017	4.7	26.1	22.4	**	41.8	4.6	58.2	30.1
	2017-2018	4.7	26.2	23.4	**	40.8	4.7	59.2	30.1

	2018-2019	4.9	26.2	23.7	**	40.0	4.7	60.0	28.2
	2019-2020	4.6	26.0	23.0	**	40.9	5.1	59.1	28.7
FAMU	2015-2016	-	96.9	2.1	-	**	**	99.4	76.9
	2016-2017	-	96.7	2.1	-	**	**	99.4	74.3
	2017-2018	-	94.9	2.7	**	**	**	99.1	100.0
	2018-2019	**	95.6	3.0	**	**	**	99.5	99.7
	2019-2020	**	95.2	4.0	**	**	**	99.7	100.0
UF	2015-2016	3.8	22.9	16.2	**	49.5	6.9	50.5	26.8
	2016-2017	3.8	22.0	17.8	**	48.9	7.0	51.1	28.0
	2017-2018	4.0	23.8	17.4	**	47.0	7.4	53.0	28.8
	2018-2019	3.5	24.8	18.3	**	45.4	7.3	54.6	37.4
	2019-2020	3.3	25.3	20.1	**	43.4	7.3	56.6	34.6

Source: Florida Department of Education/PK-12 Information Portal/Enrollment/Build Your Own Table: https://edstats.fldoe.org/SASPortal/syndication.do?com.sas.portal.ItemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Freposname%3DFoundation%2FTransformation%3Bid%3DA5YWB4SY.AX0000BB

Note: Double asterisks (**) will appear when data are suppressed. When there are no students reported in a category a dash(-) will appear in the table cell.
*Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Regarding high school graduates, the National Center for Education Statistics (NCES) reports an increase in high school completers enrolling in college. The overall trend in high school completers enrollment in college has increased in the last five years, with an exception in 2017 where there was a decrease (-3.1%) from the previous year. Table 19 shows that while the total percentage of high school graduates enrolling in college increased from 2017 to 2018*, the ethnic group data increased within all ethnicities, however with the exception of Asian (-9.1%) high school completers.

Table 19: Percentage of High School Completers Enrolled in College, by Ethnicity, 2014-2018*

Year	% White	% Black	% Hispanic	% Asian	% Total
2014	67.7	70.2	65.2	90.9	68.4
2015	71.3	55.6	68.9	83.2	69.2
2016	69.7	57.3	72.0	91.9	69.8
2017	69.1	59.4	61.0	82.7	66.7
2018	70.9	64.5	65.4	73.6	69.1

Source: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, Current Population Survey prepared August 2019): https://nces.ed.gov/programs/digest/d19/tables/dt19_302.20.asp

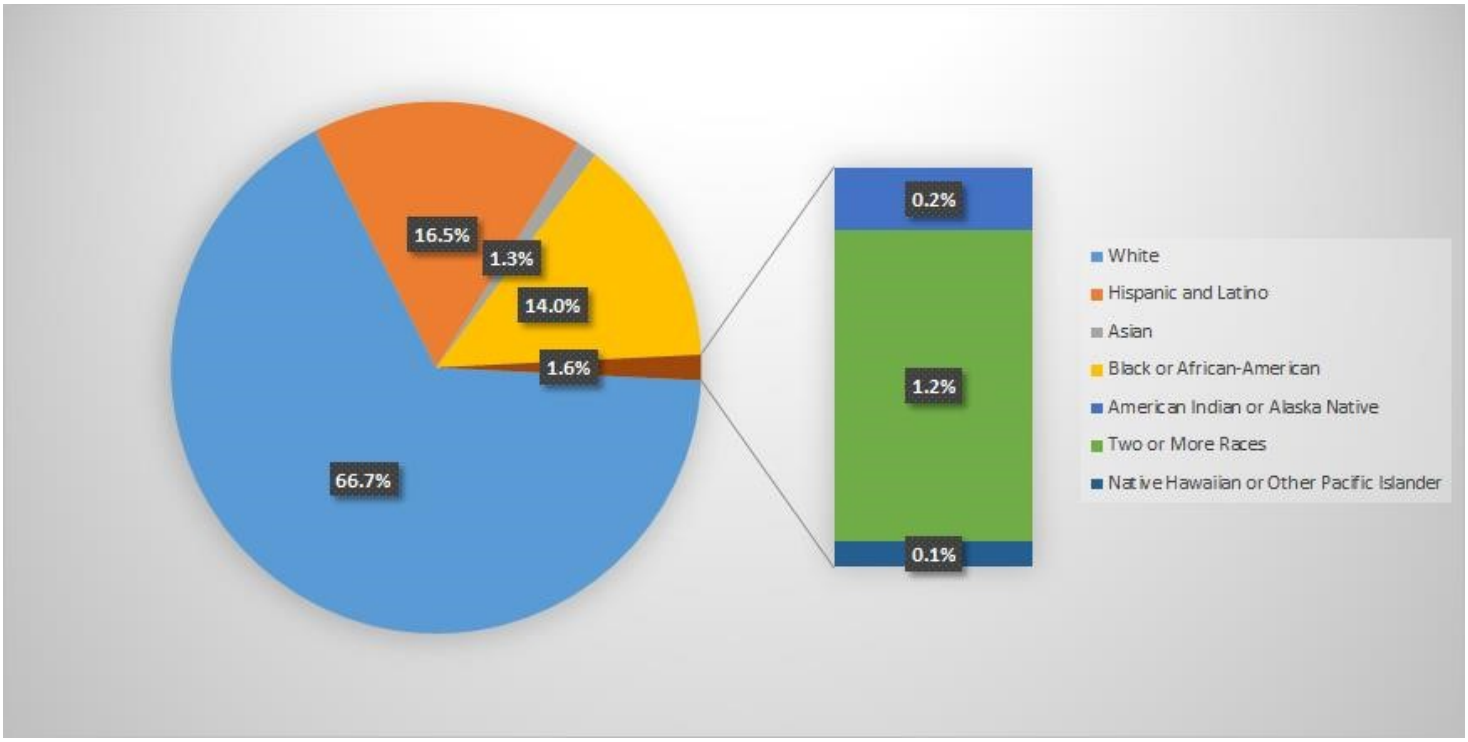
Note: *2019-2020 data unavailable as of 4/2/2021

Teacher Membership

In the Fall of 2003, 50% of Florida public school students were members of an ethnic minority. At the same time, 75% of Florida's teachers were White (Florida Department of Education, March 2004). During 2019-2020,

66.7% of all teachers in Florida were White, a decrease of -8.3%, since Fall 2003. Figure 3 summarizes the ethnic distribution of Florida teachers. Table 20 compares the ethnicity of teachers in several counties in the FAU service area.

Figure 3: Ethnic Distribution of Florida Teachers, 2019-2020



Total Teachers in the State of Florida 179,004

Source: Florida Department of Education, Staff in Florida's Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Table 20: Teacher Diversity in FAU Service Area Districts, 2019-2020

County	Total Teachers	% White	% Black	% Hispanic	% Asian	% American Indian	% Pacific Islander	% Two or More Races	% Male	% Female
Broward	15,904	46.0	29.5	20.8	1.8	0.2	0.3	1.4	19.4	80.6
Indian River	1,159	84.6	8.1	5.4	0.6	0.3	0.1	0.9	20.4	79.6
Martin	1,248	88.3	3.0	7.6	0.8	0.3	0.0	0.0	17.9	82.1
Okeechobee	371	84.4	6.7	8.1	0.0	0.5	0.0	0.3	23.7	76.3
Palm Beach	12,733	64.3	18.0	14.9	1.5	0.1	0.0	1.2	20.8	79.2
St. Lucie	2,520	68.1	18.6	11.0	1.0	0.4	0.3	0.6	21.7	78.3

Source: Florida Department of Education, Staff in Florida's Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Minority representation among teachers in the FAU service area (Table 22) and students in large districts within the state of Florida (Table 21) continue to exceed State total minority enrollment.

Table 21: Total Minority Student Membership in Florida's Largest School Districts, 2019-2020

District	Minority Students*		Total Students	% of State Total
	Number	%		
Broward	218,098	81.0	269,172	9.4
Duval	87,395	67.1	130,299	4.6
Hillsborough	150,950	67.6	223,314	7.8
Miami-Dade	324,613	93.5	347,327	12.2
Orange	157,483	75.0	209,890	7.3
Palm Beach	138,121	70.4	196,331	6.9
Subtotal	**1,076,660**	**78.2**	**1,376,333**	**48.1**
State Total	**1,804,300**	**63.1**	**2,858,952**	**100.0**

Source: Florida Department of Education, PK-12 Portal, Enrollment, Build Your Own Table: https://edstats.fldoe.org/SASPortal/syndication.do?com.sas.portal.ItemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Freposname%3DFoundation%2FTransformation%3Bid%3DA5YWB4SY.AX0000BB

Note: *Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Across the largest districts in the state of Florida, Miami-Dade and Broward Counties reported more than 50% minority teachers, while Table 21 provides evidence that minority student population enrollment in the same large districts was significantly higher than non-minority student enrollment.

Table 22: Total Minority Teacher Membership in Florida's Largest School Districts, 2019-2020

District	Minority Teachers*		Total Teachers	% of State Total
	Number	%		
Broward	8,000	50.3	15,904	8.9
Duval	2,526	33.7	7,506	4.2
Hillsborough	3,700	25.8	14,332	8.0
Miami-Dade	15,512	78.1	19,861	11.1
Orange	4,539	34.8	13,048	7.3
Palm Beach	4,187	32.9	12,733	7.1
Subtotal	**38,464**	**46.1**	**83,384**	**46.6**
State Total	**52,655**	**29.4**	**179,004**	**100.0**

Source: Florida Department of Education/Staff in Florida's Public Schools/Instructional Staff/Total Teachers by Race/Ethnicity and Gender: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml Note: *Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino

One-year overall trends showed an increase in the total number of teachers representing ethnic minorities of 3.5% from Fall 2018 to Fall 2019. White teachers showed percentage decrease from Fall 2018 to Fall 2019 (0.1%), and the underrepresented minority groups Black showed percentage increase (+2.6%), and Hispanic/Latino teachers showed a higher percentage increase (+4.2%). There were increases reported for the Pacific Islander (+8.3%), Asian (+6.1%), Two or More Races (+5.5%), and American Indian (+2.5%) teachers as well. Table 23 depicts the number of full-time teachers in the state by ethnic group.

Table 23: Number of Full-Time Teachers by Ethnic Group*, Florida, Fall 2015 - Fall 2019

Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Change Fall 2018 to Fall 2019	
						Number	%
White	119,942	119,270	119,315	119,554	119,393	-161	-0.1
Black	22,708	23,331	23,871	24,355	25,008	653	2.6
Hispanic	23,961	24,618	27,034	28,300	29,544	1,244	4.2
Asian	1,837	1,952	2,051	2,142	2,282	140	6.1
American Indian	458	430	416	324	435	11	2.5
Pacific Islander	130	186	153	166	181	15	8.3
Two or More Races	1,656	1,681	2,022	2,043	2,161	118	5.5
State Total	**170,692**	**171,468**	**174,862**	**176,884**	**179,004**	**2,020**	**1.1**
Total Minority**	**46,669**	**47,949**	**50,905**	**52,655**	**54,552**	**1,897**	**3.5**

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Total Teachers by Race/Ethnicity and Gender, Final Survey 2: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Note: **Minority defined as underrepresented ethnicity categories: Black and Hispanic

*Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting teacher demographic data in compliance with adjustments made by the U.S. Office of Management and Budget to Statistical Policy Directive No. 15. These revisions allow teachers to select more than one race and to report their ethnicities and races separately when reporting their demographic information. For ethnicity, teachers select whether they are of Hispanic or Latino origin. All teachers who indicated that they are Hispanic or Latino are included only in the Hispanic/Latino counts in this report; they are not included in the racial categories they have selected. For race, teachers select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White.

Diversity among teachers in the state of Florida is similar to the race/ethnicity diversity within instructional categories. Gender appears to fluctuate with Elementary and Exceptional Student Education higher than the state percentage. Table 24 reflects this data.

Table 24: Florida Diversity of Teachers by Instructional Category, 2019-2020

Race/Ethnicity	Elementary	Secondary	Exceptional Student Education (ESE)	Other	State Total
White	67.9%	66.0%	68.7%	52.0%	66.7%
Black	12.5%	15.4%	12.6%	22.1%	14.0%
Hispanic	17.2%	15.3%	16.1%	22.4%	16.5%
Asian	1.0%	1.5%	1.2%	1.6%	1.3%
American Indian	0.2%	0.3%	0.3%	0.3%	0.2%
Pacific Islander	0.1%	0.1%	0.0%	0.3%	0.1%
Two or More Races	1.1%	1.4%	1.1%	1.3%	1.2%
Gender					
Female	90.7%	64.9%	86.2%	74.3%	79.4%
Male	9.3%	35.1%	13.8%	25.7%	20.6%
Totals					

Teachers	74,447	69,004	29,021	6,532	179,004
Minorities*	22,119	21,203	8,319	2,911	54,552

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Final Survey 2: http://www.fldoe.org/accountability/datasys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml

Note: *Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino

Community Data

Census data showed Broward County as the most diverse community, even more diverse than the state and national demographics. Indian River County appears to be the least diverse community within the FAU service area having 86.3% White population and a Hispanic population of 12.7%. Tables 25 and 26 summarize census data for selected counties, Florida, and the United States.

Census Data

Table 25: Census Data: Florida and United States, 2019

Census Statistic	Florida	United States
Total Population	21,477,737	328,239,523
% with language other than English spoken in the home	30.3	22.0
% with Bachelor's degree or higher	30.7	33.1
% Persons with a disability	13.7	12.7
% All People below poverty in the past 12 months	12.7	12.3

Source: United States Census Bureau, Survey/Program: American Community Survey, TableID: DP02, Product 2019: ACS 1-Year Estimates Data Profiles: https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP02&moe=false&tp=false&hidePreview=true TableID: DP03, Product 2019: ACS 1-Year Estimates Data Profiles: https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true

Table 26: Census Data: County, 2019

County	One Race						Two + Races	Any Race	Total Population
	% White	% Black or African American	% American Indian and Alaska Native	% Asian	% Native Hawaiian and Other Pacific Islander	% Some Other Race	% Two or More Races	% Hispanic or Latino	
Broward	60.5	28.8	0.2	3.7	0.1	3.1	3.5	31.1	1,952,778
Indian River	86.3	9.7	0.1	1.1	0.0	1.2	1.6	12.7	159,923
Miami	75.6	16.8	0.2	1.6	0.0	3.9	1.9	69.4	2,716,940

Palm Beach	72.4	19.0	0.4	2.8	0.0	2.7	2.8	23.4	1,496,770
St. Lucie	72.0	19.5	0.3	2.1	0.1	2.5	3.5	19.9	328,297
Florida	74.5	16.0	0.3	2.8	0.1	3.4	2.9	26.4	21,477,737
United States	72.0	12.8	0.9	5.7	0.2	5.0	3.4	18.4	328,239,523

Source: United States Census Bureau, Survey/Program: American Community Survey, TableID: DP05, Product: 2019: ACS 1-Year Estimates Data Profiles: https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12011,12061,12086,12099,12111&d=ACS%201Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP05&moe=false&tp=true&hidePreview=true

Note: Hispanic or Latino may be of any race; inclusive of applicable race categories

Choice Options

Diversity among school choice program types is a current topic of conversation in education. The number of schools and participation students are presented in Table 27, at the national level for the most recent available data. Additional disaggregation is available on the EdChoice website. Data regarding choice options more locally were not available.

Table 27: School Choice Option Program Types, most recent data available

Program Type	# of States	# of Schools	Total Participation
Education Savings Account	6	27	79,375
Tax-Credit Scholarship	19	192	2,554,054
Voucher	19	326	1853651
Grand Total	**31**	**545**	**4,487,080**

Source: EdChoice, School Choice in America Dashboard,all years, https://www.edchoice.org/school-choice/school-choice-in-america/?yr=#filter-table (retrieved on 2/5/2021)

Summary

Diversity trends continue to appear similar across national, state, county, the State University System, and the Florida Atlantic University service area.

The student population at Florida Atlantic University is represented by a diverse population, increasing from 43.3% for Black and Hispanic student enrollments in 2015-2016 to 46.3% in 2019-2020 (Table 2) yielding a +3.0% overall increase. This reflects the changing K-12 student population trends within the local service area (Table 15). Across all six counties within the FAU service area, the diversity of the student population increased. The U.S. Census data reports the underrepresented minority population, Black and Hispanic, overall as 42.4% within the state of Florida, and 31.2% nationwide, though these numbers may be skewed as the Census now allows the reporting of race and ethnicity to overlap (Table 26).

In terms of faculty diversity, both the College of Education and Florida Atlantic University continue to see Black and Hispanic faculty as underrepresented minorities. Asian faculty, Black faculty and Hispanic faculty are the highest represented minorities, by rank, in the FAU College of Education at 23.6% (Table 13). At the University level, Asian faculty are the highest represented minority at 14.5% (Table 13) in 2019-2020.

When compared to 2019 National Census Data, the representative population at the national level for Asian is 5.7%, Black is 12.8%, and Hispanic is 18.4% (Table 26). Within the state of Florida, the census data presents the Asian population to be 2.8%, Black 16.0%, and a Hispanic population is 26.4% (Table 26). In 2019, State University System peer institutions (FSU, UCF, UF and USF) and FAU continue to employ dominantly White faculty with a minimum of 69.2% (Table 11). FIU employs the greatest percentage (48.6%) minority full time and part time instructional faculty (Table 11).

School district and Community data show a similar trend regarding the diversity of students in 2019-2020. The average PK-12 student membership of minority students enrolled within the FAU service area is 61.1%, with the highest representing that of student diversity being Broward County at 81.0% (Table 15).

Within the state of Florida the PK-12 student membership of underrepresented minorities (Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native) is 59.4% (Table 17). The student membership data is more diverse, 63.1%, than the average teacher membership of underrepresented minorities, 29.4%, in 2019-2020 (Tables 21 and 22). Table 23 demonstrates increasing numbers of full time, ethnically diverse teachers, with American Indian teachers declining an astonishing -24.3% from 2019-2020.

FAU Published Statements

ELIMINATING RACIAL INJUSTICES AND SOCIAL INEQUITIES: PRESIDENT KELLY



John Kelly, FAU President

A long overdue and important conversation around systemic racism and violence against Black people in America has awakened our country. The injustices and violence that marginalized the experiences of people of color, particularly Black/African Americans, at the hands of those in positions of authority is real and devastating. Florida Atlantic University condemns and will not tolerate such acts of violence, and is dedicated to addressing racism, discrimination and injustices in all aspects of university life.

Ranked among the most racially and ethnically diverse institutions in the country, FAU's commitment to diversity does not stop at the make-up of our student body. We recognize that in order to dismantle systemic discrimination we must take actions to ensure our students, faculty and staff have the opportunities, support and resources necessary to succeed in their academic and professional lives. We also recognize that eradicating racism requires developing responsible citizens by examining the ways power and privilege affect society and by developing pathways to meaningful, positive and lasting change.

With input from the Florida Atlantic University Diversity Council, some of our immediate measures include:

- Expanding the focus of the diversity platform to include social justice and equity
- Identifying university initiatives where social justice and equity dialogues and professional development opportunities can be incorporated
- Developing a university-wide diversity and inclusion statement to be included in recruitment materials
- Continue to provide educational platforms for students, faculty and staff to learn and discuss issues related to diversity, inclusion and equity

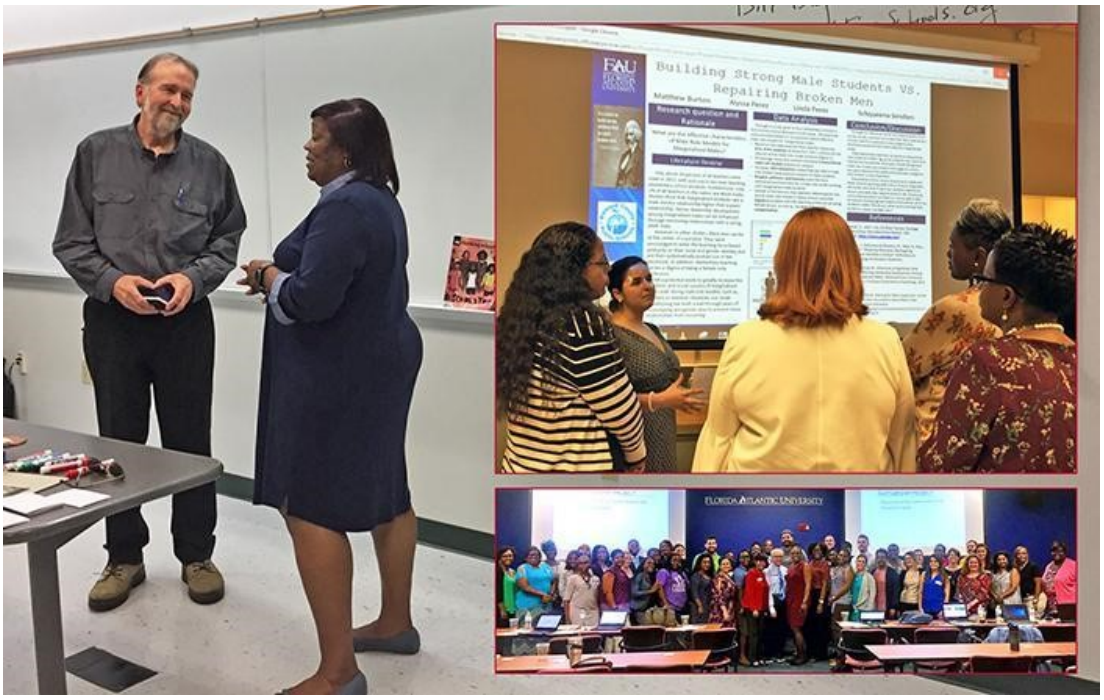
With educational programs spearheaded by entities such as the FAU Diversity Council; Peace, Justice, and Human Rights initiative; the Center for Inclusion, Diversity Education, and Advocacy; the Center for Holocaust and Human Rights Education; and the Women and Gender Equity Resource Center, FAU is not only coming together in conversation, but actively building on existing initiatives and seeking new ones. We invite you to visit www.fau.edu/diversity-platform to learn more about FAU's ongoing efforts to diversity, inclusion and equity.

John Kelly

President

Source: https://www.fau.edu/diversity-platform/message/president.php (retrieved on 2/4/2021)

EDUCATIONAL EQUITY PARTNERSHIP PROJECT



BY TERESA CRANE | WEDNESDAY, SEP 11, 2019

The Department of Curriculum, Culture and Educational Inquiry (CCEI) and Broward County Public Schools (BCPS) proudly launched the Educational Equity Partnership Project (EEPP) in Fall 2017. EEPP is funded by a Teaching Incentive Fund (TIF) grant awarded to BCPS. The TIF program supports projects that develop performance-based teacher compensation systems in high-needs schools to increase students' access to effective educators, which leads to heightened student academic achievement.

During this three-year partnership, CCEI professors from FAU engage approximately 60 educators from 32 Title I schools in professional development modules that integrate five inter-related thematic strands: culturally relevant pedagogy, multicultural curriculum, education for equity, community building and advocacy. Participants meet weekly for each six to eight-week module where they engage in readings, discussions, and work on culminating projects designed to enhance their professional practice. During Module 2, guest speaker, Bill Bigelow, curriculum editor of *Rethinking Schools* and veteran High School Social Studies teacher, shared his insights with the participating teachers. These teacher leaders have conducted school-based research projects and developed curriculum and equity-oriented actions plans for implementation in their classrooms and schools.

The sustained partnership offers an alternative approach to teacher professional development and university-school partnerships. The research-based modules continually evolve through implementation and are responsive to participants' needs and feedback, creating spaces for critical reflection, research and collaboration towards equitable practice. EEPP provides opportunities for educators at the university and in schools to learn with and from one another as recommitment is made to addressing the pressing issues of educational inequity that are experienced in policy, curriculum and practice.

Scheduled delivery of modules:

- Module 1: Culturally Responsive Pedagogy, Completed Fall 2017
- Module 2: Developing Multicultural Curriculum, Completed Fall 2018
- Module 3: Equity in Schools and Society, Completed Spring 2019
- Module 4: Parental Inclusion & Community Engagement, Fall 2019
- Module 5: Leadership & Advocacy in Diverse Communities, Spring 2020

Source: FAU Website:http://www.fau.edu/education/newsevents/eepp-update/

FAU RANKED BY ‘U.S. NEWS & WORLD REPORT’ AS TOP PUBLIC SCHOOL



(Photo by Alex Dolce)

BY JOSHUA GLANZER | 9/9/2019

U.S. News & World Report ranked Florida Atlantic University in its list of “Top Public Schools” in the nation for the first time in the university’s history, landing at No.140 in the annual ranking of the nation’s best universities.

“Being recognized by *U.S. News & World Report* in this way is a wonderful endorsement of the good work we have pursued,” said FAU President John Kelly. “This is just the beginning of our ascension into the top ranks of public universities in the United States as we continue to build on our successes and focus on strategic areas of improvement.”

For the third year in a row, *U.S. News & World Report* included FAU on the list of the most ethnically diverse universities in the U.S. The magazine notes that FAU’s “diversity index” score of .68 (out of 1.0) tied with 11 other institutions, including Princeton University and Carnegie Mellon University. This score makes FAU the highest ranked public university in Florida for diversity. *The Chronicle of Higher Education* also ranked the FAU first among Florida public universities in the diversity index for their 2019-2020 Almanac of Higher Education.

U.S. News & World Report also placed FAU at No. 45 in the nation in the magazine’s new “Social Mobility” ranking. This distinct ranking is computed using graduation rates of students receiving Pell grants and includes both public and private national universities. At FAU, Pell-eligible students, first-generation students, African-American students and Hispanic students all outpace the university’s overall retention and graduation rates, which is an accomplishment that also eliminates the historical achievement gaps between minority and white students.

FAU also has received federal designation as a Hispanic-Serving Institution by the U.S. Department of Education in 2017. This traditionally underserved group of students make up FAU’s largest minority undergraduate population, listed as 27 percent, followed by African-American students at 20 percent.

“We are honored to serve as a vehicle to success for students looking to improve their lives and that of their families while also providing a high-quality education to the most racially and culturally diverse student body in Florida's State University System,” said President Kelly. “More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone.”

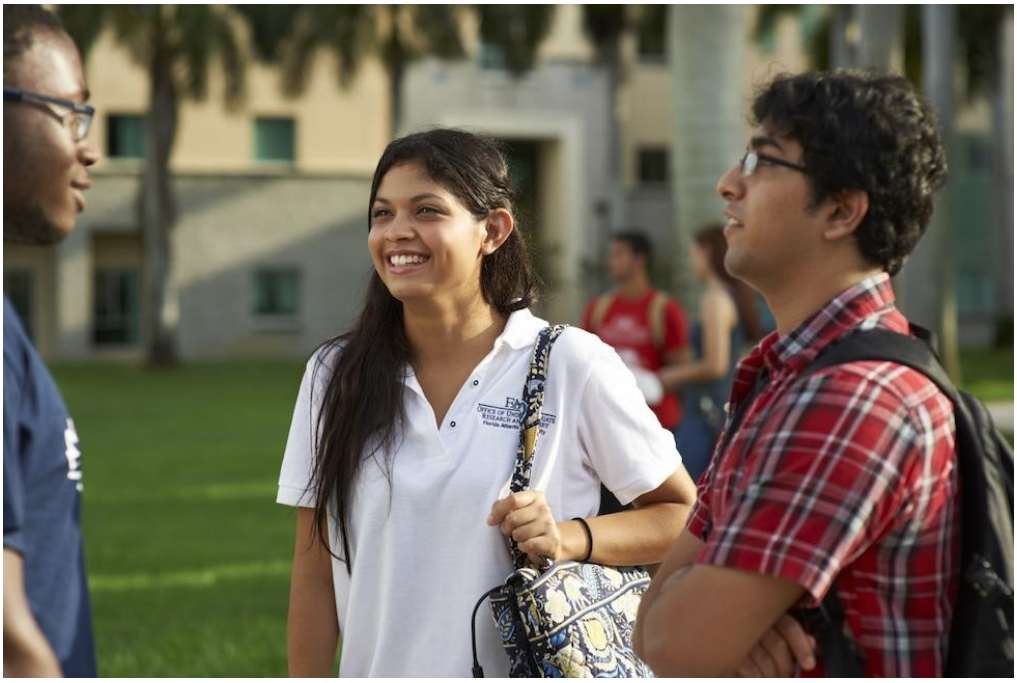
As a sign of faith in the university’s continued improvement, the Florida legislature recently funded the FAU 100 effort, a program of strategically targeted investments meant to further propel the university into the *U.S. News & World Report* Top 100 ranked public universities.

“We are greatly appreciative of the Florida legislature’s faith and investment in us,” said President Kelly. “They have provided us with funds in strategic areas necessary to help us continue to soar in the national rankings. We are and will continue to be America’s fastest improving university.” https://youtu.be/5RUpe-TQ0jE

-FAU-

Source: https://www.fau.edu/newsdesk/articles/fau-ranked-by-us-news-and-world-report.php

FAU AMONG MOST ETHNICALLY DIVERSE UNIVERSITIES



BY BRITTANY SYLVESTRI | 9/12/2018

For the second year in a row, *U.S. News and World Report* has included Florida Atlantic University on the list of the most ethnically diverse universities in the United States.

The publication notes that the institution's "diversity index" score of .69 (out of 1.0) tied with six other institutions, including Harvard University and the University of Southern California. No other public university in Florida appeared on the list.

According to *U.S. News*, Hispanic students make up FAU's largest minority population, listed as 27 percent. The university received federal designation as a Hispanic-Serving Institution by the United States Department of Education in 2017.

"We are very proud to have the most racially and culturally diverse student body in Florida's State University System," said FAU President John Kelly. "More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone."

FAU has a long history as an ethnically diverse university. Consistently, *DIVERSE: Issues in Higher Education* ranks the institution as a Top 100 provider of undergraduate and graduate degrees to minorities. Over the past several years, six-year graduation rates for black and Hispanic students have been higher than the overall graduation rates for the university.

-FAU-

Source: https://www.fau.edu/newsdesk/articles/fau-among-most-ethnically-diverse.php

FAU RECEIVES 2017 URBAN EDUCATION IMPACT AWARD



From left to right, Gracie Diaz, Barbara Ridener and Valerie Bristor.

BY LISA-METCALF | 12/13/2017

Florida Atlantic University, Broward County Public Schools and the School District of Palm Beach County received the 2017 Dr. Shirley S. Schwartz Urban Education Impact Award for their collaborative program, Establishing Excellence in Elementary Preparation (EXCEED). The award, presented at the Council of Great Schools Annual Fall Conference in Cleveland, Ohio, honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning.

“This collaboration has been a tremendous opportunity for us to develop and implement a cutting-edge program that will better prepare how our future teachers learn to teach and positively impact students’ learning experience in today’s complex global society,” said Valerie J. Bristor, Ph.D., dean of FAU’s College of Education.

FAU has collaborated with two districts, each awarded with a plaque and, in addition, will jointly select students who have graduated from Broward County Public Schools and School District of Palm Beach County who plan to attend or presently attend FAU, to receive two-year scholarships. Bristor, along with Barbara Ridener, Ph.D., chair of teaching and learning at FAU, and Gracie Diaz, EXCEED director of research program and services, were on hand at the conference to accept the award.

EXCEED was made possible by a three-year Centers of Excellence in Education Teacher Preparation grant from the Florida Department of Education. The program is a focused approach curriculum designed to improve the knowledge and skills of elementary education graduates to meet school districts’ expectations.

“EXCEED initiatives engaged FAU faculty, staff, and educators and content leaders from Broward and Palm Beach counties,” said Diaz. “It has been a unique collaboration that has positively impacted both teacher preparation and teacher practice.”

Also attending the conference was 2015 FAU Distinguished Alumni Chuck Shaw, M.Ed. ’71, who was selected as one of eleven finalists for the nation’s top award in urban education leadership. He currently serves as Board Chair of the Palm Beach County School Board.

“We are very excited that the work that we were able to begin through our EXCEED partnership has made an impact on the students in our partner districts,” said Ridener, principal investigator of the grant. “We are also grateful to the school districts of Broward and Palm Beach County for the ability to engage in this work.”

For more information about the College of Education, visit www.coe.fau.edu.

-FAU-

Source: FAU Website: http://www.fau.edu/newsdesk/articles/fau-receives-2017-urban-impact-award.php

Florida Atlantic University recently received designation as a Hispanic-Serving Institution (HSI) by the United States Department of Education. With its new HSI status – only awarded to colleges and universities with enrollment of full-time Hispanic undergraduate students of at least 25 percent – FAU will be able to compete for federal grants under the Developing Hispanic-Serving Institutions Program.

"Florida Atlantic University embraces diversity in our students, faculty and staff, and our recent designation as a Hispanic-Serving Institution will help us to further our efforts to bring new programs and new grants that will allow us to truly serve this important and growing population in Florida," said Gary W. Perry, Ph.D., FAU's provost and vice president for academic affairs.

This initiative provides funding to help expand educational opportunities for Hispanic students as well as improve recruitment and retention. Institutions must be designated as an eligible institution of higher education in order to apply for the Title V program and must meet the program-specific requirements to be defined as a HSI.

FAU previously was ranked No. 31 in "The 50 Top Ethnically Diverse Colleges In America" by *Best College Reviews,* was one of three colleges to make the list in Florida, and was the only public university in Florida on the list. Statistics for this ranking were gathered from the National Center for Education Statistics and Diverse Issues in Higher Education.

"For faculty in all areas and specialties, this designation as a Hispanic-Serving Institution means they have access to additional funding for research that was not previously available to Florida Atlantic University," said Daniel C. Flynn, Ph.D., FAU's vice president for research. "This type of funding will enable our faculty to better train our students by engaging them in research projects and preparing them to effectively compete in our global economy."

Last fall, FAU received $4.4 million from the U.S. Department of Education to address the projected gap between computer science, computer engineering and electrical engineering occupations and workers with enough skills to fill these positions in South Florida. The objective of this grant is to increase the number of degrees awarded to Hispanic and low-income students in these fields, and to facilitate the rate of successful student post-degree computer science, computer engineering and electrical engineering /STEM (science, technology, engineering, and mathematics) employment or graduate school enrollment.

"Providing outstanding educational opportunities for a diverse student body is an economic and moral imperative that will help us to develop a qualified workforce and enhance our students' potential to be successful in their careers," said Ali Zilouchian, Ph.D., project director and principal investigator of the grant and a professor and associate dean for academic affairs in FAU's College of Engineering and Computer Science.

Only 12 percent of Hispanic students graduating from high school score at or above the proficient level in mathematics, and score 25 percent at or above the proficient level in reading. The National Assessment of Educational Progress reports similar trends for other underrepresented groups (black and low-income students) for whom 17 percent score at or above the proficient level in reading and 7 percent in mathematics. Poor preparation and proficiency in mathematics continue to be identified by almost every governmental agency report as a key barrier to success in and completion of any STEM degree.

"We take this challenge very seriously, and it is not a coincidence that more than 26 percent of our students majoring in the fields of science, technology and mathematics are Hispanic – making Florida Atlantic University a leader in the effort to reverse the national decline of minority STEM professionals," said Nancy Romance, Ed.D., co-principal investigator of the grant and professor of science education in FAU's College of Education.

This funded HSI project (Title III) helps eligible institutions of higher education to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality and institutional management. It is a collaboration between FAU's College of Engineering and Computer Science, FAU's College of Education, Broward College, and Palm Beach State College.

In 2015, the U.S. Census Bureau estimated that Hispanics accounted for 24 percent of the total population in Florida and 57 million of the U.S. population.

Source: FAU Website, 2/7/2017 http://www.fau.edu/newsdesk/articles/FAU-hsi.php

In Support of DACA

12/06/2016



It's been said that you can "touch the world" at FAU, and we take great pride in the fact that students from more than 180 countries have attended our university. With that in mind, I recently added my name to the growing list of higher education leaders who are standing with President David Oxtoby of Pomona College in defending the Deferred Action for Childhood Arrivals (DACA) program. Since 2012, DACA has helped more than 741,000 young people whose families came to this country seeking a better life.

More than 400 of my colleagues nationwide have signed President Oxtoby's letter in support of DACA, including the presidents of FIU, Florida State, Miami Dade College, USF, UCF, Miami and UF, as well as Harvard, Princeton and Yale.

The environment of diversity and inclusion that we have cultivated across our six campuses is one of the most unique and wonderful things about FAU. We stand together in celebration of our differences and we value every member of our faculty, staff and student body. On behalf of the entire FAU family, I am proud to support DACA.

Source: 12/06/2016 http://www.fau.edu/president/blog/blog-entry-120616.php

A Message from President John W. Kelly

We take tremendous pride in the fact that Florida Atlantic University has long ranked as the most racially, ethnically and culturally diverse institution in Florida's State University System. This year, minority students make up 47 percent of our 30,000-member student body. U.S. News & World Report has ranked FAU the 27th most diverse university in the nation.

Students from 57 countries received degrees at the University's spring 2013 commencement ceremonies, demonstrating the extent to which FAU has become an international center of learning; in recent years, FAU has hosted students from more than 180 countries. This level of human interaction enriches our campus life beyond measure, but it also can produce the same kind of tensions that cause conflict in the outside world.

University campuses are microcosms of the world at large and provide an environment in which students can explore competing ideas, consider opposing points of view and formulate their own conclusions about political and social issues. The aim of a university education is to develop critical thinking skills in students. Equally important is the development of an attitude of tolerance, which is essential to the success of both personal and international relationships. At FAU, we are doing our best to help create a world in which people and nations can live in peace with one another.

Source: http://www.fau.edu/diversity/ July 2, 2014

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to *U.S. News and World Report*, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in *Diverse: Issues in Higher Education*, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

At FAU, all people are respected. The University has a zero-tolerance policy for any kind of harassment and discrimination, whether or not it is expressly covered by law. The offices of Equal Opportunity Programs, Student Affairs, Human Resources, Academic Affairs and the University Ombudsman all play important roles in maintaining an environment of fairness and safety on FAU's seven campuses.

We will continue to value and promote diversity as the University grows in the years ahead. There can be no higher standard for an institution of higher learning to uphold than that which affirms the intrinsic worth and dignity of all human beings.

Source: FAU webpage 2013 http://www.fau.edu/president/diversity/ , Maria E. Santamarina , Diversity Officer

FAU was recognized as a model of diversity by Minority Access Inc. at its 2010 National Role Models Conference.

Source: The Office of Diversity and Multicultural Affairs: http://www.fau.edu/oma/

FAU ranks as the most racially, ethnically and culturally diverse institution in the State University system.

Source: State University System of Florida Annual Accountability Report 2011-12

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to U.S. News and World Report, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in Diverse: Issues in Higher Education, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

Source: FAU webpage, June 2009

Florida Atlantic University continues to be listed among the most diverse universities in America. FAU was recently

ranked as one of the top 50 four-year colleges in the nation for conferring bachelor's degrees on African-Americans, and as one of the top 100 for conferring master's degrees on African-Americans. The surveys were conducted by the bi-weekly magazine *Diverse Issues in Higher Education*, which monitors current educational trends and issues in the United States.

Other notable rankings for undergraduate minority students are:

- In the biological and biomedical sciences, FAU ranked 18th among 50 institutions in conferring bachelor's degrees on Hispanic students and 22nd for African American students.
- In business management, marketing and related support services, FAU ranked 12th for African-American students and 15th for Hispanic students.
- In the health professions and related clinical sciences, FAU ranked fourth out of 49 institutions for African-American students and 32nd for Hispanic students.
- In graduate programs, FAU ranked 10th out of 100 colleges surveyed in conferring master's degrees on Hispanic-American students, a 200 percent increase from 2004-05. The University ranked 24th for African-American students, a 300 percent increase from the previous academic year.

Other notable rankings for graduate minority students are:

- In computer and information sciences and support services, FAU ranked 21st in conferring master's degrees on Hispanic-American students and 40th for Asian-American students.
- In business management, marketing and related support services, FAU ranked 42nd in conferring master's degrees on African-American students.

Overall, FAU's student population of approximately 26,000 includes 58 percent Caucasian, 17 percent African-American, 16 percent Hispanic, five percent Asian and four percent international students.

Source: FAU webpage, January 2008

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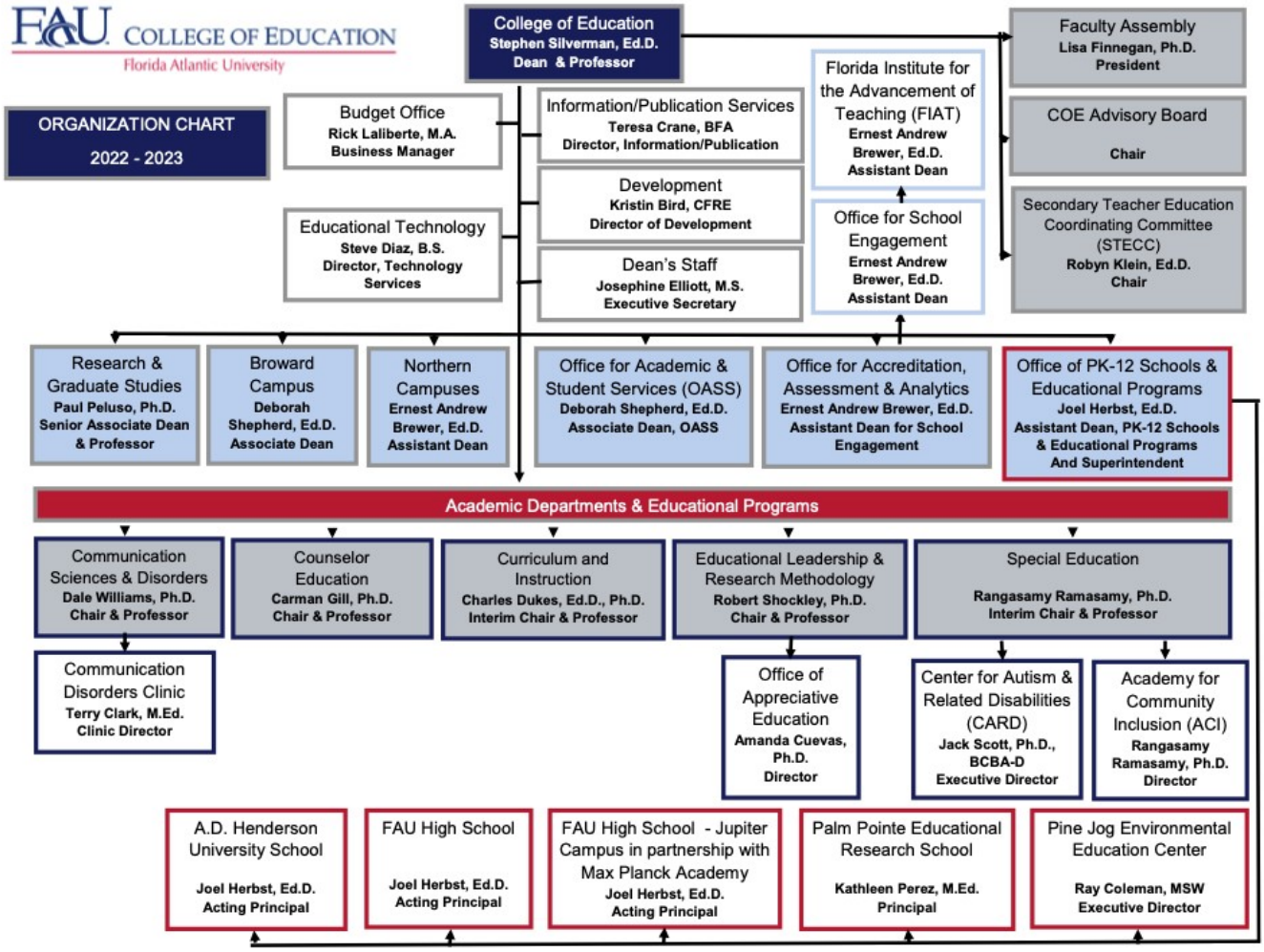
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Appendix D: College of Education Organizational Chart



Appendix E: Employer Satisfaction Survey Executive Report – 2020

An Executive Summary of the 2020 FAU 5 Employer Satisfaction Survey

The purpose of this Executive Summary is to present the findings from the 2020 FAU 5 Educational Leadership Employer Satisfaction Survey, seeking input from employers of FAU 2018-19 completers. As required by the Florida Department of Education, this annual survey was conducted during the Spring 2020 semester.

Participants
School Principals in Broward, Hendry, Indian River, Martin, Monroe, Okeechobee, Palm Beach, and St. Lucie counties were surveyed (n=105).

Methods The Department of Educational Leadership & Research Methodology's School Leaders program provided a list of employment data for FAU school leader graduates between Fall 2018 - Summer 2019 employed in the state of Florida between Spring 2019 - Fall 2019. A Qualtrics survey was emailed to the program completers' employer/mentor (n=105), requesting their participation in an online survey. On a scale of 1-5, the Likert-designed survey asked employers to evaluate how well the graduates of our state-certified school leaders program are performing in their school and reflect their perception of the knowledge, skills, and dispositions of the FAU College of Education graduates as it applies in their practice. The responses are developed based on the new FAU 5 School Leader Profile Core Values and Beliefs to serve as a guide in the development of best practices for future program planning. The survey was conducted in April-May 2020. The maximum number of responses at the conclusion of the response window was 26, a 24.8% response rate, while all questions were responded to by 24 employer participants, a 22.9% response rate.

Data Analysis
The quantitative data format allowed for descriptive statistics were employed for rates on individual questions as well as overall satisfaction.

Findings
The overall findings portray satisfaction among employers with FAU graduates. These data indicated concerns employers identified within the Relationship Building profile, while the Transformative Decision-Makers profile was the least concerning. The specifics for these findings are presented in the following tables and summaries. Aggregate data and descriptive statistics tables follow these findings.

Percentage Rating Summaries
Table 1 demonstrates the principal perceptions of FAU completers who were hired in 2019 overall ratings for each of the School Leader Profile's Core Value and Beliefs (FAU 5). Majority principals (91.67%) strongly agree that FAU completers are transformative decision-makers. Relationship building waivers in agreement among principal respondents.

Table 1 Principal Perceptions of FAU Completers (2019)

	n	% average higher ratings 1, 2, 3, 4+	% average higher ratings 1, 2, or 3	% average high ratings 1 or 2	% average highest rating 1
Leader of Leaders and Learning	26*	100.00	100.00	99.22	89.88
Reflective Practitioners	25	100.00	100.00	100.00	82.00

Transformative	24	100.00	100.00	100.00	91.67

Decision-Makers					
Relationship Builders	24	100.00	97.92	97.22	88.89
Visionaries with High Expectations	24	100.00	100.00	97.92	88.54

Source: Employer Satisfaction Survey 2020
Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree
*Note: n=26; 1 respondent did not complete all questions

Mean Rating Summaries

Table 2 demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in each of the School Leader Profile's Core Value and Beliefs (FAU 5). The mean ratings lean toward strong agreement among principal respondents that FAU completers are aligned with the FAU 5. Reflective practitioners is a category that leans more towards somewhat agreement than all other categories.

Table 2 Category Summaries: Mean Ratings

	n	mean rating
Leader of Leaders and Learning	26*	1.11
Reflective Practitioners	25	1.18
Transformative Decision-Makers	24	1.08
Relationship Builders	24	1.16
Visionaries with High Expectations	24	1.14

Source: Employer Satisfaction Survey 2020
Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree
*Note: n=26; 1 respondent did not complete all questions

Mean Rating Summaries per Category Question: Leader of Leaders and Learning
Table 3a demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Leader of Leaders and Learning within the School Leader Profile's Core Value and Beliefs (FAU 5).

Strong commitment to leadership
Strong agreement with the subcategories, data-informed and ethical leadership commitment, within the Leader of Leaders and Learning profile. Distributed and Innovative leadership commitment leans slightly towards somewhat agreement faintly more than other subcategories.

Effective leadership within schools/school-systems
Stronger agreement within the subcategory sharing the leadership role (1.12) as compared to developing leaders (1.24).

Learning facilitation of everyone in the school
A strong agreement (1.16) is shown within this subcategory.

Table 3a Leader of Leaders and Learning Question Summaries: Mean Ratings

	n	mean rating
Leader of Leaders and Learning	26*	1.11
The completer demonstrates a strong commitment to leadership that is:		
Instructional	26	1.04
Collaborative	26	1.12
Distributed	26	1.15
Data-informed	26	1.00
Ethical	26	1.00
Innovative	26	1.15

Creative	26	1.12
The completer demonstrates effective leadership within schools and school systems by:		
Sharing the leadership role	25	1.12
Developing leaders	25	1.24
The completer facilitates the learning of everyone in the school.		
	25	1.16

Source: Employer Satisfaction Survey 2020
Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree
*Note: n=26; 1 respondent did not complete all questions

Mean Rating Summaries per Category Question: Reflective Practitioners
Table 3b demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Reflective Practitioners within the School Leader Profile's Core Value and Beliefs (FAU 5).

Ongoing actions that inform
Equal strong agreement (1.16) within the two subcategories, reflectiveness and critical inquiry, within the Reflective Practitioners profile.

Effective leadership within schools/school-systems
Strongest agreement (1.00) within the subcategory growth mindset. Equal agreement (1.24) within the subcategories, critical feedback develops their personal insight and systems thinking. Strategic thinking ranked lowest (1.28).

Table 3b Reflective Practitioners Question Summaries: Mean Ratings

	n	mean rating
Reflective Practitioners	25	1.18

The completer informs action through ongoing:		
Reflectiveness	25	1.16
Critical inquiry	25	1.16
The completer demonstrates the following attributes:		
Critical feedback develops their personal insight	25	1.24
Strategic thinking	25	1.28
Systems thinking	25	1.24
Growth mindset	25	1.00

Source: Employer Satisfaction Survey 2020
Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

Mean Rating Summaries per Category Question: Transformative Decision-Makers
Table 3c demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Transformative Decision-Makers within the School Leader Profile's Core Value and Beliefs (FAU 5).

Consideration of consequences
Equal strong agreement (1.04) within the two subcategories, moral decisions and legal decisions, within the Transformative Decision-Makers profile.

Consideration of choice alternatives
Equal agreement (1.13) within the two subcategories, social justice and democratic community, within the Transformative Decision-Makers profile.

Table 3c Transformative Decision-Makers Question Summaries: Mean Ratings

	n	mean rating

Transformative Decision-Makers	24	1.08
The completer considers the consequences of:		
Moral decisions	24	1.04
Legal decisions	24	1.04
In decision making, the completer considers choice alternatives through a lens of:		
Social justice	24	1.13
Democratic community	24	1.13

Source: Employer Satisfaction Survey 2020
Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

Mean Rating Summaries per Category Question: Relationship Builders
Table 3d demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Relationship Builders within the School Leader Profile's Core Value and Beliefs (FAU 5).

Development of positive relationships
External relationships (1.17) is rated higher than internal relationships (1.21) built by completers within the Relationship Builders profile.

Culturally competent leader
Equal strong agreement (1.13) within the two subcategories, empathy and respect, within the Relationship Builders' profile. Also, equal strong agreement (1.17) within the two subcategories, civility and forthrightness.

Table 3d Relationship Builders Question Summaries: Mean Ratings

	n	mean rating

Relationship Builders	24	1.16
The completer strengthens the school program by building positive relationships:		
Internally (teachers, staff, and students)	24	1.21
nally (families, community members, and community organizations)	24	1.17
The completer is a culturally competent leader who treats individuals with:		
Civility	24	1.17
Empathy	24	1.13
Respect	24	1.13
Forthrightness	24	1.17

Source: Employer Satisfaction Survey 2020
Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

Mean Rating Summaries per Category Question: Visionaries with High Expectations Table 3e demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Visionaries with High Expectations within the School Leader Profile's Core Value and Beliefs (FAU 5).

Strong commitment to leadership
Strong agreement with the subcategories, data-informed and ethical leadership commitment, within the Leader of Leaders and Learning profile. Distributed and Innovative leadership commitment leans slightly towards somewhat agreement faintly more than other subcategories.

Effective leadership within schools/school-systems
Stronger agreement within the subcategory sharing the leadership role (1.12) as compared to developing leaders (1.24).

Learning facilitation of everyone in the school
A strong agreement (1.16) is shown within this subcategory.

Table 3e Visionaries with High Expectations Question Summaries: Mean Ratings

	n	mean rating
Visionaries with High Expectations	24	1.14
The completer has a vision of high performance expectations and communicates this vision to others.		
	24	1.17
The completer's focus on continuous improvement is exhibited by:		
Creating the conditions for ongoing adult learning	24	1.08
Sustaining a vision of excellence with equity	24	1.17
The completer is a passionate leader who perseveres and challenges the status quo in the interest of the school program they lead.		
	24	1.13

Source: Employer Satisfaction Survey 2020
Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

Aggregate Data Details

	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
The completer demonstrates a strong commitment to leadership that is: - Instructional	25	96.2%	1	3.8%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Collaborative	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Distributed	22	84.6%	4	15.4%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Data-informed	26	100.0 %	0	0.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: -	26	100.0 %	0	0.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Innovative	22	84.6%	4	15.4%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Creative	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%

The completer demonstrates effective leadership within schools and school systems by: - Sharing the leadership role	22	88.0%	3	12.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates effective leadership within schools and	21	84.0%	2	8.0%	2	8.0%	0	0.0%	0	0.0%

school systemsby: - Developing leaders										
Thecompleter facilitatesthe learning of everyone in the school.	21	84.0%	4	16.0%	0	0.0%	0	0.0%	0	0.0%
Thecompleter informs action through ongoing: - Reflectiveness	21	84.0%	4	16.0%	0	0.0%	0	0.0%	0	0.0%
Thecompleter informs action through ongoing: - Critical inquiry	21	84.0%	4	16.0%	0	0.0%	0	0.0%	0	0.0%
Thecompleter demonstratesthe followingattributes: - Critical feedback developstheir personal insight	19	76.0%	6	24.0%	0	0.0%	0	0.0%	0	0.0%
Thecompleter demonstratesthe followingattributes: - Strategicthinking	18	72.0%	7	28.0%	0	0.0%	0	0.0%	0	0.0%
Thecompleter demonstratesthe followingattributes: - Systemsthinking	19	76.0%	6	24.0%	0	0.0%	0	0.0%	0	0.0%

Thecompleter demonstratesthe followingattributes: - Growthmindset	25	100.0 %	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Thecompleter considersthe consequencesof: - Moral decisions	23	95.8%	1	4.2%	0	0.0%	0	0.0%	0	0.0%
Thecompleter considersthe consequencesof: - Legal decisions	23	95.8%	1	4.2%	0	0.0%	0	0.0%	0	0.0%
In decision making, the completer considers choice alternatives through a lens of: - Social justice	21	87.5%	3	12.5%	0	0.0%	0	0.0%	0	0.0%
In decision making, the completer considers choice alternatives through a lens of: - Democratic	21	87.5%	3	12.5%	0	0.0%	0	0.0%	0	0.0%

community										
Thecompleter strengthensthe school programby buildingpositive relationships: - Internally (teachers, staff, and students)	20	83.3%	3	12.5%	1	4.2%	0	0.0%	0	0.0%
Thecompleter strengthensthe school programby buildingpositive relationships: - Externally(families, community members, and community organizations)	20	83.3%	4	16.7%	0	0.0%	0	0.0%	0	0.0%

Thecompleter isa culturallycompetent leader who treats individuals with: - Civility	22	91.7%	1	4.2%	0	0.0%	1	4.2%	0	0.0%
Thecompleter isa culturallycompetent leader who treats individuals with: - Empathy	23	95.8%	0	0.0%	0	0.0%	1	4.2%	0	0.0%
Thecompleter isa culturallycompetent leader who treats individuals with: - Respect	23	95.8%	0	0.0%	0	0.0%	1	4.2%	0	0.0%
Thecompleter isa culturallycompetent leader who treats individuals with: - Forthrightness	20	83.3%	4	16.7%	0	0.0%	0	0.0%	0	0.0%
Thecompleterhasa visionofhigh performance expectationsand communicatesthis visiontoothers.	20	83.3%	4	16.7%	0	0.0%	0	0.0%	0	0.0%
Thecompleter's focusoncontinuous improvement is exhibited by: - Creating the conditions for ongoing adult learning	22	91.7%	2	8.3%	0	0.0%	0	0.0%	0	0.0%
Thecompleter's focusoncontinuous improvement is exhibited by: - Sustaining a vision of excellence with equity	21	87.5%	2	8.3%	1	4.2%	0	0.0%	0	0.0%

The completer is a passionate leader who perseveres and challenges the status quo in the interest of the school program they lead.	22	91.7%	1	4.2%	1	4.2%	0	0.0%	0	0.0%

Descriptive Statistics

	N	Range	Min	Max	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
The completer demonstrates a strong commitment to leadership that is: - Instructional	26	1	1	2	1.04	.038	.196	.038
The completer demonstrates a strong commitment to leadership that is: - Collaborative	26	1	1	2	1.12	.064	.326	.106
The completer demonstrates a strong commitment to leadership that is: - Distributed	26	1	1	2	1.15	.072	.368	.135
The completer demonstrates a strong commitment to leadership that is: - Data-informed	26	0	1	1	1.00	.000	.000	.000
The completer demonstrates a strong commitment to leadership that is: - Ethical	26	0	1	1	1.00	.000	.000	.000
The completer demonstrates a strong commitment to leadership that is: - Innovative	26	1	1	2	1.15	.072	.368	.135

The completer demonstrates a strong commitment to leadership that is: - Creative	26	1	1	2	1.12	.064	.326	.106
The completer demonstrates effective leadership within schools and school systems by: - Sharing the leadership role	25	1	1	2	1.12	.066	.332	.110
The completer demonstrates effective leadership within schools and school systems by: - Developing leaders	25	2	1	3	1.24	.119	.597	.357
The completer facilitates the learning of everyone in the school.	25	1	1	2	1.16	.075	.374	.140
The completer informs action through ongoing: - Reflectiveness	25	1	1	2	1.16	.075	.374	.140

Thecompleter informs actionthroughongoing: - Critical inquiry	25	1	1	2	1.16	.075	.374	.140
Thecompleter demonstratesthe followingattributes: - Critical feedbackdevelops theirpersonal insight	25	1	1	2	1.24	.087	.436	.190
Thecompleter demonstratesthe followingattributes: - Strategicthinking	25	1	1	2	1.28	.092	.458	.210
Thecompleter demonstratesthe followingattributes: - Systemsthinking	25	1	1	2	1.24	.087	.436	.190

Thecompleter demonstratesthe followingattributes: - Growthmindset	25	0	1	1	1.00	.000	.000	.000
Thecompleterconsiders theconsequencesof: - Moral decisions	24	1	1	2	1.04	.042	.204	.042
Thecompleterconsiders theconsequencesof: - Legal decisions	24	1	1	2	1.04	.042	.204	.042
In decision making, the completer considers choice alternatives through a lens of: - Social justice	24	1	1	2	1.13	.069	.338	.114
In decision making, the completer considers choice alternatives through a lens of: - Democratic community	24	1	1	2	1.13	.069	.338	.114
The completer strengthens the school program by building positive relationships: - Internally (teachers, staff, and students)	24	2	1	3	1.21	.104	.509	.259
The completer strengthens the school program by building positive relationships: - Externally (families, community members, and community organizations)	24	1	1	2	1.17	.078	.381	.145
The completer is a culturally competent leader who treats	24	3	1	4	1.17	.130	.637	.406

individualswith: -Civility								

Thecompleter isa culturallycompetent leader who treats individuals with: - Empathy	24	3	1	4	1.13	.125	.612	.375
Thecompleter isa culturallycompetent leader who treats individuals with: - Respect	24	3	1	4	1.13	.125	.612	.375
Thecompleter isa culturallycompetent leader who treats individuals with: - Forthrightness	24	1	1	2	1.17	.078	.381	.145
Thecompleterhasa visionofhighperformance expectationsand communicatesthisvision toothers.	24	1	1	2	1.17	.078	.381	.145
Thecompleter'sfocuson continuous improvement is exhibited by: - Creating the conditions for ongoing adult learning	24	1	1	2	1.08	.058	.282	.080
Thecompleter'sfocuson continuous improvement is exhibited by: - Sustaining a vision of excellence with equity	24	2	1	3	1.17	.098	.482	.232
Thecompleter isa passionate leaderwho perseveresand challengesthestatusquo in the interest of the school program they lead.	24	2	1	3	1.13	.092	.448	.201
ValidN(listwise)	24							

Appendix F: Faculty Abbreviated CVs

ABBREVIATED CURRICULUM VITAE

Maysaa Barakat Educational Leadership and Research Methodology, Florida Atlantic University
777 Glades Road, Boca Raton, FL 33431
ED 47, Room # 253 Phone: 1-334-552-1486 Email: barakatm@fau.edu

Education

2014	**Doctor of Philosophy** Educational Leadership: Administration and Supervision of Curriculum, Auburn University, Auburn, AL
2014	**Graduate Certificate in Program Evaluation** Auburn University, Auburn, AL
2010	**Master of Education** Educational Leadership: Administration and Supervision of Curriculum, Auburn University, Auburn, AL
1986	**Bachelor of Science** Architecture, College of Engineering, Ain Shams University, Cairo, Egypt

Employment History

Fall 2020- Present	**Associate Professor** Florida Atlantic University, Boca Raton, FL
2014- 2020	**Assistant Professor** Florida Atlantic University, Boca Raton, FL
2009- 2014	**Graduate Research/Teaching Assistant** Auburn University, Auburn, AL
2007- 2009	**Educational Consultant** Educational Excellence Consultations, Cairo, Egypt
2006- 2007	**Assistant Chief Educational Administrator** Egypt 2000 International Schools, Cairo, Egypt
2003- 2006	**Headmistress of IGCSE Section** Nefertari International Schools (British Division), Cairo, Egypt
1998- 2003	**School Principal** Future Schools (American Division), Cairo, Egypt

- Refereed Journal Articles

Barakat, M. (2022). Leading Diverse Schools. Routledge.
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Reyes-Guerra, D., Maslin-Ostrowski, P., **Barakat, M. Y.**, & *Stefanovic, M. A. (2021). Confronting a compound crisis: The school principal's role during initial phase of the covid-19 pandemic. In *Frontiers in Education (Vol.* 6, p. 87). Frontiers.

Barakat, M., Reyes-Guerra, D., *Stefanovic, M., & *Shatara, L. (2021). An Examination of The Relationship Between A Redesigned School Leadership Preparation Program and Graduates' Cultural Competence. *Leadership and Policy in Schools, 20(1*), 21-40.

Barakat, M., Lakin, J. M., Reames, E., & Kochan, F. (2020). The cultural competence of educational leaders: Developing a conceptual framework and assessment tool for leadership development. *Journal of School Leadership*, 1052684620972059.

*Thornton, M. E., **Barakat, M**., Grooms, A. A., Locke, L. A., & Reyes-Guerra, D. (2020). Revolutionary Perspectives for Leadership Preparation: A Case of a Networked Improvement Community. *Journal of Research on Leadership Education*, 1942775120945356.*Shatara, L.,

*Shatara, L. H., **Barakat, M.**, & *Bourkiza, M. (2020). Understanding the Minority Voice in a Pluralistic Society: The Case of Islamic Schools. *International Journal of Educational Reform, 29*(1), 60-76.

Barakat, M. & Maslin-Ostrowski, P. (2019). Ripples of hope: leading educational change for equity in Egypt's public schools. *International Journal of Leadership in Education.* Advance online publication. doi: 10.1080/13603124.2019.1690706

Barakat, M., Reames, E., & Kensler, L. A. W. (2019). Leadership Preparation Programs: Preparing Culturally Competent Educational Leaders. *Journal of Research on Leadership Education, 14*(3), 212–235. First published online March 29, 2018

Barakat, M. (2019). Perceptions of educational leaders regarding contemporary reform initiatives in Egypt. *Journal of Educational Administration and History, 51*(4), 330-351. Advance online publication. doi: 10.1080/00220620.2019.1590323

- Book

Barakat, M., & Rodriguez, M. (Eds.). (2020). *Immigrant faculty in the academy: Narratives of identity, resilience, and action*. New York, NY: Routledge. **Refereed Presentations and Proceedings**

Reyes-Guerra, D., **Barakat, M**. & Maslin Ostrowski, P. (2022, April 20-25). *Developing a More Diversified School Leadership Pipeline: Recruitment, Selection, and Admission Through an Innovative University-District Partnership*. Paper presented to the American Educational Research Association (AERA), San Diego, California.

Barakat, M., Reyes-Guerra, D., Jennifer, E., Lozano, E., Hudge, V., & Washington, J. (2022, April 20-25). *Principal Evaluation: Perspectives of Principal Supervisors.* Paper presented to the American Educational Research Association (AERA), San Diego, California

Baugh, F. & **Barakat, M.** (2022, April 20-25). *The Principals' Perspective on the Teacher Shortage Problem in High-Poverty Minority Schools*. Paper presented to the American Educational Research Association (AERA), San Diego, California

Barakat, M. & Reyes-Guerra, D. (2021, November 11-14). *Democratic Education and the Education of Democracy in Peril: Florida's Political Gaslighting of the Foundations*. Presented to the University Council for Educational Administration (UCEA), Columbus, OH.

Barakat, M., Brooks, M.C., Ezzani, M. D., Ghadikolaei, S. O., *Shatara, L. & Adkins-Sharif, J. (2021, November 11-14). *Transcultural Journeys Across Islamic Educational Spaces and Places.* Presented to the University Council for Educational Administration (UCEA), Columbus, OH.

Barakat, M. & Vasquez-Colina, M., Guzman Oliver, A. I. & *Lopez. M. (2021, November 11-14). *The Lived Experiences of Latina Leaders in a Hispanic-Serving Institution.* Presented to the University Council for Educational Administration (UCEA), Columbus, OH.

Grants

- Funded

US Department of Education - PR/AWARD NUMBER T365Z220104. Funding decision: September 26, 2022. Role: Co-Principal Investigator (CoPI). Project title: Project PRAISE: Preparing for Readiness and Academic Improvement for Pre-K ELs ($1,788,835 over five years)

- Non Funded

IES - Improving Education Systems, Exploration [Code: NCER-SYS]. Funding decision: July, 2022. Principal Investigator (PI): Maysaa Barakat. Project title: Towards Equitable Student Outcomes: Advancing Principal Equity-Centered Practices (. $1,500,000 over three years.

- Non Funded

USAID Egypt - Inter-Community Girls Empowerment Activity. Notice of funding Opportunity number: 72026320RFA00002. Funding decision: July, 2020 (delayed). Chief of Party (COP): Maysaa Barakat. Project title: *Creating an Inclusive and Resourceful Cohort for Leadership and Empowerment (CIRCLE.* $3,000,000 over three years.

Courses Taught at FAU (12)

- EDA 7931 Educational Leadership Foundations
- EDA 7061 Context of Educational Administration
- EDA 6415 Introduction to Qualitative Research
- EDS 6050 Instructional Leadership I
- EDS 6052 Instructional Leadership II (Face to Face and Multi site)
- EDS 6100 Lead II: Leadership Theory and Practice (Face to face and online)
- EDA 6103 Leadership III: Administrative Processes

- EDA 7106 Leadership V: Reframing Educational Organizations: Organizational Behavior & Change
- EDA 7069 Ethics and Policy
- EDA 7905 Directed Independent Study (DIS) (Travel Conference: UCEA & AERA)
- EDA 7948 Adv Lead Externship Action Learning (capstone course for doctoral students)
- EDA 7931 Educational Leadership Foundations

- Courses Developed at FAU (2)

- EDA 5931 Leadership for Social Justice (co-developed the course with district partners).
- EDA 7931 Educational Leadership Foundations

- **Supervision of 18 Graduate Students in multiple roles including:** Program Advisor, Dissertation Committee Chair and Dissertation Committee Member.

Service to Florida Atlantic University:

- Educational Leadership and Research Methodology Service

Coordinator and Liaison	FAU- Egypt Partnership Coordinator	Fall 2015 - Present

- College of Education Service

Department of ELRM faculty representative	College of Education Scholarship Committee	Fall 2018 - Current
Committee	Graduate Program Committee Member	Fall 2019 – Present & Fall 2015 – 2018

- Florida Atlantic University Service.

College of Education Senator	University Faculty Senate	Fall 2017- Fall 2020

- Service to the Discipline/Profession

President	Florida Association of Professors of Educational Leadership (FAPEL)	2021-2023 effective July 1, 2021

Plenum Representative	University Council on Educational Administration (UCEA)	Fall 2016 – Fall 2019
Member of the Editorial Board	*Journal of Cases in Educational Leadership*	Summer 2018 - Present
Member of the Editorial Board	*Journal of School Leadership (JSL)*	Summer 2020- Present
Member	Leaders for Social Justice Special Interest Group (LSJ-SIG), American Education Research Association (AERA)	Fall 2011 - Present
Program Cochair	Learning and Teaching in Educational Leadership Special Interest Group (LTEL-SIG), (AERA LTEL-SIG	2019-Present

Honors and Awards

- Educational Excellence (2022): Education First Foundation, Egypt
- David L. Clark Scholar (2012): The University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications.

Jennifer L. Bloom, Ed.D.

E-mail: bloomj@fau.edu
Cell: 217-766-4212

PROFESSIONAL PREPARATION

Ed.D., Higher Education Administration, University of Illinois at Urbana-Champaign, May 1995

M.S., Athletic Administration, University of Illinois at Urbana-Champaign, May 1990

B.S., *summa cum laude*, Physical Education Teaching (K-12), Illinois State University, Normal, May 1988

APPOINTMENTS

Professor (with tenure) & Coordinator, Higher Education Leadership Master's Degree Program, Department of Educational Leadership & Research Methodology, Florida Atlantic University. *August 2015 – Present; Promoted to Professor and earned tenure in August 2019*

Founder, Office of Appreciative Education, Department of Educational Leadership & Research Methodology, Florida Atlantic University. *August 2015 – Present*

Clinical Professor & Director of the Master's Degree Program in Higher Education & Student Affairs, Department of Educational Leadership & Policies, University of South Carolina. *August 2007 – Aug 2015; Promoted from Clinical Associate to Clinical Professor in August 2011.*

Director, Office for Appreciative Education, College of Education, University of South Carolina. *2008 – 2015*.

Adjunct Associate Professor, Department of Internal Medicine, University of Illinois College of Medicine at UrbanaChampaign. *2001 – 2017; Promoted from Assistant to Associate in August 2005.*

Associate Dean for Student Affairs and the Medical Scholars Program, University of Illinois College of Medicine at Urbana-Champaign. *July 2003 – August 2007*

Administrative Director, Medical Scholars Program, University of Illinois College of Medicine at UrbanaChampaign. *January 2001 – February 2004*

Adjunct Associate Professor, Department of Educational Organization and Leadership, University of Illinois at Urbana-Champaign. *January 1996 – August 2007; Promoted from Assistant to Associate in August 2005.*

Assistant Director, Medical Scholars Program, University of Illinois College of Medicine at Urbana-Champaign. *June 1995 – January 2001*

Academic Advisor, Institute of Aviation, University of Illinois at Urbana-Champaign. *July 1990 - June 1995*

SELECTED PEER REVIEWED PUBLICATIONS

1. Ford, J. R., Kelly, A. C., & **Bloom, J. L.** (2021). Challenges and opportunities: Reinventing faculty advising in the era of COVID-19, *Journal of Appreciative Education*, 32-42.
2. Nelson, A., Wilkerson, S. Hursh, B., Barria, L., Cosgrove, K., Freire, J. Natalus, R., Nevin, A., Propst Cuevas, A. E., & **Bloom, J. L.** (2021). Employing the appreciative education framework to innovatively deliver the virtual Appreciative Advising Institute, *Journal of Appreciative Education*, 73-83.
3. He, Y. Hutson, B. L., **Bloom, J. L.**, & Cuevas, A. P. (2020). Advisor beliefs, practices and perceptions of well-being: Development of an advisor self-evaluation instrument. *NACADA Journal, 40*(1), 23-35.
4. Halasz, H. M., & **Bloom, J. L.** (2019). Major adjustment: Undergraduate students' transition experiences leaving selective degree programs. *NACADA Journ*al, *39*(1), 77-88.
5. Lichterman, H., & **Bloom, J. L.** (2019). The curricular approach to residential education: Lessons for student affairs practice. *College Student Affairs Journal, 37*(1), 54-67.
6. Cuevas, A., Schreiner, L. A., Kim, Y., & **Bloom, J.** (2017). Honors student thriving: A model of academic psychological, and social wellbeing. *Journal of the National Collegiate Honors Council, 18*(2), 79-113.

SELECTED OTHER PUBLICATIONS OR PRODUCTS/GRANTS

1. Bloom, J., He, Y., & Hutson, B. (2021). Appreciative advising. In S. Field & D. R. Parker (Eds.), *Becoming selfdetermined: Practical strategies for a changing world*. Association for Higher Education and Disability.
2. **Bloom, J. L.,** & Cuevas, A. P. (2018). An appreciative approach to hazing prevention. In Salinas, C. & Boettcher, M. L. (Eds.), *Critical perspective on hazing in colleges and universities: A guide to disrupting hazing culture*. Taylor & Francis Group.
3. Bloom, J. L. (2020, March 6). "Appreciative Advising." 2-hour keynote address for the National Organization for Student Success Annual Conference, Nashville, TN.

SYNERGISTIC ACTIVITIES

1. Diamond Honoree, ACPA – College Student Educators International – March 2022

2. Virginia N. Gordon Award for Excellence in the Field of Advising, NACADA: The Global Community for Advising – given to the person who "has made a significant national and/or international impact on the profession of academic advising through research, publications, and/or presentations at the national and/or international level, leadership in the field of advising, and commitment to the importance of academic advising at the national and/or international level" - Oct 2017
3. Journal of Appreciative Education (JAE) – Co-Founder and Inaugural Innovative Practices Section Editor (2012-Present)
4. Bloom, J. L. (2022). Foreword. In K. Archambault and R. Hapes (Eds.), Comprehensive advisor training and development: Practices that deliver (3rd edition), ix. NACADA and Stylus Publishing.
5. Founder of the Annual Appreciative Advising Institute (2011-Present), online Appreciative Advising course (2012-Present), online Appreciative Administration course, Appreciative Advising Academy (2022-Present), Certification process for Appreciative Advisers, and the Appreciative Education Conference (2015). Generated $1.9 million in gross income for FAU since 2016.

COLLABORATORS AND OTHER AFFILIATIONS

1. Ye He, Associate Professor, College of Education, University of North Carolina at Greensboro
2. Jeffrey McClellan, Professor, Management Department, Frostburg State University
3. Marc Lowenstein, Former Associate Provost, Richard Stockton College
4. Jesse Ford, Assistant Professor, University of North Carolina at Greensboro

COURSES TAUGHT

1. Graduate Level: Student Development Theory, Appreciative Education, Higher Education Internship, and ACPA/NASPA Conference.

COMMUNITY ENGAGMENT OR OUTREACH

1. National Academic Advising Association (NACADA) – member since 1990; President (Oct 2007 – Oct 2008)
2. Invited to present my work at over 200 conferences, colleges, and universities.
3. The Office of Appreciative Education provided professional development to over 1,000 faculty and professionals in calendar year 2022.
4. Signed Memorandum of Understanding between Office of Appreciative Education and Tecmilenio University, Mexico.

Dr. Ira E. Bogotch

A. Professional Preparation

- *Florida International University*, Educational Leadership, Ed. D., 1989
- *Teachers College, Columbia University*, Teaching English as a Second Language, M.A., 1975
- *New School for Social Research*, Philosophy, M.A., 1972
- *Brooklyn College, City University of New York*, Political Science, B.A. cum laude, 1968

B. Appointments

- Professor of Educational Leadership, Florida Atlantic University, [2000-present]
- Affiliate/Courtesy Faculty, Department of Curriculum, Culture, and Educational Inquiry, [Spring, 2015- 2012]
- School Leaders Coordinator, Florida Atlantic University [2014-Spring, 2016]
- Adjunct Professor, Griffith University, Brisbane, Australia, September, [2014-2017]
- Short-Term Visiting Research Fellow, Griffith University, Brisbane, Australia, [September, 2012]
- Visiting Scholar: University of Glasgow, [June, 2012]
- Associate Professor, University of New Orleans [1996-2000]
- Assistant Professor, University of New Orleans [1990-1996]
- Secular Principal, Yeshiva Toras Chaim [1985-1990]
- Antioch School of Law, Writing Instructor [1978-1981]
- George Washington University, ESL Instructor [1978]
- US State Department, Binational Center Fellow, Guatemala [1976-77]
- City University of New York, Office of the Master Plan [1968-1972]

C. Selected Peer-Reviewed Publications [Most Recent]

Bogotch, I. (in press). Underfunded, Misunderstood and Underappreciated: A Story About The University of New Orleans Not-So-Long Ago. In L. Miron & P. Green (Eds). *Resisting Racism and Promoting Equity Through Community-Engaged Social Action: Challenging the Big Lies.* Routledge

Arar, K., Guajardo, M. & Bogotch, I. (in press). The "Beyond" Spaces of Social Justice Leadership, I: P. Woods, A. Roberts, M, T., & H, Young (eds.), *Handbook of Leadership in Education*. Edward Elgar Publishing Ltd.

Bogotch, I. (in press). "What Our Research Methods Tell Us About Educational Leadership and More…", In: P. Woods, A. Roberts, M, T., & H, Young (eds.), *Handbook of Leadership in Education*. Edward Elgar Publishing Ltd.

Arar, K., Brooks, J., & Bogotch, I. (Eds.) (2019). *Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World.* Emerald Publishing

Waite, D. & Bogotch, I. (Eds). (2017). *International Handbook of Educational Leadership.* Wiley-Blackwell.

Bogotch, I. & Shields, C. (Eds.). (2014) *International Handbook of Educational Leadership and Social (In)Justice*. Dordrecht, NL: Springer

D. Selected Other Scholarly Works

Su-Keene. E. &, Bogotch, I. (2021). Commentary–Can educational leadership researchers and school leaders both learn from failure? Yes, we can if together! *Journal of Educational Administration, 59*(4).

Bogotch, I. (2021). Afterword: inserting social justice into professional development *Professional Development in Education* 47 (1), 191-196

Bogotch, I., Bauer, S., Su-Keane, E. (2019). New Beginnings Repeated: The Continuing Search for Educational Leadership. Special Issue of *Research in Educational Administration & Leadership, 4(1).* Guest Editor, Scott Eacott. https://dergipark.org.tr/real/issue/46944/589075

Bogotch, I, Faubert, B., Pfeifer, M. & Wieckert, S., Kervin, C. & Pappas, D. (2019) Political and Economic Gamble: Why Two Jurisdictions in Canada and Germany Made the Right Decisions in Welcoming Syrian Newcomers, 2015-Present. Special Issue for the *International Journal of Leadership in Education,* co-edited by K. Arar & D. Waite.

Bogotch, I. & Kervin, C. (2019). Policy and Leadership Dilemmas: Syrian Newcomer Integration in Ontario, Canada. In K. Arar, J. Brooks, & I. Bogotch (Eds). *Education and Immigration: Policy, Leadership and Praxis.* Emerald Publishing

E. Synergistic Activities (Conferences)

At AERA/UCEA, for the past 23 years, the Department has sponsored a conference dinner with an invited scholar.

Bogotch, I. (November, 2019). Seeing Ourselves' Inside Leadership for Social Justice. Paper Presented. New Orleans, UCEA, 2019

Bogotch, I., & Kervin, C. (September, 2018). Policy and Leadership Dilemmas: Education, Immigration, and Migration: Policy, Leadership and Praxis in a Changing World. Symposium with K. Arar, J. Brooks, K. Norberg (AERA 2019, Symposium)

F. Collaborators and Other Affiliations

External Member of Dissertation Committee, 2018-2019, Matthew Kaye, Florida Gulf Coast University (invited by major professor Dr. Jennifer Sughrue, former FAU professor)

Bogotch, I. & Bogotch, S. (2018). Invited Foreword. In D. Griffiths & J. Ryan (Eds.). *Case studies for inclusive educators and leaders.* Word and Deed, Ontario, Canada.

Bogotch, I. (2017). Invited Epilogue: Linking our stories to a common enemy. In T. Watson & A. Normore (Eds). *Racially and ethnically diverse women leading education.* Bringley, UK: Emerald Group Publishing

Bogotch, I. (2017). Considering the Future of Educational Leadership under President Donald Trump's Administration. AERA Division A Newsletter http://aeradivisiona.org/invited-commentary.html

Bogotch, I. (Fall, 2016). An invited critique: From Teaching in Educational Administration to Learning and Teaching in Educational Leadership (1994 to 2016). LTEL-SIG newsletter, p. 3. http://www.infoagepub.com/assets/files/newsletters/aeraltel/LTEL_2016_Newsletter_Fall.pdf

Bogotch, I. (2016). Invited Forward. In A. Lopez, *Culturally Responsive and Socially Just Leadership in Diverse Contexts* (pp. v-x). New York: Palgrave MacMillan

G. Courses Taught

In School Leadership
Context of Educational Administration

In Adult & Community Education
Special Topics: Social Justice and Critical Issues

In Curriculum and Instruction
Instructional Policies

H. Community Engagement/Outreach

2020 Outstanding Reviewer, *Urban Education* journal

Distinguished Fellow (2018), Globalleadership.Org.
https://globaledleadership.org/paula-cordeiro/

2018 Keynotes and Lectures in Israel
Keynote: Annual Conferences of Universities and Colleges' Departments of Educational Leadership in Israel. @ Michlalah Jerusalem College

Bar-Ilan University, School of Education, Ramat Gan, Israel

Hemdat HaDarom College of Education, Netivot, Israel

External Examiner: Ph.D. Dissertations
2022 University of Wakaito, NZ
2017 University of Malaya, Malaysia
2015 North West University, South Africa
2015 University of Malaya, Malaysia

Educational Leadership for Social Justice Book Series, Information Age
https://www.infoagepub.com/series/Educational-Leadership-for-Social-Justice

Division A of the American Educational Research Association, Chair of Nominations Committee for 2018-2019 VP

P&T External Review Letters

2022: Old Dominion University
2021: Western University, Canada
2019: Bar-Ilan University, Israel
2019: Monash University, Melbourne, Australia
2019: University of New Mexico

2018: Ohio University
2018: Open University, Tel Aviv, Israel
2018: Hebrew University, Jerusalem, Israel
2018: Bar-Ilan University, Israel
2015: University of Malaysa, Kuala Lumper, Malaysia
2015: University of Malaya, Kuala Lumpur, Malaysia
2014: University of Jordan, Amman, Jordan
2014 George Mason
2014 Duquesne University
2013 George Mason University
2013 University of Malaya
2012: University of South Florida

For Fun: https://ibogotchblog.wordpress.com/about/

Michael A. DeDonno
Educational Leadership & Research Methodology
Integrated Medical Science (Secondary)
Florida Atlantic University
777 Glades Road, Boca Raton, FL 33143
mdedonno@health.fau.edu
561-297-3554

Education

• Case Western Reserve University	Ph.D. Psychology	2007 - 2009
• Case Western Reserve University	M.A. Psychology	2004 - 2007
• Baldwin Wallace University	MBA Organizational Behavior	1992 - 1994
• Myers University	B.S. Computer Science	1986 - 1991

Academic Employment History

- Associate Professor, Integrated Medical Science (Secondary) 2017 – Present
  Florida Atlantic University, College of Medicine
- Affiliate Assistant Professor 2016 – Present
  Florida Atlantic University, College of Nursing
- Associate Professor, Education Leadership & Research Methodology Florida 2014 – Present
  Atlantic University, College of Education
- Lead Faculty Associate 2017 – 2020
  Florida Atlantic University, Student Affairs
- Assistant Professor, Department of Psychology, Barry University 2009 – 2013
- Adjunct Faculty, Department of Psychology, Notre Dame College 2006 – 2009

Industry Employment History

- Manager, Data Management and Analysis, Biorasi Inc. ○ 2013 – 2014
  Managed Clinical Data Management (CDM) processes and procedures on phase I, II, and III clinical study trials
  - Ensured Standard Operating Procedures (SOPs) were followed based on laws and guidelines (e.g., ICH GCP, 21CFR Part 11)
  - Developed protocols for clinical trials
  - Drafted Statistical Analysis Plans (SAPs) and conducted biostatistical analyses ○ Managed the creation and delivery of Clinical Study Reports (CSR)

- Data Analyst, Statistician, Northcoast Behavioral Healthcare 2006 – 2012
  - Collaborated with hospital staff in designing research protocols to explore various factors within the patient population
  - Served as Principal Investigator (PI) on behavioral studies
  - Provided training to hospital administrators in the use and value of large datasets to business decision making
  - Applied statistical methods, interpreted results, and drafted statistical analysis section of Clinical Study Reports

- Research Consultant, PIMJ Inc. 2011 – 2012
  - Developed learning models designed to optimize cognitive performance of workforce
- Program Manager, National City Bank 2000 – 2004
  - Directed a staff of 30 employees and contractors in the design and construction of information technology (IT) projects
- Operations Manager, Mnet Corp 1997 – 2000
  - Accountable for optimizing sales and operations
- Project Manager, Norstan Communications 1994 – 1997
  - Manager of information technology (IT) projects

Scholarship / Research / Creative Activity

Refereed *(Partial List)*

- **DeDonno, M.A**., Longo, J., Levy, X., & Morris, J.D. (2022). Perceived Susceptibility and Severity of COVID-19 on Prevention Practices, Early in the Pandemic in the State of Florida. *Journal of Community Health*. 1-8. doi https://doi.org/10.1007/s10900-022-01090-8
- **DeDonno, M.A.,** Ferris, A., Molnar, A, Haire, H., Sule, S., Hennekens, C.H., & Wood, S. (2022). Perceptions, Coping Strategies, and Mental Health of Residents during COVID-19. *Southern Medical Journal.* In Press.
- Dennett, S.K., & **DeDonno, M.A.** (2021). A Comparison between Chinese and American Male and Female College Students' Critical Thinking Dispositions. *International Journal of Chinese Education*. *10*(3), 1-14. doi: 10.1177/22125868211046966
- Baker, T., & **DeDonno, M.A**. (2020). The influence of research self-efficacy on academic achievement. *International Journal of Higher Education*. *27*(2), 11-26.
- Brenner, B. M., & **DeDonno, M.A.** (2020). Assessing the Gaps in Surgical Oncology Training: Results of Survey of General Surgery Residents. *Journal of Surgical Education.* 77(4), 749-756.
- Chamley-Wiik, D., Cooney, B., & **DeDonno, M.A**. (2020). Who mentors undergraduate student researchers? An analysis of faculty involvement at a four-year university. *Mentoring and Tutoring: Partnership in Learning Journal*. 1-20.
- **DeDonno, M. A.** (2019). Non-STEM graduate programs and the influence of an undergraduate statistics course on graduate statistics course success. *International Organization of Scientific Research - Journal of Mathematics, 15*(6), 60-64.

Grants *(Partial List)*

- **DeDonno, M.A.** (2022). Florida Atlantic University. Information Technology (IT) grant to study working memory. **$3,000.00 Award**.
- **DeDonno, M.A.** (2018). Florida Atlantic University, Undergraduate Research Grant. The influence of Working Memory Capacity on Medical Simulation Performance. Principal Investigator. **$1,200.00 Award**.
- Longo, J., & **DeDonno, M.A.** (2016). Christine E. Lynn Center for Caring Research Senior Scientist Initiative Award – Creating, validating, and testing a novel approach to Investigate workplace bullying. Co-Principal Investigator. **$3,000.00 Award**.

Honors and Awards *(Partial List)*

- Florida Atlantic University, College of Education, 2019 Assistant Prof., Researcher of the Year.
- Florida Atlantic University, College of Education, 2017 Distinguished Teacher of the Year.
- National Institute of Dental Craniofacial Research (NIDCR) Award. Building bridges for integrating psychological science with medical health challenges. 2013 Association for Psychological Science annual conference, Washington D.C. **$1,500.00. Award**.
- National Institute of Health (NIH) Research Award. 2013 University of Kentucky/National Institute of General Medical Sciences Faculty Grant Writing Workshop. **$1,500.00. Award**

Courses Taught

- EDF6481 – Educational Research
- EDF3430 – Assessment and Measurement
- QMB7565 – Research Methods I
- QMB7566 – Research Methods II
- STA6113 – Educational Statistics

Service to the Institution *(Partial List)*

Department / College service

- College of Medicine: Representative, Intercollegiate Athletic Committee
- College of Medicine: Member, Teaching Academy Task Force
- College of Education: 2016, 2017 Graduate Student Scholarship Committee
- College of Education: 2016, 2017, 2018 Exit Survey Development Committee
- College of Education: 2015 Doctoral Scholarship Committee

University Service

- Member - Undergraduate Research Curriculum Committee
- Lecture. (2017, November). *The male brain vs. the female brain*. Florida Atlantic University Lifelong Learning Society. Boca Raton, FL.
- Reviewer / judge – 2016, 2018 FAU undergraduate research symposium

Service to Discipline / Profession *(Partial List)*

- *Advanced Trauma Life Support (ATLS) Educator* – American College of Surgeons (ACS).
- *Member* – American Statistical Association (ASA)

- *Member* – South Big Data Hub
- *Member* - International Society for Intelligence Research (ISIR)

Service to Community / Public *(Partial List)*

- Associate Board Member – Best Buddies International, Miami, FL.

Abbreviated Vita -10/13/2022

Deborah Lee Floyd
Professor of Higher Education, Educational Leadership & Research Methodology
[i]Florida Atlantic University DFloyd@Fau.Edu

A) Professional Preparation

1979 Doctor of Education — Virginia Tech
Major: Community College and Higher Education
Applied: Counseling and Student Affairs
Cognate: Psychology and Sociology

1975 Master of Science — Texas A & M University-Commerce
Major: Counseling and Higher Education

1973 Bachelor of Science — Texas A & M University-Commerce
Majors: English and Speech

1999 Certificate - Institute for Educational Management – Harvard University

B) Appointments

2001-Present FLORIDA ATLANTIC UNIVERSITY (FL)

2001- Present Professor of Higher Education Leadership (with tenure), EDLRM
Higher Ed/ Program Leader & Ph.D. Coordinator (2002-13 & 2019-2020)

2011-Present Editor-in-Chief (EIC),
Community College Journal of Research and Practice
Taylor and Francis Publishing, FAU ELRM Office

1/2014-2/2018 Dean of the Graduate College & Professor, Higher Education, EDLRM

1991-2001 THE UNIVERSITY OF KENTUCKY (KY)

1999-2001 Assistant to the Chancellor

2000-2001 Senior Fellow – Washington, D.C.
Association of American Colleges and Universities (AAC&U

1991-1999 President, Chief Executive Officer & Associate Professor *(with tenure)*
Prestonsburg Community College of the
University of Kentucky Community College System

1985-1991 COLLIN COUNTY COMMUNITY COLLEGE DISTRICT (TX)

1985-1991 Vice President, Student Development (founding vice president)

1980-1985 EASTERN IOWA COMMUNITY COLLEGE DISTRICT (IA)

1985 Associate Vice Chancellor (held concurrently with dean's position)

1980-85 Dean of Student Development, Scott Community College
(Also, Adjunct faculty lecturer, The University of Iowa)

1979-1980 THE UNIVERSITY OF IOWA (IA)

1979-80 Visiting Assistant Professor (Graduate Faculty)
Counselor Education (masters and Ph.D.)

1977-1979 VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY
(VIRGINIA TECH)

Summer 1979 Research Associate (post-doctoral), Office of Contract Research 1977-1979 Higher Education Administrative Intern (publishing), Education

1975-1977 ODESSA COLLEGE (TX)

1975-77 Director of Student Activities and Instructor of Psychology

C) Selected Peer Reviewed Publications

Edited Books

Floyd, D.L., Mullin, C.M., and Ramdin, G (2023) *Community colleges' responses to COVID-10: What worked, What did not work and Lessons Learned.* Routledge Publishing (166 pages) ISBN 9781032285054

Floyd, D. L., Salinas, C., Swingle, E., Zeledon-Perez, M.J., Barhoum, S., & Ramdin, G. (Eds). (2021). *Graduate students research about community colleges: A guide for publishing.* Routledge Publishing.(161 pages)

Ozaki, C.C., Dalpes, P., **Floyd, D.L**. & Ramdin, G. (Eds.) (2020). *The role of student affairs in advancing community college student success.* Routledge Publishing. (110 pages)

Chapters

Floyd, D. L., Garcia Falconetti, A., Camacho, L. (2022) Postsecondary higher education pathways to workforce credential attainment in the United States of America. 10.1007/978-3-030-84502-5_9 In E. Knight, Bathmaker, AM., Moodie, g., Orr, K., Webb, S.l Wheelahan, L. (Eds), *Equity and Access to High Skills Through Higher Vocational Education. ISBN* 978-3-03-084501-8, 978-3-03-084502-5 Palgrave Publishing. (pp. 169-188)

Floyd, D. L., Skolnik, M. L. (2019). The community college baccalaureate movement: Evolutionary and revolutionary. In T. O'Banion (Ed.), *Thirteen ideas that transformed the community college world.* (pp 103-126). Rowman and Littlefield Publishers.

Floyd, D. L., Ramdin, G., & Salinas, C. (2019). Applied baccalaureate: An alternative teacher preparation option. In M. D'Amico, & C. W. Lewis (Eds.), *Community college teacher preparation for diverse geographies: Implications for access and equity for a diverse teacher workforce.* (pp. 109-130). Information Age Publishing.

Articles

Floyd, D.L. (2021) 2020, The Year None of Us Predicted: COVID-19 and Community Colleges, *Community College Journal of Research and Practice,* 45:1, 1-7, DOI: 10.1080/10668926.2020.1841649

D) Select Other Publications or Products

Floyd, D.L., D'Amico, M., Raby, R.L., Ramdin, G. ,Strayhorn, T & Falconetti, A. (2022, November). Community Colleges Evolve During the COVID-19 Pandemic: What Worked, Did Not Work, and Lessons Learned. *Association for the Study of Higher Education* (ASHE), Las Vegas, NV. (Symposium [refereed], book)

Floyd, D.L., Nelson-Laird, T.F., Rubin, L.J., Salinas, C., (2021, November) Demystifying Journal Article Publication Process. *Association for the Study of Higher Education*, San Juan, PR (Symposium [refereed])

Floyd, D. L., Salinas, C**.,** Barhoum, S., Zeledón-Pérez, M. J., Swingle, E., & Camacho, L. (2020, April). Publishing in a peer reviewed journal: Supporting graduate students through faculty mentorship. *Council for the Study of Community Colleges* (CSCC); Temple, AZ. (Symposium [refereed])

D'Amico, Mitchell, R.G., Eddy, P,Smith, D., **Floyd, D.L**., & Smith, D. (2019 March) *Preparing the K-12 Teacher Workforce in Community Colleges: Implications for Access and Equity*. Council for the Study of Community Colleges. San Diego, CA (Symposium [refereed)

Floyd, D.L., Falconetti, A. G., &Carroll, C.M. (2019, February). *Contemporary Issues and Challenges: Sharing Stories about Baccalaureate Degree Programs.* Community College Baccalaureate Association International Conference. New York, NY (Refereed [paper]).

O'Banion, T, Kanter, MJ. Milliron, M., & **Floyd, D.L.** (2019, February). *Three Ideas that are Transforming the Community College World.* The League for Innovation in the Community College-Innovations Conference, New York, NY (Refereed [paper])

D'Amico, M., **Floyd, D.L.,** Smith, G., Jackson, D., Smith, D., Wood, L. (2018, November). *Teacher Preparation in Community Colleges: Seeking Equity in Diverse Geographies.* Association for the Study of Higher Education (ASHE). Tampa, Florida (Refereed [paper]).

E) Synergistic Activities

2022 Senior Scholar Award. Council for the Study of Community Colleges. Awarded for research and scholarly impact

2018 Recognized as one of "My Favorite FAU Professors". Video produced by FAU and distributed in December 2018.

2017 "Graduate Research Ambassador" Award. Graduate and Professional Student Association, Florida Atlantic University.

2011--present - Editor-in-Chief, *Community College Journal of Research and Practice.* (Included among prestigious journals by *US News and World Report*)

F. Collaborators and Other Affiliations

2014-2018	Dean of the Graduate College, FAU (various other appointments)
2021- Present	Promotion and Tenure Committee, FAU
2018-present	Higher Education Program Leader and Ph.D. Coordinator- FAU
Ongoing	Various publishers (review proposals) and universities (external reviewer)

G. Courses Taught

- Organization and Administration of Higher Education
- Community College Curriculum
- Higher Education Doctoral Seminar
- Special Topics in Higher Education
- ASHE Research
- Internship
- Field Project
- Dissertation

H. Community Engagement or Outreach (Service to the Profession or Community)

Local & Community

2021- present	Board of Directors – Funding Arts Broward (FAB).
2020 – present	Board of Directors and Executive Committee – Island City Stage
2021- present	Tower Club member (Broward County)
2021	Speaker at a community forum about Women in the Education System (Island City Stage community forum)
2020	Palm Beach State College faculty development day speaker
2018	Broward College workshop about academic and presidential leadership

Profession

2016-2021	Editorial Board, *Journal of Faculty Development*
2016-present	Reviewer for various scholarly journals
2016-present	Reviewer of book proposals (blind) for various publishers
2016-present	Association for the Study of Higher Education (ASHE)- hosted annual Scholars' Mentoring Dinner (virtual and live during pandemic) 2016 – present External Examinator for 2-3 applications for promotion (various universities)

John Hardman, Ph.D.
Senior Instructor

Department of Educational Leadership & Research Methodology
email: whardma1@fau.edu
phone: (561) 789 9418

A. Professional Preparation

2009 **Ph.D. in Educational Leadership**

Florida Atlantic University, Boca Raton, Florida, United States
Dissertation: Regenerative Leadership: An Integral Theory of Leadership for Sustainability in Business, Education and Community (earned College of Education 2010 Outstanding Dissertation of the Year).

1997 **M.A. in International School Leadership and Management**

Oxford Brookes University, Oxford, United Kingdom

1992 **Associate of the College of Preceptors,** University of Ripon and York, York, United Kingdom

B. Appointments (Job History)

Current **Senior Instructor**

Department of Educational Leadership, College of Education, Florida Atlantic University

IDEAL Program Coordinator, School Leaders Master's and Specialist Degree.

Member, School Leaders Program Accreditation Team

ACE Program Student Advisor, Adult and Community Master's and Specialist Degree**.**

Member, Jupiter Campus Library Committee

External Appointments/Assignments

Current **Methodologist**, Doctoral Dissertation Committees, Grand Canyon University, Phoenix, AZ.

Faculty, Executive Education Center**,** United Nations' University for Peace (UPeace), Costa Rica. Subject taught: Regenerative Leadership for Sustainable Development.

2009 – 13 **Adjunct Instructor**

College of Business (MAN 6931 Sustainability Leadership for Entrepreneurs)

College of Engineering (EGN 6930 Sustainability Leadership for Engineers)

2009 - **Founder**, Regenerative Organizations, LLC

Sustainability and leadership process consulting firm for corporations, governmental and non-governmental organizations, schools and universities.

Visiting Assistant Professor
Department of Educational Leadership, College of Education, Florida Atlantic University

- Instructional Leadership Team Leader
- Departmental Liaison to the Palm Beach County Public School District
- Teaching: Instructional Leadership and the Principal Internship
- Service: Chair, College of Education Diversity Committee; Member, College of Education International Committee; Member, FAU Sustainability Committee; Member, President's Innovation & Entrepreneurship Committee

Other Teaching Assignments

2007 - 2009 **Coordinator of Research Programs & Services**, A. D. Henderson University Lab School/FAU High School, Florida Atlantic University

Founded Regenerative Organizations (http://www.regenerativeorganizations.com), dedicated to facilitating leadership, team learning, and organizational culture change for regenerative practice in business, community, K-12 schools, colleges and universities.

Principal Investigator for the Global Hope and Opportunity Project, nonprofit organization supporting sustainable community development in disadvantaged urban and rural communities, with an emphasis on Latin American indigenous populations.

2006 – 2007 **Acting Assistant Principal and Principal**, A. D. Henderson University School, FAU

2005 - 2006 **Acting Coordinator of Field Placement, Office for Academic Affairs and Student Services (OASS)**, Boca Campus, Florida Atlantic University 2005
Acting Associate Director, OASS, Davie Campus

2004 – 2007 **Director of NCATE Systems Management** for the NCATE/DOE/DCU Accreditation Review in 2007 of the College of Education.

Adjunct Instructor, Principal's Internship, for the Master's Degree in Education, Department of Educational Leadership

International Appointments

2000 - 2004 **Headmaster,** SEK International School**,** Quito, Ecuador (IB Diploma, MYP)

1996 – 2000 **Secondary School Headmaster,** St. Andrew's Scots School, Buenos Aires, Argentina (IB Diploma and MYP). Conducted school authorization visits for IBLA.

1994 – 1996 **Headmaster,** St. Mark's School, Buenos Aires, Argentina

1985 – 2000 **Teacher** in diverse bilingual schools in Buenos Aires, Argentina, of IB Theory of Knowledge (Secondary), Science, Drama and History (Elementary), and English Language and Literature (Elementary and Secondary). Certified teacher of Theory of Knowledge (IB), and First Language English and Literature (IGCSE, Cambridge University)

C. Selected Peer-Reviewed Publications (N/A)

D. Selected Other Publications or Products/Grants

Hardman, J. (2021). From South America to South Florida: Risks and Rewards for Senior International Students. Chapter in *Immigrant Faculty in the Academy: Narratives of Identity, Resilience, and Action.* Barat, M. & Rodriguez. M. (Eds.).

Hardman, J. (2021). Liderazgo Regenerativo: Guía de Aplicación - Guía práctica y consciente para la creación de soluciones sostenibles efectivas y duraderas en la empresa, la comunidad, y la educación.

Hardman. J. (2017). *The Regenerative Leadership Handbook*: *A conscious, practical guide for creating purposeful, prosperous, resilient solutions to sustainability challenges in business, community, and education*. Kindle Edition. ASIN: B072RQQPB9

Hardman, J. (2017). Chapter: Educational Leadership and Environmental Justice in a ClimateChallenged World. Bogotch, I. (Ed). *International Handbook of Educational Leadership.* Springer.

Hardman, J, & Hardman, P. (2014). Traveling the U: Contemplative Practices for Consciousness Development for Corporate and Social Transformation. Chapter in *Perspectives on Theory U: Insights from the Field* (Olen Gunnlaugson, Charles Baron and Mario Cayer, Editors). Université Laval, Quebec: IGI Global. Hardman, J. (2013).

Regenerative Leadership in Schools (2013). Presentation at the *Learn Green Conference.* Palm Beach County (November).

Hardman, J. (2011). *Leading for Regeneration: Going beyond sustainability in business, community, and education.* London: Routledge.

Shockley, R., Hardman, J., Watlington, E., & Kirsch, P. (2011). From Compliance to Engagement: Using a Transformational Model to Respond to NCATE Standard 4 – Diversity. *Educational Considerations*.

Hardman, J. (2010). Regenerative Leadership: An Integral Model for Transforming People and Organizations for Sustainability in Business, Education, and Community. *Integral Leadership Review*. (http://www.integralleadershipreview.com/archives-2010/2010-10/2010-10-toc.php).

E. Synergistic Activities

2018 Excellence in Teaching Award, Florida Atlantic University Northern Campuses

Promotion to Senior Instructor, Florida Atlantic University

2012 School Board of Broward County Public Schools' recognition for work as teacher trainer of Sustainability Champions in the Partnership between the District's middle school magnet programs and the College of Engineering at Florida Atlantic University

2010 College of Education Outstanding Dissertation of the Year

2008 Harry M. Harmes Doctoral Scholarship – Department of Educational Leadership

2007 College of Education Exemplary Service Award

F. Collaborators and Other Affiliations

2016 - 2018 Co-Principal Investigator, The Effect of Increasing Continuity a Longitudinal Primary Care Experience. College of Medicine, Florida Atlantic University

2013 - 2015 Principal Investigator, Regenerative Leadership in K-12 Public Schools and Districts.

Member of the FAU Academic Service-learning Faculty Learning Community

2009 - 2010 **Licensed Facilitator,** ISIS Accelerator strategic planning process for sustainability and deep change (AtKisson Group – www.atkisson.com)

Licensed in Sustainability - Competencies and Opportunity Rating and Evaluation (SCORE), by AXIS Professionals, Bainbridge University

Certified in Community Regeneration by the Home & Communities Academy, UK

Process Facilitator for the infusion of sustainability in the curriculum, College of Engineering, Florida Atlantic University

Co-facilitator of the FAU Sustainable Pedagogy Faculty Learning Community (FLC)

Senior Advisor on Sustainability, Dirt Pros EVS (environmental services company)

2007 **Member** of the International Society of Sustainability Professionals

Co-chair of the FAU Lab Schools – College of Education Research Committee

Member of the Association for the Advancement of Sustainability in Higher Education (AASHE)

Member of the Leadership Advisory Council of Palm Beach County Children's Services Council Mentor Center for the Spanish-speaking Community

2006 **Consultant** to Booker High School, Sarasota, FL: Survey of school climate and working conditions for school improvement

Entrepreneurial Consultancy Project: Member of a consulting team working with a marketing research company relocating to South Florida. In part fulfilment of the requirements of the MBA program, College of Business, FAU

Consultant to Deerfield Park Elementary School, Broward County Public Schools, Florida. Organizational Climate and Working Conditions: Building a Collaborative-Reflective Model for Effective Improvement

2005 **Action Learning Doctoral Research**: From A to Byte: Decision-making points affecting the transition from a textbook-dependent system to a digital learning environment. Study

commissioned by the Superintendent of the Broward County Public Schools District (Florida, U.S.A.)

2004 **Consultant** to the SEK International School, Guayaquil, Ecuador: Teacher training in multiple intelligences and team building for performance enhancement

2002 – 2003 **Principal strategic plan facilitator** for the reform of the National Baccalaureate in Ecuador (a joint project with the Ministry of Education, public, independent, and Catholic schools)

2001 - 2004 **Member** of the Regional Heads Representative Committee (RHRC) of the International Baccalaureate Organization in Latin America (IBLA)

Founding member and **national treasurer**, Corporación Ecuatoriana para el Mejoramiento de la Calidad de la Educación (CORPEDUCAR), Quito, Ecuador

1996 **Founding member**, Latin American Heads Conference (LAHC) of schools of British Foundation

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G. **Courses Taught at FAU**

College of Education

Master's Level (School Leaders Program)
EDS 6100 Leadership 2: Theories and Assessment
EDS 6050 Instructional Leadership 1
EDS 6052 Instructional Leadership 2
EDA 6300 School Community Partnerships & Diversity
EDA 6207 Managing School Operations
EDA 6945 Summer School Internship
EDA 6946 Spring School Internship
EDA 6947 Fall School Internship

Master's Level (Adult and Community Education - ACE)
ADE 6695 Sustainability Leadership for ACE Entrepreneurs & Change Agents

Doctorate
EDA 6415 Introduction to Qualitative Inquiry
EDA 7416 Advanced Qualitative Inquiry
EDA 7948 Advanced Leadership Externship

H. Community Engagement or Outreach (Service to the Profession or Community) 2020 – present **Member, CLIMATE Ready Advisory Council,** Pine Jog Environmental Education Center

2020 *Manejo de Cambio* – Immersion Workshop for 3M, Costa Rica. October.
Liderazgo Regenerativo – Immersion Worskhop for Grupo SURA, Panama. September.

2018 *Transitioning from Sustainability to Regeneration.* B2B IVth Annual Forum. Procomer, Government of Costa Rica. San Jose, Costa Rica. November 28. Keynote address.

2018 '*Bridging the Regenerative Organization' Conference*. Alliance for Sustainable Colorado. January 16. Keynote address.

2017 *Regenerative Leadership for Social Impact*. Four-day session at the Amani Institute, Sao Paulo, Brazil. May 4 – 7. Workshop.

2016 Member of the professional development team for the FAU-New Generation Schools Partnership in Cairo, Egypt. PD provided: *Instructional Supervision*. April 10 – 20.

2015 – present Online course (three times per year). *Regenerative Leadership for Sustainable Development*. Required courses in the Global Leadership and Social Innovation Diplomas of the Executive Education Centre of the United Nations Mandated University for Peace (UPEACE, San Jose, Costa Rica)

2015 **Sustainability Strategic Planning Facilitator** for the 79th St. Corridor Neighborhood Initiative, Miami-Dade, in representation of the Sustainability Committee of the Southeast Florida/Caribbean Chapter of the Urban Land Institute (ULI)

2011 – 2014 **Member, Board of Directors,** U.S. Green Building Council (USGBC) Southeast Florida

2016 Presentation: *Educational Leadership for a Sustainable World*. Presented to Chinese school leaders and higher education leadership faculty. Hardman, J. & Chui, Q. November 11.

2015 Presentation. *The Principal as Sustainability Champion*. Presentation at the Florida Association of School Administrators (FASA). Orlando, Florida (June).

2014 Panel Moderator. *District-wide Sustainability Leadership*. Panel Moderator. National Green Schools Network Conference. Sacramento, CA (March)

2012 & 2016 Certified in online course development and delivery, Center for eLearning (CEL), Florida Atlantic University

Curriculum Vita

Dr. Joyce Krzemienski
Phone: (754) 273-0683
Email: jkrzemei@fau.edu

EDUCATION:

Edinboro University of Pennsylvania, Bachelor of Science, 1985
Florida Atlantic University, Educational Leadership, Master of Science, 2004

Florida Atlantic University, Educational Leadership, Specialist's Degree 2007
Florida Atlantic University, Educational Leadership, Ph.D., 2012

COURSES TAUGHT: (Lead Professor)

Florida Atlantic University, PROPEL Program - Leadership 3: Administrative Processes
Florida Atlantic University, PROPEL Program - Action Learning
Florida Atlantic University, PROPEL Program - Internship
Florida Atlantic University, ExEq Program – Seminars 1 & 2, Support all courses

COURSES CO-TAUGHT: (2019 – Present)

Florida Atlantic University, ExEq Program – Leadership 1: Adult Learning and Assessment
Florida Atlantic University, ExEq Program - Statistical Methods in Education
Florida Atlantic University, ExEq Program - Instructional Leadership 1
Florida Atlantic University, ExEq Program - Instructional Leadership 2
Florida Atlantic University, ExEq Program - Leadership 2: Theory and Assessment
Florida Atlantic University, ExEq Program - Leadership 3: Administrative Processes
Florida Atlantic University, ExEq Program - Fall Internship
Florida Atlantic University, ExEq Program - Systems and Community
Florida Atlantic University, ExEq Program - Leadership for Social Justice
Florida Atlantic University, ExEq Program - Spring Internship
Florida Atlantic University, ExEq Program - School Operations
Florida Atlantic University, ExEq Program - Summer Internship
Florida Atlantic University, ExEq Program - Policy and Politics
Florida Atlantic University, ExEq Program - Educational Research Methods

PROFESSIONAL EXPERIENCE:

2019 – present	Clinical Instructor, Educational Coordinator, ExEq School Leaders Master's Degree Program, Florida Atlantic University
2016 – 2019	Principal, Peters Elementary, Broward County Schools
2009 – 2016	Intern Principal, Tropical Elementary, Broward County Schools
2008 - 2009	Coordinator, PreK-2 Department, Broward County Schools
2007 - 2008	Curriculum Specialist, Colbert Elementary, Broward County Schools
2004 – 2007	Teacher, Hallandale Elementary, Broward County Schools
1991 – 2004	Teacher, Lauderdale Manors Elementary, Broward County Schools
1988 – 1991	Teacher, Williams Elementary, Virginia Beach Public Schools
1985 – 1988	Teacher, Belle Glade Elementary, Palm Beach County Schools

ORGANIZATIONS:

American Educational Research Association	2005 – present
Florida Association of School Administrators	2019 – present
Florida Association of Professors of Educational Leadership.	2019 - present
University Council for Educational Administration	2005 – present
Phi Delta Kappa International	2007 – 2010
Golden Key International Honor Society	2011 - 2012

Abbreviated CV Mary G. Lieberman

A. Professional Preparation

Ed.D. Human Development and Psychology, 1986

Harvard University, Graduate School of Education, Cambridge, MA

Double Concentration: Lifespan, Social, & Personality Development; Research & Statistics Ed.M.
Human Development and Counseling, 1980
Harvard University, Graduate School of Education, Cambridge, MA
B.S. Rehabilitation Counseling and Psychology, 1979
Dean's List Standing Throughout Attendance
Boston University, Boston, MA
A.A. Community and Mental Health Counseling, 1977
LaSalle Junior College, Newton, MA

B. Appointments

Associate Professor, Department of Instructional Technology & Research & Educational Leadership, FAU 2002-present.
Assistant Professor, Department of Educational Foundations & Technology, FAU, 1996-2002.
Adjunct Professor, Department of Counselor Education & Department of Educational Foundations & Technology, FAU, 1994-1996.

C. Selected Peer-Reviewed Publications (most recent five)

Foster, Karrol-Jo; Gill, Carman; Emelianchick-Key, Kelly; Villares, Elizabeth; Lieberman, Mary. (2019). Fostering Resilience for Adults with Substance Use Disorder: Preliminary Study. Journal of Counseling & Development. In Press 11.19.19.

Morris, J. D., & Lieberman, M. G. (2018). Multicollinearity's effect on regression prediction accuracy with real data structures. General Linear Model Journal, 44, 29-34. DOI: 10.31523/glmj.044001.004.

Lieberman, M. G., Morris, J. D. (2016). Validity concentration formula validation. General Linear Model Journal, 42, 26-29.

Vasquez-Colina, M. D., Russo, M. R., Lieberman, M., & Morris, J. D. (2016). A case study of using peer feedback in face-to face and distance learning classes among pre-service teachers. Journal of Further and Higher Education, 41(4), 504-515. DOI: 10.1080/0309877X.2015.1135884.

D. Selected Other Publications/Grants (most recent five)

Lieberman, M. G., & Morris, J. D. (2022, November*). Experimenting with Least Squares, Curvilinearity, Leverage, and Influence.* Paper accepted for presentation at the annual meeting of the Florida Educational Research Association,Daytona, FL.

Lieberman, M. G., & Morris, J. D. & Vasquez-Colina, M. D. (2022, November). *Responsible Partialling.* Paper accepted for presentation at the annual meeting of the Florida Educational Research Association,Daytona, FL.

Lieberman, M. G., & Morris, J. D. (2022, November) *Integration of ANOVA-Multiple Regression for Beginning Statistics Students.* Paper accepted for presentation at the annual meeting of the Florida Educational Research Association,Daytona, FL.

Morris, J. D., & Lieberman, M. G. (2022, April).Teach Excel the General Linear Model for Fun and Student Profit. Paper presented at the annual meeting of the American Educational Research Association, Virtual Conference.

Lieberman, M. G., & Morris, J. D. (2022, April). *Coefficient Alpha and its Standard Error – Maximize and Minimize*. Paper presented at the annual meeting of the American Educational Research Association, Virtual Conference.

E. Synergistic Activities

AERA Paper Reviewer Division D2, Statistical Methods and Quantitative Theory & Sig. GLM The General Linear Model. Invited Reviewer, 2020-2022.

Reviewer for the Florida Educational Research Association (FERA), 1996-Present.

F. Collaborations and Other Affiliations

Research Methodology Seminar Series Development – Research Topics presentations for faculty, students, and staff during spring and fall terms on *Descriptive Studies*, *Meta-Analysis*, *Coefficient Alpha* in Instrument Development, *Single Likert Type item Analysis* in Survey Instruments, and *Survey Research*.

Course Development – *Predictive Modeling* (Summer 2022), DIS Special Topics course in regression model development for predicting quantitative and nominal criterion variables.

G. Courses Taught

EDA 6905 001 12869 Predictive Research – Summer 2022
EDA 7905 Structural Equation Modeling
STA 7114 Advanced Statistics
EDF 7482 Advanced Educational Research

STA 6113 Educational Statistics
EDF 6432 Measurement
EDF 6481 Educational Research
EDA 7980 Dissertation
EDF 3430 Educational Measurement and Evaluation
EDF 3210 Applied Learning Theory

H. Community Engagement or Outreach

American Educational Research Association
Florida Educational Research Association

PATRICIA MASLIN-OSTROWSKI

A. Professional Preparation- (Degrees and Institution)

Ed. D. Administration, Planning & Social Policy, 1992
Harvard University, Graduate School of Education
Concentration: Policy Studies

Honor/Award: Thesis represented Harvard and won policy research competition sponsored by Goldie-Anna Charitable Trust & University of Pennsylvania

Ed.M. Administration, Planning & Social Policy, 1986
Harvard University, Graduate School of Education

Ed.M. Human Growth & Development, 1975
Columbia University, Teachers College

M.A. Guidance & Counseling, 1974
Columbia University, Teachers College

B.A. Psychology, 1973
Syracuse University

B. Appointments (Job History)

Professor (2003-present)
Associate Professor (1994-2003)
Department of Educational Leadership & Research Methodology
Florida Atlantic University

Assistant Professor (1992-1994)
Department of Educational Leadership, Foundations & Technology
Rhode Island College

Research Consultant (1994)
New England School Development Council

Educational Consultant (1989-2000)
Frankenberger Associates, New Haven, CT & Newport, RI

Instructor (1987-1992)
Communication Studies Department, University of Rhode Island

Teaching Fellow (9/87-6/88)

Harvard University**,** Professor Paul Ylvisaker

Research Assistant (5/87-6/88)
Harvard University, Dean and Professor Jerome T. Murphy

Research Associate (1986-1988)
State Commissioner J. Troy Earhart
RI State Department of Elementary & Secondary Education, Division of School Support Services

Director, New Student Programs (1/85-9/85)
Counseling and Career Services, University of Rhode Island

Coordinator (10/80-1/85)

Career Counselor (3/80-10/80)
Counseling and Career Services, University of Rhode Island

Middle School Counselor (9/75-3/80)
Brewster, NY Public Schools

C. **Selected Peer-Reviewed Publications (5-7 of the most recent Peer-Reviewed publications**)

Reyes-Guerra, D., Barakat, M., & Maslin-Ostrowski, P. (2022). Developing a more diversified school leadership pipeline: Recruitment, selection and admission through an innovative university-district partnership. Special Issue: Increasing the diversity of the school leadership workforce for *Leadership and Policy in Schools*.

Reyes-Guerra, D., Maslin-Ostrowski, P., Barakat, M. Y., & Stefanovic, M. A. (2021). Confronting a compound crisis: The school principal's role during initial phase of the COVID-19 pandemic. *Frontiers in Education* (Vol. 6, p. 87).

Barakat, M., & Maslin-Ostrowski, P. (2019) Ripples of hope: Leading educational change for equity in Egypt's public schools. *International Journal of Leadership in Education*.

Drago-Severson, E., Maslin-Ostrowski, P., & Blum-DeStefano, J. (2018). Looking Behind the Curtain: Principals' Internal Experiences of Managing Pressing Challenges. *Journal of School Leadership.* 28.

Drago-Severson, E., & Maslin-Ostrowski, P. (2018). In translation: School leaders learning in and from leadership practice while confronting pressing policy challenges. *Teachers College Record.* 120 (1).

Maslin-Ostrowski, P., Drago-Severson, E., Ferguson, J., Marsick, V., & Hallett, M. (2017). An innovative, international community engagement approach: Story

circles as catalysts for transformative learning**.** *Journal of Transformative Education.*

D. Selected Other Publications or Products/Grants (5-7 other scholarly activities, e.g., Books, Major Presentations, Grants, etc.)

Bogotch, I. & Maslin-Ostrowski, P. (May, 2010). Internationalizing educational leadership: How a university department jumps the curve from local to international. *Educational Administration Quarterly*, 46(2), 210-240.

Vasquez, M., Maslin-Ostrowski, P., & Baba, S. (2017) Tapping into graduate students' collaborative technology experience in a research methods class: Insights on teaching research methods in a Malaysian and American setting. *International Journal of Teaching and Learning in Higher Education.* 29 (2).

Maslin-Ostrowski, P., Floyd, D. Hrabak, M. (January, 2011) Daunting realities of leading complicated by the new media: Wounding and community college presidents. *Community College Journal of Research and Practice*,

Australian Catholic University & Victoria Association of Primary School Principals. Bendigo. May 2015. Invited keynote. *Crisis: An emergent occasion for transformation and hope.*

Ackerman, R. H., & Maslin-Ostrowski, P. (2002). *The wounded leader: How real leadership emerges in times of crisis*. Jossey-Bass.

E. Synergistic Activities (Major Awards and other Accomplishments of High Impact)

Distinguished Teacher of the Year for College of Education, 2018

Australian Catholic University appointed Distinguished Visiting Research Fellow (2015)

Lead department faculty retreats through role of Quality Committee Chair (2017, 2018, 2019)

F. **Collaborators and Other Affiliations**

Visiting Scholar to Education for All Bermuda (2011)

Visiting Professor to University of Malaya (2010)

G. Courses Taught. **Classroom Instruction**

1. EDA 7931 Modes of Inquiry
2. EDA 7905 Directed Conference: UCEA

3. EDA 7061 Context of Educational Administration
4. EDA 7925 Action Learning: Leadership Externship
5. EDA 7930 Seminar in School Administration
6. EDA 7106 Leadership V, Reframing Educational Organizations: Organizational Behavior & Change
7. EDA 7416 Advanced Qualitative Inquiry
8. EDH 7935 Higher Education Seminar
9. EDF 7482 Advanced Educational Research
10. EDA 6103 Leadership III, Administrative Processes
11. EDA 6415 Introduction to Qualitative Inquiry
12. EDA 6510 Middle School Administration
13. EDS 6100 Leadership
14. EDA 6925 Action Learning: Administrative Externship
15. EDA 6905 Study Abroad: The Segovia Seminar
16. ADE 6184 Program & Curriculum Development for Adults
17. EDM 6235 Middle School Curriculum (Curriculum & Instruction Dept.)
18. EDM 6205 Elementary School Curriculum (Curriculum & Instruction Dept.)
19. EDA 5931 Women in Administration

H. **Community Engagement or Outreach (Service to the Profession or Community)**

Chair of University Institutional Review Board (IRB) (2021-present)

Chair of University Promotion & Tenure Committee (2009-2011)

President. Florida Association of Professors of Educational Leadership. (FAPEL) (2010-2012)

College representative to President's Campus Realignment Task Force (2021-2022)

Chair of COE Outstanding Dissertation Award Panel (2006-present)

Faculty sponsor for Clark Scholars to UCEA. Leila Shatara (2019); Melanie Stefanovic (2018); Elizabeth Jekanowski (2015)

TAKA S. MAYS, ED.D.
Curriculum Vitae

EDUCATION

Doctor of Education – Educational Leadership and Policy
Florida State University, Tallahassee, Florida May 2018

Program Evaluation Certificate

Florida State University, Tallahassee, Florida May 2018

Master of Science – Educational Leadership/Administration

Florida State University, Tallahassee, Florida December 2004

Bachelor of Science – Elementary Education
Florida State University, Tallahassee, Florida December 1999

HONORS AND ACHIEVEMENTS

2021 Appreciative Advising Institute
Florida Atlantic University

Best and Brightest Principal Recipient
J. Michael Conley Elementary School at SouthWood – Principal

Glenn-Howell Distinguished Minority Educator of the Year
J. Michael Conley Elementary School at SouthWood – Principal
Gilchrist Elementary – Assistant Principal
Roberts Elementary – Grade 2 Teacher

Exemplary Service Award
Oak Ridge Elementary - Principal

Appreciation and Dedication Award
Oak Ridge Elementary - Principal

National Blue-Ribbon School Recipient
Gilchrist Elementary – Assistant Principal

COLLEGE/ DISTRICT COMMITTEES AND SERVICES

Florida Atlantic University

2022	Johnson First-Generation Transfer Student Scholarship Mentoring Program
2022	Curriculum and Instruction Search Committee
2022	Exceptional Student Education Community Inclusion Mentoring Program
2020 – Present	College of Education Assessment Committee
2020 – Present	College of Education Accreditation Committee

Leon County Schools

2013 – 2019	Teacher Evaluation Review Committee
2014 – 2016	District Budget Committee
2018 – 2019	Central Council School Improvement Committee
2018 – 2019	Charter Schools Renewal Committee

PROFESSIONAL EXPERIENCES

Program Coordinator & Clinical Instructor, Department of Educational Leadership and Research Methodology

College of Education, Florida Atlantic University *July 2019 – Present*

- Oversee the implementation and daily operation of the Educational Leadership Intern to Excellence (ELITE) Program that includes the recruitment, admissions, orientation, and academic advising
- Co-teach all courses within the cohort model School Leaders Master's Degree twenty-two month program
- Plan, organize and facilitate coach/mentor professional development sessions for school and district leaders in The School District of Osceola County, Martin County School District, and Okeechobee County Schools
- Review course textbooks and software for relevance and request revisions, when needed, using the appropriate textbook and software revision procedures
- Partner and collaborate with district school leadership and school site administrators as a part of the recruitment plan
- Led team to establish a principal pipeline program with additional school districts to promote ELITE Program expansion.
- Identify qualified and appropriate course adjuncts for ELITE Courses
- Facilitate and support mechanisms for assessments, data collection and data analysis of program curriculum, student progress and performance, adjunct performance, adjunct professional development, and principal mentor coaching
- Collect data to develop and monitor systemic practices, such as analysis of student course assessments, Florida Educational Leadership Exam (FELE) results, FELE Competencies and Skills and the Florida Principal Leadership Standards

- Facilitate continuous improvement practices for student retention and support through monitoring and reporting policies and procedures on department and program goals and outcomes
- Examine program effectiveness through continuous improvement process
- Interpret and implement policies and strategies around FERPA
- Selected as chair of law committee to design educational law modules for program curriculum
- Redesign of School Operations and Policy and Politics courses within the School Leaders Master's Degree Program
- Facilitate reaccreditation process through the Council for the Accreditation of Educator Preparation (CAEP) for the College of Education's School Leaders Master's Degree Program
- Facilitate School Leaders Master's Degree Program Continued Approval process through the Florida Department of Education
- Revise annual standards detail report for the School Leaders Master's Degree Program
- Oversee recruitment selection and onboarding process for ELITE course adjunct faculty and conduct formal and informal observations to provide instructional feedback
- Review and incorporate feedback from students, adjuncts, partners, mentors, and FAU course leads for continuous improvement of program components
- Work collaboratively with FAU/district partnership teams to provide specific feedback regularly to individual mentor principals
- Incorporate Appreciative Advising Framework to enhance advising practices and student engagement
- Facilitate formative and summative assessments of programs
- Analyze assessment data to inform andragogy, curriculum, adjunct and mentor professional learning and support; monitor retention and professional advancement of graduates, and adhere to established timeline for continuous improvement

Principal, J. Michael Conley Elementary
Leon County Schools, Tallahassee, Florida *July 2014 – July 2019*

- Created and ensured the vision and mission of the school and district were applied throughout the decision-making process
- Collaborated and engaged staff in a shared vision of high expectations for student learning and outcomes
- Monitored safety protocols to ensure all staff and students were safe each school day
- Engaged staff in evaluating school practices through the continuous improvement process
- Developed and implemented a STEM Program that increased science student proficiency from 47% to 63% after two years of the implementation as evidenced by the Florida Statewide Science Assessment results. Proficiency on the Florida Statewide Science Assessment increased
- Successfully developed a STEM advisory council comprised of school, parents, and community representatives
- Increased school grade from C to B
- Developed a food pantry for the students most in need of home support
- Decreased student discipline infractions and referrals by 50% over a two-year period
- Provided actionable feedback to teachers
- Provided professional learning opportunities based on the needs of the teachers
- Facilitated bi-weekly student data analysis meetings with teachers and collaboratively developed plans to best meet the needs of students

- Facilitated weekly MTSS (Multi-Tiered Systems of Support) meetings with the school support team comprised of teachers, school social worker, psychologist, behavior specialist, and counselor to analyze data and determine ways to provide academic, social, and emotional support for students

Principal, Oak Ridge Elementary
Leon County Schools, Tallahassee, Florida *July 2009 – June 2014*

- Created and ensured the vision and mission of the school and district were applied throughout the decision-making process
- Collaborated and engaged staff in a shared vision of high expectations for student learning and outcomes
- Monitored safety protocols to ensure all staff and students were safe each school day
- Engaged staff in evaluating school practices through the continuous improvement process
- Developed a food pantry for the students most in need of home support
- Provided actionable feedback to teachers
- Provided professional learning opportunities based on the needs of the teachers
- Facilitated bi-weekly student data analysis meetings with teachers and collaboratively developed plans to best meet the needs of students
- Facilitated weekly MTSS (Multi-Tiered Systems of Support) meetings with the school support team comprised of teachers, school social worker, psychologist, behavior specialist, and counselor to analyze data and determine ways to provide academic, social, and emotional support for students
- Minimized teacher turnover over a two-year period
- Created positive behavior support initiatives for students that yielded successful academic outcomes

Assistant Principal, Gilchrist Elementary
Leon County Schools, Tallahassee, Florida *July 2006 – June 2009*

- Provided support to the principal, leadership team, staff members and students
- Monitored safety protocols to ensure all staff and students were safe each school day
- Supervised curriculum implementation and monitored the effectiveness of the implementation through observation and timely feedback
- Analyzed student data with teachers and determined ways to enhance instructional practices
- Facilitated the Continuous Improvement Model with staff, parents, and community members
- Facilitated the Summer Reading Academy
- Facilitated the National Blue-Ribbon Schools Application Process with school and community representatives. As a result, Gilchrist Elementary was the recipient of the 2008 National BlueRibbon Schools Award

OTHER PROFESSIONAL EXPERIENCES

Consultant, Item Writer, Reviewer
Florida Educational Leadership Exam
Pearson Evaluation Systems
October 2019 – Present

- Participation as a Subject Matter Expert with the Florida Department of Education's leadership assessment design

- Develop, review, and revise the Florida Educational Leadership Examination items

Visiting Faculty
College of Education, *Florida State University*, *Tallahassee, Florida*
- Course Taught: *Data Driven Decision Making* *August 2018 – December 2018*
- Course Taught: *Foundations of Educations* *March 2019 – June 2019*

Teacher, Grades 2 & 3, Roberts Elementary
Leon County Schools, Tallahassee, Florida *August 2001 – June 2006*

Teacher, Grade 2, Stockbridge Elementary
Henry County Schools, Stockbridge, Georgia *July 2000 – June 2001*

Teacher, Grade 5, Cotton Indian Elementary
Henry County Schools, Stockbridge, Georgia *January 2000 – May 2000*

PROFESSIONAL MEMBERSHIPS

2019 – Present University Council for Educational Administration (UCEA)
2015 – Present Florida Association of School Administrators (FASA)

PROFESSIONAL DEVELOPMENT

Coach/Mentor Leadership Development
Appreciative Advising Framework Institute
Florida Educational Leadership Examination Item Writing
University Principal Pipeline Initiative (UPPI) Partnerships
Restorative Practices
Program Evaluation
Clinical Education
School Improvement (Reform) Initiative
District Training for Level II Principal Certification
ESOL (60 Credit Hours)
SACS & CAEP Accreditation
Classroom Walk-Through Training for the Evaluation of Teachers Ruby
Payne Diversity Framework

CERTIFICATIONS

Professional Florida Education Teaching Certificate, Elementary Education, Grades K-6
Educational Leadership/Administration PK-12 Certification
Level II School Principal (All Levels)

Sharon Moffitt, PhD

Phone: 954-579-2494 • E-Mail: smoffitt@fau.edu

Experiences

Clinical Instructor and Coordinator
Florida Atlantic University, College of Education **2017-present** As coordinator for the Wallace University Principal Preparation Initiative (UPPI)grant, my responsibilities include:

- coordinate with all districts involved to align efforts
- develop and sustain the UPPI coaching system for principals who nominate students for the program
- work with peer coordinators to develop their coaching skills to ensure sustainability to the coach system plan.
- develop and sustain adjunct professional development for all adjuncts teaching in partnership programs.
- facilitate the development of leadership tracking systems in partner districts and the FAU Data Repository to allow sharing of data between districts and FAU.
- develop, evaluate and sustain a rigorous application process for students to the program
- co-teach all courses with adjunct professors to ensure fidelity of implementation and use of appropriate adult learning and teaching strategies within the course
- co-develop and monitor a continuous improvement model to ensure a high-quality program for students and all involved in the partnership programs.
- coordinate the Principal Rapid Orientation Program in Educational Leadership (PROPEL) in Broward County Schools.
- Build relationships with Broward County Public Schools to maintain an effective partnership.

Established SRM Leadership Associates (LLC) **2017- present**

- Develop coaching systems for districts to support district leaders, school leaders and teachers.
- Work closely with individual districts to customize the coach system to the individual needs.
- Clients include: DC Public Schools, Philadelphia Public Schools and North Carolina State University.

Client Lead/Program Consultant Supervisor New Teacher Center (NTC)
2014-2017

- developed coaching programs to support development of district leaders, principals, and teachers across the country
- facilitated coach system sessions to develop reflective thinking practices that lead to development of successful leaders and teachers who positively impacted student learning
- built relationships with school districts to meet unique district needs and develop appropriate contracts
- supervised NTC coaches as they facilitated sessions across the country

Director of Leadership and Non Instructional Development, Broward County Schools Public Schools 2011-2014

- developed and supervised professional development of district and school-based leaders both experienced and developing
- managed the Principal Rapid Orientation and Preparation in Educational Leadership grant, (PROPEL), a joint program between Florida Atlantic University and Broward County Schools. ○ Established a new University/Broward Schools Leadership Program. ○ Designed program components, application process, schedule, logistics and marketing strategies to promote the program.
    - Participated with the University to rewrite all curriculum courses that lead to a Master of Educational Leadership Degree and Level 1 state certification. Courses were also aligned to Broward County Principal Pipeline programs.

- Managed Broward County Schools' Race to the Top Federal Grant Project 10.
    - Revised the professional development system and utilized data from teachers' and principals' evaluations to plan and evaluate professional development, and evaluate the effectiveness of professional development based on changes in practice and student outcomes.
    - Redesigned the Leadership Pipeline to meet District needs and ensure fidelity of implementation to include a transparent and equitable process.

School Administrator **2000-2011**

Additional Educational Experiences

Curriculum Specialist Elementary School
Development of test items for Florida Educational Leadership Exam, Fourth Edition
Collaborated with Florida Department of Education to create document, "Teacher Evaluation Systems Alignment: *The Florida Educator Accomplished Practices (FEAPs), Robert Marzano, & Charlotte Danielson"*
National School Reform Faculty Member
National Facilitator for the Coalition of Essential Schools **Education**

Doctor of Philosophy – Educational Leadership, Florida Atlantic University 2006
Education Specialists Degree- Educational Leadership, Florida Atlantic University 2000 **Recent Accomplishments**

- Publication: Kumar, D. D. & Moffit, S. (2022). Understanding the STEM teacher pipeline: Review of selected NSF program evaluation. *Voices of Educational Equity*, 18(2),50-57

- Publication: Kumar, D. D. & Moffit, S. (2020). STEM teacher leadership development through community engagement. *Science Education and Civic Engagement: An International Journal, 12*(1), 5-11.
- Two presentations at the Southeastern Association For Science Teacher Education, 2022
- Presentation of research at American Education Research Association, 2019
- Collaborative Research paper accepted presented at United Council of Educational Administration in November, 2019
- Presented the "Principal Rapid Orientation and Preparation in Educational Leadership Program" (PROPEL) at the Florida Association of School Administrators Conference
- Awarded the 2013 Excellence in Educational Leadership Award, University Council for Educational Administration, UCEA.
- Awarded the "Crystal Apple" by North Area Parent Advisory Council to recognize outstanding leadership.

Associations

- Florida Association of Professors of Educational Leadership (FAPEL)
- Florida Association of School Administrators, (FASA)
- United Council of Educational Administration(UCEA)
- Association for Supervision and Curriculum Development.(ASCD)
- Learning Forward
- American Education Research Association (AERA)

MEREDITH L. MOUNTFORD, Ph.D.

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Associate Professor
Department of Educational Leadership
Florida Atlantic University
Director, UCEA Center for the Study of the Superintendency and District Governance
mmountfo@fau.edu

EDUCATION

Ph.D.	University of Wisconsin – Madison	2001	Educational Administration
M.A.	Northern Illinois University Educational Administration	1994	
B.A.	Illinois State University Middle School Education	1988	

ACADEMIC POSITIONS

Associate Professor	Florida Atlantic University Department of Educational Leadership	2005 – present

Assistant Professor	University of Missouri – Columbia	2001 – 2005
Educational Leadership and Policy Analysis		
Teaching Assistant	University of Wisconsin – Madison	Fall 2000
	Department of Educational Administration	
Program Assistant	University of Wisconsin – Madison	Fall 1999 – Summer 2000
	Department of Educational Administration	

ADMINISTRATIVE POSITIONS

Director	University Council of Educational Administrations	2009 – Present
	UCEA Joint Program Center for the Study of the Superintendency & School Governance	
	Florida Atlantic University	
Director	The Center for Educational Leaders	2005 – 2008
	Department of Educational Leadership	
	Florida Atlantic University	
Program Director	Statewide Cooperative Ed.D. Program in Educational Leadership	2002 – 2005
	Department of Educational Leadership and Policy Analysis	
	University of Missouri-College of Education	
Superintendent	Linn Joint 6 School District	1996 – 1999
	Lake Geneva, Wisconsin	

OTHER EXPERIENCE

School Board Consultant	Wisconsin Association of School Boards	1999 – 2001
	Madison, Wisconsin	
Teacher	Twin Lakes School District	1989 – 1996
	Twin Lakes, Wisconsin	

Journal Articles (*refereed/peer reviewed)

*Mountford, M., & Richardson, J. (Fall, 2021). Promoting equity in the modern superintendency. *Journal of Scholarship and Practice, 18* (3). American Association of School Administrators Publishing.

*Barakat, M., Mountford, M., Poole, D., & Pappas, D., (Feb, 2019). Tidal wave: A university's response to transformational learning objectives. *Journal of Cases in Educational Leadership, 22* (1). Sage Journals Online. https://doi.org/10.1177/1555458919831335

*Mountford, M. (2019). Review of S.E. Dahill-Brown's (2019) *Education Equity and the States: How Variations in State Governance Make or Break Reform.* Harvard Press. Education Review, Vol. X *(X)*, (pp. xx -xx) Taylor & Francis: United Kingdom. https://doi.org/10.1080/00131911.2019.1672434'

***Pappas D.** & Mountford, M. (July, 2018). Review of "Focusing on School Safety After Parkland" *Reviews Worth Sharing*

Boulder, Colorado: National Education Policy Center.
https://nepc.colorado.edu/thinktank/RWSdiscipline

*Mountford, M., & Acker-Hocevar, M. A. (2014). Florida's mandated educational leadership program redesign: The William Cecil Golden touch. *Journal of Research on Leadership Education, 8 (1)*, 212-229. (Acceptance rate = 10-15 percent)

*Williams, D.C., & Mountford, M., (2013) Text Network Analysis: Exploring relationships with qualitative methodology and rhetorical criticism *Russian Journal of Communication, 5* (3). Routledge/Taylor & Francis.

*Mountford, M., Alsbury, T., & Delagardelle, M. (July, 2010) Maintaining local control. In R. Hess, C. Finn. (Eds.). *School boards in the 21st century: A national survey of school board members* (Ch. 9). Manuscript funded by The Wallace Foundation through the National School Boards Association in collaboration with the Iowa School Board Association (IASB), the Fordham Foundation, and the American Institution for Education (AEI). American Association of School Boards: Arlington Virginia. [chapter prepared under an MOA with NSBA]:: Rowman & Littlefield: Lanham, Maryland.

*Mountford, M., & Brunner, C. C., (August, 2010) Gendered behavior patterns in school governance, *Teachers College Record 112,* (8). pp. 2067-2117. *Teachers College Record*: NY.

*Edited Books (*refereed/peer reviewed)*

*Mountford, M., & Wallace, L. E., (Vol II), (October, 2022), *The contemporary superintendent*: *Reclaiming local control through superintendents, school boards, and community activism* Information Age Press (IAP): Charlotte, NC.

*Mountford, M., & Wallace, L. (Vol I, 2020). The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform. Vol 1 in M. Mountford and L. Wallace (Eds). *Research on the Superintendency Series*. Information Age Press: Charlotte, NC.

HONORS AND AWARDS

Awarded	**Distinguished Teacher of the Year Award** College of Education Florida Atlantic University Student Nominated	Spring 2022
Awarded	**Distinguished Teacher of the Year Award** College of Education Florida Atlantic University Student Nominated	Spring 2016

Invited Editorial Board

Editorial Board Member	Official Journal of the National Association of Secondary School Principals Sage Publications	Fall 2005

INVITED ADDRESSES/INVITED INTERVIEWS/ EDITORIAL BOARDS/NEWSLETTERS

Appointed to the Advisory Board (2020-2023) for the Journal of Interdisciplinary Studies in Education (JISE). JISE is a bi-annual refereed publication in education. JISE is an open-access journal housed at Arkansas State University, Jonesboro with a global network of 2,000 members from 15 + countries.
https://www.ojed.org/index.php/jise/issue/view/82

Mountford, M. (September, 2019). Invited Presentation. *Paradigm Shift: Qualitative Methods in Medical Education*. An invited presentation to faculty at FAU's College of Medicine.

Mountford, M. (January, 2019). Invited Keynote. *Care and Equity in District Governance*. A keynote delivered at the 2019 Texas School Board Association Annual Convention. Austin, TX. the University Council for Educational Administration, Pittsburgh, PA.

EXTERNAL AND INTERNAL FUNDING

External

Submitted to:	**Title and Amount Requested**	**Status:**
UCEA (2018)	Superintendents and School Board Members Perceptions of School Safety University Council of Educational Administration UCEA Collaborative Center Project Award (PI's) Meredith Mountford, Leigh Wallace, Scott McCleod	Funded $5,000.00
Wallace Foundation (2008)	The First National School Board Survey of all Current Board Members in the US (PI's) Rick Hess NSBA Mary Delagardelle, Iowa School Board Assoc. Fordham Foundation Research Contributors: Meredith Mountford-FAU Thomas Alsbury – NC State $250,000	Funded to NSBA $250,000 sub-award ISBA Funded Research Contributors as a sub-contract under the NSBA grant

TEACHING AND ADVISING Courses Taught - Florida Atlantic University

(all three credit courses)

EDA 7986	Ethics and Policy Alternatives	Spring 2011-Present
EDF 6980	School Governance	Sum 2011-15
EDA 6710	Seminar in Educational Admin	Spring 2008 - Present
EDA 7905	Directed Travel Conference (UCEA)(course developer)	Fall 2008, 2009, 2013
EDA 7106	Leadership V: Organizational Analysis (Lead Instructor)	Fall 2005 - Present
EDA 6942	Principal Internship (Broward Pilot Project)	Fall 2007 - 2010
EDA 6205	Leadership IV: Educational Management	Fall 2007- Present
EDA 6415	Introduction to Qualitative Inquiry	Spring 2007- Present
EDA 6467	Advanced Qualitative Inquiry	

<u>Chaired Dissertations and *Student Milestones (last five years)</u>

1. Pappas, D. (2021). *Facilitators and Barriers to Sustainability of STEM Education in Out-of-School Time (OST): The Tale of Two Cities*. A dissertation published by Florida Atlantic University.

2. Bartram, L. (2020*). Leadership Characteristics of Guatemalan Public Pre-Primary School Leaders: A Case Study in an Area of North of Guatemala City*. A dissertation published by Florida Atlanta University.
3. Evans, C., (2020). *The Intersection of Queerly Leading: Lived Experiences of K-12 School Leaders*. A dissertation published by Florida Atlantic University. A dissertation published by Florida Atlanta University.
   ***Awarded the 2020 Outstanding Dissertation of the Year for the Department of Educational Leadership and Research Methodology at FAU.** Nominated for the 2020/2021 Dissertation of the Year for the College
   of Education at FAU.
   ****American Educational Research Association/UCEA Jackson Scholar**
4. Judd, L. (2020). *What's School Got to Do with It? Perceptions of the Educational Experiences of Youth Who have Experienced Interruptions to Their Public-School Education.* A dissertation published by Florida Atlantic University.
5. Vance-Noelk, D. (2019). *The Power of People: How Grassroots Movements Inspire Change in School Communities*. A dissertation published by Florida Atlantic University.
6. Rich, N. (2018). *The University Journey of STEM Transfer Students*. A dissertation published by Florida Atlantic University.
7. Wilkins, B. (2017). *Teacher Perspectives on the Marzano Teacher Evaluation Model*. A dissertation published by Florida Atlantic University.

SERVICE

National

Organization/Office Held	*Term*
American Educational Research Association (AERA)	**1998 – Present**
AERA's Research on the Superintendency	**SIG1998 – Present**
SIG Chair	2014-2016
SIG Chair	2010-2012
SIG Chair	2004-2006
NASSP Editorial Board	**2005-2019**
Editorial Board Member for *The Bulletin* (Sage Publications)	
JISE Advisory Board	
Advisory Board Member for the *Journal of Interdisciplinary studies in Education* (JISE)	2019 – Present
University Council of Educational Administration	**1998 – present**

Director for the Joint Center for the Study of the Superintendency and District Governance 2009 – Present
Primary author for competitive center proposal (RFP) for one of 8 UCEA national research centers. Currently housed at FAU

Center Activities beginning 2009

- Negotiated the Center's acquisition and authorship of the 10-year AASA superintendent study. AASA's Longitudinal Ten-Year Study of Superintendents which began in 1930 and has been published every decade. The monograph resulting from the research is the most frequently cited publication in the field of the study of the superintendency.
- Assisted in the development AASA to coordinate follow-up surveys/studies and other research activities through the UCEA Center.

* http://www.ucea.org/initiatives/study-superintendency-district-governance/

University Level

University Faculty Senate **2012 – Present**
Elected Senator for College of Education

University Faculty Senate Steering Committee **2015 – Present**
Elected by Senate

UFF-FAU (member) **2012 – Present**
Elected President 2018/19
Elected Vice President 2013 – Present
Grievance Officer

College Level

Faculty Assembly **2008 – Present**
President 2010/2011, 2014/2015, 2018-202

Daniel Reyes-Guerra, Ph.D.

A. Professional Preparation

Ph.D., Aug. 2009 Florida Atlantic University, Educational Leadership

Master of Science, 1995 Educational Administration, University of Alabama, Tuscaloosa

Ed. Leadership Coursework Universidad Dr. Manuel Luis Escamilla, San Salvador, El Salvador

Bachelor of Arts, 1983 Cornell University, College of Arts and Sciences
Double Major: History & Government

H.S. Regents Diploma Stuyvesant High School, New York, NY

B. Appointments

POSITION	DESCRIPTION	PERIOD
School Leaders Program Coordinator	Florida Atlantic University School Leaders Doctoral, Specialist, and Master's Degree Program	8/2017 Present
Director and P.I.	USDOE-funded *Preparing for Readiness and Academic Improvement for pre-School Els* (PRAISE) Project	1/2023 - Present
Director and P.I.	Broward County Public Schools and Florida Atlantic University *Equity for Instructional Performance* PhD and Master's Project	6/2022 - Present
Director and P.I.	*University Principal Preparation Initiative* (FAU-UPPI), Wallace Foundation Project	8/2016 – 2/2023

	Educational Leadership: Intern to Excellence (ELITE), St. Lucie Public Schools;	1/2016 - Present
Director, School Leaders District Partnerships	*Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL)*, Broward County Public Schools;	11/2014 - Present
	Leadership for Excellence and Equity (EXEQ), The School District of Palm Beach County	9/2017 - Present
Associate Professor	Educational Leadership Florida Atlantic University	8/2016 - Present
Assistant Professor	Educational Leadership Florida Atlantic University	8/2009 - 8/2016
POSITION	**DESCRIPTION**	**PERIOD**
Project Director & P.I.	*Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL)*; Race to the Top Jobembedded Principal Preparation Program Grant	12/2011 - 10/2014
Principal-in-Residence	Educational Leadership Florida Atlantic University	8/2002 - 8/2009
Secondary Principal	American School of Asuncion Asunción, Paraguay	7/1995 - 6/2002
High School Principal	Escuela Americana San Salvador, El Salvador	8/1992 - 6/1995
Depart. Chair/ Athletic Dir. / H. S. Soc. Stud. Teacher	American School of El Salvador San Salvador, El Salvador	8/1987 - 7/1992
Department Chair/ English & Social Studies Teacher	American School of Guatemala Guatemala City, Guatemala	8/1985 – 12/1986

C. Selected Peer-Reviewed Publications

Reyes-Guerra, D., Barakat, M., & Maslin-Ostrowski, P. (2022). Developing A More Diversified School Leadership Pipeline: Recruitment, Selection and Admission through an Innovative UniversityDistrict Partnership. Leadership and Policy in Schools, 21(1), 48-63.

Reyes-Guerra, D., Maslin-Ostrowski, P., Barakat, M. Y., & Stefanovic, M. A. (2021). Confronting a compound crisis: The school principal's role during initial phase of the covid-19 pandemic. In *Frontiers in Education (Vol.* 6, p. 87). Frontiers.

Barakat, M., Reyes-Guerra, D., Stefanovic, M., & *Shatara, L. (2021). An examination of the relationship between a redesigned school leadership preparation program and graduates' cultural competence. *Journal of Leadership and Policy in Schools, Special Issue*.

Thornton, M. E., Barakat, M., Grooms, A. A., Locke, L. A., & Reyes-Guerra, D. (2020). Revolutionary Perspectives for Leadership Preparation: A Case of a Networked Improvement Community.

Journal of Research on Leadership Education, 1942775120945356.
Bogotch, I., Schoorman, D., & Reyes-Guerra, D. (2017). Forging the needed dialogue between educational leadership and curriculum inquiry: Placing social justice, democracy, and multicultural perspectives into practice. *In Bridging Educational Leadership, Curriculum Theory and Didaktik* (pp. 283-307). Springer, Cham.
Reyes-Guerra, D., Pisapia, J., Mick, A. & Alfred, A. (2016). The cognitive preparation of school leaders for turnaround schools. *School Leadership & Management.* Routledge/Taylor & Francis

D. Selected Other Publications or Products/Grants

Submitted to:	***Title* / Amount:**	**Status:**
National Professional Development – US Department of Education	*PRAISE: Preparing for Readiness and Academic Improvement for pre-School Els / $1.8 Million*	Awarded, Fall 2022
School District of Osceola County, Florida	*Office Of Educational Leadership Learning Coaching/Mentoring System /* $241,300	Awarded, Summer 2022
Broward County Public Schools	*Turnaround Leadership Institute* $88,563	Awarded, Spring 2022
Broward County Public Schools	*Equity for Instructional Performance - Subcontract* $1 million	Awarded, Spring 2022
Florida Department of Education	*William Cecil Golden Statute – Leadership Professional Development Framework Website* $120,400	Awarded, 2022
Wallace Foundation	*University Partner Provider Equity-Centered Pipeline Initiative (ECPI)* $200,000	Awarded, 2022

E. Synergistic Activities (Major Awards and other Accomplishments of High Impact)

2014 FAU President's Leadership Award Recipient. The President's Leadership Award Program is intended to recognize individual employees of Florida Atlantic University who have rendered services of an extraordinary nature to the University and/or the greater community. Nominations must be submitted by a second party; self-nominations are not accepted.

2007 Division A Graduate Student scholarship. The purpose of this scholarship was to recognize and promote scholarly excellence in aspiring researchers of educational administration/school leadership.

F. Collaborators and Other Affiliations

- Treasurer and former Chair of AERA's Learning and Teaching in Educational Leadership Special Interest Group (LTEL-SIG).
- UCEA PD-NIC Member
- National Council of Professors of Educational Administration (NCPEA) State Affiliate Representative for Florida
- President, Past President, Treasurer and Policy Committee Chair, Florida Association of Professors of Educational Leadership (FAPEL), June 2016 – Present

G. Courses Taught

- EDA 7931 - Foundations in Educational Leadership (Doctoral Level)
- EDA 7925 – Leadership Externship: Action Learning (Doctoral Level) - EDA 6062 – School Improvement (Doctoral Level)
- EDS 6100 – Leadership Theory and Assessment (Master's Level)
- EDF 6786 – Educational Governance (Master's Level)
- EDA 7931 – Lead 6: Seminar in Leadership (Doctoral Level)
- EDA 6942 – Principal Internship (Master's Level)
- EDA 6945 – Fall Internship (Master's Level)
- EDA 6946 – Spring Internship (Master's Level)
- EDA 6947 – Summer Internship (Master's Level)

H. Community Engagement or Outreach

- ELRM Liaison to Broward County Public Schools; 2008 – Present
- ELRM Liaison to Miami-Dade Public Schools; 2008 – Present
- ELRM Representative, Broward County School District Steering Committee; 2008 - Present
- Member, Broward County Public Schools – Teaching and Leadership Center – Advisory Committee; 2008 - Present

Cristobal Salinas Jr.
Educational Leadership and Research Methodology
College of Education
Florida Atlantic University
Boca Raton, FL 33431
Email: SalinasC@fau.edu

A. Professional Preparation- (Degrees and Institution)

Doctor of Philosophy. (Higher Education Administration). 2015
Iowa State University, Ames, Iowa
Dissertation: "English, *Español* and Academia: The Crossover Socialization of Multilingual Latino Male Faculty in Education."
Certificate in Applied Research Methods in Human Sciences

Master of Education. (Student Affairs and Higher Education). 2012 Iowa
State University, Ames, Iowa

Bachelor of Arts. (Spanish Education, English as a Second Language; Dance). 2010
University of Nebraska at Kearney, Kearney, Nebraska

B. Appointments (Job History)

August 2020 – Present
Associate Professor
Higher Education Leadership
Faculty Coordinator, Leadership Studies
Educational Leadership and Research Methodology
College of Education
Florida Atlantic University, Boca Raton, Florida

August 2015 – July 2020
Assistant Professor
Higher Education Leadership
Faculty Coordinator, Leadership Studies
Educational Leadership and Research Methodology
College of Education
Florida Atlantic University, Boca Raton, Florida

C. Selected Peer-Reviewed Publications (5-7 of the most recent Peer-Reviewed publications)

1. Coulson, K., **Salinas, C**., & Vasquez-Colina, M. (2022). A document analysis of community college published scholarship about Native American students and Tribal Colleges and Universities. *Community College Journal of Research and Practice.* https://doi.org/10.1080/10668926.2022.2064373

2. Salcedo, B., Sérráno, B., **Salinas, C.**, & Cervantes, D. (2022). "I am a miracle, Yo soy un milagro, I am not supposed to be here": A conversation with Bamby Salcedo. Journal Committed to Social Change on Race and Ethnicity, 8(1), 86-105. https://doi.org/10.15763/issn.2642-2387.2022.8.1.86-105

3. Lozano, A., **Salinas, C.,** & Orozco, R. (2021). Constructing meaning of the term Latinx: A trioethnography through Pláticas. *International Journal of Qualitative Studies in Education*, 1-19. [Advance online] https://doi.org/10.1080/09518398.2021.1930251

4. Camacho, L., **Salinas, C.**, Vasquez, M., Rodriguez, S., & Izaguirre, J. (2021). A valued based leadership approach to (re)defining Latino manhood and masculinity. *International Journal of Leadership Studies,* 1-21. [Advance online] https://doi.org/10.1080/13603124.2020.1862921

5. Rodriguez, S., Blaney, J., Vasquez, S., & **Salinas, C.** (2021). Latino men and masculinities: A multiinstitutional study of community college transfer experiences. *Community College Review, 49*(3), 296323. https://doi.org/10.1177/00915521211002898

6. Swingle, E. & **Salinas, C**. (2020). Up, down and all around: The swirling-transfer collegiate athlete experience. *Journal of Athlete Development and Experiences, 2*(3), 162-181. https://doi.org/10.25035/jade.02.03.02

7. Sembiante, S., **Salinas, C.**, Ramirez, A., Silva, Y. & Vasquez, M. (2020). Experiences, reflections, and perspectives of faculty members with foreign English accents in higher Education. *Meridians: Feminism, race, transnationalism Journal*, *19*(2), 295-320. https://www.muse.jhu.edu/article/774535

D. Selected Other Publications or Products/Grants (5-7 other scholarly activities, e.g., Books, Major Presentations, Grants, etc.)

1. Garcia, N. M., **Salinas, C.**, & Cisneros, J. (Eds.) (2021). *Studying Latinx/a/o students in higher education: A critical analysis of concepts, theory and methodologies.* Routledge.

2. Floyd, D. L.^, **Salinas, C.**, Swingle, E.^&^, Zeledón-Pérez, M. J., Barhoum, S., & Ramdin, G. (Eds.). (2021). *Graduate students' research about community colleges: A guide for publishing.* Routledge.

3. Gillon, K. E.^, Beatty, C., & **Salinas, C.** (2019). *Critical consideration of race, ethnicity, and culture in fraternity and sorority Life.* Jossey-Bass.

4. **Salinas, C.**^ & Boettcher, M. (Eds.). (2018). *Critical perspective on hazing in colleges and universities: A guide to disrupting the hazing culture.* Routledge.

5. Friedel, J. N.^, **Salinas, C.**, Thornton, Z. M. (Eds.). (2015). *Iowa's community colleges: A collective history of 50 years of accomplishment.* Iowa State University.

E. Synergistic Activities (Major Awards and other Accomplishments of High Impact)

2022 Outstanding Young Alumni Award, ISU Alumni Association, *Iowa State University*

2022 Book of the Year, *American Association of Hispanics in Higher Education*
2022 Emerging Scholar, *Diverse Issues in Higher Education*
2021 Barbara K. Townsend Emerging Scholar Award, *The Council for the Study of Community Colleges*
2021 Distinguished Mentor of the Year, College of Education, *Florida Atlantic University*
2019 Equity & Social Justice Scholar Award, *National Conference on Race and Ethnicity in American Higher Education*
2019 Scholar of the Year, *Florida Atlantic University*
2019 Faculty Vice President's Diamond Award, Division of Student Affairs, *Florida Atlantic University*
2018 Faculty/Staff Impact Award, Division of Student Affairs, *Florida Atlantic University*
2018 Faculty Fellow, *American Association of Hispanics in Higher Education*
2017 Distinguished Alumni Award, *Schuyler Central High School*
2017 Outstanding Social Justice Collaboration Award, *ACPA – College Student Educators International*
2017 Iowa State University Young Professional Award, College of Human Sciences & Iowa State Alumni Association, *Iowa State University*
2016 – 2017 Emerging Faculty Leader Academy, *Student Affairs Administrators in Higher Education – NASPA*

F. Collaborators and Other Affiliations

Katherine Coulson, Florida Atlantic University
Maria Vasquez-Colina, Florida Atlantic University
Adele Lozano, University of Wisconsin – La Crosse
Roberto Orozco, University of Minneapolis
Bamby Salcedo, Trans Latin@ Coalition
Bri Sérráno, Colorado State University
Diana Cervantes, University of Texas – Austin
Lazaro Camacho, University of Rhode Island
Marissa Vasquez, San Diego State University
Sara Rodriguez, Virginia Tech University
Juan Izaguirre, Florida Atlantic University
Ethan Swingle, University of Missouri
Sabrina Sembiante, Florida Atlantic University
Andres Ramirez, Florida Atlantic University
Cristobal Rodriguez, Arizona State university
Deborah L. Floyd, Florida Atlantic University
Gabby Gibson, Florida Atlantic University
Ron Malavé, Palm Beach State College
Omar Torrens, Florida Atlantic University
Keila Elliott, The Trust Foundation
Jacob Hidrowoh, Florida Atlantic University
Michelle Boettcher, Clemson University
Jan Plagman-Galvin, Iowa State University
Dolore Huerta, Dolores Huerta Foundation

R.C. Davis-Undiano, University of Oklahoma
Kathleen Wong(Lau), San Jose State University
Cameron Beatty, Florida Atlantic University
Jan Friedel, Iowa State University
Zoe Thornton, Iowa State University
Erin Doran, Iowa State University
Juan Guardia, University of Cincinnati
Valerie Guerrero, University of Utah
Fernando Valle, Texas State University
Dian Wright, Florida Atlantic University
Kathleen Gillon, University of Main
Bryan Hursh, Florida Atlantic University
Marcela Cuellar, University of California, Davis
Keven Allen, Florida Atlantic University
Allyson Myller, University of Lynn

G. Courses Taught

Semester	Title	Description	No. Enrolled	Credit Hours
Fall 2015	Introduction to Higher Education	EDH 6051	16	3
Fall 2015	Theories of Leadership	LDR 4104	9	3
Spring 2016	Introduction to Higher Education	EDH 6051	19	3
Spring 2016	Theories of Leadership	LDR 4104	19	3
Spring 2016	Capstone Seminar on Leadership	LDR 4951	3	3
Spring 2016	Latinos in Higher Education	EDA 6905	1	3
Summer 2016	Theories of Leadership	LDR 4104	20	3
Summer 2016	Capstone Seminar on Leadership	LDR 4951	5	3
Summer 2016	Religion and Men of Color in Higher Ed	EDA 6905	1	3
Fall 2016	Introduction to Higher Education	EDH 6051	20	3
Fall 2016	Theories of Leadership	LDR 4104	20	3
Fall 2016	Capstone Seminar on Leadership	LDR 4951	6	3
Fall 2016	College Teaching in Higher Ed	EDA 6905	1	3
Spring 2017	Introduction to Higher Education	EDH 6051	20	3
Spring 2017	Capstone Seminar on Leadership	LDR 4951	16	3
Spring 2017	Religion & Leadership of Men of Color in Higher Ed	EDA 6905	1	3
Spring 2017	Mentorship & Leadership of Men of color in Higher Ed	EDA 6905	1	3

Summer 2017	Theories of Leadership	LDR 4104	19	3

Semester	Title	Description	No. Enrolled	Credit Hours
Summer 2017	Advanced Research (Literature Review)	EDA 7912	1	3
Summer 2017	Concept Paper Research	EDA 7905	1	3
Summer 2017	Student Affairs & Mental Health	EDA 6905	1	3
Summer 2017	Higher Education Funding & Equity	EDA 6905	1	3
Summer 2017	Support Services at Elite Colleges & Universities	EDA 6905	1	3
Fall 2017	Introduction to Higher Education	EDH 6051	19	3
Fall 2017	Higher Ed Doctoral Seminar	EDH 7935	14	3
Fall 2017	Theories of Leadership	LDR 4104	19	3
Fall 2017	Capstone Seminar on Leadership	LDR 4951	7	3
Fall 2017	Dissertation	EDA 7980	1	1-3
Spring 2018	Introduction to Higher Education	EDH 6051	18	3
Spring 2018	Leadership 2: Theories & Assessment	EDS 6100	19	3
Spring 2018	Capstone Seminar on Leadership	LDR 4951	11	3
Spring 2018	Advanced Research (Literature Review)	EDA 7912	1	3
Spring 2018	Concept Research Paper	EDA 7905	2	3
Spring 2018	LGBT People of Color Staff	EDA 7905	1	3
Spring 2018	Mentorship in Higher Education	EDA 6905	1	3
Spring 2018	Directed Conference CSCC	EDA 7905	1	3
Summer 2018	Theories of Leadership	LDR 4104	23	3
Summer 2018	Advanced Research (Literature Review)	EDA 7912	2	3
Summer 2018	Dissertation	EDA 7980	1	1-3
Summer 2018	Concept Research Paper	EDA 7905	2	3
Fall 2018	Leadership 2: Theories & Assessment	EDS 6100	19	3
Fall 2018	Higher Ed Doctoral Seminar	EDH 7935	10	3
Fall 2018	Capstone Seminar on Leadership	LDR 4951	7	3
Fall 2018	Dissertation	EDA 7980	3	1-3
Fall 2018	Advanced Research (Literature Review)	EDA 7912	1	3
Spring 2019	Capstone Seminar on Leadership	LDR 4951	9	3
Spring 2019	Introduction to Higher Education	EDH 6051	19	3

Spring 2019	Advanced Research (Literature Review)	EDA 7912	1	3
Spring 2019	Concept Research Paper	EDA 7905	1	3
Spring 2019	Dissertation	EDA 7980	4	1-3
Spring 2019	Directed Conference CSCC	EDA 7905	1	3

Semester	**Title**	**Description**	**No. Enrolled**	**Credit Hours**
Spring 2019	LGBTQ Students Research	EDA 6905	1	3
Spring 2019	Research & Teaching Leadership	EDA 6905	3	3
Summer 2019	Theories of Leadership	LDR 4104	19	3
Summer 2019	Dissertation	EDA 7980	5	1-3
Summer 2019	Advanced Research (Literature Review)	EDA 7912	2	3
Summer 2019	Concept Research Paper	EDA 7905	3	3
Summer 2019	Critical Race Methods	EDA 6905	1	3
Fall 2019	Intro to Qualitative Inquiry	EDA 6415	16	3
Fall 2019	Higher Ed Doctoral Seminar	EDH 7935	9	3
Fall 2019	Dissertation	EDA 7980	5	1-3
Fall 2019	Capstone Seminar on Leadership	LDR 4951	4	3
Fall 2019	College & Athletics Research	EDA 7905	1	3
Fall 2019	Latino College Access	EDA 7905	1	3
Fall 2019	Community College and Indigenous Students	EDA 7905	1	3
Spring 2020	Social Justice in Higher Education	EDH 6931	11	3
Spring 2020	Capstone Seminar on Leadership	LDR 4951	8	3
Spring 2020	Advance Research	EDA 7912	2	3
Spring 2020	Dissertation	EDA 7980	4	1-3
Summer 2020	Dissertation	EDA 7980	4	1-3
Summer 2020	Concept Research Paper	EDA 6905	1	3
Summer 2020	Afro-Latin Students	EDA 6905	1	3
Summer 2020	Capstone Seminar on Leadership	LDR 4951	1	3
Fall 2020	Intro to Qualitative Inquiry	EDA 6415	15	3
Fall 2020	Advance Research	EDA 7912	1	3
Fall 2020	Dissertation	EDA 7980	10	1-3
Fall 2020	Capstone Seminar on Leadership	LDR 4951	4	3
Spring 2021	Qualitative Writing Analysis	EDA 6905	1	3
Spring 2021	Black Student Resilience	EDA 7905	1	3
Spring 2021	Dissertation	EDA 7980	4	1-3

Spring 2021	Social Justice in Higher Education	EDH 6931	17	3
Spring 2021	Capstone Seminar on Leadership	LDR 4951	5	3
Summer 2021	Dissertation	EDA 7980	5	1-3
Summer 2021	Capstone Seminar on Leadership	EDF 4916	1	3
Summer 2021	Social Justice in Higher Education	EDH 6931	13	3
Summer 2021	Leadership 2: Theories & Assessment	EDS 6100	15	3
Semester	**Title**	**Description**	**No. Enrolled**	**Credit Hours**
Fall 2021	Intro to Higher Education	EDH 6051	12	3
Fall 2021	Community Engagement Researcher	EDA 6905	1	3
Fall 2021	Data Analysis Quality	EDA 6905	1	3
Fall 2021	Dissertation	EDA 7980	6	1-3
Spring 2022	Intro to Qualitative Inquiry	EDA 6415	15	3
Spring 2022	Intro to Higher Education	EDH 6051	15	3
Spring 2022	Capstone Seminar on Leadership	EDF 4951	3	3
Spring 2022	Strategic Leadership Higher Education	EDA 6905	1	3
Spring 2022	Hispanic-Serving Instructions Organization Research	EDA 7905	1	3
Spring 2022	Dissertation	EDA 7980	4	1-3
Summer 2022	Dissertation	EDA 7980	2	1-3
Summer 2022	Social Justice	EDH 6085	18	3
Summer 2022	Leadership 2: Theories & Assessment	EDS 6100	14	3

H. Community Engagement or Outreach (Service to the Profession or Community)

Journal Committed to Social Change on Race and Ethnicity **(JCSCORE)**
2019 – Present Founder & Editor-in-Chief
2015 – 2019 Founder & Managing Editor

Journal of Hispanic Higher Education
2020 – Present Editorial Board

Journal of Latinos in Education
2020 – Present Editorial Board

***Community College Journal of Research and Practice* (CCJRP)**

2015 – Present Editorial Board Reviewer
2017 – Present Social Media Editor
2017 – 2018 Guest Editor – Council for the Study of Community Colleges Special Issue (Vol. 42, Issues 7-8)
2018 – 2019 Guest Editor – Graduate Students' Research Special Issue (Vol. 44., Issues 10-11)

United States Department of Agriculture

2016 Peer Panel for the Hispanic-Serving Institutions (HSI) Grant Programs

American Educational Research Association (AERA)

2022 – 2023 Division J: Postsecondary Education, Co-Chair

Association for the Study of Higher Education (ASHE)

2021 ASHE Site Selection Committee, Chair
2021 ASHE Dash Planning Committee
2020 Communications Director Search Committee
2019 ASHE Site Selection Committee
2018 – 2019 ASHE Film Festival, Co-Chair
2017 – 2018 Presidential Session Planning Committee
2016 – 2017 Conference Planning Committee, Co-Chair
2015 – Present Program Reviewer

National Conference on Race & Ethnicity (NCORE)

2020 – 2021 2021 NCORE Conference Planning Retreat
2019 – 2020 2020 NCORE Conference Planning Retreat
2018 – 2019 2019 NCORE Conference Planning Retreat
2017 – 2018 2018 NCORE Conference Planning Retreat
2013 – 2014 2014 NCORE Conference Planning Retreat
2013 – 2016 National Advisory Council Member
2016 – Present Program Reviewer

Council for the Study of Community Colleges (CSCC)

2019 – 2019 CSCC Finance Committee
2018 – 2019 CSCC Social Media Committee, Co-Chair
2018 – 2019 CSCC Site Selection Committee
2019 – 2020 2020 Conference Planning Committee
2017 – 2018 2018 Conference Planning Committee
2018 – 2019 CSCC Outstanding Dissertation of the Year
2016 – 2020 Program Reviewer

American Association of Hispanics in Higher Education (AHHE)

2021 – Present Name Change Task Committee
2020 – 2021 2021 Conference Planning Committee
2019 – 2020 2020 Conference Planning Committee

2019 – 2021 Program Reviewer

Student Affairs Administrator in Higher Education – NASPA
2017 – 2018 2018 Conference Planning Committee, Scholarly Research Papers
2016 – 2017 Program Reviewer

College Student Educators International (ACPA)
2014 – 2016 Program Reviewer
2014 – 2015 Scholar-in-Residency, Standing Committee of Men & Masculinities

Project MALES Faculty and Research Affiliates, University of Texas - Austin
2015 – Present Faculty & Research Affiliate Advisory Board

***Journal of Critical Thought and Praxis* (JCTP)**
2013 – 2015 Associate Editor

Robert Shockley, PhD

Professional Preparation:

Miami University
Oxford , Ohio
Bachelor of Science 1968
Comprehensive Social Studies

Miami Universisty
Oxford, Ohio
Masters of Education 1970
Elementary Education

The Pennsylvania State University
University Park, Pennsylvania
PhD 1976
Curriculum and Instruction

Marshall University
Huntington, West Virginia
Post Doctoral 1981
Educational Administration

Certification: West Virginia and Connecticut
Teacher- Elementary 1-8
Teacher- Secondary 7-12 Social Studies
Superindendent

Appointments: Chair and Professor
Department of Educational Leadership and Research Methodology Florida Atlantic University
2007 – Present

Interim Chair and Professor
Department of Educational Leadership
Florida Atlantic Universsity
2006-07

Professor
Department of Educational Leadership
Florida Atlantic University
2003 – 2006

Founding Executive Director
Florida Association for Colleges of Teacher Education (FACTE)

2004 - 2013

Senior Associate Dean and Professor
Florida Atlantic University
College of Education
2002 - 2003

Associate Dean and Professor
Florida Atlantic University

College of Education
1994 - 2002

Interim Director of the Genesis Project
College of Education
Florida Atlantic University
1998- 1999

Interim Chair – Department of Educational Leadership
College of Education
Florida Atlantic University
1997-98

Chair/ Associate Professor - Department of Teacher Education
College of Education
Florida Atlantic University
1989- 1994

Chair/ Professor – Department of Teaching College of Education

University of Wisconsin-Platteville

1982-89
(Promoted to Full Professor Spring-1989; Selected Chair 1985; Tenure granted Spring 1988)

Director, Center of Education for the Young Adolescent

College of Education

University of Wisconsin-Platteville
1986-89

Assistant Superintendent of Schools for Learning and Program Development

New Britain, Connecticut City Schools
1981-82

Coordinator for Early and Middle Childhood Education
West Virginia Department of Education
1976-81

Instructor / Graduate Assistant

The Pennsylvania State University
1973-76

Teacher
Grades 5, 6 and 8
Southwestern City Schools
Columbus, Ohio
1968-73

Selected Peer-Reviewed Publications:

Shockley, R., Yan-li, S., DeDonno, M., Na, J., & Sriyanto, J. (2022). *An international perspective of teacher satisfaction: An analysis of three countries*. [manuscript submitted for publication].

Shockley, R., Watlington, E., Morris, J., & Bourkiza, M. (2022*). Predictors of teacher job satisfaction*. [manuscript submitted for publication].

Shockley, R., Watlington, E., & Felsher, R. (2013). Out on a limb: The efficacy of teacher induction in secondary schools. *NASSP Bulletin* 97(4), 350-377. doi:10.1177/0192636513510595

Shockley, R., Watlington, E., & Felsher, R. (2011). Lost at sea: Summary results of a metaanalysis of the efficacy of teacher induction with implications for administrative practice*. AASA Journal of Scholarship and Practice* 8(3), *12-25*.

Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance, 36*(1), 22-37.

Shockley, R., Guglielmino, P., Watlington, E. (2006). A National Crisis in Teacher Retention: What are the Costs? In *Teacher recruitment and retention* (pp.109-114) Amerst, MA: National Evaluation Systems, Inc.

Other Selected Publications:

Books

Shockley, R., Sevier, L. (1992). Success with Discipline: Managing Behavior in The Middle Level Classroom**,** In *The Trails of Jenny Tippitt: Success with Discipline. A Training Guide*

for A Video Supported Staff Development Series. Columbus, OH: National Middle School Association.

Textbook Chapters

Shockley, R., Guglielmino, P., Watlington, E. (2006). A National Crisis in Teacher Retention: What are the Costs? In *Teacher recruitment and retention* (pp.109-114) Amerst, MA: National Evaluation Systems, Inc.

Shockley, R.. (1991). Developing a Sense of Mission in Middle Schools. In J.Irvin (Ed.) *Transforming Middle Level Schools: Perspectives and Priorities,* Allyn and Bacon.

Synergistic Activities:

Leadership Award – Presented by Dean of the College of Education for Outstanding Leadership and Service During CAEP Review and Preparation 2015

Leadership Award – Presented by the Florida Association of Colleges for Teacher Education in Recognition of Outstanding Service as the Founding Executive Director 2013

Leadership Award of Excellence – Presented by the College of Educationnal Faculty for Leadership During NCATE Review and Preparation 2007

Leadership Award – Presented by the Dean of the College of Education for Leadership During the NCATE Review and Preparation 2007

President – Florida Association for Colleges of Teacher Education (FACTE) 2000 - 2002

President-Elect - Florida Association for Colleges of Teacher Education (FACTE) 1998 – 2000

Lifetime Membership - National Middle School Association **-** Awarded by National Middle School Association for Leadership in Middle Level Education 1992

President's Award - National Middle School Association 1989

President's Award - Wisconsin Association for Middle Level Education 1989

Award for Outstanding Leadership - Association of Wisconsin School Administrator1987

Award of Excellence- State of Wisconsin Department of Public Instruction 1987

President's Award -National Middle School Association 1987

President- National Middle School Association 1986-87

Teacher Educator of the Year – University of Wisconsin- Platteville 1987

Leadership Award- Wisconsin Association for Middle Level Education 1986

Founding President- Wisconsin Association for Middle Level Education 1981-83

Courses Recently Taught:

EDA 7931: Leadership: Seminar in Executive Leadership
EDA 7980: Dissertation
EDA 7943: Field Project

Community Engagement:

International

Television Interview about FAU partnership with Egypt's Ministry of Education*, Breakfast and Bonjour*. Cairo Egypt. 2021.

Featured Speaker, *Building Professional Learning Communities*. BalancED. Cairo, Egypt. 2021.

Represented Florida Atlantic University in a news conference in Cairo, Egypt to celebrate a partnerships between Balance Ed, Micro-Soft amd Florida Atlantic University as an academic partner for the opening of Asten College, a private K-12 school in Cairo. 2018

Represented the Department of Educational Leadership and Research Methodology in accepting an award for Outstanding Leadership in Education from the Ministry of Education. Cairo, Egypt. 2018.

Initiated MOU between the Department of Educational Leadership and Research Methodology with BalancEd in Cairo Egypt to offer professional devleopment modules to over 15,000 teachers and school leaders through Egypt. 2017

Editorial Board, International Educational Leadership Journal (IEL). University of Malaya. 2018 – 21

Visiting Scholar, University of Malaya. Kuala Lumpur, Malaysia 2017 and 2018.

External Reviewer for Global Academy International School (GAIS). Doha, Qatar. 2017

Co-Host Florida Atlantic University visitation of 44 school principals from Guangzhou, China in partnership with South China Normal University 2015

Chair, Middle States Association of Colleges and Schools Accreditation visit to QSI International School of Chengdu. Chengdu, China 2014

Visiting Scholar, South China Normal University. Guangzhou, China 2014

Visiting Scholar, Chinese University of Hong Kong. Hong Kong, China 2014

Visiting Scholar, University of Malaya Institute for Educational Leadership. Kaula Lumpur, Malaysia 2014

Chair, Middle States Association of Colleges and Schools Accreditation visit to Colegio Ponceno. Ponce, Puerto Rico 2013

Member, Middle States Association of Colleges and Schools Accreditation visit to QSI International School of El Tigre. El Tigre, Venezuela 2013

Chair of Middle States Association of Colleges and Schools Accreditation visit to Freewill Baptist Christain School. American Virgin Islands 2011

Chair of Middle States Association of Colleges and Schools Accreditation visit to American International School of Tunis. Tunis,Tunisia 2009

Chair of Middle States Association of Colleges and Schools Interim Accreditation Visit to Cayman International School. Grand Cayman Islands 2008

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Cedar International School. Brittish Virgin Islands 2007

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Phuket International School. Phuket, Thialand 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Shekou International School. Shekou, China 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Zhuhai International School. Zhuhai, China 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Kyiv International School. Kyiv, Ukraine 2006

Middle School Conference for American Schools in Colombia, “Assessing Your Middle Grades Programs”Medellin, Colombia September, 2005

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Cayman International School. Grand Cayman Islands 2005

Member of SACS Accreditation Visit to Karl C. Parrish American International School. Barranquilla, Colombia 2005

Chair of Middle States Association of Colleges and Schools Accreditation Visit to American College of Sofia. Sofia, Bulgaria 2004

Member of SACS Accreditation Visit to American International School of La Lima. La Lima, Honduras 2003

Chair of Middle States Accreditation Visit to American International School of Luxenberg. Luxenberg 2003

Chair of SACS Accreditation Visit to Escola Maria Imaculada School. Sao Paulo, Brazil 2003

Chair of Middle States Accreditation Visit to American International School of Nice. Nice, France 2002

Co-Chair of SACS Accreditation Visit to International School of Georgetown. Georgetown, Guyana 2001

Co-Chair of SACS Accreditation Visit to American International School of Port-of-Spain. Trinidad, West Indies 2001

Chair of Middle States Accreditation Visit to American International School of Lusaka. Lusaka, Zambia April, 2000

Consultation Visit to American International School of London. Office of Overseas Schools, United States Department of State April, 2000

Consultant. Workshop for International Schools School Board Members, Sponsored by the Inter-Regional Center for Curriculum and Materials Development (IRC). Miami, FL 2000

Consultant. Conference for the Association of American Schools of Central America, Colombia, Caribbean and Mexico. Santo Domingo 2000

Tri-Association Annual Conference for American International Schools from Mexico, Carribean, Central America and South America – Santo Domingo, Dominican Republic "The Middle School of the Future" and "Classroom Management and Discipline in the Middle School" October, 2000

National Level

Consultant to Spalding College, University of Louisville and Jefferson County School District (Louisville) in Equity Centered Educational Leadership. 2022 – present.

Serve on AACTE Select Committee on Recruitment and Retention of Black and Hispanic Males in Teacher Education, 2017-18.

Co-Principal Investigator, Wallace Foundation Grant. $5 Million. Florida Atlantic University. 2016-2022.

Founding Executive Director – Florida Association of Colleges of Teacher Education 20042013

Invited Consultant to Wingspread Conference on Teacher Retention Sponsored by the National Commission on Teaching and America's Future. – Racine, WI 2006

Co-Chair of Middle States Association of Colleges and Schools Accreditation Visit to Washington International School – Washington D.C. 2008

Serve on the Advisory Council of State Representatives (Representing Florida) on AACTE Sponsored Committee – 2004 - 2013

Chair of Middle States Association School Accreditation Visit to Roslyn High School, Long Island, NY 2004

State Level

Commissioner's Task Force on Educational Leadership (SELECT). 2018 – present.

Testimony – Hearings of Florida House Educaton Appropriations Committee on Topic of Teacher Retention Research 2006

Requested to Testify – Hearings of House Appropriations Committee on Topic of Teacher Retention Research 2005

Consultant and Speaker – Florida Department of Education Workshop on Program Assessment – Tampa, FL 2004

Speaker – Commissioner's Task Force on Holocaust Education 2004

Chair of Strategic Planning Committee for the Florida Association for Colleges of Teacher Education (FACTE) 2003 - 2004

Florida Title II, Section 207 National Report Card Reporting Committee – Florida Department of Education 2000 – 2001

Commissioner's Task Force on Holocaust Education 2002 - Current

Local Community

Consultant to Lynn University – College of Education. 2005 - 2006

Consultant to Florida Memorial College – Teacher Education Accreditation (NCATE) 2004

Dwyer Teacher Awards Selection Committee, Palm Beach County Economic Council 1994 - 2004

Keynote Speaker, Delray Beach Chamber of Commerce Welcome Breakfast for New Teachers in Palm Beach County 2000 and 2002

Curriculum Vitae

María D. Vásquez

A. Professional Preparation

2005 **Doctor of Philosophy**,
Educational Leadership and Organizational Development, University of Louisville, Louisville, KY

2001 **Master of Education**,
Occupational Training and Development, University of Louisville, Louisville, KY

1995 ***Licenciatura*** [Master]**,** *Traducción* [Translation]*,* Universidad Femenina del Sagrado Corazón (UNIFE), Lima, Perú

1990 ***Bachiller*** [Bachelor], *Traducción & Interpretación*, [Translation and Interpretation], UNIFE, Perú

B. Appointments

2017 – Present	Associate Professor, Florida Atlantic University, Boca Raton, FL
2011- 2017	Assistant Professor, Florida Atlantic University, Boca Raton, FL
2007-2010	Instructor Florida Atlantic University, Boca Raton, FL
2005-2006	Adjunct Faculty Instructor Florida Atlantic University, Boca Raton, FL
2005-2007	Research Project Evaluator Florida Atlantic University, Boca Raton, FL
2000-2004	Graduate Research/Teaching Assistant University of Louisville, Louisville, KY

C. Selected Peer-Reviewed Publications

Vasquez-Colina, M. & Morris, J.D. (in press). The case of the mommy network: Getting to know about educational assessment. *Educational Forum*. (30 pages).

Coulson-Johnston, K., Salinas, Jr. C. & **Vásquez-Colina, M**. (2022). A document analysis of community college published scholarship about Native American students and Tribal colleges and universities, Community College Journal of Research and Practice, 46:7, 511-524, DOI: 10.1080/10668926.2022.2064373

Vásquez-Colina, **M**., Shatara, L., & Meredith, T. L. (2022). A Mixed-Method Research Study of Dual Enrolled Students' Experiences in a Research Course: Research Capital Development? *Journal of Advanced Academics*, *33*(1), 104–128. https://doi.org/10.1177/1932202X211056551

Gonzalez-DeHass, A.R, Willems, P.P., & **Vásquez-Colina, M.D.** (2021). Case study instruction experiences in educational psychology and pre-service teachers' achievement goals for learning. *Teaching of Psychology, 48(3), 228-235.* https://doi.org/10.1177/0098628320977267

Gonzalez-DeHass, Furner, J. M., **Vásquez-Colina, M. D**., & Morris, J. D. (2021). Achievement goals as predictors of female pre-service elementary school teachers' self-efficacy for learning math in a methods course. *Journal of Early Childhood Teacher Education*, 1–20. https://doi.org/10.1080/10901027.2021.1955052

Vásquez-Colina, M.D., Cali, L., Danilowicz, B., Beaton-Garcia, S., Butler, S.K., Martinez, J., Moreland, J., & Kevorkian, M. (2020). An Inquiry to Discover Hispanic Serving Institution Experiences on Serving Hispanic Students. *Florida Journal of Educational Research, 58*(7).

Sembiante, S.F. Salinas, C.Jr., Ramirez, J.A., **Vasquez-Colina, M**. & Silva, Y.(2020). Different when I Opened My Mouth: Experiences, Reflections, and Perspectives of Faculty Members with Foreign English Accents in Higher Education. *Meridians: feminism, race, transnationalism 19*(2), 295-320. https://www.muse.jhu.edu/article/774535.

Vásquez-Colina, M. (2019). Teachers know, but we do too: The case of Mayan parents' assessment knowledge, *Journal of Latinos and Education*, DOI:10.1080/15348431.2019.1691557. Retrieved from https://www.tandfonline.com/doi/full/10.1080/15348431.2019.1691557.

Book chapter

Vásquez-Colina, M.D. (2020). Predicting Success Through Inquiry: A Story of a Latina Professor. In M. Barakat & M. Rodriguez (Eds.), Immigrant Faculty in the Academy: Narratives of Identity, Resilience, and Action (15 pages). Routledge.

D. Selected Other Publications or Products/Grants

Barakat, M., **Vásquez-Colina, M**., Lopez, M., & Guzman, A., M. (November, 2021). *The Lived Experiences of Latina Leaders in a Hispanic Serving Institution*. Paper Presented at the 35th Annual Convention of the University Council for Educational Administration (UCEA), Columbus, OH.

Lopez, M., **Vásquez-Colina, M**., Barakat, M. & Guzman, A., M. (November, 2021). *Hispanic/Latina/o/x Students' school perceived experiences at a Hispanic Serving Institution*. Paper Presented at the 65th Annual Meeting of the Florida Educational Research Association, Tampa, FL.

Vásquez-Colina, M., Pappas, D. & Barakat, M. (November, 2021). A Mixed Methods Study of Immigrant's Educational Experiences: Aspirations and Challenges. Paper Presented at the 65th Annual Meeting of the Florida Educational Research Association, Tampa, FL.

External Grant- Funded

2019 National Council on Measurement in Education (NCME) – Mission Fund Grant Program, $2,240.00
Project Title: Getting to know more about Assessment Literacy: Opportunities and Challenges

E. Synergistic Activities

Vasquez-Colina, **M**. (2022, June 24). *Una Sinópsis de Métodos Mixtos en las Ciencias de la Salud* [An Overview of Mixed Methods Research in Health Sciences] [Invited Seminar]. I Congreso Internacional de Investigación en Ciencias de la Salud, Universidad Católica de Santa Maria, Arequipa, Peru.

Bolt, D., French B., Gierl, M. & **Vásquez-Colina, M.** (2022, March 18). Advising and Training Philosophies for PhD Students in Educational Measurement Panel Discussion. In Rios, J. (Facilitator), *Educators of Measurement SIGIMIE Webinar* [Webinar]. National Council on Measurement in Education.

Vasquez-Colina, **M**. (2021, September 29-20). *The Role of Translation in Scientific Research* [Keynote address]. 2021 International Scientific Conference of Translation and Interpretation of the Universidad Femenina del Sagrado Corazón, Lima, Peru.

2021 Scholar of the Year, Associate Professor Level, College of Education, Florida Atlantic University

F. Collaborators and Other Affiliations NA

G. Courses Taught

Undergraduate course
EDF 3430 Measurement and Evaluation in Education

Graduate courses
EDF 6481 Educational Research
STA 6113 Educational Statistics
EDF 6432 Measurement

H. Community Engagement or Outreach

2021-Present President Elect & Program Chair– Florida Educational Research Association (FERA)

2017 – 2020 Standards and Use Committee of the National Council of Measurement in Education (NCME)

2017-2019 Chair of the American Educational Research Association (AERA)
Professors of Educational Research Special Interest Group (PER SIG 81)

Jarrett B. Warshaw, PhD

Educational Leadership and Research Methodology
College of Education
Florida Atlantic University
777 Glades Rd., ED47-250
Boca Raton, FL 33431
E-mail: warshawj@fau.edu

EDUCATION

Ph.D., Higher Education, University of Georgia, Athens, GA, 2016

M.S.Ed., College Student Personnel, Bucknell University, Lewisburg, PA, 2011

B.A., English (Honors), *summa cum laude*, Skidmore College, Saratoga Springs, NY, 2005

CURRENT ACADEMIC APPOINTMENT

Associate Professor, Department of Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, FL, Aug. 2022 – Present

PROFESSIONAL EXPERIENCE

Assistant to Associate Professor (with tenure), Dept. of Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, FL, Aug. 2016 – Aug. 2022

Research Associate, Office of Strategy and Policy, The University of Texas at Austin, Austin, TX, December 2015 – July 2016

Consultant/Researcher, Council of Independent Colleges, Washington, D.C., August 2014 – December 2015

Presidential Fellow, University of Georgia, Athens, GA, August 2011 – May 2016

Assistant Director of Admissions, Bucknell University, Lewisburg, PA, July 2006 – March 2011

Admissions Interviewer, Skidmore College, Saratoga Springs, NY, Aug. 2005 – June 2006

PUBLICATIONS (SELECTED)

Refereed Journal Articles

Warshaw, J.B., DeMonbrun, M., & McNaughtan, J. (In Press). Suppressing racial diversity for prestige? The conflicting imperatives of public master's institutions. *Journal of Diversity in Higher Education.* https://doi.org/10.1037/dhe0000394

Warshaw, J.B., McNaughtan, J., & DeMonbrun, M. (2021). Between two fields: US public master's institutions—Striving for prestige or equity? *Higher Education Policy, 34*, 344-369.

Warshaw, J.B., & Ciarimboli, E.B. (2020). Structural or cultural pathways to innovative change? Faculty and shared governance in the liberal arts college. *Teachers College Record, 122*(8), 1-46.

Warshaw, J.B., & Upton, S. (2020). Hybrid logics in the resource strategies of US public research universities. *Journal of Further and Higher Education, 44*(9), 1289-1303.

Elliott, K.C., **Warshaw, J.B.,** & deGregory, C.A. (2019). Historically Black Community Colleges: A descriptive profile and call for context-based future research. *Community College Journal of Research & Practice, 43*(10-11), 770-784.

Taylor, B.J., Barringer, S.N., & **Warshaw, J.B.** (2018). Affiliated non-profit organizations: Strategic action and research universities. *Journal of Higher Education, 89*(4), 422-452.

Upton, S., & **Warshaw, J.B.** (2017). Evidence of hybrid institutional logics in the U.S. public research university. *Journal of Higher Education Policy and Management, 39*(1), 89-103.

Warshaw, J.B., Toutkoushian, R.K., & Choi, H. (2017). Does the reputation of a faculty member's graduate programme and institution matter for labour market outcomes? *Journal of Education and Work, 30*(8), 793-812.

Manuscripts Under Review

Warshaw, J.B., & Ciarimboli, E.B. (Revise & Resubmit). Shaping innovative change at women's liberal arts colleges: Concentrated, distributed, or hybrid leadership? *International Journal of Leadership in Education.*

Warshaw, J.B., DeMonbrun, M., McNaughtan, J. (Revise & Resubmit). Reaching for excellence through equity or prestige? Private master's comprehensive institutions and low-income students. *Tertiary Education and Management.*

Monograph

McClure, K.R., **Warshaw, J.B.**, DeMonbrun, M. (Eds.). (2020). Regional public universities: Addressing misconceptions and analyzing contributions. *New directions for higher education 2020*(190). Hoboken, NJ: Wiley Periodicals, Inc.

Chapters in Books & Monographs

Warshaw, J.B., & McNaughtan, J. (2022). Outsourcing presidential selection in higher education: Exploring the use of executive search firms. In M. Cooney & Q. Martin III (Eds.), *The evolving college presidency: Emerging trends, issues, and challenges* (pp. 223-242). Hershey, PA: IGI Global.

Warshaw, J.B., & Hearn, J.C. (2022). The evolving character of the US public research university: Critical organizational shifts in neoliberal context. In J. Côté & S. Pickard (Eds.), *Routledge handbook of the sociology of higher education* (2nd ed.) (pp. 44-60). New York, NY: Routledge.

Warshaw, J.B. (2021). Sources of science and power: Emerging organizational forms and professions in the entrepreneurial university. In U. Hytti (Ed.), *A research agenda for the entrepreneurial university* (pp. 169-187). Cheltenham, UK: Edward Elgar Publishing.

Warshaw, J.B., DeMonbrun, M., & McNaughtan, J. (2020). A field of striving or equity? Regional public universities and college access. In K.R. McClure, J.B. Warshaw, & M. DeMonbrun (Eds.), *Regional public universities: Addressing misconceptions and analyzing contributions: New directions for higher education, 2020*(190), 25-39.

Warshaw, J.B. (2020). University as knowledge-based enterprise: Organizational design and technology transfer. In J. Rooksby (Ed.), *Research handbook on intellectual property and technology transfer* (pp. 92-130). Northampton, MA: Edward Elgar Publishing.

Warshaw, J.B. (2019). Leadership in US public research universities: Design-based strategies and academic organization. In J. Jameson (Ed.), *International perspectives on leadership in higher education: Critical thinking for global challenges* (pp. 69-90). New York, NY: Routledge.

Warshaw, J.B., & Upton, S. (2018). Capturing hybrid institutional logics in higher education: Qualitative document analysis as methodological approach. In J. Huisman & M. Tight (Eds.), *Theory and method in higher education research: Vol. 4* (pp. 67-84). Bingley, UK: Emerald.

Empirical Reports

Hearn, J.C., & **Warshaw, J.B.** (2022). Pandemic responses and impacts in access-oriented private nonprofit colleges. New York, NY: TIAA Institute.

Hearn, J.C., & **Warshaw, J.B.** (2022). The pandemic and access-oriented private nonprofit colleges. New York, NY: TIAA Institute.

GRANT-FUNDED RESEARCH (SELECTED ACTIVITY)

^ indicates PI
° indicates research consultant

External Grants – Funded

^Hearn, J.C., & °**Warshaw, J.B.** (2020). *Impacts of the pandemic on access-oriented private colleges.* TIAA Institute, RFP for TIAA Institute Grants Program, November 2020-November 2021. Amount requested: $67,000. Amount awarded: $64,900.30.

^**Warshaw, J.B.**, & ^Ciarimboli, E.B. (2016). *Beyond boundaries: The faculty role in academic innovation in small private colleges.* jCENTER for Innovative Higher Education, University of Minnesota, RFP for Innovation in Small Private Colleges, Fall 2016. Amount requested: $2,500. Amount awarded: $2,500.

External Grants – Under Review

^Hearn, J.C., & °**Warshaw, J.B.** (2022). *Turning it around: Strategic transformations in threatened private colleges*. TIAA Institute, RFP for TIAA Institute Grants Program, January 2023-December 2023. Amount requested: $54,235.26. Amount awarded:

Internal Grants – Funded

^Hearn, J.C., & °**Warshaw, J.B.** (2022). *Neither death nor glory: Strategic change and organizational outcomes in access-oriented private nonprofit colleges.* Seed Funding Proposal, Institute of Higher Education, University of Georgia. Summer 2022. Amount requested: $11,000. Amount awarded: $11,000.

^Hearn, J.C., & °**Warshaw, J.B.** (2020). *Ensuring equity and efficiency in institutional adaptation to a pandemic.* Seed Funding Proposal, Institute of Higher Education, University of Georgia. Summer 2020. Amount requested: $11,000. Amount awarded: $15,000.

HONORS AND AWARDS (RECENT)

2022	Scholar of the Year Award – Assistant Professor Rank, College of Education, Florida Atlantic University
2022	Distinguished Teacher of the Year Award – Finalist, College of Education, Florida Atlantic University (Student nominated)

2018 Semifinalist, National Academy of Education/Spencer Foundation Postdoctoral Fellowship

COLLABORATORS

Sondra N. Barringer, Ph.D., Assistant Professor, Southern Methodist University

Erin C. Ciarimboli, PhD, Director of Undergraduate Advising, University of Connecticut

Matt DeMonbrun, Ph.D., Associate Director, Office of Strategy & Operations, Southern Methodist University

Kayla C. Elliot, Ph.D., Director of Higher Education Policy, The Education Trust

James C. Hearn, PhD, Interim Direction and Professor, Louise McBee Institute of Higher Education, University of Georgia

Richard Henne-Ochoa, Ph.D., Director, American Indian Research Studies Institute, Indiana University

Austin Lacy, Ph.D., Senior Research Education Analyst, RTI

Kevin R. McClure, Ph.D., Associate Professor, University of North Carolina – Wilmington

Jon McNaughtan, Ph.D., Associate Professor, Texas Tech University

Joseph L. Murray, Ph.D., Associate Professor, Bucknell University

Kem Saichaie, Ph.D., Director of Learning, Teaching, and Assessment, Center for Educational Effectiveness, University of California – Davis

Barrett J. Taylor, Ph.D., Associate Professor, University of North Texas

Rob Toutkoushian, Ph.D., Professor, Louise McBee Institute of Higher Education, University of Georgia

Stevie Upton, Ph.D., Independent Consultant, Bristol, UK

TEACHING

Graduate Courses Taught at Florida Atlantic University

EDA 7931 Leadership VI: Seminar in Leadership
EDH 6065 History and Philosophy of Higher Education in the U.S.
EDH 6635 Organization and Administration of Higher Education

EDH 7505 Higher Education Business and Finance
EDA 6905 Directed Independent Study
EDA 7943/4 Field Project I and II
EDA 7912 Advanced Research: Literature Review
EDA 7980 Dissertation

SERVICE TO PROFESSION

Editorial Board

2020-2023 *Journal Committed to Social Change on Race and Ethnicity*

Referee Activities

2022 *Undergraduate Research*
2022 *NASSP Bulletin*
2022 *Studies in Higher Education*
2022 Chapter in M. Cooney & Q. Martin III (Eds.), *The evolving college presidency: Emerging trends, issues, and challenges.* Hershey, PA: IGI Global
2021 *International Journal of Leadership in Education*
2021 *Journal of Higher Education Policy & Management*
2020 *Journal Committed to Social Change on Race and Ethnicity*
2020 *Science & Public Policy*
2020 *Journal of Further and Higher Education*
2020 *Scandinavian Journal of Management*
2019, 2012 *Economic Development Quarterly*
2019 *Education Policy Analysis Archives*
2019 *Journal of Applied Research in the Community College*
2019 Chapter in Hytti, U. (Ed.). (2021). *A Research Agenda for the Entrepreneurial University.* Cheltenham, UK: Edward Elgar Publishing.
2017 *Eurasian Business Review*
2017 *Journal of Technology Transfer*
2015 Chapter in Bromberg, D.E. (Ed.). (2015). *Creative government-business alliances: A public solutions handbook.* New York: Routledge.

American Educational Research Association (AERA)

2016-Present Review Panelist/Proposal Reviewer
2017 Discussant for research paper session
2014 Graduate student peer mentor

Association for the Study of Higher Education (ASHE)

2019-2022 Dissertation of the Year Award Committee (Appointed)
2019, 2013 Chair for research paper session
2016 Faculty Panelist (Invited), Conversations with Newly Minted Ph.D.'s
2013-Present Proposal reviewer
2012-2015 Graduate student peer mentor/volunteer

Florida Educational Research Association (FERA)

2022-Present Proposal reviewer (invited)

Society for the Study of Emerging Adulthood (SSEA)

2015-2017 Emerging Scholar Co-Chair, Student Affairs/College Student Development Topic Network

Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Exceptional Student Education (13.1001) B.A. and B.A.E. in ESE M. Ed. In ESE Ed.D. in ESE Ph.D. in SPE BECE in Early Care & Education (shared degree with (C&I)) (13.0101)
Program Director/ Coordinator Name:	Dr. Rangasamy Ramasamy
Program Self-Study Contact:	Dr. Rangasamy Ramasamy
Self-Study Contact Email:	rramasam@fau.edu
Self-Study Contact Phone Number:	561-297-3281

(November 30, 2022)

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A. Mission and Purpose of the Program

The mission of the Department of Special Education is to provide leadership in our local, state, national and international communities in the areas of teaching, research, and service. [1] Faculty and Department efforts promote research-based practices that reflect changing societal needs of people with disabilities, their families, and the professionals and organizations who work with them. This is accomplished by bringing faculty, students, and members of our various communities together to improve the quality of education for all members of an increasingly diverse, technological, inclusive, and global society.

The Department of Special Education's mission and degree programs align with FAU's Strategic Plan for the Race to Excellence. The ESE *degree programs* connect to the Pillars that "define institutional programs focused on creating knowledge that benefits society." ESE programs most closely align with the Pillar of **Healthy Aging** by preparing educators who prepare students and adults across the aging and developmental lifespan. ESE *scholarship and grant activities* are aligned to the Platforms of **Community Engagement; Diversity; Leadership,** and **Innovation and Entrepreneurship**. Additionally, the Department and faculty embrace the Strategic Plan Goals of *synergy, place, quality, and strategy*. The FAU Strategic Plan for the Race to Excellence is found at: https://www.fau.edu/provost/documents/approved.plan2018.pdf

B. Previous External Reviews

The Bachelor's degree in ESE is approved by the Florida Department of Education (FDOE) as an initial teacher certification program.[2] As such, it is reviewed annually by peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports. The program is also reviewed by Florida Department of Education through a peer reviewed on-site visit on a multi-year basis. In April 2022, the FDOE had a virtual on-site visit and the Bachelor's degree in ESE was re-approved. The next external review by the Florida Department of Education is tentatively scheduled for 2028.

The Bachelor's degree in ESE (B.A. and B.A.E.), the Bachelor's degree in Early Care and Education (BECE), the Master's degree in ESE (M.Ed.), and the Doctoral degree in ESE (Ed.D.) were all reviewed most recently in the Spring 2015 review by the Council for the Accreditation of Educator Preparation (CAEP). We are awaiting the CAEP reaccreditation letter, which is due to the College in Fall 2022. Other reviews of all of the programs in the Department of Special Education have occurred through the University's Southern Association of Colleges and Schools (SACS) review, most recently conducted in 2013.

The Bachelor's degree in ESE (B.A. and B.A.E.), the Bachelor's degree in Early Care and Education (BECE), the Master's degree in ESE (M.Ed.), and the Doctoral degree in ESE (Ed.D.) were all reviewed most recently in the Spring 2015 review by the Council for the Accreditation of Educator Preparation (CAEP). The graduate course sequence in Applied Behavior Analysis (ABA) has been reviewed annually since 2010 and continues to meet

[1]The name of the Department was officially changed in January 2022 and will henceforth be referred to as the Department of Special Education.
[2] To align with Florida State Certification language, the Bachelor's and Master's degrees are named Bachelor's in Exceptional Student Education and Master's in Exceptional Student Education respectively.

coursework requirement changes set forth by the Behavior Analyst Certification Board (BACB) and the Association for Behavior Analysis International (ABAI). The most recent course sequence verification was completed in September 2022. Other reviews of all of the programs in the Department of Special Education have occurred through the University's Southern Association of Colleges and Schools (SACS) review, most recently conducted in 2013.

The Department of Special Education's Academic Program was last evaluated in February 2016 under the direction of the previous Dean of the College of Education, Dr. Valerie Bristor. Drs. Susan Fowler (University of Illinois-Urbana Champagne) and Wanda J. Blanchett (Rutgers University) served as external reviewers, and Dr. Lynn Appleton (Sociology) served as the internal reviewer.

C. Instruction

Establishment of Student Learning Outcomes (SLOs)

Student Learning Outcomes Assessments (SLOAs), with assessments and program improvement plans are presented for the Bachelor's degree in ESE, the BECE that the Department shares with the Curriculum, Culture, and Educational Inquiry (CCEI) Department, now known as the Department of Curriculum and Instruction (C&I), the Master's degree in ESE, and the doctoral degree in ESE. Each degree program has student outcomes identified in areas of Content Knowledge, Communication, and Critical Thinking. The outcomes for each degree are found in Appendix A.

Assessment of SLOs and Program Improvement

The Department participates in the College assessment system by tracking student performance on specific competencies through the submission and assessment of critical assignments (CAs) using LiveText by Watermark.[3] Most courses in the undergraduate ESE degree have required CAs tracked in this manner. In the BECE degree and ESE Master's degree, specific courses have been designated with CAs to be tracked using this system. Student Learning Outcomes are referenced to the CAs and to specific course assignments, and are scored by faculty using common rubrics. Resulting data are available for program reports and accreditation reviews.

Baccalaureate Programs

i. State-approved prerequisites

The Department of Special Education offers one course (i.e., EEX 2091 Disability and Society in the University's Intellectual Foundations Program (IFP). The IFP is the foundations for undergraduate education at Florida Atlantic University (FAU), in that it provides a foundation of knowledge that all well-educated students should possess. The Department's contribution is in the area of Foundations of Society & Human Behavior. To be considered a part of the IFP and this area, the University's Core Curriculum Committee, the University Undergraduate Programs

[3] LiveText by Watermark is the College-wide assessment and electronic portfolio tool.

Committee (UUPC), and the Faculty Senate reviewed and recommended this course as compliant with FL SUS requirements per regulation 6.017.

ii. Limited access

The DSE does not offer a limited access undergraduate program.

iii. Admissions criteria

Students seeking admission to the undergraduate program in Exceptional Student Education must:

- Meet the University's general upper-division admission requirements;
- Have a minimum GPA of 2.5 on a 4.0 scale on the general education component of undergraduate studies OR have completed requirements for a baccalaureate degree with a minimum GPA of 2.5 from any college or university accredited by a regional accrediting institution;
- Present passing scores on all sections of the General Knowledge Test; and,
- Have a recommendation for admission to the program by the Department of Special Education.

Students seeking admission to the Bachelor's in Early Care and Education (BECE) must

- Meet the University's general upper-division admission requirements. This could include the A.S. degree in Early Childhood Education determined by articulation agreements with community or state colleges. All students seeking admission to the BECE must meet the University's admission requirements;
- Have a minimum GPA of 2.5 on a 4.0 scale on lower-division undergraduate coursework;

BECE students undergo a multistep advising process (See Appendix C) in order to be officially programmed for the degree. Initially, they meet with a College of Education, Office of Academic Student Services (COE-OASS) dedicated BECE advisor to complete initial planning for degree completion (i.e., BECE Program Plan). The BECE faculty advisor approves this plan or recommends specific changes. The student is then referred to the BECE faculty advisor for further advising, BECE program plan changes, or career planning.

iv. Enrollment information (DDI B4, C1, C2)

The first table in this section (B 4 a ESE) shows the headcount for all majors. Germane to the undergraduate majors, please note that this incorporates both ESE and BECE majors. Since the creation of the BECE degree, the ESE and (C&I) Departments have not been successful in obtaining a consistent "clean count" of BECE majors either within each department, or across the two departments.

B 4 a Majors Enrolled By Level (Annual Headcount)
Exceptional Student Education (Program CIP: 131001)

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	81	65	63	1,270	28,782
Masters/Specialist	45	36	31	812	4,922
Doctoral	20	16	15	240	1,132
Unclassified				34	2,706
Total	**146**	**117**	**109**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

The second table in this section (B 4 a BECE) shows the headcount for majors in the BECE which the DSE shares with the (C&I) Department. Because this table shows students in graduate programs (i.e., not the BECE) these data must be considered with caution.

B 4 a Majors Enrolled By Level (Annual Headcount)
Early Care and Education (Program CIP: 130101)

	Early Care and Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	236	216	196	1,270	28,782
Masters/Specialist				812	4,922
Doctoral				240	1,132
Unclassified				34	2,706
Total	**236**	**216**	**196**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

The third table in this section summarizes fundable FTE across a 3-year span. The first (top) row clusters undergraduate courses.

C 1 Annualized State-Fundable FTE Produced By Level
Exceptional Student Education

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate Total	**140.7**	**126.5**	**113.0**	**850.4**	**22,443.1**
Graduate Total	**43.8**	**43.3**	**31.0**	**648.7**	**2,588.2**
Grad I	34.5	35.5	26.5	503.0	1,988.3
Grad II	9.3	7.8	4.5	145.8	599.9
Classroom	40.2	41.9	30.6	625.7	2,423.2
Thesis-Dissertation	3.6	1.5	0.4	23.0	165.0
Grand Total	**184.5**	**169.8**	**144.1**	**1,499.1**	**25,031.3**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Finally, the fourth table in this section represents the annualized state-fundable fundable FTE produced in/out of department or college for ESE.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Exceptional Student Education

		Courses offered by:				
		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**	20.7	21.4	18.1	41.0	1,054.5
	Majors outside the department, but within the college	2.7	1.9	1.1	25.7	3,164.0
	Majors outside the college	7.0	6.6	8.4	81.2	5,854.8
	Total	**30.4**	**29.9**	**27.6**	**147.8**	**10,073.3**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department	67.9	63.8	49.3	341.7	7,376.6
	Majors outside the department, but within the college	35.7	27.8	32.1	186.7	3,266.1
	Majors outside the college	6.7	4.9	4.1	174.2	1,727.1
	Total	**110.3**	**96.6**	**85.5**	**702.6**	**12,369.8**
Graduate	**FTE produced by students who are:**					
	Majors within the department	27.7	28.0	20.9	542.5	2,183.3
	Majors outside the department, but within the college	5.4	6.1	4.6	65.5	256.0
	Majors outside the college	10.8	9.2	5.5	40.7	148.9
	Total	**43.8**	**43.3**	**31.0**	**648.7**	**2,588.3**
Total	**FTE produced by students who are:**					
	Majors within the department	116.2	113.3	88.3	925.2	10,614.4
	Majors outside the department, but within the college	43.8	35.9	37.8	277.9	6,686.1
	Majors outside the college	24.4	20.7	18.0	296.0	7,730.8
	Total	**184.5**	**169.8**	**144.1**	**1,499.1**	**25,031.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours

v. Average class size and faculty/student ratio (DDI B3)

The table in this section shows that for undergraduate ESE classes, the majority of sections are taught by SE faculty (not adjuncts), far exceeding the College norm. This table also shows that enrollment per section varies greatly year-by-year, and is slightly below the College norm for the one comparison year that data were available. (NOTE: “Other course types” in this table includes faculty supervision of Student Teaching, an artifact that reduces per-section enrollment dramatically.)

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Exceptional Student Education

				Exceptional Student Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	**#**	99	103	74	355	4,855
			# Enrolled	1,532	1,394	1,287	9,342	222,128
			Avg Section Enrollment	**15.5**	**13.5**	**17.4**	**26.3**	**45.8**
		Sections Faculty-Taught	**#**	62	67	58	215	3,719
			%	**62.6**	**65.0**	**78.4**	**60.6**	**76.6**
	Lab	**Sections Offered**	**#**					876
			# Enrolled					17,696
			Avg Section Enrollment					**20.2**
		Sections Faculty-Taught	**#**					494
			%					**56.4**
	Discussion	**Sections Offered**	**#**					275
			# Enrolled					8,371
			Avg Section Enrollment					**30.4**
		Sections Faculty-Taught	**#**					208
			%					**75.6**
	Other Course Types	**Sections Offered**	**#**	6	8	5	32	1,185
			# Enrolled	50	84	40	223	7,580
			Avg Section Enrollment	**8.3**	**10.5**	**8.0**	**7.0**	**6.4**
		Sections Faculty-Taught	**#**	3	5	4	19	885
			%	**50.0**	**62.5**	**80.0**	**59.4**	**74.7**
Graduate	**Lecture/Seminar**	**Sections Offered**	**#**	35	33	28	323	1,864
			# Enrolled	317	315	229	4,485	26,279
			Avg Section Enrollment	**9.1**	**9.5**	**8.2**	**13.9**	**14.1**
		Sections Faculty-Taught	**#**	29	29	25	250	1,510
			%	**82.9**	**87.9**	**89.3**	**77.4**	**81.0**
	Lab	**Sections Offered**	**#**					74
			# Enrolled					541
			Avg Section Enrollment					**7.3**
		Sections Faculty-Taught	**#**					35
			%					**47.3**
	Other Course Types	**Sections Offered**	**#**	26	25	25	276	1,888
			# Enrolled	49	53	51	926	6,497
			Avg Section Enrollment	**1.9**	**2.1**	**2.0**	**3.4**	**3.4**
		Sections Faculty-Taught	**#**	26	25	25	271	1,825
			%	**100.0**	**100.0**	**100.0**	**98.2**	**96.7**

Source: Instruction and Research File and Student Data Course File

vi. Curriculum

The DSE faculty recently reviewed six universities as potential “aspirational” programs based on elements of their academic curricula. The Department identified several universities with strengths germane to our graduate program, and that information is

found in that section of this report. Regarding strengths that could influence elements of our undergraduate programs, we identified the focus on K-12 academic methods offered by the University of North Carolina – Greensboro, and Penn State University's strength in transition and post-secondary programming. The University of Kansas was identified for its strength in learning strategies. Other programs with various curricular strengths included Boston College, Boise State, Northern Illinois, and Virginia Commonwealth.

Four curriculum strengths were identified that make FAU ESE undergraduate programs strong including (a) the availability of faculty and doctoral students for academic and career advising, (b) faculty engagement in making program modifications to meet students career needs, (c) the "readiness" of our undergraduate students to teach successfully in area schools upon graduating from the Bachelor's degree programs, and (d) the joint nature of the early childhood Bachelor's degree curriculum (BECE) that we share with the (C&I) Department.

A fifth initiative brings the Department closer in alignment with the University's research commitment for undergraduates. In Spring 2015 the Department voted to create a "research pool' system to enable undergraduate students to participate in research activities as an alternate course assignment in particular courses. This system was piloted in Spring 2016, continued with assignments attached to two courses taught by three DSE faculty: EEX 4070 and EEX 2091. To date, over six hundred students have participated in the research pool, which has been incorporated as a high impact activity within the DSE's undergraduate program.

Students can complete the ESE Bachelor's degree in 120 credits hours; 120 credits are also required for students in the BECE degree program.

vii. Internships, practicum, study abroad, field experiences

Students in the ESE Bachelor's degree program participate in two practicum experiences and one culminating internship (i.e., Student Teaching). During both practicum semesters, students enroll in courses directly linked to the tasks required in the field work. Practicum requirements include 90 student contact hours distributed over 10 weeks. Student Teaching internship requires 600 student contact hours distributed over 16 weeks. Across these three field experiences ESE undergraduates gain instructional experiences with students with (a) mild disabilities, (b) moderate to severe disabilities, who are in (c) elementary settings, and (d) middle to secondary and adult settings. In addition to the practica and internships, students participate in less robust field experiences while taking other content courses. These field placements typically require 15-20 hours of field experience in classrooms with ESE students in courses including: EEX 4050, EEX 4101, TSL 4081, and RED 4552. This culminates in experiential learning through school and community placements from the first semester entering the program to the end of the program.

viii. Pedagogy/pedagogical innovations

Prior to March 2020, the DSE offered its Bachelor's in ESE across three campuses, following published proscribed rotations, in a variety of formats. In the ESE Bachelor's degree program, fall and summer courses are offered on at least two campuses to accommodate students across our large geographic region. We offered EEX 4221 in a video broadcast format. This course was taught from Jupiter campus and broadcast live to Boca and/or the Davie campuses, with doctoral student instructors located at these campuses as co-instructors. This allows the course to be taught live at three, instead of two, campuses. This delivery method was extended to a second course with EEX

4050. We offered one class in the program completely on-line every semester (EEX 4763). Courses were available in morning afternoon, and evening time blocks, as well as on Saturdays.

Upon the COVID -19 shutdown, all our undergraduate courses transitioned to fully on-line and faculty completed their Spring 2020 semester courses online. From that point onward, our course sections were collapsed, or if enrollment was high enough, there were two or more sections. Faculty continued to teach online and our undergraduate students continued to access the courses synchronous or asynchronously. Many faculty record their lectures to provide students with full access to content through replays. More recently, the faculty have begun to transition to a hybrid model, with some courses continuing fully online (synchronously and asynchronously), and others offered via in-person, live-lecture, or with mixed instructional models.

The Florida Department of Education (FDOE) stated that by 2020-21 school year, students who received intensive reading interventions must be provided by a teacher who is certified or endorsed in reading. In response to this legislation, the DSE added the reading endorsement to the Bachelor's in ESE program. This was not a requirement, but as a faculty we recognized this would benefit our students. Prior to the addition of the reading endorsement to the Bachelor's program, the ESE program met the requirements for the FDOE reading matrix competences 1-4 for state requirements already in their coursework. To be fully endorsed, the addition of competency 5 was added which included an assignment in which the teacher candidate implements and demonstrates knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction with students. This is now completed during the teacher candidates' second practicum, before student teaching. In addition to adding competency 5, faculty needed to review and revised all coursework to be sure that the curricula were most up to date based on the new reading requirements and to ensure competencies one through four were implemented appropriately. This plan was approved in Spring of 2022 and the first cohort is set to complete in Fall 2022.

The Bachelor's in Early Care and Education (BECE) degree also follows a prescribed course rotation (See Appendix C), and offers courses in evening, Saturday, fast-track and online/hybrid course formats. From 2015-2022, the DSE had two dedicated full -time faculty and a host of adjuncts teaching BECE courses in this and C&I department. Since 2015, as we consistently offered three sections of each core courses each semester, the need for additional faculty in this program area has been evident. More recently, due to increased course capacities and online offerings, we are able to keep up with demand by offering two sections of each core course. However, this continues to necessitate the use of a host of adjuncts and visiting instructors.

The Department conducted a series of studies in which both undergraduate and graduate students' teacher performance across their practicum and student teaching experiences were reviewed (Brady, 2019). The investigations sought to establish the impact that the teaching candidates had on K-12 student learning. These studies serve as an alternative to the Value Added Model (VAM) framework, one that is directly based on applying an evidence-based practice, planning a series of lessons with students, and evaluating the effectiveness of the practice. Four studies examining this VAM alternative via the implementation of the Critical Assignment titled The Learning Sequence. The results of the Learning Sequence assignment for student teaching are recorded each semester by candidates to include: K-12 student information, learning sequence objective, learning gains, and whether the K-12 students met their learning sequence objective. (As part of the Department's investigations on VAM, the Narrative Observation Scale (NOS), was examined (Brady, 2019). Ultimately, an effort to revise the original NOS was moved forward by the Department to standardize a revised instrument. An analysis of 100 original NOS instruments were conducted across five years (McCormick, 2018). The analysis revealed that a more streamlined approach was needed to rate the department's teacher candidates. A reorganized instrument was developed, decreasing the number

of items from 77 to final 33. A manual was copyrighted and released, based on the revised NOS in 2019. (Abstracts of the Department's "rational VAM" are included in Appendix D.

An additional innovation in the ESE Bachelor's degree program is the development of the COE's first Honors in the Major (HIM) program. The DSE HIM program is called HOOT, Honoring Outstanding Owl Teachers. High performing students in the Bachelor's in ESE degree are invited to join this honor's program. Students, while engaged in HOOT, participated in high impact practices within and beyond their proscribed coursework. This program provides supplemental professional development activities to undergraduates who wish to earn an honors designation during their program. Activities in support of the Honors in the Major include reading circles, topical lectures, video and media events, community volunteer activities, community research activities, and other activities. HOOT remains as one of two honors programs in the COE; however, currently, it is the only active honors program.

ix. Scope of institutional contributions

Contributions made by the Department of Special Education (DSE) to other University and College undergraduate programs are varied and significant. These include: contribution to the IFP, providing service and elective coursework, service to the Districts, and Faculty contribution and service to the College and University

Contribution to the IFP. The DSE created the first undergraduate course from the COE to qualify for the University's Intellectual Foundations Program (IFP). The IFP constitutes the University's core curriculum for lower division students; as such, DSE contributes a course that promotes the development of knowledge and positive dispositions regarding people with disabilities to FAU majors in sciences, humanities, arts, and other professional schools. The course is EEX 2091: Disabilities and Society. To date, approximately 50-75 students per year select this course as an option to partially fulfil their IFP requirement. This opportunity to develop knowledge and dispositions regarding individuals with disabilities is not lost on the DSE. Highly engaged faculty and adjuncts routinely and enthusiastically teach this course and view it as a recruitment opportunity to gain interest in our major and degree programs.

Service and Elective Courses. The DSE has been offering one service course EEX 4070: inclusive Education for General Educators in the COE to undergraduate elementary education majors. This course continues to not only be a recruitment opportunity to gain interest in our major and degree programs, it is often the only course students majoring in Elementary and Secondary Education take with content solely focused on students with disabilities. Thus, again highly engaged faculty and adjuncts routinely and enthusiastically exploit this one opportunity to shape knowledge and dispositions of those who are going to primarily become general education teachers.

Several of the DSE's undergraduate courses (e.g., courses in early childhood, general special education, and classroom management) are also taken by COE majors in other departments (e.g., Communication Science & Disorders; Teaching & Learning). These courses serve as elective options for students pursuing other majors with the College. This allows the DSE to impact not only our majors, but also those in related fields as well. At the request of the Department of Teaching & Learning in 2019, the Department of Special Education developed a second course - EEX 4616 Classroom Management for Inclusive Elementary Schools focused on classroom management for students graduating in elementary education.[4] In 2019, it was developed as a 2-credit course. After offering the course for two years, the Department of Teaching & Learning requested additional

[4] In 2021, The Departments of Curriculum Culture, and Educational Inquiry (CCEI) and Teaching and Learning (T&L) were joined to form the Department of Curriculum and Instruction (C&I).

content, necessitating an increase to 3 credits. The 3-credit version of EEX 4616 has been offered since Fall 2021.

Service to the Districts and community organizations. The Department has designed coursework specifically for teachers in our partner school districts. Since classroom management is one of the most challenging areas for both new and experienced teachers, the DSE offers a classroom management course (EDG 4419: Building Classroom Management and Discipline) to increase skill development in this area. Initially designed to fulfill a grant requirement for teachers seeking alternative certification, this course remains widely popular to pre-service and in-service teachers, as well as for numerous cohorts in district-sponsored alternative certification programs.

We also offer a graduate version of this course (EDG 6498: Managing Inclusive Classrooms: Effective Discipline, Curriculum, and Behavior). This course in addition to increasing knowledge, skills and disposition for pre and in-service teachers, it also serves to fulfill elective requirements for students pursuing graduate degrees in the College. A surprising constituent of both the undergraduate and graduate courses are students working in community settings such as aftercare, summer camps and other community settings working with children.

Faculty contribution and service to the College and University. In addition to coursework, several faculty play important roles in undergraduate education at FAU. Dr. Brady served as the COE representative to the University Core Curriculum Committee and the Intellectual Foundations Program until December 2021; Dr. Darling serves as the COE BECE Program Improvement Committee and as the College's liaison for Undergraduate Research; Dr. Forgan serves as a member of the LD substitution committee for FAU's Office of Students with Disabilities; Drs. Miller and Finnegan served as co-faculty advisors for the Student Council for Exceptional Children until March 2020; Dr. Miller serves as the COE Undergraduate Programs and Curriculum Committee; Drs. Darling, Dukes and Finnegan serve as faculty Advisor for the HOOT, honors in the major program; Drs. Forgan, Miller, and Finnegan serve on the Reading Endorsement Committee. This is just a brief listing of the contributions our faculty have and continue to make to our College and University, and State initiatives around quality teacher preparation.

x. Student profile (DDI B4)

The first table presented previously in the section on Enrollment displayed undergraduate enrollments. The table below summarizes the ethnic diversity of majors in the undergraduate ESE program, followed by majors in the BECE.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Exceptional Student Education (Program CIP: 131001)

			Exceptional Student Education			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional	American Indian/Alaskan Native	Female					1
		Male					1
		Total					**2**
	Asian or Pacific Islander	Female					26
		Male					30
		Total					**56**
	Black (Not of Hispanic Origin)	Female					12
		Male					5
		Total					**17**
	Hispanic	Female					23
		Male					16
		Total					**39**
	White (Not of Hispanic Origin)	Female					74
		Male					56
		Total					**130**
	Not Reported	Female					6
		Male					6
		Total					**12**
	Total	Female					142
		Male					114
		Total					**256**
Undergraduate	American Indian/Alaskan Native	Female	1	0		3	89
		Male					73
		Total	**1**	**0**		**3**	**162**
	Asian or Pacific Islander	Female	2	2	3	32	902
		Male				6	659
		Total	**2**	**2**	**3**	**38**	**1,561**
	Black (Not of Hispanic Origin)	Female	10	13	8	249	4,169
		Male				25	2,395
		Total	**10**	**13**	**8**	**274**	**6,564**
	Hispanic	Female	20	15	16	294	4,911
		Male	2	2	1	32	3,321
		Total	**22**	**17**	**17**	**326**	**8,232**
	White (Not of Hispanic Origin)	Female	42	28	29	525	6,136
		Male	3	4	5	78	4,921
		Total	**45**	**32**	**34**	**603**	**11,057**
	Non-Resident Alien	Female	1	1	1	18	492
		Male				1	487
		Total	**1**	**1**	**1**	**19**	**979**
	Not Reported	Female				6	131
		Male				1	96
		Total				**7**	**227**
	Total	Female	76	59	57	1,127	16,830
		Male	5	6	6	143	11,952
		Total	**81**	**65**	**63**	**1,270**	**28,782**

Graduate	**American Indian/Alaskan Native**	**Female**	2	1		2	14
		Male					10
		Total	**2**	**1**		**2**	**24**
	Asian or Pacific Islander	**Female**	2	2	2	25	185
		Male				2	132
		Total	**2**	**2**	**2**	**27**	**317**
	Black (Not of Hispanic Origin)	**Female**	8	5	6	213	843
		Male				51	312
		Total	**8**	**5**	**6**	**264**	**1,155**
	Hispanic	**Female**	10	9	7	166	816
		Male	2	1	1	40	493
		Total	**12**	**10**	**8**	**206**	**1,309**
	White (Not of Hispanic Origin)	**Female**	36	32	28	424	1,528
		Male	5	2	2	103	1,111
		Total	**41**	**34**	**30**	**527**	**2,639**
	Non-Resident Alien	**Female**				17	313
		Male				9	296
		Total				**26**	**609**
	Not Reported	**Female**					1
		Total					**1**
	Total	**Female**	58	49	43	847	3,700
		Male	7	3	3	205	2,354
		Total	**65**	**52**	**46**	**1,052**	**6,054**
Unclassified	**American Indian/Alaskan Native**	**Female**					4
		Male					5
		Total					**9**
	Asian or Pacific Islander	**Female**					174
		Male					107
		Total					**281**
	Black (Not of Hispanic Origin)	**Female**				3	299
		Male				2	124
		Not Reported					1
		Total				**5**	**424**
	Hispanic	**Female**				2	390
		Male				2	238
		Total				**4**	**628**
	White (Not of Hispanic Origin)	**Female**				13	680
		Male				12	515
		Total				**25**	**1,195**
	Non-Resident Alien	**Female**					58
		Male					54
		Total					**112**
	Not Reported	**Female**					34
		Male					18
		Not Reported					5
		Total					**57**
	Total	**Female**				18	1,639
		Male				16	1,061
		Not Reported					6
		Total				**34**	**2,706**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Early Care and Education (Program CIP: 130101)

			Early Care and Education			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate	American Indian/Alaskan Native	Female	1	1	1	3	89
		Male					73
		Total	1	1	1	3	162
	Asian or Pacific Islander	Female	11	8	6	32	902
		Male				6	659
		Total	11	8	6	38	1,561
	Black (Not of Hispanic Origin)	Female	91	81	79	249	4,169
		Male			0	25	2,395
		Total	91	81	79	274	6,564
	Hispanic	Female	52	49	40	294	4,911
		Male	5	3	2	32	3,321
		Total	57	52	42	326	8,232
	White (Not of Hispanic Origin)	Female	72	69	61	525	6,136
		Male			1	78	4,921
		Total	72	69	62	603	11,057
	Non-Resident Alien	Female	3	3	5	18	492
		Male				1	487
		Total	3	3	5	19	979
	Not Reported	Female	1	2	1	6	131
		Male				1	96
		Total	1	2	1	7	227
	Total	Female	231	213	193	1,127	16,830
		Male	5	3	3	143	11,952
		Total	236	216	196	1,270	28,782

A more cogent summary of diversity in the Department, with comparisons to other departments in the College is drawn from the COE 2019-20 Diversity Data Report. Although the full report is found here (https://www.fau.edu/education/aboutcoe/oaaa/documents/spring2021-diversitydatareport.pdf), the following table summarizes the ethnic diversity in the DSE relative to the College as a whole.

Finally, we recognize that many other factors are useful when describing our student profiles. The next table summarizes many of the student characteristics in our undergraduate majors since 2016.

Table 2: FAU Ethnicity Student Enrollment Trend Data, Fall 2016 - Fall 2020

Year	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% Non-Res Alien
2016-2017	4.5	19.4	24.9	0.2	0.1	3.6	43.2	0.6	3.5
2017-2018	4.5	19.3	25.4	0.2	0.1	3.6	42.5	0.7	3.7
2018-2019	4.4	19.6	25.8	0.1	0.1	3.5	41.6	0.7	3.8
2019-2020	4.5	19.8	26.5	0.1	0.1	3.8	40.3	0.7	4.0
2020-2021	4.2	20.1	27.4	0.1	0.1	3.8	39.8	0.8	3.7

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeq
Note: Totals might not equal 100 due to rounding. New categories are included beginning with data reported after 2010.

Entering Year-Freshman Data

Term	Headcount	Avg. HS GPA	# ACT	Avg. ACT	# SAT	Avg. SAT
Fall 2021	2,437	3.92	767	24	2115	1160
Fall 2020	2,595	3.82	887	24	2321	1160
Fall 2019	2,283	3.83	885	24	2064	1180
Fall 2018	2,022	4.11	902	24	1743	1190
Fall 2017	1,960	4.10	697	24	1213	1170

xi. Advising procedures

Students in Bachelor's degree programs in the DSE initially worked with University advisors and COE advisors from the COE Office of Academic and Student Services (OASS) to meet lower division requirements, and qualify for admission into the ESE major. Once admitted into either the ESE or BECE program, students are assigned a Department faculty advisor who assists the student to create a plan of study. The ESE and BECE plans of study identify course requirements, semester rotations, field experience requirements, and an implementation timeline. The plan of study is reviewed by the advisor, Department Chair, and then filed with OASS. These programs of study are monitored and audited prior to graduation to ensure students are making progress and complete all degree requirements prior to graduation. Graduation checks are the final advising component, and are conducted by the Office for Academic and Student Services in the College.

xii. Licensure rates

Because the DSE requires students to pass the FDOE Teacher Certification Exams prior to graduating with a Bachelor's degree, our graduates have a 100% pass rate on the state's teacher licensure tests. There is no equivalent certification or licensure exam for BECE graduates.

xiii. Placement rates/employment profile

FDOE reports a teacher preparation program's placement rate as the percentage of program completers who are employed in a full-time or part-time instructional position in a Florida public school during the first or second academic year after program completion. FDOE uses a 4-level rubric to report placement rates. The data below show the results reported to FAU for our program completers in 2016-17 who were employed during 2019-2020.

Level 4	Level 3	Level 2	Level 1
Placement rate is at or above the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.	Placement rate is below the 5th percentile of all equivalent programs across the state.

Number of Program Completers Placed	Percent of 2016-2017 program completers employed in an instructional position in 2018-2019 or 2019-2020	Statewide Average Placement Rate among equivalent programs
9	90.00%	78.31%
Performance Level = 4		

xiv. Retention rates

FDOE also uses a 4-level rubric to report retention rates. Retention is defined as the average number of years that program completers were employed in a full-time or part-time instructional position in a Florida public school across a 5-year period following *initial* employment in either of the two academic years after program completion. The following data below show the results reported to FAU for our 2014-15 program completers who were initially employed in either 2015-2016 or 2016-2017, and remained employed for the subsequent five years.

Level 4	Level 3	Level 2	Level 1
The average number of years employed in the 5-year period following initial placement is 4.5 years or more.	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in the 5-year period following initial placement is less than 2 years.

Number of Program Completers Retained	Average number of years 2014-2015 program completers were employed in either 2015-2016 or 2016-2017 and employed within the 5-year period following initial placement
22	4.63636
Performance Level = 4	

xv. Graduation rates

The most obvious message from the table that follows is the year-to-year variability in graduation rates. It also shows the tremendous hit taken by the program following the FDOE's decision to certify teachers without any formal preparation for teaching. The impact on university-based teacher preparation programs (including FAU) was immediate and dramatic. The BECE graduation rates also decreased that reflects the decrease in enrollments in the College.

C 3 Degrees Awarded
Exceptional Student Education (Program CIP: 131001)

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
	Degrees awarded with a:					
Associates	**Single major**					321.0
	All					321.0
Bachelors	**Degrees awarded with a:**					
	Single major	11.0	20.0	8.0	265.0	5,840.0
	Double or triple major					75.0
	All	11.0	20.0	8.0	265.0	5,915.0
Masters	**Degrees awarded with a:**					
	Single major	10.0	8.0	18.0	223.0	1,591.0
	All	10.0	8.0	18.0	223.0	1,591.0
Specialist	**Degrees awarded with a:**					
	Single major				25.0	25.0
	All				25.0	25.0
Doctorate	**Degrees awarded with a:**					
	Single major	5.0	2.0		24.0	142.0
	All	5.0	2.0		24.0	142.0
First Professional	**Degrees awarded with a:**					
	Single major					56.0
	All					56.0
Total	**Degrees awarded with a:**					
	Single major	**26.0**	**30.0**	**26.0**	**537.0**	**7,975.0**
	Double or triple major					**75.0**
	All	**26.0**	**30.0**	**26.0**	**537.0**	**8,050.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

C 3 Degrees Awarded
Early Care and Education (Program CIP: 130101)

		Early Care and Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
	Degrees awarded with a:					
Associates	Single major					321.0
	All					321.0
Bachelors	Degrees awarded with a:					
	Single major	80.0	65.0	61.0	265.0	5,840.0
	Double or triple major					75.0
	All	80.0	65.0	61.0	265.0	5,915.0
Masters	Degrees awarded with a:					
	Single major				223.0	1,591.0
	All				223.0	1,591.0
Specialist	Degrees awarded with a:					
	Single major				25.0	25.0
	All				25.0	25.0
Doctorate	Degrees awarded with a:					
	Single major				24.0	142.0
	All				24.0	142.0
First Professional	Degrees awarded with a:					
	Single major					56.0
	All					56.0
Total	Degrees awarded with a:					
	Single major	**80.0**	**65.0**	**61.0**	**537.0**	**7,975.0**
	Double or triple major					**75.0**
	All	**80.0**	**65.0**	**61.0**	**537.0**	**8,050.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

xvi. Student recruitment

Faculty from the Department of Special Education (DSE)attend 6-8 recruiting events annually to recruit potential students into the two Department Bachelor's degrees. The Department had a series of recruitment flyers, which have recently been updated as 'program profiles'– all with a common format and theme. These are for both the DSE's undergraduate and graduate programs, and these are distributed at state and local events. Additionally, there is a recruitment video posted to our department website (see https://www.fau.edu/education/academicdepartments/ese/)

Graduate Programs

i. Limited access

The Department of Special Education offers graduate degrees at the Master's and Doctoral levels. For Master's degree applicants, either the GRE or the Miller Analogies Test (MAT) results were required (until 2022, when this requirement was removed) are reviewed, along with previous undergraduate transcripts. A written personal statement has also been required since 2022. For applicants to the PhD degree program, GRE scores and applicants' previous graduate transcripts are considered, along with a writing sample, a goals statement, letters of recommendation, resume, and an interview.

ii. Admissions criteria

Admission requirements for the ESE Master's degree prior to 2022 Fall include:

1. The student must meet College and University requirements.

2. An undergraduate Grade Point Average (GPA) of at least 2.5.

3. Minimum Graduate Record Exam (GRE) scores of 148 (verbal), 144 (quantitative), 3 (analytical writing). For applicants using the MAT, a score in the 50th percentile may be used in lieu of the GRE.

Admission requirements for the ESE Master's degree effective Fall 2022 include:[5]

The student must meet College and University requirements;

An undergraduate Grade Point Average (GPA) of at least 3.0 or one letter of recommendation from an employer in an education-related field or current/former university instructor; and Personal statement not exceeding three double-spaced pages, indicating applicant's reasons for pursuing a Master's degree and career goals.

Admission Requirements for the ESE Ed.D prior to 2020 Fall include:

1. The student must have a Master's degree from an approved college or university.

2. The student must have a grade point average and Graduate Record Examination scores as follows:

An average of 3.5 or higher in all graduate work taken;

Minimum GRE scores of 148 (verbal), 144 (quantitative) and 3 (analytical writing).

3. The student must have completed at least three years of full-time experience working with individuals with disabilities.

[5] To respond to market trends, admission criteria for the Master's in ESE were changed in Fall 2022.

4. Each applicant for admission to the Doctor of Education (Ed.D.) degree in Exceptional Student Education must be approved for admission by the Department. This recommendation will in part be based upon an interview and a writing sample.

Admission Requirements for the Ph.D. in Special Education doctoral degree effective Fall 2020 include:[6]

1. The student must have a Master's degree from an approved college or university;

2. An average of 3.5 or higher in all graduate work taken;

3. The student must have Graduate Record Examination minimum scores of 148 (verbal), 144 (quantitative) and 3 (analytical writing).

4. The student must have completed at least three years of full-time experience working with individuals with disabilities.

5. Each applicant for admission to the PhD in Special Education must be approved for admission by the Department. This recommendation will in part be based on the applicant meeting admission criteria, performance during the Department interview, and their writing sample.

iii. Enrollment information (DDI B4, C1, C2)

The following tables were reported in the undergraduate section, but are provided again here to indicate the trend in graduate enrollments. This is particularly germane to our Master's degree enrollments.

B 4 a Majors Enrolled By Level (Annual Headcount)
Exceptional Student Education (Program CIP: 131001)

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	81	65	63	1,270	28,782
Masters/Specialist	45	36	31	812	4,922
Doctoral	20	16	15	240	1,132
Unclassified				34	2,706
Total	**146**	**117**	**109**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

[6] Previously known as the EdD in Exceptional Student Education; The Doctor of Philosophy (Ph.D.) program was developed in 2019 and it was approved by the FDOE in Spring 2020 and students enrolled in the program in Fall 2020.

B 4 a Majors Enrolled By Level (Annual Headcount)
Early Care and Education (Program CIP: 130101)

	Early Care and Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	236	216	196	1,270	28,782
Masters/Specialist				812	4,922
Doctoral				240	1,132
Unclassified				34	2,706
Total	**236**	**216**	**196**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

C 1 Annualized State-Fundable FTE Produced By Level
Exceptional Student Education

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate Total	**140.7**	**126.5**	**113.0**	**850.4**	**22,443.1**
Graduate Total	**43.8**	**43.3**	**31.0**	**648.7**	**2,588.2**
Grad I	34.5	35.5	26.5	503.0	1,988.3
Grad II	9.3	7.8	4.5	145.8	599.9
Classroom	40.2	41.9	30.6	625.7	2,423.2
Thesis-Dissertation	3.6	1.5	0.4	23.0	165.0
Grand Total	**184.5**	**169.8**	**144.1**	**1,499.1**	**25,031.3**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Three trends are evident from the data in C1 and C2. First, the annual increases in graduate FTE from majors within the department shows that enrollments leveled of for 2018 to 2020 and slightly declined in 2021 probably due to COVID-19. Second, the modest enrollment in FTE from outside the college can be attributed to the Department's decision to offer additional courses and programs to non-degree students. And third,

although the FTE data remain variable, the overall trend shows that our graduate classes and programs continue to reflect the national trend.

Productivity Data

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Exceptional Student Education

		Courses offered by:				
		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**	20.7	21.4	18.1	41.0	1,054.5
	Majors outside the department, but within the college	2.7	1.9	1.1	25.7	3,164.0
	Majors outside the college	7.0	6.6	8.4	81.2	5,854.8
	Total	**30.4**	**29.9**	**27.6**	**147.8**	**10,073.3**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department	67.9	63.8	49.3	341.7	7,376.6
	Majors outside the department, but within the college	35.7	27.8	32.1	186.7	3,266.1
	Majors outside the college	6.7	4.9	4.1	174.2	1,727.1
	Total	**110.3**	**96.6**	**85.5**	**702.6**	**12,369.8**
Graduate	**FTE produced by students who are:**					
	Majors within the department	27.7	28.0	20.9	542.5	2,183.3
	Majors outside the department, but within the college	5.4	6.1	4.6	65.5	256.0
	Majors outside the college	10.8	9.2	5.5	40.7	148.9
	Total	**43.8**	**43.3**	**31.0**	**648.7**	**2,588.3**
Total	**FTE produced by students who are:**					
	Majors within the department	116.2	113.3	88.3	925.2	10,614.4
	Majors outside the department, but within the college	43.8	35.9	37.8	277.9	6,686.1
	Majors outside the college	24.4	20.7	18.0	296.0	7,730.8
	Total	**184.5**	**169.8**	**144.1**	**1,499.1**	**25,031.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours

iv. Average class size and faculty/student ratio (DDI B3)

For graduate classes, the following table shows that SE faculty teach the majority of ESE graduate classes, approximating the College average (although the Department average slightly varies by year). Enrollments (class sizes) are also slightly below the College norm.

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Exceptional Student Education

				Exceptional Student Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**Type**							
Undergraduate	**Lecture/Seminar**	**Sections Offered**	**#**	99	103	74	355	4,855
			# Enrolled	1,532	1,394	1,287	9,342	222,128
			Avg Section Enrollment	**15.5**	**13.5**	**17.4**	**26.3**	**45.8**
		Sections Faculty-Taught	**#**	62	67	58	215	3,719
			%	**62.6**	**65.0**	**78.4**	**60.6**	**76.6**
	Lab	**Sections Offered**	**#**					876
			# Enrolled					17,696
			Avg Section Enrollment					**20.2**
		Sections Faculty-Taught	**#**					494
			%					**56.4**
	Discussion	**Sections Offered**	**#**					275
			# Enrolled					8,371
			Avg Section Enrollment					**30.4**
		Sections Faculty-Taught	**#**					208
			%					**75.6**
	Other Course Types	**Sections Offered**	**#**	6	8	5	32	1,185
			# Enrolled	50	84	40	223	7,580
			Avg Section Enrollment	**8.3**	**10.5**	**8.0**	**7.0**	**6.4**
		Sections Faculty-Taught	**#**	3	5	4	19	885
			%	**50.0**	**62.5**	**80.0**	**59.4**	**74.7**
Graduate	**Lecture/Seminar**	**Sections Offered**	**#**	35	33	28	323	1,864
			# Enrolled	317	315	229	4,485	26,279
			Avg Section Enrollment	**9.1**	**9.5**	**8.2**	**13.9**	**14.1**
		Sections Faculty-Taught	**#**	29	29	25	250	1,510
			%	**82.9**	**87.9**	**89.3**	**77.4**	**81.0**
	Lab	**Sections Offered**	**#**					74
			# Enrolled					541
			Avg Section Enrollment					**7.3**
		Sections Faculty-Taught	**#**					35
			%					**47.3**
	Other Course Types	**Sections Offered**	**#**	26	25	25	276	1,888
			# Enrolled	49	53	51	926	6,497
			Avg Section Enrollment	**1.9**	**2.1**	**2.0**	**3.4**	**3.4**
		Sections Faculty-Taught	**#**	26	25	25	271	1,825
			%	**100.0**	**100.0**	**100.0**	**98.2**	**96.7**

Source: Instruction and Research File and Student Data Course File

v. Curriculum

The DSE faculty recently reviewed nine universities as potential "aspirational" graduate programs based on elements of their academic curricula. When considering graduate programs and their curricula, the Department identified Georgia State University and University of North Carolina – Charlotte as having strong doctoral curricula, including their research experiences, and opportunities to participate in full-time study. The University of Kentucky was identified for strength in transition and post-secondary programming. The University of Kansas was identified for its strength in learning strategies, and Florida State University was identified for its program in applied behavior analysis. (While the FSU program held curricular strengths that resulted in high pass rates on the Board exam, it was noted that the FSU did not provide its ABA curriculum within a special education context, which FAU identifies as a particular strength.) Other programs with various curricular strengths included Boston College, Boise State, Northern Illinois, and Virginia Commonwealth.

Three curriculum strengths were identified that make FAU SE programs strong including (a) scholarly productivity of our doctoral students, (b) the diversity of concentration areas offered for graduate students, and (c) the "readiness" of our graduate students to teach successfully in our own undergraduate programs, providing a unique theory-to-practice bridge for our undergraduates in exceptional student education and early childhood.

Students can complete the ESE Master's degree in 36 credit hours (37 for Instructional Practices track). [7] For the doctoral program, 72 credits are required, with additional courses transferred to meet the Graduate College 80 credit requirement (beyond Bachelor's degrees).

vi. Internships, practicum, study abroad, field experiences

Graduate internships play a central role in both our Master's degree and doctoral programs. At the Master's degree level, all students who do not have prior teacher preparation as a special education teacher participate in the Instructional Practices concentration area so they gain direct professional development experiences in learning how to teach students with disabilities. (NOTE: This is unrelated to certification status since, in Florida, it is frequently the case that adults can become certified teachers in special education with no actual training.) In this track, Master's students participate in a Graduate Practicum in which they gain hands-on practice delivering lessons to school-aged children with disabilities. This course co-occurs with a didactic course in instructional delivery. The culminating experience of students in this concentration area is a full-time graduate internship that parallels a student teaching experience. As a result of the increase in students entering our graduate program without prior training in special education, the Department re-designed the program by adding additional methods course and an additional Practicum and implemented this improved program in Spring 2016. Finally, for experienced special educators who enroll in our Master's degree, they also select a culminating field experience. That experience can be a Field Project, a Thesis, or an Internship that expands their current expertise.

[7] During 2022, the Master's degree is undergoing significant revision, changing admission criteria, degree core and specialization offerings. In this revision, the Instructional Practices specializations is being removed, replaced by the Special Education Intervention Specialist concentration offering. These changes are in progress and should be fully implemented in 2023.

At the doctoral level, there are required and optional internship opportunities. First, all students in the doctoral program participate in a 2-semester college teaching internship. In this experience, students work with a faculty mentor, and take on progressive responsibility for teaching an undergraduate course. In their first semester internship, the student plays a role akin to a teaching assistant with the faculty mentor, providing "guest lectures" while learning the logic of assignments, grading, content, and delivery methods. During the second internship the student takes over responsibility for delivering the class, under the supervision of the mentor, and becomes the instructor of record for the class. Following the internships, many of our doctoral students are then hired as adjunct instructors by the Department. Our doctoral students also serve as co-authors and co-presenters with faculty at conferences, and as site managers on research projects. All of these experiences are field-driven, and serve as critical opportunities for doctoral students to implement the activities that are the intended outcomes of doctoral programs.

vii. Pedagogy/pedagogical innovations

The DSE revised its course delivery rotation for graduate classes in response to changes in the demand for graduate level teacher preparation programs. (This was an outcome of policy changes at the state level that eliminated the need for teachers to be graduates of formal teacher preparation programs.) For Master's degree program, three changes were made. First, the majority of graduate classes were shifted from our partner campuses to the Boca campus, and scheduled at 5:00 pm to accommodate the majority of working professionals. Second, a number of courses were developed into on-line courses using a variety of different distance learning technologies and mixed delivery methods. Third, we developed an "umbrella" degree concept with College and Department requirements constituting the core of the degree, and several concentration areas allowing students to select specializations. Students with a Bachelor's degree in ESE or with our own BECE can select any of these concentration areas. If students do not have a Bachelor's degree in ESE, they enroll in the Instructional Practices concentration so that all graduates with a Master's degree in ESE will have basic instructional skills in special education.

Currently, the DSE's Master's degree is undergoing significant revision based on market trends and demands of the field. These changes include offering a fully online degree with a mix of synchronous and asynchronous, fast-track and full semester delivery; changes to admission criteria (i.e., eliminating the GRE as an admission, increasing the GPA requirement, adding a personal statement, and eliminating initial teacher certification as an entry requirement); change degree core and specialization offerings (i.e., eliminating four concentrations-Instructional Practices, Gifted Education, Reading, and Professional Development- and adding one concentration, the Special Education Intervention Specialist). In this process, new and revised courses are being developed for the degree core and the Special Education Intervention Specialist concentration, and all coursework will undergo quality online instruction revisions. These pedagogical innovations are in response to market and student demands, as well as are intended to be a response to decline in enrollment trends.

Similarly, a doctoral course rotation was developed based on a 3-year cycle. Because the number of doctoral students is smaller the courses are not offered annually. And because many of our doctoral students have professional roles in area schools and organizations, they frequently work toward their doctorates on a part-time basis. To maintain their connectedness, the Department developed a series of 1-credit seminars, and six of these seminars are required prior to graduation. Because the seminars span a 3-year period, doctoral students have the opportunity to establish a peer community of

individuals who share a common set of goals. The seminars also provide the opportunity for entering students to learn from the collective wisdom of students who have experienced the Department's doctoral expectations and routines. Topics for the six seminars include:

Fall 1:	The Triad of Professional Activities in Higher Education
Spring 1:	Orientation to Research; The Dissertation Prospectus
Fall 2:	Professional Dissemination I
Spring 2:	Professional Dissemination 2
Fall 3:	Traditional Course Development and College Teaching
Spring 3:	Web-based Course Development and College Teaching

The rotation for doctoral core courses is found in the Appendix F. The students are required to take a minimum of nine credits of research courses offered in related programs for the Ph.D. program.

viii. Scope of institutional contributions

The DSE offers several courses taken by students in other graduate programs in the College and University. EEX 7526 (*Grant Writing*) is frequently taken by graduate students in other departments who wish to use this class to acquire grant-writing skills. Several graduate classes in early childhood have been taken by students in the (C&I) Department to supplement their training to include early childhood special education and knowledge and skills relating to educating young children with disabilities within inclusive settings. Students who wish to pursue their graduate studies in Communication Sciences and Disorders select both graduate and undergraduate classes from DSE. As mentioned in the Undergraduate section, EDG 4419: Building Classroom Management and Discipline and EDG 6408: Managing Inclusive Classrooms: Effective Discipline, Curriculum, and Behavior are frequently taken by students pursuing alternative certification as non-degree and graduate degree students.

In addition to coursework, several faculty play important roles in graduate education at FAU. Dr. Finnegan serves on the COE Graduate Programs and Curriculum Committee. Dr. Darling serves as Graduate Programs and Student Petitions Subcommittee. At the university level, Dr. Dukes serves as a Vice Chair for Institutional Review Board (IRB). Currently (2022-2023), the DSE is well-represented in University and College governance: Drs. Darling, Dukes, and Finnegan serve as Senators of the University Faculty Senate (UFS). For the College of Education Faculty Assembly (COE-FA), Dr. Finnegan serves as the President, Dr. Darling the Vice President, Dr. Katie Miller the Secretary, and, Dr. Scott serves as a member of Faculty Assembly Steering Committee. It is noteworthy that UFS Senator and COE-FA President, Vice President, and Secretary are elected positions, elected by the body of their peers in the College. Through the years, some of our DSE faculty also serve as dissertation committee members for students in other Departments in the College and University.

ix. Student profile (DDI B4)

The first table presented in the previous section on Enrollment (***iii. Enrollment information***) shows a progressive increase in graduate enrollments. Combined with the table in this section, the slight decrease in graduate numbers co-occurs with a profile of a very diverse graduate student population. Also, the summary of diversity in the Department drawn from the COE 2019-20 Diversity Data Report (reported in the section

on undergraduate programs) provided diversity comparisons to other departments in the College.
(https://www.fau.edu/education/aboutcoe/oaaa/documents/spring2021-diversitydatareport.pdf). That table showed the Department's students are among the most diverse in the College, and exceed the University's diversity profile.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Exceptional Student Education (Program CIP: 131001)

			Exceptional Student Education			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional	American Indian/Alaskan Native	Female					1
		Male					1
		Total					**2**
	Asian or Pacific Islander	Female					26
		Male					30
		Total					**56**
	Black (Not of Hispanic Origin)	Female					12
		Male					5
		Total					**17**
	Hispanic	Female					23
		Male					16
		Total					**39**
	White (Not of Hispanic Origin)	Female					74
		Male					56
		Total					**130**
	Not Reported	Female					6
		Male					6
		Total					**12**
	Total	Female					142
		Male					114
		Total					**256**
Undergraduate	American Indian/Alaskan Native	Female	1	0		3	89
		Male					73
		Total	**1**	**0**		**3**	**162**
	Asian or Pacific Islander	Female	2	2	3	32	902
		Male				6	659
		Total	**2**	**2**	**3**	**38**	**1,561**
	Black (Not of Hispanic Origin)	Female	10	13	8	249	4,169
		Male				25	2,395
		Total	**10**	**13**	**8**	**274**	**6,564**
	Hispanic	Female	20	15	16	294	4,911
		Male	2	2	1	32	3,321
		Total	**22**	**17**	**17**	**326**	**8,232**
	White (Not of Hispanic Origin)	Female	42	28	29	525	6,136
		Male	3	4	5	78	4,921
		Total	**45**	**32**	**34**	**603**	**11,057**
	Non-Resident Alien	Female	1	1	1	18	492
		Male				1	487
		Total	**1**	**1**	**1**	**19**	**979**
	Not Reported	Female				6	131
		Male				1	96
		Total				**7**	**227**
	Total	Female	76	59	57	1,127	16,830
		Male	5	6	6	143	11,952
		Total	**81**	**65**	**63**	**1,270**	**28,782**

Graduate	**American Indian/Alaskan Native**	**Female**	2	1		2	14
		Male					10
		Total	**2**	**1**		**2**	**24**
	Asian or Pacific Islander	**Female**	2	2	2	25	185
		Male				2	132
		Total	**2**	**2**	**2**	**27**	**317**
	Black (Not of Hispanic Origin)	**Female**	8	5	6	213	843
		Male				51	312
		Total	**8**	**5**	**6**	**264**	**1,155**
	Hispanic	**Female**	10	9	7	166	816
		Male	2	1	1	40	493
		Total	**12**	**10**	**8**	**206**	**1,309**
	White (Not of Hispanic Origin)	**Female**	36	32	28	424	1,528
		Male	5	2	2	103	1,111
		Total	**41**	**34**	**30**	**527**	**2,639**
	Non-Resident Alien	**Female**				17	313
		Male				9	296
		Total				**26**	**609**
	Not Reported	**Female**					1
		Total					**1**
	Total	**Female**	58	49	43	847	3,700
		Male	7	3	3	205	2,354
		Total	**65**	**52**	**46**	**1,052**	**6,054**
Unclassified	**American Indian/Alaskan Native**	**Female**					4
		Male					5
		Total					**9**
	Asian or Pacific Islander	**Female**					174
		Male					107
		Total					**281**
	Black (Not of Hispanic Origin)	**Female**				3	299
		Male				2	124
		Not Reported					1
		Total				**5**	**424**
	Hispanic	**Female**				2	390
		Male				2	238
		Total				**4**	**628**
	White (Not of Hispanic Origin)	**Female**				13	680
		Male				12	515
		Total				**25**	**1,195**
	Non-Resident Alien	**Female**					58
		Male					54
		Total					**112**
	Not Reported	**Female**					34
		Male					18
		Not Reported					5
		Total					**57**
	Total	**Female**				18	1,639
		Male				16	1,061
		Not Reported					6
		Total				**34**	**2,706**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

x. Advising procedures

Candidates for an ESE graduate degree programs apply to the department and typically identify an area of concentration which they would like to pursue. In the Master's degree program, we offer concentrations in:

- Applied Behavior Analysis
- Autism Spectrum Disorders
- Early Childhood
- Gifted Education
- Instructional Practices in ESE
- Professional Development
- Reading

Once admitted, students are assigned a Department faculty advisor who meets with the admitted student to plan and assist with the completion of Plan of Study (POS). Plans of Study identify course requirements, semester rotations, field experience requirements, and an implementation timeline. The POS is reviewed by the advisor, Department Chair, and then filed electronically with the Graduate College and audited prior to graduation. Graduation checks are the final advising component, and are conducted by the Office for Academic and Student Services in the College.

At the Doctoral level, students have two sets of advising protocols. When students are admitted they are assigned an academic advisor and two other faculty who serve as an academic advising committee. This group meets with the student to ascertain interests and direction, develop the POS, and guide and engage the student during the upcoming semesters. This committee becomes the core group to prepare and review the doctoral comprehensive exams. When the student completes the exams and achieves doctoral candidacy, the student selects a dissertation Chair and committee to guide the final phase of the doctoral study. This is a formal decision point in the DSE, so there is no assumption that a student will automatically work under the direction of any faculty from the Academic Advising Committee. The students' selection for Dissertation Chair and Committee Members is designed to assemble a group that squarely fits with the students' area of study, population of focus, methodological expertise, etc., and thus are able to actively advise in the development of dissertation prospectus, study implementation, development of the dissertation and possibly article(s) for publication based on the dissertation research. On completion of the dissertation, the committee Chair works with the student to complete FAU dissertation requirements. Graduation checks, as a final advising component, are completed in the Office for Academic and Student Services in the college.

xi. Licensure rates (if applicable)

The DSE does not collect or receive data on licensure for program completers in our graduate degree programs. Graduates are eligible to apply for a range of different endorsements and certifications, depending on their concentration areas and other factors, but they pursue these credentials independently, after graduation, with the various applicable agencies (e.g., FDOE, DOH, BACB).

xii. Placement rates/employment profile

In 2017-18 Florida Atlantic University conducted an exit survey to the graduating Master's degree students to find out their employment rate. The survey reported 76.5% of the graduates employed with a median wage of $51,352.00. This rate of employment data should be interpreted with caution because it does not indicate whether they were employed as teachers.

xiii. Retention rates

Because the DSE graduate programs are not initial certification programs, and thus do not prepare graduates for specific positions, the Department does not collect or receive retention data for graduates.

xiv. Graduation rates

C 3 Degrees Awarded
Exceptional Student Education (Program CIP: 131001)

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
	Degrees awarded with a:					
Associates	**Single major**					321.0
	All					321.0
Bachelors	**Degrees awarded with a:**					
	Single major	11.0	20.0	8.0	265.0	5,840.0
	Double or triple major					75.0
	All	11.0	20.0	8.0	265.0	5,915.0
Masters	**Degrees awarded with a:**					
	Single major	10.0	8.0	18.0	223.0	1,591.0
	All	10.0	8.0	18.0	223.0	1,591.0
Specialist	**Degrees awarded with a:**					
	Single major				25.0	25.0
	All				25.0	25.0
Doctorate	**Degrees awarded with a:**					
	Single major	5.0	2.0		24.0	142.0
	All	5.0	2.0		24.0	142.0
First Professional	**Degrees awarded with a:**					
	Single major					56.0
	All					56.0
Total	**Degrees awarded with a:**					
	Single major	**26.0**	**30.0**	**26.0**	**537.0**	**7,975.0**
	Double or triple major					**75.0**
	All	**26.0**	**30.0**	**26.0**	**537.0**	**8,050.0**

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

xv. Student recruitment

The Department has several initiatives to increase graduate recruitment. In 2016, Dr. Cynthia Wilson submitted and obtained five-year grant funding from the US Department of Education to support graduate students to study interventions for students with autism.

That project was initially projected to support 45 Master's degree and non-degree graduate students. Through this grant funding, the DSE were successful in our efforts and exceeded our target with 58 completers. The last individual to complete the project was in August 2021. In addition, the Department houses two other major grants, the Center for Autism and Related Disabilities (CARD) and the Academy for Community Inclusion (ACI). ACI currently supports one FAU doctoral student with tuition and fees.

In 2020 the Department received an award from FAU's Graduate College to support graduate recruitment. These funds have been used to prepare and purchase promotional materials for Department recruiting events. Also, the Department has a series of recruitment brochures – all with a common format and theme. The Recruitment brochures have recently (2022) been replaced by 'Program Profiles' designed and intended to be more user-friendly in online and social media recruitment efforts.

Currently (Fall 2022), the DSE is in the process of designing and implementing non-digital (email) and digital (social media) recruitment campaigns. These campaigns will target recruiting students who started but did not finish Master's degrees, Para-educators and Substitute teachers who are currently employed in local school districts and alumni who may be interested in furthering their education.

Faculty

i. Administrative structure

Department of Special Education operates within a flat administrative structure. All faculty in permanent positions have voting rights in the Department, and there is no distinction between faculty with graduate versus undergraduate teaching and advising status. Faculty regularly teach courses across course levels, often in the same semester. The doctoral program has a program coordinator; the Master's program has a communications coordinator. The Department's coordination of the BECE, is shared between a faculty member and the Department Chair. Decision making across all degree levels is made by the Department as a whole. Proposed changes to the content and assignments of courses, as well as new programs and program modifications, are brought by interested faculty to the Department as a whole for consideration.

The Department offers one program leading to Florida teacher certification (the ESE Bachelor's degree) and as such, annual reports involving that program are prepared for electronic submission and review by FDOE by the Department Chair. The Department offers course sequences and experiences leading to three teaching endorsement options by FDOE (Pre-K Disabilities; ASD; and Gifted Education). The Department also offers courses and experiences leading to the Infant Toddler Developmental Specialist recognition by the FL Department of Health, and certification in Applied Behavior Analysis by the Behavior Analyst Certification Board. Faculty and the Department Chair prepare reports as needed to respond to changes by the organizations who offer these credentials.

A schematic showing the DSE's role within the College of Education is found in the COE Organizational Chart in Appendix H.

ii. Faculty profile (DDI B2)

The following table shows two trends that summarize the profile of the faculty of the DSE. First, the five-year period shows a loss of faculty starting in 2012, due to retirements and deaths. Second, the data show that the faculty in the DSE are quite diverse in respect to ethnic/racial backgrounds. This serves as a strength at FAU, with its diverse student body.[8]

B2 - faculty

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Exceptional Student Education

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Male					1
	Total					1
Asian or Pacific Islander	Female				2	42
	Male	2	2	2	5	110
	Total	2	2	2	7	152
Black (Not of Hispanic Origin)	Female	3	3	3	8	53
	Male	1	1	1	1	26
	Total	4	4	4	9	79
Hispanic	Female	1	1	1	5	45
	Male				4	44
	Total	1	1	1	9	89
White (Not of Hispanic Origin)	Female	5	5	4	41	323
	Male	4	4	4	18	393
	Total	9	9	8	59	716
Total	Female	9	9	8	56	463
	Male	7	7	7	28	574
	Total	16	16	15	84	1,037

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

The second table in this section shows the adjunct instructors who teach classes in the Department. In four of five years during this reporting period, the number of adjuncts exceeded the number of faculty, however, the diversity among our adjuncts did not match that of our regular faculty.

[8] FAU is designated a Hispanic-serving institution, ranked as a top public university by U.S. News & World Report and a High Research Activity institution by the Carnegie Foundation for the Advancement of Teaching (2021).

B2 – adjuncts

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Exceptional Student Education

Adjuncts		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Female					1
	Total					1
Asian or Pacific Islander	Female				1	9
	Male				1	8
	Total				2	17
Black (Not of Hispanic Origin)	Female	1			17	64
	Male				8	27
	Total	1			25	91
Hispanic	Female		1	1	10	53
	Male	1	1	1	10	33
	Total	1	2	2	20	86
White (Not of Hispanic Origin)	Female	9	9	5	71	214
	Male	2	1		27	167
	Total	11	10	5	98	381
Total	Female	10	10	6	99	341
	Male	3	2	1	46	235
	Total	13	12	7	145	576

Source: Instruction and Research File

iii. Faculty teaching load

Faculty in the Department of Special Education (DSE)teach the equivalent of a 3/2 or 2/3 load, which is the established load for tenured/tenure-earning faculty in the College of Education.9 This includes didactic courses, as well as course equivalents in which various FTE-generating activities are “bundled” to create a course. Faculty teaching load typically include both undergraduate and graduate courses as well as student advising (undergraduate and graduate Directed Independent Research Ed.D and Ph.D. dissertation supervision). This helps the Department meet its course delivery expectation, while (a) keeping individual faculty in touch with student interns, (b) meeting student needs for research supervision, and (c) offering low enrollment courses needed for student programs. The default course load for visiting instructors is a 4/4, but this can be reduced to compensate for program coordination.

[9] Some faculty elected to teach three courses in the fall and two in the spring semester. Others preferred two courses in the fall and three in the spring.

Several faculty are provided course re-assignments based on three criteria: First, faculty who work on externally funded projects which pay a portion of their salaries are re-assigned from teaching courses for the equivalent of the income that is generated. Since 2016-17, for example, three DSE faculty worked on projects that generated part of their salary, and have altered teaching loads as a result. Second, some faculty work in University roles for which the University offers a re-assignment from teaching so they can carry out these administrative activities (e.g., P&T coordination, Faculty Assembly leadership). One ESE faculty has an administrative re-assignment since 2017 to coordinate the Holmes Scholars Program. Finally, a course re-assignment is sometimes provided for a range of activities that benefit the college, department or individual faculty member. Historically, this has included accreditation roles, curriculum development, or as a transition for newly-hired faculty in their first year at FAU.

iv. Summary of faculty research productivity (DDI Summaries)

The following two tables summarize the scholarly productivity during a three-year period ending in 2020-21. The first table presents faculty research as “person years” and FTE. While neither are particularly helpful in establishing whether faculty research was meaningful or had an impact, both show that a relatively small percentage of faculty time was actually *assigned* to research. The bottom half of that table shows that a small number of faculty were involved in funded research.

The second table in this section supply data on what these research and scholarship activities included. These tables demonstrate that DSE faculty participated in a range of scholarly activities including writing books, journal articles, and presenting at conferences.

Part II B1 Faculty Person Years and FTE devoted to Research

II. Research, Creative & Scholarly Activities
A Assessment Goals and Outcomes for Research (reported separately)
B 1 Faculty Person Years and FTE Devoted to Research
Exceptional Student Education

				Exceptional Student Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.9	1.2	1.2	10.6	150.3
			FTE	1.2	1.6	1.6	14.2	200.4
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.0			0.1	5.1
			FTE	0.0			0.1	6.8
	Other personnel paid on faculty pay plan	--	Person-Years					19.9
			FTE					26.5
	Other	--	Person-Years	0.2	0.2	0.1	0.1	1.1
			FTE	0.2	0.2	0.1	0.1	1.4
	Total		Person-Years	1.1	1.4	1.2	10.8	176.3
			FTE	1.5	1.8	1.7	14.4	235.1
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	1.4	0.6	0.5	1.6	31.2
			FTE	1.9	0.8	0.7	2.2	41.6
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	1.0	0.5	1.2	2.2	7.7
			FTE	1.3	0.7	1.7	3.0	10.3
	Other personnel paid on faculty pay plan	--	Person-Years				0.7	55.9
			FTE				0.9	74.5
	Other	--	Person-Years					0.6
			FTE					0.8
	Total		Person-Years	2.4	1.1	1.8	4.5	95.4
			FTE	3.2	1.4	2.3	6.0	127.2

Source: Instruction and Research File
'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

Part II C1-9 Research and Scholarly Productivity

C 1-9 Research/Scholarly Productivity
Exceptional Student Education

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Books (including monographs & compositions)	#	1	1	2	17	81
2. Other peer-reviewed publications	#	22	10	12	114	909
3. All other publications	#	1	2	3	42	579
4. Presentations at professional meetings or conferences	#	59	15	12	181	960
5. Productions/Performances/Exhibitions	#	0	0	0	21	228
6. Grant Proposals Submitted	#	6	5	7	56	484

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)
Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity
Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation
University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

While these tables provide some information on research productivity, what is not evident is the types of scholarship this work represents. One example of this work involves the effort to secure external funding to support students and programs. Currently, 7 DSE faculty participate in scholarly activities and some funded by external grants and projects. Dr. Jack Scott is PI of a state funded initiative, the Center for Autism and Related

Disabilities (CARD), that generates over 1.3 million dollars annually. Dr. Scott also serves as PI for other related projects for CARD including a grant from the Developmental Disabilities (DD) Council for $165,000, a grant from Taft for Little Owls and African American Initiatives for over $350,000, a Mangurian Foundation gift over $75,000, a gift for a Spanish Language Initiative at $150,000, as well as License Plate, Anti-Bullying, and Mentoring Special Projects gifts totaling over $20,000, and an Angelwish donation for $100,000. Dr. Cynthia Wilson was the PI of a federal personnel preparation project from the US Department of Education (OSEP) that generated $1.25 million for 5 years (Project I2). This grant provided student support for graduate students to pursue studies in autism, and supported Drs. Darling, Dukes, and Scott as faculty mentors. By the end of the funding cycle for Project I2, the DSE exceeded their target of 45 completers, concluding our project with a total of 58 completers. The last Master's degree student completed the project in August 2021.

Dr. Michael Brady was the PI of a federal leadership training grant from the US Department of Education (OSEP) that generated $1.25 million for 5 years (Mentor-Lead). This grant provided support for full-time doctoral study, and supported Drs. Wilson, Duffy, Dukes, and Heiser as faculty mentors until 2019. Dr. Brady also served as PI until December 2021, and Dr. Mary Lou Duffy served as Project Director until June 2019, for the Academy for Community Inclusion (ACI), funded by a gift of 1.8 million from the Taft Foundation. This gift established ACI as an inclusive post-secondary institution for adults with developmental disabilities. The initial gift from the Taft Foundation ended in 2020. The current Taft funding of $1.5 million started in 2020 and ends on June 30, 2024. Additionally, in 2017, Florida Center for Students with Unique Abilities (FCSUA) provided additional funds for the program of $300,000 across three years ($100,000 per year) to expand ACI from the initial Jupiter location to Boca Raton Campus. For the current 2020 cycle, FCUSA increased the funding to $300,000 per year for 3 years ($900,000 total). This grant is valid until 2023 and we are in the process of writing a new grant requesting $500,000 per year for next three-year cycle. Currently, Dr. Rangasamy Ramasamy is the PI, Dr. Diana Valle-Riestra is the Program Coordinator, and Dr. Kelly Kearney is the Associate Director of ACI.

v. Strategic planning for hires

The DSE has been very strategic in hiring faculty and instructors. We have worked as a Department to identify critical shortage areas and requested only to fill those shortages. However, DSE has not yet replaced the faculty expertise lost during the years since 2017 when tenure-earning faculty positions were frozen. Due to two faculty retirements, death of the Department Chair in December 2021, and a tenured faculty resignation in August 2022, a number of gaps in faculty expertise remain unfilled. To fill the vacancy based on the resignation in August 2022, Dr. Peggy Goldstein who retired from the DSE in 2020 was hired back as a Visiting Instructor to fill the void in BECE program for this year (2022-2023).

vi. Abbreviated faculty CVs

The short summaries of DSE faculty vitae are located in the Appendix I.

D. Research

i. Review of part II of the department dashboard indicators (DDI Summaries)

The narrative and data tables in Section IV (*Summary of faculty research productivity)* depicts a DSE faculty who are extremely productive in their scholarship. Given their teaching and service loads, along with the increased performance expectations due to the loss of faculty to perform the regular tasks of the Department in recent years, and serve various committees in the Department, College, and University, this research productivity is impressive.

However, as we have pointed out on numerous occasions, the data derived from the DDI reports often sell short the picture of an academic organization, and there are few examples better than the scholarly productivity of faculty in the DSE on the single measure of scholarship provided by faculty who serve as peer reviewers for journal in the field. Service on an editorial board of a peer-reviewed journal is a strong indicator of faculty members' connectedness to the profession. In December 2021 review, 5 (of 7) faculty in the Department served on the editorial boards as Consulting Editors or Field Reviewers, or as guest reviewers for 24 different peer-reviewed journals. Those faculty, and the scholarly journals include:

Sharon Darling	Associate Editor Editorial Board	Young Exceptional Children Research and Practice for Persons with Severe Disabilities
Charles Dukes	Editorial Board Editorial Board Editorial Board	Research and Practice for Persons with Severe Disabilities Teacher Education & Special Education TASH Connections
Lisa Finnegan	Editorial Board Field Reviewer Field Reviewer Field Reviewer	International Research in Higher Education Action in Teacher Education Science & Children Science Activities
Katie Miller	Editorial Board Field Reviewer Guest Reviewer Guest Reviewer	Intervention in School and Clinic Journal of International Special Needs Education Perspectives & Provocations Behavior Modification
Jack Scott	Reviewer Reviewer Guest Reviewer	Focus on Autism and Other Developmental Disabilities Teacher Education and Special Education Research and Practice for Persons with Severe Disabilities
Elisa Cruz-Torres (Visiting Instructor)	Reviewer	Journal for Autism and Developmental Disabilities
Kelly Kearney (ACI) Instructor	Reviewer Guest Reviewer Guest Reviewer Guest Reviewer Guest Reviewer	Journal for International Special Needs Education Exceptionality Journal of Research in Education Journal of Special Education International Journal of Developmental Disabilities
Brianna Miller (ACI) Instructor	Guest Reviewer Guest Reviewer	Behavior Modification Journal of International Special Needs

	Guest Reviewer	IG Global E
Gwendolyn Carey (ACI)	Guest Reviewer	Journal of Inclusive Post-Secondary Education

ii. Interdisciplinary efforts and community engagement efforts

The interdisciplinary community engagement effort of the DSE is evident in the work of both faculty and students. During the last two decades, when asked to identify pillars and platforms, strategic initiatives, areas for distinctions, spheres of excellence, visioned opportunities, or other imperatives before that, the DSE has consistently identified partnerships with districts, schools, and community organizations as the centerpiece of our research, teaching, and service. An examination of the research of the faculty and graduate students shows that virtually all of the published research has been conducted in applied settings with children and adults with disabilities, their families, or the professionals who serve them. This scholarship includes (a) efforts to improve the act of teaching, (b) interventions that promote safety and skill development in people with disabilities, and (c) research on employability, self-care, and social interactions, and a host of other studies that aim to improve the human condition as an outcome of systematic intervention and investigation. The “place” of these studies has included child care centers, family homes, schools, university, and employment sites.

Two community initiatives in the Department present the compelling nature of our work. First, FAU’s Center for Autism and Related Disabilities (CARD) currently provides support to over 6700 families across Palm Beach County and the Treasure Coast. CARD is part of a network of seven centers that operate a state-wide effort to minimize the devastating impact that autism can have on individuals and their families. Known as Florida’s First Choice for Autism Support, CARD provides expert consulting, training and support, at no charge, for people with autism and related disabilities, their families, employers, the professionals and community and governmental agencies serving them.

FAU CARD is the only CARD Center in Florida housed in a Special Education Department which guides the lens of the nature of the supports that are made available to CARD constituents. The FAU CARD team is made up of clinical experts that not only directly support families, but also deliver and coordinate programs, projects, and task forces that build community infrastructure and provide opportunities for expanded engagement. These specialized initiatives are: Little Owls early childhood ASD intensive training, RUBI behavioral training program, iRise Mentoring Program, Black and African American Under-Representation Research and Outreach, Spanish Language clinical support, Project Lifesaver safety tracking devices, Mental Health and Autism Task Force, Anti-Bullying, Autism Friendly Cities and Businesses, Transition Conference, Art and Autism Expo, Resource Fairs, Safety and Law Enforcement, Pediatrician and Early Childhood Guides, Assistive Technology, Reading and Tutoring support, and Career Education programming.

The second community initiative housed in the Department is the FAU Academy for Community Inclusion (ACI). ACI is the first post-secondary program for adults with developmental disabilities in Florida to offer certificate programs in supported employment, supported community access, and supported community living in an inclusive higher education environment. Initiated in May 2015, ACI has developed programs and courses that focus on practical skills such as employability, study techniques, time management, soft skills for the workplace, personal finance, home,

school, and work safety, and executive functioning skills. The first cohort of students started in January 2016 and the program currently serves 42 students across two campuses – Boca Raton and Jupiter.

iii. Establishment of goals for research

In 2015-16, The Department of Special Education identified several research goals for subsequent five years

1. Complete the analysis of the Year 2 VAM initiative and submit the final report to a mainstream journal in teacher education. This analysis will be combined with the Year 1 results and shared with other teacher educators in Florida. As previously mentioned, the DSE conducted several studies to review both undergraduate and graduate students' teacher performance across their practicum and student teaching. This was accepted to *The Teacher Educator* and had an additional three publications, including two book chapters that were peer-reviewed.

2. Highlight the scholarly productivity of SE faculty and ESE doctoral students. This is an ongoing goal.

3. Complete the analysis of doctoral student participation in Project Review, the manuscript review initiative that the Department shares with the journal Teacher Education and Special Education.

   This analysis summarized the number of students who have participated in this activity, and the number of manuscripts that they have reviewed for TESE and other journals. There were about 10 manuscripts reviewed by DSE faculty and students based on this model. For this initiative, the doctoral students were mentored through every aspect of the process for about two years. Implementation by additional doctoral programs affiliated with the professional organization, Council for Exceptional Student Education, Teacher Education Division (CES-TED) was documented though the organization. To our knowledge, Project Review is no longer active.

4. Develop one additional grant proposal to be submitted to the US Department of Education. Dr. Brady submitted a grant application for additional doctoral education support in 2021. Unfortunately, this application was not successful. This endeavor will be revisited to supports teacher preparation at all levels in the DSE.

5. Maintain the scholarly productivity of DSE faculty resulting in manuscripts submitted to peer reviewed journals and conference presentations.

   This is an ongoing goal. DSE faculty are continuously engaged in scholarly endeavors (See faculty vita) individually, with their colleagues within and outside the DSE, College and University, as well as with doctoral students. The level of productivity exhibited by the faculty within budget, teaching and other restraints is commendable.

6. Implement the proposal passed by the Department in Spring 2015 to create a "research pool" system within the Department to enable undergraduate students to participate in research activities as an alternate course assignment for EEX 4070 and EEX 2091. Since it was piloted, students from two identified

courses offered by the DSE (EEX 2091 and EEX 4070) participated in various classroom-based research activities, led by faculty and doctoral students. Additionally, students of these classes participate in HOOT events and seminars such as reading circles, topical lectures, video and media events, community volunteer activities, community research activities, and other activities. After attending these activities, they are assigned two or three prompts to write what they learned based on the presentations to fulfil their research pool requirements. Since we piloted this assignment, over six hundred students participated in the research pool and their education within the DSE and University is greatly enhanced by these experiences.

iv. Assessment of how well goals are being met

Individual faculty goals are assessed in annual faculty evaluation reports which summarize faculty accomplishments, publications, and research productivity. Newly hired faculty also receive Progress Toward Tenure reports annually, and a formal Third Year Review. Department goals are assessed during the annual Chair report of Department activity provided to the Dean.

E. Service/Community Engagement for Department/School

i. Community engagement

The DSE faculty members are deeply engaged in community initiatives. For example, one faculty member serves as a board member for the Autism Society of America and Chair of the Panel of Professional Advisors for the Autism Society of America, and Chair of Autism Society of America suicide prevention task force. He is a board member for the Palm Pointe university campus school in Port Saint Lucie. He is a board president for the Learning Center in Jupiter called Els Center of Excellence. He also serves on the Florida Department of Health, Safe Kids board, and advises the Unicorn Foundation of Boca Raton. He offers consultation to schools especially autism schools such as the Connections Academy in West Palm Beach, Mountaineer School for Autism and the Palm Beach School for Autism in Lantana among others.

Service to the community and State. DSE faculty activities included (a) reviewer for a foundation scholarship award committee, (b) service to FDOE Statewide Course Numbering System, (c) team leaders in a Palm Beach County community needs assessment for people with disabilities, (d) presentations at school events in our partner districts, (e) member of Palm Beach County Transition Committee, along with numerous other community service projects.

Service to the professional organizations. In addition, DSE faculty are active in their professional communities as well. The faculty who review for professional journals were listed earlier. Additionally, faculty DSE faculty routinely serve as referees for conference proposals for, provided consultations to teachers and principals in local schools, and served as officers within their professional organizations.

Efficiency data demonstrated in the table in the next section reflect a very strong commitment to service.

ii. Review of part III of the departmental dashboard indicators for Department/School (DDI summaries)

The DSE faculty are heavily engaged in service, both within FAU and the external community. The data tables in this section represent continual faculty engagement in service. The data also shows extreme annual variability, co-existing with accreditation requirements (SACS, CAEP, and University assessment changes). The reported data regarding editorships is not reliable, and should be considered in light of the actual data reported earlier in this section.

Two specific service roles exemplify service to the College and University that is not captured by the data summaries. First, when we discovered that the COE was the only college not participating in the University's Master Teacher Program, faculty from DSE proposed a different model in which numerous faculty could participate in a seminar series demonstrating different models of teaching mastery. The initiative resulted in the COE Council to Promote Teaching Mastery, and has delivered at least two dozen sessions to interested participants. In 2018-19 this University program was put on hold due to funding issues.

ESE Part III Service

Part II B 103 Service Productivity

III. Service

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Exceptional Student Education

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Faculty memberships on department, college or university committees	#	84	94	46	540	2,130
2. Faculty memberships on community or professional committees	#	39	25	14	223	981
3. Faculty serving as editors or referees for professional publications	#	9	9	34	72	589

Source: College Dean's Offices

Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity

Part II C 1-3 Efficiency

C 1-3 Efficiency Data

Exceptional Student Education

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Faculty memberships on department, college or university committees per faculty member	7.0	8.5	4.2	7.7	3.1
2. Faculty memberships on community or professional committees per faculty member	3.3	2.3	1.3	3.2	1.4
3. Faculty serving as editors or referees for professional publications per faculty member	0.8	0.8	3.1	1.0	0.8

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

iii. Establishment of goals for service

Department of Special Education has four service goals in the years ahead. Incorporated in this section are goals that combine service to undergraduate and graduate majors, along with service at other levels.

1. Deliver a professional development needs assessment to at least two of our school partners designated as low performing, high need schools.

2. Continue Department options to explore ways to use hybrid delivery method and revise Bachelor's degree program in ESE to help local school district para-professionals to get their Bachelor's degree from the Department.

3. Deliver yearly undergraduate and graduate student orientation and recruitment events.

4. Obtain continued approval by the Board Certified Behavior Analyst® (BCBA®) for maintaining program approval for the Master's course sequence in Applied Behavior Analysis.

iv. Assessment of how well goals are being met

Assessment of service goals reflects the same process as assessment of research goals. Individual faculty goals are assessed in annual faculty evaluation reports which summarize faculty accomplishments, publications, and research productivity. Newly hired faculty also receive annual Progress Toward Tenure letters. Department goals are assessed during the annual Chair report of Department activity provided to the Dean.

F. Other Program Goals for School or College

There are six "additional" program goals for 2022-23 and beyond. The first three are central to the heart of the Department and include:

1. Complete the program revision and replace the Instructional Practices in ESE concentration with Special Education Intervention concentration and introduce fully online Master's degree program to launch Spring 2023.

2. Revise the existing Master's degree program and replace it with four concentration areas which are Applied Behavior Analysis, Autism Spectrum Disorders, Early Childhood Special Education, and Special Education Intervention. This revised concentration Master's degree program will be offered fully online starting Spring 2023.

3. Continue to implement the inclusive post-secondary education program for adults with developmental disabilities (i.e., the FAU Academy for Community Inclusion (ACI)).

4. Continue to use the teacher evaluation systems that have been validated into the Department Student Teacher evaluation system, as required by FDOE. All University Supervisors will continue to administer these evaluations to our Student Teachers.

5. Increase visibility of the Department and its various programs.

6. Respond to continuous and numerous changes the structure, format, and reporting requirements in the College and University student assessment systems.

i. Describe and assess how well goals are being met

These goals will be assessed in two ways. First, goals that require external reporting have in place action steps that involve collection of data that will be sent to the affected agencies. For example, program and student reporting in the form of quarterly summary of activity reports, midyear progress reports, and annual performance reports are completed for the Academy for Community Inclusion, and the outcome of the student teacher evaluation system, will be sent to the funding foundation (Taft and FCSUA) and the FDOE respectively. Other goal areas (i.e., completion of the curriculum revision and compliance with the assessment requirements) will be found in Department minutes, College documents, and University databases.

G. Strengths and opportunities that support achievement of program goals for School or College

A defining characteristic of the faculty in the DSE is their commitment to moving forward with an agenda to improve the lives of individuals with disabilities, their families, and the professionals who serve them. Whether the University establishes Pillars and Platforms, Strategic Imperatives, Spheres of Excellence, or Community Imperatives before that, the Department has worked within the University's planning context to create initiatives and deliver programs that bring in people with disabilities. We have a diverse, creative, and energetic faculty. Our small department with seven tenured faculty is diverse and we are all active in the field of special education and closely related fields such as applied behavior analysis. Several of the faculty are energetic in obtaining grants and the grant-funded programs extend our capacity as a department. The Academy for Community Inclusion, for example, not only supports a model university program for young adults with developmental disabilities in a certificate program but supports three visiting instructors, a post-doctoral scholar, (and several other staff members) who have been active in research on such programs. This is one example of how the Department has worked within the University's planning context to create initiatives and deliver programs that bring in people with disabilities. This faculty is well grounded in systems interventions, and its commitment to diversity includes intellectual and developmental diversity as well as the traditional diversity indicators. These faculty strengths and interests open many doors of opportunity for cross faculty collaboration and opportunities for students. For example, the research of the students and faculty in the Department tends toward applied research. Of the most recent dozen journal articles published, research participants included children and adults with developmental disabilities, their family members, teachers, siblings and school peers. The location of these studies included the university, schools, preschools, family homes, and community work sites. While the studies were deeply grounded in generalizable phenomena, the people who participated in the studies gained real benefits as a result of being studied (i.e., they learned to do things that they could not do before; they improved their abilities to perform routines that actually improved their lives). Faculty and students in Special Education have the opportunity to "practice their trade" in a way that is steeped with intrinsic rewards for doing their work.

The pandemic necessitated that the DSE pivoted quickly to offer all courses online. However, this provided us with an unforeseen opportunity. Pre-COVID-19, we had a

strong core of online courses and more, importantly, faculty with expert skills in the development of online courses and others now eager to gain these skills. We are now completing the process of positioning the entire Master's degree as a fully online program with a mix of asynchronous and synchronous, fast-track and traditional semester duration coursework. Additionally, we will also embark upon transitioning the undergraduate degree to a hybrid model, mixing online and face-to face courses. Within our Master's degree concentration offerings, the Applied Behavior Analysis (ABA) concentration includes an array of courses which have been approved by the Board Certified Behavior Analyst® (BCBA®) as a "Verified Course Sequence," permitting the department to expand offerings in the high-growth field of applied behavior analysis. Over the years, we have seen student comment and student eagerness to enroll in our online courses. This opens a great opportunity in providing our Master's degree fully online, as well as allows the DSE to serve a far larger number of students and have greater impact on the supply of teachers and professionals in our region, state, and beyond.

H. Weaknesses and threats that impede program progress for School or College

Like all academics, the biggest threats to Special Education faculty productivity and the continuation of programs come from areas out of their control, and parties unresponsive to objective knowledge. For example, for at least two and a half decades the Department has demonstrated that our programs are based on research and transitioned from teaching practices that are not. A steady stream of legislative and regulatory requirements demanded that the Department abandon a commitment to evidence-based practice, and, in some cases, adopt practices that meet no such standard. Special Education faculty know the difference and are justifiably slow in showing enthusiasm to adopt unproven practices. As new laws emerge, faculty may have to spend time adapting their curriculum to meet the new requirements.

Another external threat can be seen in the legislative effort to certify teachers without actual preparation to teach. The Florida Legislature recently passed a bill that permits US military veterans with at least two years of service and an associate's degree to serve as K-12 teachers on temporary credentials. As written, this law may allow these unprepared individuals to teach children with disabilities. This is a continuation of initiatives within Florida to certify teachers without any actual preparation and as may be expected, enrollments in university-based teacher education programs have dropped. We remain in the aftermath of an ever more relaxed certification scheme while district educators are telling us they have serious shortages in ESE certified and trained teachers. We are all too well aware that many of the newly-certified but untrained teachers were unprepared to teach real children. University-based teacher education programs which weathered the enrollment losses have seen a new interest on the part of some teachers who lack formal training in obtaining formal teacher preparation. Obviously, these and other threats cause concern, but they also result in departments (like Special Education) making improvements in programs such as our efforts to go online for our undergraduate and graduate programs. Given the frequency of these external demands, and the strong likelihood that they will continue and perhaps intensify, faculty in the Special Education Department have become adept at weathering the storms and using the threats as stimuli for program improvements. As Florida college of education teacher preparation program enrollment has been steadily declining, FAU's New University Policy of a minimum enrollment of 11 students in each graduate class (and 19 students in each undergraduate) resulted in critical classes not being offered on time may cause the demise of the programs when special education teacher shortage across the U.S.

reached the critical stage. This diminished enrollment, forced limited faculty hiring that brought the number of tenured faculty to 7 from 12 in 2019.

I. Resource analysis for School or College

Faculty serving in state universities understand resource challenges. Faculty in teacher education programs in these schools understand these challenges more than most. Two resource issues challenge most programs, including those in the DSE: availability and predictability.

The availability of resources traditionally was dependent on state funding, with some expectation that university programs who worked to meet state goals (e.g., a prepared workforce; competent to excellent teachers) would be able to acquire the resources needed to perform its basic functions. During recent years, this has not been the case, and many programs have looked elsewhere to acquire these resources. In the DSE, looking elsewhere has included (a) state contracts, (b) federal grants, (c) district partnerships, and (d) support from foundations. The Department's ability to generate resources has resulted in:

- the establishment within the university structure and catalog of the Academy for Community Inclusion serving young adults with developmental disabilities on the FAU Jupiter and Boca Baton Campuses.
- summer support for 7 (current) faculty,
- full-time support for a Department grants manager,
- increased travel money for faculty and students,
- tuition, fees, and stipends for numerous students,
- a robust and expanding staff of professionals who are able to deliver services to individuals identified as recipients of the grants' services.

These resources supplement the work of the Department, but they do not supplant the need for core resources to fund the Department's mission. Special Education has not been able to maintain losses of faculty due to retirement, termination or mortality. Key faculty positions are now no longer maintained, and the department struggles to obtain positions to continue our vitality and program integrity. In the last year alone, we had one resignation, one retirement and one death for a total of three tenure track positions lost with no commitment to fill any of them. We do have a pool of doctoral-level visiting instructors who are employed on departmental projects able to teach courses. Fortunately, our decision to move to online programs at the undergraduate and graduate level partially mitigate these losses in the short term. But in the mid to longer term, such losses may result in program degradation.

With the untimely death of Dr Michael Brady in December 2021, the department may also lose the Department Chair position.[10] A decision as to the status of the position of Chair within the department is not within the purview of the faculty to fully analyze but the implications are of great concern. All faculty within the department, including Dr. Ramasamy, are hopeful that the position of Chair will be maintained and that it will be possible to conduct a search for a permanent Department Chair.

In addition to faculty, the biggest need based on resource availability is for research support (e.g., statistical, design, and method consultation) and support within the Department to comply with the University's and College's burgeoning assessment requirements.

[10] Dr. Rangasamy Ramasamy is currently serving as Interim Department Chair.

There is also a need to increase the predictability of resources. Complex operations do not function well when they are not able to predict whether and when they can fund their basic functions. For example, with the switch to all online courses and the anticipation of a significant increase in enrollments, attempts to predict the increase in resource availability to hire new faculty are not yet possible. With actual increases in enrollments, we will expect increased predictability of new positions (actually replacements).

Both availability and predictability have been challenges for the department but in spite of these challenges, faculty within the department remain productive, energetic and optimistic.

J. Future directions for School or College

A clear vision for the future directions for the DSE are found in the goals presented in several previous sections. To summarize, we are working on initiatives to (a) make major changes to our current programs at the undergraduate and Master's level, (b) increase the number of students who enroll in and graduate from our programs, (c) increase the direct impact on people with disabilities and their families in our community by strengthening the Academy for Community Inclusion and the beneficial aspects of our scholarship, and (d) increase our impact on the field through our scholarship. Some specific directions include:

- Complete revision of the DSE's Masters' program so that it is fully online. This will increase the pool of qualified special education teachers in our region and allow teachers and prospective teachers not in our geographic area to become highly capable special education teachers;
- Increase our ability to offer the BECE and other programs in early childhood to additional students, perhaps via a hybrid model much like we intend for our Bachelor's in Exceptional Student Education;
- Increase our ability to offer our programs in Autism Spectrum Disorders to address the critical need for training for teachers for this population;
- Complete a major revision of our Applied Behavior Analysis certification program by streamlining the degree requirements for these students while adhering to college, department and Board Certified Behavior Analyst® (BCBA®) standards and;
- Complete the revision of the undergraduate program so that it is almost entirely online and modified in ways that make it not only possible but expedient for paraprofessionals with an associate's degree currently employed in regional school districts to enroll and to obtain their Bachelor's degree in special education;
- Increase our doctoral enrollment, student research productivity, and number of graduates;
- Deliver a self-sustaining post-secondary program for young adults with developmental disabilities at FAU Campuses in Jupiter and Boca Raton;
- Increase the overall impact of CARD on individuals with autism spectrum disorders and their families and strengthen the mental health impact CARD has on the autism and disability community:
- Explore future degree offerings (including the Educational Specialist,) in transition, for instructional specialists, and plan for the development of a dedicated ABA

program at the Master's level, and Establish FAU as a logical alternative for active researchers investigating disability and teacher education.

These plans are predicated on the provision of sufficient resources and tenure track positions to allow the Department of Special Education to operate and achieve as an independent unit within the College of Education.

Questions for the Review Team Regarding Future Directions

Because no organization can do all things for all people, it is necessary to consider future directions that actually have a high probability of succeeding. It is also necessary to consider the cost of pursuing those directions. To address the challenges DSE will need to hire tenure-track faculty in the areas of special education expertise.

We have the following questions for the Reviewers:

1. The new university policy of a minimum of 8 students in graduate courses and 19 students in undergraduate courses may impede students' progression to graduation by cancellation of critical courses. What approaches can be used to maximize resources in our programs to meet this enrollment criterion while graduate student support has limited the admission of students?

2. Given the National Shortage of Teachers, especially in Special Education, and the fact that we are emerging from the pandemic (Covid-19) how should the Department of Special Education position its degree offerings to address these issues and increase enrollment?

3. At present the Department of Special Education has seven faculty members. What steps should the department take to address the shortage issue and recruitment issue in an environment of shrinking resources?

4. The Bachelor's degree in Early Care and Education (BECE) is currently a shared degree between two departments: DSE and C&I. Since the inception of the program, the cost of managing the degree across two departments has been a major and continuing distraction. The University assessment system has still not found a way to award "credit" for faculty and department effort to the appropriate units, and this has resulted in stressors among those whose efforts are minimized. Also, the program has not undergone several program improvements in the curriculum due, in part, to the difficulty in coordinating the efforts across two different departments and faculty groups. [It is noteworthy that both departments have been very active in curriculum re-design efforts in programs offered within our respective departments.] The initial perceived advantage of designing a "joint program" involved an interdisciplinary focus that would be gained by including faculty from two departments. However early childhood expertise is, by definition, interdisciplinary. The DSE is re-considering the original logic of operating a program across multiple departments. What steps should the Departments take to address this issue?

K. Student Feedback (SPOT analysis)

FAU seeking information from students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. Independent studies and dissertation credits and some internships are typically excluded. There are five questions in the survey, covering various course objectives, delivery and

teacher performance topics. One question (#6) reported as summary statement – Rate your instructor's overall teaching effectiveness on the quality of the course. Those ratings are summarized in the next two tables. Data from these tables indicate that ESE courses matched the COE means, and surpassed the University means, for both undergraduate and graduate classes (Item 6). The tables also show that on instructor effectiveness ratings, ESE faculty matched the COE means, and surpassed the University means, for both undergraduate and graduate classes (Item 6). Although the ratings show ESE courses and faculty in a very favorable light, caution is needed when reviewing those results due to a low N in many cells.

E1 SPOT report

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Exceptional Student Education

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Exceptional Student Education			College Total			University Total		
		Summer 2018	Fall 2018	Spring 2019	Summer 2018	Fall 2018	Spring 2019	Summer 2018	Fall 2018	Spring 2019
Undergraduate	# Sections	14	25	29	111	248	244	889	2,643	2,438
	Mean Rating	1.5	1.6	1.4	1.4	1.5	1.4	1.6	1.6	1.6
Graduate	# Sections	5	4	5	37	82	85	189	533	548
	Mean Rating	1.4	1.4	1.3	1.5	1.6	1.6	1.6	1.6	1.6
Total	# Sections	19	29	34	148	330	329	1,078	3,176	2,986
	Mean Rating	1.5	1.5	1.4	1.4	1.5	1.5	1.6	1.6	1.6

Source: Student Perception of Teaching Results, Summer 2018 to Spring 2019

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Exceptional Student Education

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Exceptional Student Education			College Total			University Total		
		Summer 2019	Fall 2019	Spring 2020	Summer 2019	Fall 2019	Spring 2020	Summer 2019	Fall 2019	Spring 2020
Undergraduate	# Sections	18	23	19	124	145	114	968	2,423	2,130
	Mean Rating	1.6	1.5	1.5	1.4	1.6	1.5	1.6	1.6	1.6
Graduate	# Sections	7	6	9	77	66	58	285	532	403
	Mean Rating	1.5	1.4	1.2	1.6	1.6	1.5	1.6	1.6	1.5
Total	# Sections	25	29	28	201	211	172	1,253	2,955	2,533
	Mean Rating	1.6	1.5	1.4	1.5	1.6	1.5	1.6	1.6	1.6

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Exceptional Student Education

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Exceptional Student Education			College Total			University Total		
		Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021
Undergraduate	# Sections	8	23	16	54	139	98	877	2,319	1,997
	Mean Rating	1.3	1.5	1.6	1.6	1.5	1.6	1.8	1.7	1.6
Graduate	# Sections	5	3	3	71	93	75	264	565	473
	Mean Rating	1.4	1.3	1.4	1.6	1.4	1.4	1.6	1.5	1.5
Total	# Sections	13	26	19	125	232	173	1,141	2,884	2,470
	Mean Rating	1.3	1.5	1.6	1.6	1.5	1.5	1.7	1.6	1.6

Source: Student Perception of Teaching Results, Summer 2020 to Spring 2021

Appendix A

Student Learning Outcomes

2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: B.A. and B.A.E. Exceptional Student Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

Students completing the ESE Bachelor's degree program will demonstrate professional and specialization knowledge (content knowledge) as a teacher, consistent with the CAEP and FL DOE mandates, and the Department's conceptual framework. In the course, EEX 4250 this student learning outcome will be addressed in the 5 reading lesson plans assignment in the in-depth lesson plans assessed skill.

Academic Learning Categories related to this outcome:

- [x] Content Knowledge
- [x] Procedural Knowledge (Technical Skills)
- [ ] Procedural Knowledge (Research skills)
- [ ] Declarative Knowledge
- [ ] Communication
- [ ] Team/Collaborative communication
- [ ] Multimedia/Graphic communication
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Critical Thinking
- [ ] Practical Skills
- [ ] Creative Skills
- [ ] Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- [x] Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- [ ] Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- [ ] Net Tuition and Fees Cost to the Student
- [ ] Six-year graduation rates for First-time in College (FTIC)
- [ ] Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- [ ] Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- [ ] University Access Rate [Percent of undergraduates with a Pell Grant]
- [ ] Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- [ ] Baccalaureate Degrees Awarded Without Excess Hours
- [ ] Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The Department has revised the Bachelor's degree program to include curriculum content knowledge in the full range of disabilities, and along multiple rotations for undergraduates.

Assessment Method:

Students will demonstrate content knowledge student learning outcomes in each course (e.g., critical assignments, etc.). Faculty will evaluate the assessments based on guidelines assigned to each rubric. Students demonstrate the learning outcome by successfully completing the CAs. (EEX 4250; 5 reading lesson plans assignment; in -depth lesson plans). Please see attached for rubric.

Criterion for success:

Content knowledge will be assessed in EEX 4250 using a rubric skill assessment. Students must (at least) achieve "satisfactory" performance.

Data Summary: Analysis & Evaluation:

See attached LiveText rubric for sections of EEX 4250. Unfortunately, EEX 4250 was not offered summer 2020-summer 2021.

Program Improvement:

Faculty will meet to discuss how to recruit more candidates into the course. Faculty will also discuss if this is an appropriate class for Content Knowledge, given the numbers of participants.

Learning Outcome 2

Description and Methodology Outcome Description

Students completing the ESE Bachelor's degree program will demonstrate professional and specialization knowledge (critical thinking) as a teacher, consistent with the CAEP and FL DOE mandates, and the Department's conceptual framework. Student's demonstrate critical thinking (EEX 4601) in an assignment "data-based decision-making case study". (summer)

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☑ Critical Thinking
- ☑ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.
- ☐ **Pillars (define institutional programs focused on creating knowledge that benefits society.)**
- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice and Human Rights**
- ☐ **South Florida Culture**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☑ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- ☑ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- ☐ Net Tuition and Fees Cost to the Student
- ☐ Six-year graduation rates for First-time in College (FTIC)
- ☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- ☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ University Access Rate [Percent of undergraduates with a Pell Grant]
- ☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ Baccalaureate Degrees Awarded Without Excess Hours
- ☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students complete a case study with data-based decision-making requirements. Assignment is scenario based which will capture the critical thinking for student learning outcomes.

Assessment Method:

Assessment includes a rubric to score this Critical Assignment. The assessment rubric is attached and includes the revised rubric, as outlined below in program improvement.

Criterion for success:

Performance level of (at least) "Satisfactory" must be achieved on the rubric. In the updated rubric, students must at least acquire "Satisfactory" achievement on assessment.

Data Summary: Analysis & Evaluation:

See attached for EEX 4601 data summary for the Data Based Decision-making Case Study Rubric with the "use data to make decision supported by rationale" skill that assesses critical thinking. Approximately 100% of candidates achieved "Exemplary" on Mechanics of the assignment. Ninety percent scored "Exemplary" and 10% by Rationale. Seventy percent scored "Exemplary", 10% scored "Satisfactory", and 20% scored "Emerging" on Graph Data. Sixty percent scored "Exemplary" and 40% scored "Emerging" on Identity Design. Therefore, candidates did not meet the criterion for success.

Program Improvement:

Faculty will meet to discuss the rigor of the assignment, as it pertains to the Criteria for Success

Learning Outcome 3

Description and Methodology Outcome Description

Students completing the program will successfully demonstrate communication and practical application of teaching skills and dispositions. The course EEX 4066 will be used to measure one component of this learning in the oral and written learning sequence.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☑ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☑ Oral Communication
- ☑ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☑ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

- [x] Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- [ ] Net Tuition and Fees Cost to the Student
- [ ] Six-year graduation rates for First-time in College (FTIC)
- [ ] Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
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- [ ] Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- [ ] Baccalaureate Degrees Awarded Without Excess Hours
- [ ] Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students will plan and implement an in-depth learning sequence (LS) in the practicum setting that is designed to teach one significant skill/strategy to mastery. This will require students to use data and reflect on this data to modify instruction and activities to reach skill mastery. Students will plan activities that will utilize a variety of activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan that a minimum of three weeks will be needed to complete the LS in the Task analysis of objective, all lesson plans and accompanying materials, Progress charts, and Self-evaluation. strategies that will help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students will also vary practicum settings. The LS will consist of at least 6-9 lessons. After implementation, the total learning sequence will be submitted.

Assessment Method:

An assessment skill rubric is used to capture the communication student learning outcome. The performance levels outlined are based on the revised rubric: exemplary, satisfactory, emerging, and unsatisfactory. The rubric is attached.

Criterion for success:

This assignment offers students an opportunity to plan, implement, and self-evaluate the sequence of 6-9 lessons. The process includes written reaction and reflection. The criteria for success will earn a score of at least "exemplary" or "satisfactory" in the Self Evaluation listed criterion.

Data Summary: Analysis & Evaluation:

Please see attachment for data on the Learning Sequence Assignment in EEX 4066. One hundred percent of the candidates earned an Exemplary on the Lesson Sequence Assignment.

Program Improvement:

Faculty will continue to discuss offering EEX 4066 more often, or if there may be another course that will assess Communication more frequently. Faculty will also discuss the rigor of the assignment, or if there may be another course that will assess Communication more frequently.

Bachelor in Early Care and Education 2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: Bachelor in Early Care and Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

The Critical Assignment in EEC 4313, Blended Early Childhood Methods: Birth-5, addresses and assesses student performance related to blended early childhood methods, family interviews, teacher reports, and available assessment. Students will write two daily activity plans (one for a child who is typically developing and one for a child with a disability).

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☑ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☑ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☐ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☐ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- ☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- ☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☑ Baccalaureate Degrees Awarded Without Excess Hours

☑ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The Critical Assignment in EEC 4313, Blended Early Childhood Methods: Birth-5, addresses and assesses Child Observation raw notes, summary, and reflection paper, as well as the Parent/Family Interview raw notes, log, and summary, and reflection paper for children with and without disability.

Assessment Method:

The rubric for this CA has been revised to include additional columns for assessment.

Criterion for success:

Students enrolled in EEC 4313 will successfully demonstrate mastery of the Activities, Strategies, and Ongoing Assessment project with (at a minimum) "satisfactory", which may include remediation to earn mastery.

Data Summary: Analysis & Evaluation:

Please see attached data for 2020-2021.

Program Improvement:

The use of the rubric continues to show good differentiation in scores of students within the rubric. Two students scored emerging in this year's data and there was significant differentiation seen between satisfactory and exemplary. Data will be shared with instructors to continue to support student growth and learning.

Learning Outcome 2

Description and Methodology Outcome Description

The Departments of Curriculum, Culture, and Educational Inquiry (CCEI) and Exceptional Student Education (ESE) have identified competencies that must be mastered to continue in the Bachelor's in Early Care and Education degree program (EEC 3214). For this course, the Academic Learning Compact Competencies (Declarative Knowledge) will be assessed by the written Program Design.

a. Each student or a learning group (3-5 students) will work together to design an early childhood program that serves young children birth to 5 or age 3 to grade 3.

b. Write a detailed description of your "ideal "program, addressing the following components:

- Program Philosophy and Name
- Age(s) and number of children served
- Capacity for serving children with special needs

- Capacity for serving children and families from diverse backgrounds (be specific) Space and furnishing (include drawings if necessary)
- Describe the chosen curricula and how they will be used
- Describe staffing for your program
- Provide a detailed daily schedule (for each age group)

***You or your learning group will prepare a PowerPoint presentation of this assignment and present to the class (PowerPoint) with the participation of each group member(s)

Academic Learning Categories related to this outcome:

☐ Content Knowledge

☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☑ Declarative Knowledge

☐ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☐ Oral Communication

☐ Written Communication

☐ Critical Thinking

☐ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

Relates to FAU Strategic Plan goals & objectives Goals

☐ **Boldness:** A uniquely competitive and globalized student body.

☐ **Synergy:** Prominent teams of researchers and scholars.

☐ **Place:** Deep engagement with South Florida's global communities

☐ **Quality:** Continuously-assessed and evolving best practices.

☐ **Brand:** National reputation for excellence.

☐ **Strategy:** Wise and innovative allocation of resources.

☐ **Pillars (define institutional programs focused on creating knowledge that benefits society.)**

☐ **Healthy aging**

☐ **Neuroscience**

☐ **Ocean Science and Engineering/Environmental Sciences**

☐ **Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

☐ **Big Data Analytics**

☐ **Community Engagement and Economic Development**

☐ **Diversity**

☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice and Human Rights**

☐ **South Florida Culture**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☑ Baccalaureate Degrees Awarded Without Excess Hours

☑ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

In EEC 3214, the student develops an assignment (Program Design). The student will describe, in writing, an "ideal" program covering program philosophy, number/capacity and ages of children, capacity for serving children with special needs and families from diverse backgrounds, space and furnishings, or curriculum model.

Assessment Method:

The course instructor will evaluate students' work using both a grading and a LiveText Critical Assignment rubric.

Criterion for success:

The course instructor will evaluate students' work using both a grading and a LiveText Critical Assignment rubric. Students should (at a minimum) score "Satisfactory" or remediate the critical assignment, Curriculum Model or Approach.

Data Summary: Analysis & Evaluation:

Please see attached data for 2020-2021.

Program Improvement:

The rubric shows significant differentiation in student achievement. Four students scored in the emerging category. Remediation plans for students who do not meet expectations on elements of the assignment, yet pass the assignment, may be needed. This information may be helpful in future courses and will be shared with course instructors.

Learning Outcome 3

Description and Methodology Outcome Description

The Critical Assignment in EEX 3226, Assessment of All Young Children, addresses and assesses student performance related to being an informed decision-maker the student will employ various assessment strategies interpret the data and make decisions regarding intervention. Students administer, score, and interpret one norm-referenced measure and one-portfolio assessment on child 5 years old or younger. In addition, students provide goals or instructional objectives that are linked to the results of these assessments, and rationale for why these were chosen as well as how the results will be communicated to parents/ caregivers.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☑ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☑ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- [x] Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- [x] Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- [ ] Net Tuition and Fees Cost to the Student
- [ ] Six-year graduation rates for First-time in College (FTIC)
- [ ] Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- [ ] Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- [ ] University Access Rate [Percent of undergraduates with a Pell Grant]
- [ ] Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- [ ] Baccalaureate Degrees Awarded Without Excess Hours
- [ ] Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

In EEX 3226, students will demonstrate mastery of written communication on the Test Administration and Interpretation Project. The critical assignment will be assessed.

Assessment Method:

The rubric (attached) for EEX Critical Assignment Evaluation Rubric has been revised.

Criterion for success:

All students enrolled in EEX 3226 will successfully demonstrate at a minimum "Satisfactory" on the CA, Demographic Information, of the Test Administration and Interpretation Project. Remediation for those students who do not meet expectations on the first attempt may include coaching/mentoring, revision feedback or consultation.

Data Summary: Analysis & Evaluation:

See attached data EEX 3226 for 2020-2021. On the Rubric rows, Demographic Information; Administration and Scoring of the Norm Referenced Test; Administration and Recording of Criterion Referenced Assessment; Administration and Recording of Portfolio Assessments; and Interpretation of Assessment Information for Interviews.

Program Improvement:

Program faculty will continue to look at the Critical Assignment and adjust when needed.

Learning Outcome 4

Description and Methodology Outcome Description

The Critical Assignment in EEX 3603, Positive Behavioral Supports in Inclusive Early Childhood Settings, addresses and assesses student performance related to Written and Oral Communication. As a reflective decision-makers, the developmental characteristics of young children, their families, and needs of ESOL students, and demonstrating the ability to teach and respect young children.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☑ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☑ Oral Communication
- ☑ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**

☐ **Sensing and Smart Systems**

☐ **Platforms (represent scholarly activities that apply to and support pillars)**

☐ **Big Data Analytics**

☐ **Community Engagement and Economic Development**

☑ **Diversity**

☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice, and Human Rights**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☑ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☑ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The Critical Assignments in EEX 3603, Oral and Written Statement of Philosophy and Written Skills, demonstrate student skills by writing a classroom management plan that describes pro-social development philosophies, classroom management activities, and developmentally appropriate classroom rules that convey high expectations.

Assessment Method:

The rubric (attached) for EEX 3603 Classroom Management Plan Evaluation (Oral and Written Communication) has been revised.

Criterion for success:

Students will demonstrate at least a "satisfactory" on CA elements of the evaluation rubric. Remediation for those students who do not meet expectations on the first attempt may include coaching/mentoring, revision feedback or consultation.

Data Summary: Analysis & Evaluation:

See attached data for 2020-21, EEX 3603. For rubric rows: Statement of Philosophy: Written; Statement of Philosophy: Oral; Meaningful Activities: Oral; Communication of High Expectations: Written; and Communication of High Expectations: Oral all had 100% at the "Satisfactory" or "Exceptional" level. Meaningful Activities: : Written had approximately 1% at "Emerging" and approximately 1% at "Unsatisfactory". Demonstration of Classroom Rules: Written had 3% at "Emerging". Demonstration of Classroom Rules: Oral had approximately 1% at "Emerging" Finally, Written Skills had approximately 1% at "Emerging". All candidates scored either a "Satisfactory" or "Exceptional". Therefore, the Criterion for Success was met.

Program Improvement:

As the Criterion for Success was not met, the program faculty will continue to meet to examine the written and oral components of the CA and revise the assignment when needed.

M.Ed. Exceptional Student Education 2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: M.Ed. Exceptional Student Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

Students completing the Master's program will demonstrate mastery of content knowledge by successfully completing the strategies manual (CA) in EEX 6259.

Academic Learning Categories related to this outcome:

- [x] Content Knowledge
- [x] Procedural Knowledge (Technical Skills)
- [ ] Procedural Knowledge (Research skills)
- [ ] Declarative Knowledge
- [ ] Communication
- [ ] Team/Collaborative communication
- [ ] Multimedia/Graphic communication
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Critical Thinking
- [ ] Practical Skills
- [ ] Creative Skills
- [ ] Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- ☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

- ☐ Net Tuition and Fees Cost to the Student
- ☐ Six-year graduation rates for First-time in College (FTIC)
- ☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- ☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ University Access Rate [Percent of undergraduates with a Pell Grant]
- ☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ Baccalaureate Degrees Awarded Without Excess Hours
- ☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The strategies manual is a compilation of sources from "outside of text" and/or sources developed by the students.

Assessment Method:

The new skills assessment rubric (attached) was used during this academic period uses the new performance level measures, exemplary, satisfactory, emerging, and unsatisfactory.

Criterion for success:

Students must (at a minimum) achieve "satisfactory" on the strategies critical assignment, with the content knowledge skill, "content of strategies manual".

Data Summary: Analysis & Evaluation:

See attached LiveText rubric for sections of EEX 6259. Unfortunately, EEX 6259 was not offered summer 2020-summer 2021.

Program Improvement:

Faculty will meet to discuss how to recruit more candidates into the course. Faculty will also discuss if this is an appropriate class for Content Knowledge, given the numbers of candidates.

Learning Outcome 2

Description and Methodology Outcome Description

Students enrolled in the Master's program will demonstrate progress toward mastery of critical thinking during EEX 5622 (collaborative experiences assignment) and EEX 6027 (presentation assignment).

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication

- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☑ Critical Thinking
- ☑ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously-assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.
- ☐ **Pillars (define institutional programs focused on creating knowledge that benefits society.)**
- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice and Human Rights**

☐ **South Florida Culture**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students in each concentration area will demonstrate mastery of critical thinking in at least two courses from the Master's degree core or their concentration area. Critical Assignments (CAs) in EEX 5622 and EEX 6027 will be assessed.

Assessment Method:

Student performance on CAs for each course will be assessed using a Topic Presentation rubric for EEX 6027 (attached).

Criterion for success:

All students must either score an "exemplary" or "satisfactory" on the rubric to earn credit for the critical assignment. Students who do not score a "Satisfactory" on the second submission cannot pass these two courses.

Data Summary: Analysis & Evaluation:

Please see attachment for data summary for the critical thinking SLO in EEX 6027. One hundred percent of candidates earned an "Exemplary" on their Topic Presentation. Unfortunately, EEX 5622 was not offered summer 2020-summer 2021.

Program Improvement:

Faculty will discuss EEX 5622 as it pertains to the SLO "Critical Thinking". Faculty will also discuss the rigor of this assignment in the coming year to decide if this is appropriate for Critical Thinking.

Learning Outcome 3

Description and Methodology Outcome Description

Students enrolled in the Master's program will demonstrate progress toward mastery of oral and written communication skills during assessment check points in EEX 5622, EEX 6027, and EEX 6259.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☑ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☑ Oral Communication
- ☑ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.

☐ **Brand:** National reputation for excellence.

☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

☐ **Healthy aging**

☐ **Neuroscience**

☐ **Ocean Science and Engineering/Environmental Sciences**

☐ **Sensing and Smart Systems**

☐ **Platforms (represent scholarly activities that apply to and support pillars)**

☐ **Big Data Analytics**

☐ **Community Engagement and Economic Development**

☑ **Diversity**

☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice, and Human Rights**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students in each concentration area will demonstrate mastery of oral and written communication in three courses from the Master's degree core or their concentration area. Critical Assignments (CAs) will capture communication in EEX 5622, EEX 6259 and EEX 6027.

Assessment Method:

Student performance on measuring oral communication for each course will be assessed using a rubric (all three rubrics attached). Those rubrics with the "original" 3 performance levels have been updated to the "revised" 4 performance levels, exemplary, satisfactory, emerging, and unsatisfactory.

Criterion for success:

All students must earn exemplary/satisfactory level of achievement (4 level rubric) to pass the critical assignment and meet the communication standard. Students who do not meet the minimum requirements on the second submission do not pass the course.

Data Summary: Analysis & Evaluation:

Please see attachment for data summary for the Communication SLO in EEX 6027. One hundred percent of candidates earned an "Exemplary" on their Topic Presentation. Unfortunately, neither EEX 5622, nor EEX 6259, was offered summer 2020-summer 2021.

Program Improvement:

Faculty will discuss EEX 5622 and EEX 6259 as they pertain to the SLO "Communication".

Ed.D. Exceptional Student Education 2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: Ed.D. Exceptional Student Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

Students in the doctoral program will demonstrate leadership-level content knowledge and skills. (Comprehensive Exam)

Academic Learning Categories related to this outcome:

- [x] Content Knowledge
- [x] Procedural Knowledge (Technical Skills)
- [ ] Procedural Knowledge (Research skills)
- [ ] Declarative Knowledge
- [ ] Communication
- [ ] Team/Collaborative communication
- [ ] Multimedia/Graphic communication
- [ ] Oral Communication
- [ ] Written Communication
- [ ] Critical Thinking
- [ ] Practical Skills
- [ ] Creative Skills
- [ ] Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☑ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☑ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- ☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- ☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Doctoral students will demonstrate content knowledge expected among doctoral level leaders during their comprehensive examinations prior to advancing to candidacy.

Assessment Method:

Each question on the comprehensive exam will be assessed by a team of faculty using a scoring rubric .

Criterion for success:

All students must earn at least 6.5 points on an exam scoring rubric developed for the comprehensive exams. (see attached)

Data Summary: Analysis & Evaluation:

Between July 1, 2019 and June 30, 2020 4 students sat for the comprehensive exams. Three students earned a minimum of 6.5 pts on the rubric for the exam. The 4th student required a remediation on several questions. A series of remediation activities was developed for the student, and she was successful with two of the activities, and unsuccessful with others. The student was not permitted to re-take the exam until she completed the remediation activities. She did not complete these activities, and subsequently withdrew from the doctoral program.

The Department graduated two doctoral students during 2020-21, and both completed a minimum of 3 doctoral competency areas. Both were successful in college teaching, and one taught for us an adjunct instructor. Both successfully completed experimental research methods for the dissertation.

Program Improvement:

The doctoral exam rubric revision appears to demonstrate that it is effective in identifying students who lack leadership-level knowledge and skills. Further, the rubric helps to identify areas needed for remediation. A plan was developed to revise the nature of the general research question so that it better taps students' experiences with research activities before the dissertation.

Learning Outcome 2

Description and Methodology Outcome Description

Students enrolled in the doctoral program will demonstrate written and oral communication competence during presentations at state and national conferences and via professional writing.

Academic Learning Categories related to this outcome:

☐ Content Knowledge

☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☐ Declarative Knowledge

☑ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☑ Oral Communication

☑ Written Communication

☐ Critical Thinking

☑ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives Goals

☐ **Boldness:** A uniquely competitive and globalized student body.

☑ **Synergy:** Prominent teams of researchers and scholars.

☑ **Place:** Deep engagement with South Florida's global communities

☑ **Quality:** Continuously assessed and evolving best practices.

☐ **Brand:** National reputation for excellence.

☐ **Strategy:** Wise and innovative allocation of resources.

☐ **Pillars (define institutional programs focused on creating knowledge that benefits society.)**

☐ **Healthy aging**

☐ **Neuroscience**

☐ **Ocean Science and Engineering/Environmental Sciences**

☐ **Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

☐ **Big Data Analytics**

☐ **Community Engagement and Economic Development**

☑ **Diversity**

☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice and Human Rights**

☐ **South Florida Culture**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Each student will submit proposals to deliver oral presentations at state and national conferences. Each student will also author or co-author manuscripts submitted to professional journals for peer review, or as chapters and other non-peer reviewed dissemination outlets.

Assessment Method:

A quantitative count will establish the number of sessions delivered and manuscripts submitted each academic year. The annual student evaluation system developed previously to track this information was not a helpful system, so we have developed a doctoral student tracking system and linked it to the advising function. We continue to collect these performance data via grant reports.

Criterion for success:

The criteria include the expectation that students will submit proposals for presentations or manuscripts prior to the dissertation.

Data Summary: Analysis & Evaluation:

The tracking system continues to be based on student self-report unless students are associated with the federally funded leadership grant. Eleven doctoral students reported their productivity for this grant. These students delivered 123 sessions at state and national conferences. They published 25 professional writings (articles and chapters), had 1 in press, and submitted 20 other manuscripts as of June 2020.

Program Improvement:

We will continue to disseminate conference opportunities and writing opportunities to doctoral students and request their outcome information as they complete these activities. As part of the effort to revise the doctoral program, we will develop a doctoral student tracking system linked to the advising system, and present this to faculty for review and adoption in Fall 2020.

Learning Outcome 3

Description and Methodology Outcome Description

Students will demonstrate critical thinking skills because of conducting the doctoral dissertation.

Academic Learning Categories related to this outcome:

- [x] Content Knowledge
- [x] Procedural Knowledge (Technical Skills)
- [x] Procedural Knowledge (Research skills)
- [x] Declarative Knowledge
- [x] Communication
- [ ] Team/Collaborative communication
- [ ] Multimedia/Graphic communication
- [x] Oral Communication
- [x] Written Communication
- [x] Critical Thinking
- [ ] Practical Skills
- [ ] Creative Skills
- [x] Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☐ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously-assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

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- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☐ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- ☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- ☐ Net Tuition and Fees Cost to the Student
- ☐ Six-year graduation rates for First-time in College (FTIC)

- ☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- ☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ University Access Rate [Percent of undergraduates with a Pell Grant]
- ☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ Baccalaureate Degrees Awarded Without Excess Hours
- ☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Each student will develop a prospectus, leading to a proposal, and culminating in a dissertation.

Assessment Method:

The student progress on the defense of the dissertation will be tracked using the outcome of students earning a final signature at the conclusion of the defense, and those requiring modifications to the dissertation to earn faculty signatures.

Criterion for success:

The expectation for success is that students will earn signatures at the conclusion of their dissertation oral defense.

Data Summary: Analysis & Evaluation:

During 2019-20, two students successfully completed the dissertation. These students earned signatures at the conclusion of the dissertation oral defense.

Program Improvement:

The addition of the prospectus continues to result in fewer modifications in the proposals, and fewer issues involving research methodology. A change was proposed to increase research requirements *prior to* candidacy and dissertation, and this change is being implemented during summer 2020.

Appendix B ESE Bachelor's Degree Course Rotations

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Accelerated (5 semesters) Program: **Fall** Start
(revised March 2011)

Program Prerequisite: EEX 2091 Disability and Society 3 credits
(or EEX 2010 Introduction to Exceptionalities)

Taken Any Semester (Other than Student Teaching):

EEX 4763	Special Education Technology	3 credits

Year 1: FALL Semester

EEX 4101	Language & Speech Disorders *Note: 15 hours of field work in a school is required*	3
EEX 4050	Overview of Programs for Students with Exceptionalities *Note: 15 hours of field work in a school is required*	3
LAE 4353	Language Arts and Literature: B-8	3
EDF 3430	Educational Measurement	3
TSL 4080	Introduction to Theories & Practices of TESOL	3

Year 1: SPRING Semester

EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
EDF 3210	Applied Learning Theory	3
TSL 4081	TESOL Issues & Practices	3
MAE 4350	Principles & Methods: K-9 School Math	3

Year 1: SUMMER Semester

EEX 4472	Instructional Practices for Students with Moderate/Severe Disabilities	3
EEX 4842	Practicum 1: Students with Moderate/Severe Disabilities *Note: 6-9 hours per week of field work is required*	1 (1-3)
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: PreK through Grade 8 *Note: Field experience in a classroom setting may be required*	3

Year 2: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Students with Mild Disabilities *Note: 6-9 hours per week of field work is required*	1 (1-3)
EEX 4604	Classroom Management	3
EDF 3610	Education in a Multicultural Society	3

Year 2: SPRING Semester

EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals and Families	2
EEX 4932	Developing Individualized Education Programs	1

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Six Semester Program: **Summer** Start
(revised March 2011)

Year 1: SUMMER Semester

EEX 2091	Disability and Society (*Prerequisite or EEX 2010*)	3 credits
EDF 3210	Applied Learning Theory	3
EDF 3610	Education in a Multicultural Society	3
TSL 4080	Introduction to Theories & Practices of TESOL	3

Year 1: FALL Semester

EEX 4050	Overview of Programs for Students with Exceptionalities *Note: 15 hours of field work in a school is required*	3
EEX 4101	Language & Speech Disorders *Note: 15 hours of field work in a school is required*	3
LAE 4353	Language Arts & Literature: B-8	3
EDF 3430	Educational Measurement	3

Year 1: SPRING Semester

EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
TSL 4081	TESOL Issues & Practices	3
MAE 4350	Principles & Methods: K – 9 School Math	3

Year 2: SUMMER Semester

EEX 4472	Instructional Practices: Moderate & Severe Disabilities	3
EEX 4842	Practicum 1: Moderate & Severe Disabilities *NOTE: 6-9 hours of field work per week is required*	1 (1-3)
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8 *NOTE: Field work in a classroom setting may be required*	3

Year 2: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Mild Disabilities *NOTE: 6-9 hours of field work per week is required*	1 (1-3)
EEX 4604	Classroom Management	3
EEX 4763	Special Education Technology	3

Year 2: SPRING Semester

EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals & Families	2
EEX 4932	Developing IEPs	1

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Six Semester Program: **Fall** Start
(revised March 2011)

Year 1: FALL Semester

EEX 2091	Disability and Society (*Prerequisite or EEX 2010)*)	3 credits
EEX 4050	Overview of Programs for Students with Exceptionalities *Note: 15 hours of field work in a school is required*	3
EEX 4101	Language & Speech Disorders *Note: 15 hours of field work in a school is required*	3
LAE 4353	Language Arts & Literature: B-8	3

Year 1: SPRING Semester

EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
TSL 4080	Introduction to Theories & Practices of TESOL	3
EDF 3430	Educational Measurement	3

Year 1: SUMMER Semester

EEX 4472	Instructional Practices: Moderate & Severe Disabilities	3
EEX 4842	Practicum 1: Moderate & Severe Disabilities *NOTE: 6-9 hours of field work per week is required*	1 (1-3)
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8 *NOTE: Field work in a classroom setting may be required*	3
MAE 4350	Principles & Methods: K – 9 School Math	3

Year 2: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Mild Disabilities *NOTE: 6-9 hours of field work per week is required*	1 (1-3)
EEX 4604	Classroom Management	3
TSL 4081	TESOL Issues & Practices	3

Year 2: SPRING Semester

EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals & Families	2
EEX 4932	Developing IEPs	1

Year 2: SUMMER Semester

EDF 3210	Applied Learning Theory	3
EDF 3610	Education in a Multicultural Society	3
EEX 4763	Special Education Technology	3

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Eight Semester Program: **Fall** Start
(revised March 2011)

Year 1: FALL Semester		
EEX 4050	Overview of Programs for Students with Exceptionalities *Note: 15 hours of field work in a school is required*	3 credits
EEX 2091	Disability and Society (*Prerequisite or EEX 2010*)	3
LAE 4353	Language Arts & Literature: B-8	3
Year 1: SPRING Semester		
TSL 4080	Introduction to Theories & Practices of TESOL	3
EDF 3210	Applied Learning Theory	3
EDF 3610	Education in a Multicultural Society	3
Year 1: SUMMER Semester		
EEX 4763	Special Education Technology	3
	Course Option 1* (See Notes)	
	Course Option 2* (See Notes)	
Year 2: FALL Semester		
EEX 4101	Language & Speech Disorders *Note: 15 hours of field work in a school is required*	3
EDF 3430	Educational Measurement	3
TSL 4081	TESOL Issues & Practices	3
Year 2: SPRING Semester		
EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
MAE 4350	Principles & Methods: K – 9 School Math	3
Year 2: SUMMER Semester		
EEX 4472	Instructional Practices: Moderate & Severe Disabilities	3
EEX 4842	Practicum 1: Moderate & Severe Disabilities *NOTE: 6-9 hours of field work per week is required*	1 (1-3)
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8 *NOTE: Field work in a classroom setting may be required*	3
Year 3: FALL Semester		
EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Mild Disabilities *NOTE: 6-9 hours of field work per week is required*	1 (1-3)
EEX 4604	Classroom Management	3
Year 3: SPRING Semester		
EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals & Families	2
EEX 4932	Developing IEPs	1

* NOTE: Students can select approved course options to enhance the Bachelor's program or remediate university deficiencies.

Appendix C Bachelor's in Early Care and Education (BECE) Course Rotation, Advising Sheet, and Advising Process

FAU COLLEGE OF EDUCATION
Florida Atlantic University

Department of Curriculum and Instruction
Department of Special Education
Bachelor's in Early Care and Education (BECE) Program Sheet
(Revised February, 2022)

First Name: **Last Name:** **Z Number:**

Address: **City:** **Zip:**

Cell Phone #: **FAU Email:** **Year Admitted to FAU:**

Courses	*Fall 1 (12 credits)*	*Cr.*	*Semester/Year/Grade*
(BECE) EEX 3201	**Typical/Atypical Child Development: Birth - Age 8**	3	**Fall**
(BECE) EEC 3214	**Designing and Imp. a Blended Curriculum: Birth - Age 8**	3	**Fall**
(COE) LAE 4353	Language Arts and Literature: Birth - Grade 8	3	
(COE) EDF 3430	Educational Measurement & Evaluation	3	
Courses	***Spring 1 (14 credits)***	***Cr.***	***Semester/Year/Grade***
(BECE) EEX 3226	**Assessment of All Young Children** (*Prereq. EDF 3430; EEX 3201; Programmed Major)*	3	**Spring**
(BECE) EEX 3754	**Building Family, Community and School Partnerships**	2	**Spring**
(Open) Elective		3	
(Open) Elective		3	
(Program) Elective		3	
Courses	***Summer 1 (9 credits)***	***Cr.***	***Semester/Year/Grade***
(BECE) EEX 3603	**Positive Behavior Supports in Inclusive Early Childhood Settings** *(Prereq. EEX 3201; EEX 3226; Programmed Major)*	3	**Summer**
(BECE) EEX 4112	**Language Development and Intervention in Young Children** *(Prereq. EEX 3226; Programmed Major)*	3	**Summer**
(Program) Elective		3	
Courses	***Fall 2 (13 credits)***		
(BECE) EEC 4313	**Blended Early Childhood Methods: Birth - Age 5** *(Prereq. EEX 3226, EEC 3214; Programmed Major)*	4	**Fall**
(Program) Elective		3	
(Open) Elective		3	
(Open) Elective		3	
Courses	***Spring 2 (12 credits)***	***Cr.***	***Semester/Year/Grade***
(COE) RED 4308	Reading Development I: Birth – Grade 3 *(Prereq. LAE 4353)*	3	
(COE) TSL 4080	Introduction to Theories and Practices of TESOL	3	
(Open) Elective		3	
(Program) Elective		3	

University Deficiencies:

Florida child care agencies and schools require all providers to be fingerprinted and screened for felony convictions. Failure to disclose this information will result in dismissal from the program. Have you ever been arrested, charged with and/or convicted of a misdemeanor or felony?

No_____ Yes_____ (Student Initial One)

I understand this degree program does not fulfill the *Florida Department of Education Teacher Certification* requirements. For further explanation of this statement, visit: http://www.fau.edu/education/academicdepartments/ese/undergrad/#bece

Student [Signature / Date]
Note:: Student signature here indicates acceptance of the BECE program requirements as delineated on this program sheet.

Approved by OASS BECE Advisor [Signature / Date]

Approved by BECE Faculty Advisor [Signature / Date]

Approved by Department Chairperson [Signature / Date]

Approved for Admission by OASS [Signature / Date]

FAU
COLLEGE OF EDUCATION
Florida Atlantic University

Bachelor's in Early Care and Education Advising Process

Effective November 2017

The Bachelor's in Early Care and Education (BECE) is a joint degree program offered by the Department of Curriculum, Culture, and Educational Inquiry (CCEI) and the Department of Exceptional Student Education (DESE). To encourage a comprehensive and effective advising process, students who are admitted into this degree program will be referred to both an *OASS BECE Advisor* and a CCEI *or* DESE *BECE Faculty Advisor*. Detailed below are the steps/processes for BECE advising.

1. **First Contact:** Prospective, transfer, current FAU or current College of Education (COE) students wishing to declare or change majors to Bachelor's in Early Care and Education (BECE) should contact the COE Office of Academic Student Services (OASS). This is the first point of contact in the COE for all students.

2. **Lower Division & Major Specific Analysis:** Applicants are to meet with an OASS general advisor to determine if (a) all lower division/general education requirements are completed, and (b) BECE program's admission requirements have been satisfied.

   If 2(a) and 2(b) conditions are complete, proceed to Step 3.

   If 2(a) and/or 2(b) conditions are NOT complete, student should work with OASS to create a plan for satisfying these conditions. Once satisfied, proceed to Step 3.

3. **Referral for Programming to OASS BECE Advisor:** Once lower division requirements and major specific admission requirements are satisfied, students meet with *OASS BECE Advisor* to conduct an upper division analysis. This will determine required coursework and draft program sheet (i.e., BECE Program Sheet) for BECE degree completion. This draft program sheet is signed by both the student and the OASS BECE advisor and is then forwarded to the student's *BECE Faculty Advisor*[1].

   Note: steps 2 and 3 may co-occur.

4. **Referral to BECE Faculty Advisor:** Program sheet is reviewed by the *BECE Faculty Advisor.* The faculty advisor will communicate with the *OASS BECE Advisor* and the student to indicate (a) approval of the draft program sheet, or (b) delineate specific required edits to the draft program sheet.

[1] The role of the BECE faculty advisor is to provide mentoring, career or professional advice/guidance and to review and approve content of BECE program sheets. Students have the option to meet with the BECE faculty advisor at any point in this process, however, it is strongly recommended that students meet with their BECE Faculty Advisor after Step 3 is complete and at least yearly thereafter.

If 4(a), then the draft program sheet is approved/signed by the *BECE Faculty Advisor* and forward for respective Department Chair (DESE or CCEI) for approval/signature. Proceed to Step 5.

If 4(b), then specific required edits to the proposed program will be delineated by the *BECE Faculty Advisor*. Request for edits will be sent back to *OASS BECE Advisor* and student. Student will again meet with *OASS BECE Advisor* to discuss and sign edited plan (i.e., repeat Step 4).

5. **Department Chair Review:** Once the draft program sheet is signed by the student, OASS BECE and Faculty Advisors, it is then reviewed by respective DESE or CCEI Department Chair. The Department Chair will indicate (a) approval of the draft program sheet, or (b) delineate specific required edits to the proposed program.

   If 5(a), then the draft program sheet is signed by the Department Chair and forwarded to OASS for College review, Step 6.

   If 5(b), then specific required edits to the proposed program will be delineated by the Department Chair. Request for edits will be sent back to OASS BECE and Faculty Advisors. Student will meet with OASS advisor again to discuss and sign edited plan. Repeat Steps 4 and 5.

6. **College/University Review:** Once the Program Sheet is signed by the student, *OASS BECE Advisor, Faculty Advisor* and *Department Chair*, the program sheet is sent to OASS to be reviewed by the *Associate Director of OASS.* The result of this review will determine if (a) College and University requirements will be satisfied based on the proposed program, or (b) delineate specific required edits to the proposed program.

   If 5(a), then the draft program sheet is signed by the *Associate Director of OASS*. Proceed to Step 7.

   If 5(b), then specific required edits to the proposed program will be delineated. Requested edits will be sent back to *OASS BECE Advisor* and *Faculty Advisor.* Student will meet with OASS advisor again to discuss and sign edited plan. Repeat step 4, 5 and 6.

7. **Finalization of BECE Program Sheet and Full Admittance to the BECE Major:** Once the program sheet is signed by the student, *OASS BECE Advisor, Faculty Advisor and Department Chair* and the *Associate Director of OASS*, the program sheet is considered final and will be entered into the Degree Audit System (DARS).

8. **Program Changes:** Changes to the approved program of study necessitated by scheduling conflicts, course availability, etc. will be addressed by the OASS advisors in consultation, where appropriate, with faculty advisors.

Appendix D Abstracts of the Rational Value-Added Model

Brady, M. P. (2019). An alternative, curriculum-based value-added model for teacher preparation programs: A research summary. Educational Review, 1-19. Advance online version published July 17, 2019. https://doi.org/10.1080/00131911.2019.1601615

Abstract

Teacher preparation programs (TPPs) find many ways to shape the development of their teacher candidates while bridging the research to practice gap in university and school partnerships. Recently, accountability models built on high-stakes standardized student assessments (Value-Added Models [VAM]) have been mandated as a way to evaluate the effectiveness of teacher and teacher preparation efforts. Adopting a metric with known validity and reliability flaws has unintended consequences that affect teachers, TPPs, and K-12 students. This article examines the current climate surrounding teacher and TPP evaluation, and presents the unintended consequences of using a flawed metric for VAM efforts. The article provides a rationale for an alternative, curriculum-based VAM for TPPs, and summarizes a series of four investigations that explored this model and serve as a rationale for further implementation by other TPPs.

Michael P. Brady Lawrence A. Heiser Jazarae K. McCormick James Forgan Department of Exceptional Student Education
Florida Atlantic University

Abstract

High-stakes standardized student assessments are increasingly used as value-added evaluation models to connect teacher performance to P-12 student learning. These assessments are also being used to evaluate teacher preparation programs, in spite of validity and reliability threats when applied to TPPs three times removed from the data. A more rational model linking student performance to candidates who actually teach these students is presented. Preliminary findings with three candidate cohorts indicate that the majority of their students met their learning objectives, and showed substantial pre-to-post learning gains.

McCormick, J., Brady, M. B., Morris, J. D., Heiser, L. A., & Miller, K. (2019). Further examination of a curriculum-based Value-Added Model for teacher preparation: Exploring the role of teachers' behavior on K-12 student learning. The Teacher Educator, 54(1), 60-71. https://doi.org/10.1080/08878730.2018.1512023

Abstract

Multiple threats to validity and reliability exist when value-added models (VAMs) rely wholly on standardized assessments to measure the relationship between teachers and their K–12 students' learning gains. Research

on a curriculum-based VAM, built on evidence-based practices, continues to establish an explicit link between teacher candidates' instruction and their K–12 students' learning gains. Statistical tests of association were used to analyze measures of student learning and university supervisors' ratings during classroom observations with a department instrument, the Narrative Observation Scale. Results from a sample of 23 teacher candidates revealed that (a) two measures of student learning were related and attributed to candidates' instruction, and (b) 67.6% of the variance in the percentage of K–12 students meeting their specific learning objectives was accounted for by the teacher candidates' mastery of specific classroom management behaviors. Limitations and directions for future research are discussed regarding continued efforts to refine a rational, curriculum-based VAM.

Appendix E Graduate Course Rotation Exceptional Student Education Master's Course Rotation (June 2021)

This schedule represents the intended rotation of graduate courses leading to the Master's degree in Exceptional Student Education. The rotation is provided to assist students to plan their programs several semesters in advance. However, a variety of factors (e.g., low enrollments, budget restrictions) influence the delivery of courses, and the actual schedule might vary. Students should consult with their advisors regarding questions about their courses and programs.

Campus Location Key: **D** = Davie; **B** = Boca Raton; **J** = Jupiter; **DL** = Distance Learning

Courses	Campus	Fall	Spring	Summer
	COE Core			
EDF 6481 Educational Research	D, B, J, DL	**X**	**X**	**X**
STA 6113 Statistics	D, B, J, DL	**X**	**X**	**X**
	ESE Core			
EEX 6259 Cognitive / Meta-cognitive Strategies	Boca		**X**	
EEX 5622 Collaboration & Consultation	DL			**X**
EEX 6065 Transition	DL	**X**		
EEX 6027 SPED Seminar	Boca			**X**
EEX 6971 Thesis EEX 6942 Field Project EEX 6863 Internship	Individually determined	**X**	**X**	

Instructional Practices Concentration Area

EEX 6225 Assessment	DL or Boca			X
EEX 6121 Language	Boca		X	
EEX 5612 Applied Behavior Analysis	Boca	X	X	
EEX 6247 Program Design	Boca	X		
EEX 5841 Observation & Participation	Schools	X		
EEX 6480 Instructional Design	Boca		X	
EEX 6849 Grad Teaching Practicum	Schools		X	

Courses	Campus	Fall	Spring	Summer

Early Childhood Concentration Area

EEX 5015 Survey & Assessment in EC	DL	X	X	
EEX 5017 Atypical Development	DL			X
EEX 5245 EC Methods	Mixed: DL & B	X		
EEX 5755 Families & Communities	DL		X	X
EEX 6707 Early Intervention	DL	X		
EEX 6704 Strategies & Environ - PBS	TBA			

Applied Behavior Analysis Concentration Area

	Boca	X	X	
	Boca			X
	Boca	X		
	Boca		X	
	Boca			X
	Boca			X
	Boca		X	

Gifted Education Concentration Area

EGI 5302 Theories & Characteristics	DL	**X**		
EGI 5246 Special Populations	DL		**X**	
EGI 5305 Creativity	DL	**X**		
EGI 6235 Designing Programs	DL		**X**	
SDS 6426 Guidance & Counseling	Mixed: DL & J			**X**

Courses	Campus	Fall	Spring	Summer

Autism

EEX 6095 Nature & Characteristics ASD	DL or Boca	**X**		
EEX 6210 Diagnosis, Assess & Instructional Decision Making	Boca			**X**
EEX 6298 Intervention: Social Comm., Academic & Functional	Boca	**X**		
EEX 6602 Behavior Change & Management	Boca			**X**

Other

EDG 6415 Curriculum, Discipline & Behavior	TBA			
EEX 5051 Exceptional Individual	DL	**X**		occasional
EEX 6766 Assistive Technology	TBA - DL			
EEX 6515 SpEd Policy & Leadership	DL or Boca	TBA		

June, 2021

Exceptional Student Education
Doctoral Course Rotation
(September 2019)

Semester	Course Prefix	Short Title
Fall 19	EEX 7055	Learning & Behavior
Spring 20	EEX 7618	Advanced ABA
Summer 20	EEX 7795	Cultural Linguistic Diversity
Fall 20	EEX 7525	Legal Issues
Spring 21	EEX 7526	Grant Writing
Spring 21	EEX 7618	Advanced ABA
Summer 21	EEX 7341	Doctoral Seminar
Fall 21	EEX 7055	Learning & Behavior
Spring 22	EEX 7618	Advanced ABA
Summer 22	EEX 7795	Cultural Linguistic Diversity
Fall 22	EEX 7525	Legal Issues
Spring 23	EEX 7526	Grant Writing
Spring 23	EEX 7618	Advanced ABA
Summer 23	EEX 7341	Doctoral Seminar
Fall 23	EEX 7055	Learning & Behavior
Spring 24	EEX 7618	Advanced ABA
Summer 24	EEX 7795	Cultural Linguistic Diversity
Fall 24	EEX 7525	Legal Issues
Spring 25	EEX 7526	Grant Writing
Spring 25	EEX 7618	Advanced ABA
Summer 26	EEX 7341	Doctoral Seminar

ALSO: EEX 7938 *Seminar in ESE Leadership* (1 credit) is offered every Fall and Spring semester. Topics follow a 6-seminar rotation:

Seminar 1: The Triad of Professional Activities in Higher Education
Seminar 2: Orientation to Research

Seminar 3: Professional Dissemination I
Seminar 4: Professional Dissemination II
Seminar 5: Traditional Course Development and College Teaching
Seminar 6: Web-based Course Development and College Teaching

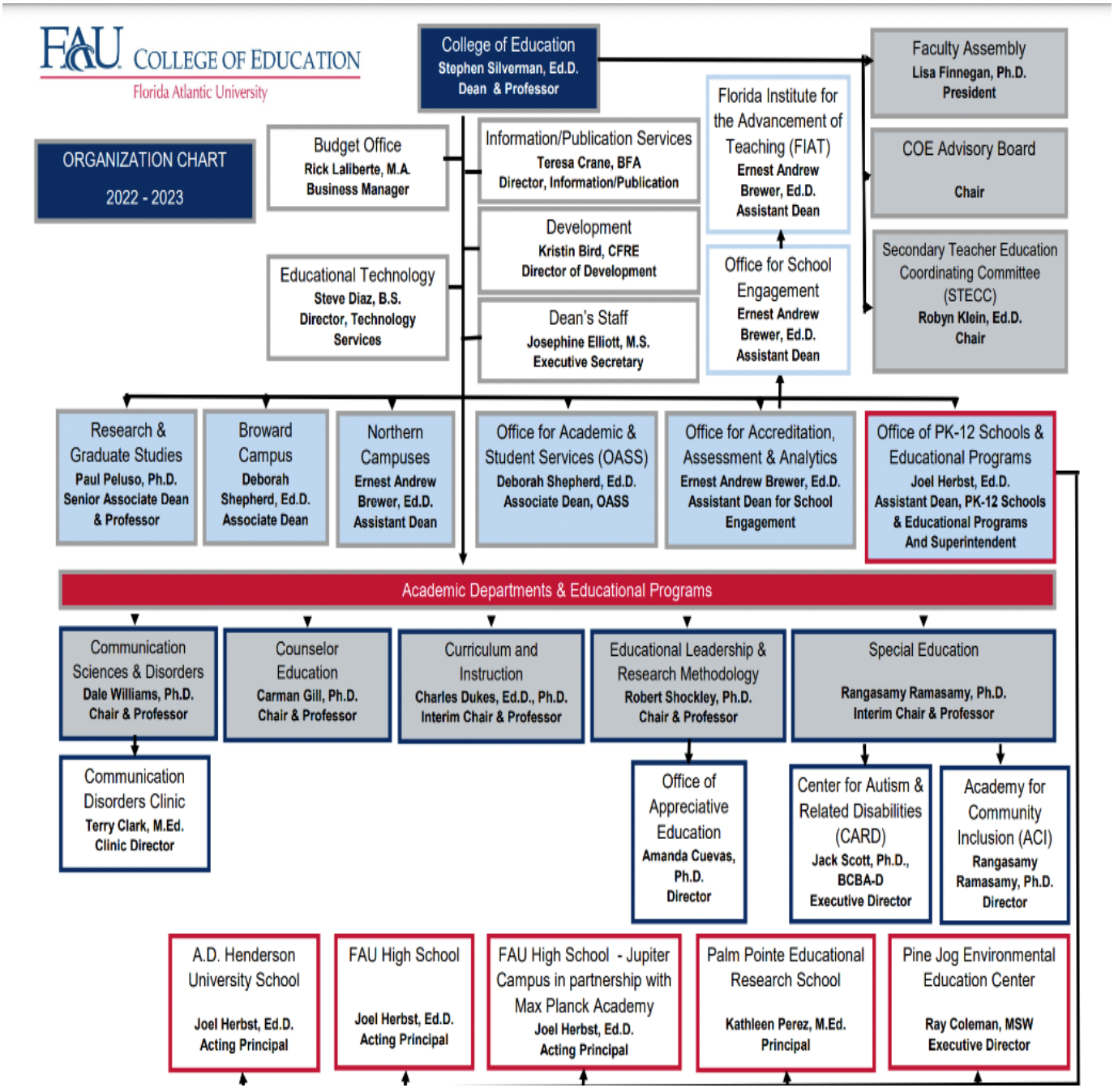
Appendix G Doctoral Graduates: Department of Exceptional Student Education (Chronological)

Appendix G Doctoral Graduates: Department of Exceptional Student Education (Chronological)

ESE Doctoral Student	Date of Completion	Current Position	Place of Employment
Stephen Richards	1990	Associate Professor	West Liberty University
Paula Willits	1991	Executive Editor	Jossey-Bass Higher Education
Peggy Goldstein	1994	Adjunct Professor	Florida Atlantic University
Beverly Warde	1995	Retired	
Monica Lambert	1996	Associate Dean for Academic Partnerships	Appalachian State University
Melise Bunker	1997	Retired	
Kimberly Curry	1997	Retired	
Andrea Babkie	1999	Associate Editor	Intervention in Schools and Clinic
Claudia Clark	2000	Deceased	
Doug Carothers	2002	Professor	Florida Gulf Coast University
Margarita Bianco	2003	Associate Professor	University of Colorado-Denver
Cassandra Keller	2003	Director	Tree Top Academy
Mary Provost	2003	District educator	Palm Beach County
Barbara Fries	2004	Speech-language Pathologist	St. Mary's Hospital
Susan Zinkil	2004	Director of ESE	Cherokee County GA
Rebecca Schnirman	2005	Finance Officer	Palm Beach County
Janet Goodman	2005	Chief Administrative Officer	Haralson County GA
Debra Leach	2007	Professor	Winthrop University
Kavin Ming	2007	Professor	Winthrop University
Jessica Bucholz	2007	Associate Professor	University of West Virginia

Patricia Oliver	2008	Behavioral Consultant	Oliver Behavioral Consultants
Kyle Bennet	2009	Associate Professor	Florida International University
Kim Di Lorenzo	2010	Speech-language pathologist	Palm Beach County
Jamie Worrell	2011	Special Education Director	Florida Virtual Schools
Janice Russell	2012	Teacher	Palm Beach County
Mary Taber	2013	Special Education Teacher	Martin County
Carla Rody	2013	Special Education Teacher	Broward County
David Garcia	2013	Managing Partner	Behavior Analysis Inc.
Lynn Jackson	2014	Associate Professor	Community of Rhode Island
Eliza Cruz-Torres	2015	Visiting Professor	Florida Atlantic University
Jessica Cadette	2015	Manager	Florida Early Steps
Toby Honsberger	2015	Principal	The Learning Academy
Kerri Morse	2015	Consultant	Morse Consulting Group
Christine Honsberger	2017	Early Intervention Services Manager	Els for Autism Foundation
Elena Webb	2020	Teacher	Palm Beach County
Sylvia Collazo	2021	Early Childhood Specialist	University of Oregon

Appendix H College of Education Organizational Chart



Appendix I ESE Faculty Summary CVs

Sharon M. Darling, PH.D.

Professional Preparation

Ph.D. 2003
Georgia State University, Atlanta, Georgia
Specialization: Education of Students with Exceptionalities –Severe Disabilities/Early Childhood Special Education

M.Ed. 1997
Georgia State University, Atlanta, Georgia Major: Early Childhood Special Education

B.A. 1993
University of Miami, Coral Gables, Florida
Majors: Special Education- Interrelated Special Education and Psychology

Appointments

Associate Professor, 2008-present Department of Exceptional Student Education College of Education
Florida Atlantic University, Boca Raton, FL

Assistant Professor, 2004-2008
Department of Exceptional Student Education College of Education
Florida Atlantic University, Boca Raton, FL

Assistant Professor, 2002-2004 Department of Early Childhood Studies College of Education
Boise State University, Boise, ID

Selected Peer-Reviewed Publications

Hall-Pistorio, K., Brady, M. P., Kearney, K., Darling, S.M., Bucholz, J., & . Finnegan, L. (2021): Small group-delivered literacy based behavioral interventions for young children, *Journal of Applied School Psychology*, DOI: 10.1080/15377903.2021.1926033

Nguyen, N., Darling, S., Peralta, C., Mosier, W., & Garnett, W. (2021). A collaborative and supplemental model to enhance early language and reading skills. *The Reading Teacher. 74*(4), 469-473. DOI: https://doi: 10.1002/trtr.1984

October 2022 1

EDG 4419 EEX 6707 EEX 2010 EEX 3226 EEX 2091 EEX 4050

Organizing Classrooms and Managing Behavior Early Intervention Services*
Survey of Exceptionalities
Assessment of ALL Young Children

Disability and Society Overview of Exceptionalities

Dukes, C., Darling, S. M., & Kearney, K. B. (2020). Disability and dating: Examining the social conversation on Twitter®. *Inclusion, 8*(4), 293-302. DOI: 10.1352/2326-6988-8.4.293

Dukes, C., & Darling, S. M. (Eds.) (2017). Common core state standards and students severe disabilities [Special Issue]. *Research and Practice for Persons with Severe Disabilities, 42*(3).

Dukes, C., Darling, S. M., & Bielskus-Barone, K. (2017). State's description of common core state standards to support students with severe disabilities. *Research and Practice for Persons with Severe Disabilities,* 143-154.

Dukes, C., Darling S. M., & Gallagher, P. (Eds.) (2016). Preparing teachers for a global society: What teacher educators need to know and should be prepared to do. [Special Issue]. *Teacher Education and Special Education, 39*(3).

Dukes, C., & Darling, S. M. (Eds.). (2014). *Special Education Teacher Education in the 21st Century: Evolving Approaches?* [Special Issue]. *Teacher Education and Special Education, 37*(1).

Courses Taught Department of Exceptional Student Education, Florida Atlantic University

EEX 5015 Survey & Assessment in Early Childhood

EEX 5017 Atypical Development

Curriculum, Culture, and Educational Inquiry Department, Florida Atlantic University

EEC 3214 EEC 5225 EEC 5050 EEC 6275 EEC 6405 EDG 7906 EEC 4112

Designing and Implementing a Blended Curriculum Guiding Young Children*
Early Childhood Education*
Curriculum Enrichment in Early Childhood* Community School Concepts*

Early Childhood Research (Independent Study) B-5 Methods

Community Engagement or Outreach

Editorial Board Member, *Research and Practice for Persons with Severe Disabilities (RPSD) (*appointed) 2022-present.

Editorial Board Member, *Young Exceptional Children* (appointed) 2016-2021 Associate Editor, *Young Exceptional Children* (appointed) 2011-2016 Member, School Advisory Committee, Nova High School, 2019-present

Charles Dukes, EdD, PhD

Professional Preparation

PhD, Experimental Psychology, Florida Atlantic University (FAU), Boca Raton, FL, 2019

EdD, Special Education and Curriculum and Instruction, Florida International University, Miami, FL, 2002

MEd, Special Education, University of Houston, 1994

BS, Florida Agricultural and Mechanical University, Psychology, Tallahassee, Florida, 1992

BS, Florida Agricultural and Mechanical University, Philosophy, Tallahassee, Florida, 1992

Appointments

Professor and Interim Chair, Department of Curriculum and Instruction, FAU-College of Education (COE), Boca Raton, FL, 2021-present

Professor and Doctoral Coordinator, Department of Special Education (formerly-Exceptional Student Education), FAU-COE, Boca Raton, FL, 2019-present

Associate Professor and Doctoral Coordinator, Department of Exceptional Student Education, FAU-COE, Boca Raton, FL, 2008-2018 (Doctoral Coordinator from 2011)

Assistant Professor, Department of Exceptional Student Education, FAU-COE, Boca Raton, FL, 2003-2008

Visiting Assistant Professor, Department of Exceptional Student Education, FAU-COE, Boca Raton, FL, 2002-2003

Site Coordinator for the University of Miami Center for Autism and Related Disabilities (C.A.R.D.) Satellite, FAU-COE, Boca Raton, FL,, 2000-2002

Special Education Teacher, North Miami Beach High School, Miami-Dade Public Schools, Miami, FL, 1996-2000

Special Education Teacher, Ely High School, Broward County Public Schools, Pompano Beach, FL,1996-2000

Special Education Teacher, Sunset Educational Center, Broward County Public Schools, Ft. Lauderdale, FL,1994-1995

Special Education Teacher, Harris County Juvenile Detention Center, Houston

Independent School District Houston, TX, 1992-1994

Selected Peer-Reviewed Publications

Kearney, K. B., Brady, M. P., Bennett, K. D., Joseph, B., & Dukes, C. (2022). Using covert audio coaching to teach “small talk” to a college student with autism and intellectual disability. *Journal of Inclusive Postsecondary Education, 3(2), 1-13.*

Wahlbrink, L. L., Dukes, C., Brady, M. P., Bennett, K. D., & Wilson, C. L. (2022). Use

of an iPhone to enhance interpersonal daily living skills in the community for adolescents with Autism Spectrum Disorder. *Inclusion, 10(2), 91-103.* DOI:10.1352/2326-6988-10.2.91

Morse, K. P., Dukes, C., Brady, M. P., Duffy, M. L., & Frain, M. (2021). Using an iPad job coaching intervention to enhance food preparation skills for individuals with developmental disabilities. *Journal of Vocational Rehabilitation*, 55(235-249). DOI:10.3233/JVR-211160

Dukes, C., Ming, K., Finnegan, L. & Miller, K. (2021). Culturally responsive literacy instruction: How is it reflected in the literature? *Multicultural Learning and Teaching*, 0200002. https://doi.org/10.1515/mlt-2020-0002

Kearney, K. B., Darling, S. M., & Dukes, C. (2020). Disability and dating: Examining the Twittersphere. *Inclusion*, 8(4), 293-302. DOI: 10.1352/2326-6988-8.4.293

Selected Other Publications or Products/Grants

Dukes, C., Darling S., M., & Rivera, C. J. (Eds.). (in press). Examining the intersection of race, ethnicity, culture, and language : Re-Imagining schooling for people for people of color with severe disabilities [Special section]. *Research and Practice for Persons with Severe Disabilities*.

Dukes, C., & Darling, S. M. (Eds.) (2017). Common core state standards and students

severe disabilities [Special Issue]. *Research and Practice for Persons with Severe Disabilities, 42*(3).

Dukes, C., Darling S. M., & Gallagher, P. (Eds.) (2016). Preparing teachers for a global

society: What teacher educators need to know and should be prepared to do. [Special Issue]. *Teacher Education and Special Education, 39*(3).

Dukes, C., & Darling, S. M. (Eds.). (2014). *Special Education Teacher Education in the21st Century: Evolving Approaches?* [Special Issue]. *Teacher Education and Special Education, 37*(1).

Dukes, C., & Lamar-Dukes, P. (Eds.). (2009). Diversity: What we know, what we need

to know, and what we need to do. [Special Issue]. *Research and Practice for Persons with Severe Disabilities, 34*(3-4).

Courses Taught

EDG 1930 Evolution for Everyone (University Honors Program)^

EDG 2091 Disability and Society (University Intellectual Foundations Program)#

EEX 4472 Instructional Practices: Moderate to Severe Disabilities

EEX 4601 Behavior Change Strategies

EDG 4419 Building Classroom Management and Discipline

EEX 4070 Inclusive Education for General Educators

EEX 4604 Classroom Management

EEX 5612 Applied Behavior Analysis*

EEX 5602 Behavior Change and Management Strategies*

EEX 6247 Designing Programs for Students in Special Education*

EEX 7055 Learning and Behavioral Characteristics of Individuals with Disabilities*

EEX 7341 Doctoral Seminar in Exceptional Student Education*

EEX 7938 Seminar in Exceptional Student Education Leadership*

EEX 7945 Internship*

^ Indicates course developed for the FAU University Honors Program

# indicates course developed for the FAU University Intellectual Foundations

Program

*Indicates graduate level course

Community Engagement or Outreach

Associate Editor, *Research and Practice for persons with Severe Disabilities* (2022-2025)

Editor, TASH *Connections* (2011-2013)

Chair, Publications Committee for Teacher Education Division (TED) for the Council for Exceptional Children (CEC) (2013-2016)

Member, Ex-office, TASH Board (2011-2013)

Member, TASH Conference Committee (2009-2010)

Member, TASH Board Nominations Committee (2009-2010)

Lisa A. Finnegan, Ph. D.

Professional Preparation

Ph. D. 2013, University of Central Florida, Orlando, Florida, Specialization: Exceptional Student Education

M. Ed. 2010, University of Central Florida, Orlando, Florida, Specialization: K-8 Math & Science Education

Post-Bachelors 1997, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

Alternative Teaching Certificate Program for Students with Learning Disabilities & Emotional Behavior Disabilities

BA. 1990, University of Wisconsin-Green Bay, Green Bay, Wisconsin, Major/Minor: Psychology and Human Development

Appointments

Associate Professor, Department of Special Education, FAU – College of Education, 2020- present

Assistant Professor, Exceptional Student Education Department, FAU – College of Education, 2015-2020

Director of Curriculum & Instruction K-12, UCP of Central Florida Charter School System, Orlando, FL 2013-2015

Graduate Research Assistant, Department of Children, Family, and Community Sciences

University of Central Florida, Orlando, FL 2010-2013

Mathematics and Science Teacher, Grades 5-8, Page Private School, Orlando, FL 2003 - 2010

K- 3rd Grade ESE Teacher, Seminole County Public Schools, Lake Mary, FL 2001-2003

First Grade Teacher, Page Private School, Orlando, FL 1998-2001

Selected Peer-Reviewed Publications

Refereed Journal Publications

Hall Pistorio, K., Brady, M. P., Kearney, K., Darling, S., Bucholz, J. & **Finnegan, L. A.** (2021). *Small group-delivered literacy based behavioral interventions for young children.* Journal of Applied School Psychology, DOI: 10.1080/15377903.2021.1926033

Ming, K., Dukes, C., **Finnegan, L.**, & Miller, M. (2021) *Culturally responsive literacy instruction: How is it reflected in the literature?* Multicultural Learning and Teaching (DGMLT)

Kearney, K., Joseph, B., **Finnegan, L. A.**, & Wood, J. (2020). *Using a peer-mediated instructional package to teach college students with intellectual disabilities to navigate an inclusive university campus.* Journal of Special Education.

Finnegan, L. A., Miller, K. M., Randolph, K., Bielkus-Barone (2019). Supporting student knowledge using formative assessment and universal design for learning expression. *The Journal of Special Education Apprenticeship, 8*(2), Article 7, p 1-14, Retrieved from https://scholarworks.lib.csusb.edu/josea/vol8/iss2/7/

Finnegan, L. A., & Dieker, L. A. (2019). Universal design for learning-representation and science content: A pathway to expanding knowledge, understanding, and written explanations. *Science Activities*, *56*(1), 11-18.

Courses Taught

Courses taught in the Exceptional Education Department, Florida Atlantic University

EEX 3603	Positive Behavior (Early Childhood teacher preparation)
EEX 4112	Language Development (Early Childhood teacher preparation)
EEX 4604	Classroom Management (Exceptional Student Education teacher preparation)
EEX 4066	Instructional Practices for Students with mild Disabilities (Exceptional Student Education teacher preparation)
EEX 4070	Inclusive Education for General Educators (Elementary Education teacher preparation)
EEX 4616	Classroom Management for Inclusive Elementary Schools (Elementary Education teacher preparation)
EEX 4776	Professional Development & Disability (All Majors)
EEX 4934	Honors Seminar in ESE (Co-taught with Dr. Dukes & Dr. Darling)
EEX 4937	Extended Project (2 credit undergraduate research course for a student needing to meet undergraduate credit requirement)
EEX 6225	Assessment & Evaluation* (Exceptional Student Education teacher preparation)
EEX 6480	Instructional Design in Special Education* (Exceptional Student Education teacher preparation)
EEX 6942	Field Project in Exceptional Student Education* (Exceptional Student Education teacher preparation)
EEX 7906	Directed Independent Study**
EEX 7945	Internship**

* Indicates masters level course

** Indicates doctoral level course

Community Engagement or Outreach

Treasurer for *Florida Council for Exceptional Children* 2022- present

Field Reviewer for *Science & Children* 2020 -present

Field Reviewer for *Action in Teacher Education*, 2018 - present

Editorial Board Member for *International Research in Higher Education*, 2015 - present

Conference Proposal Reviewer of the Council for Learning Disabilities conference, 2020

Field Reviewer for *Science Activities*, 2019 -present

Conference Proposal Reviewer of the Florida Educational Research Association conference, 2018-2019

Conference Proposal Reviewer of the Council of Exception Children Teacher Education Division (CEC TED) conference, 2015 - present

JAMES W. FORGAN, PH.D.

Professional Preparation

Ph.D.	1997	University of Miami, Miami, Florida
		Learning Disabilities and Psychology
M.S.	1990	Florida State University, Tallahassee, Florida
		Emotional Disturbances/Learning Disabilities
B.S.	1990	Florida State University, Tallahassee, Florida
		Emotional Disturbances/Learning Disabilities

Appointments

2005-Present	Associate Professor, Department of Special Education
	Florida Atlantic University, Jupiter, FL
1998-2005	Assistant Professor, Department of Special Education
	Florida Atlantic University, FL
1997-1998	Assistant Professor of Special Education, Department of Education,
	Georgia Southwestern State University, Americus, GA

Peer Reviewed Publications (Refereed Articles)

Brady, M. P., Heiser, L. A., McCormick, J. K., & Forgan, J. (2016, July). Value-added models for teacher preparation programs: Validity and reliability threats, and a manageable alternative. In *The Educational Forum* (Vol. 80, No. 3, pp. 339-352). Routledge.

Balsamo, N. & Forgan, J. W. (in press). *Parents quick start guide to dyslexia.*

Routledge, NY.

Balsamo, N. & Forgan, J. W. (2022). *Parents quick start guide to autism spectrum disorder.* Routledge, NY.

Forgan, J. W. & Richey, M. A. (2019). *The ADHD empowerment guide: Identifying your child's strengths and unlocking potential.* Austin, TX: Prufrock Press.

Richey, M. A. & Forgan, J. W. (2017). *Stressed out!: Solutions to help your child manage and overcome stress.* Austin, TX: Prufrock Press.

Courses Taught

Courses Taught at Florida Atlantic University (2014-present)

EEX 4101 Language and Speech Disorders

EEX 4112 Language Development and Intervention in Young Children

EEX 4221 Assessment of Exceptional Individuals

EEX 4250 Reading Instruction in Special Education

EEX 4066 Instructional Practices for Students with Mild Disabilities

EEX 4070 Inclusive Education for General Educators

EEX 4932 Developing Individual Education Programs

EEX 4751 Collaboration with Professionals and Families

EEX 5622 Collaboration and Consultation Skills of Educators

EEX 6942 Field Project

EEX 6905 Directed Independent Study

Service

Member of University Committees

Learning Disabilities Substitution Committee, 1999-present

Member of College Committees

College Standard 1 Committee Member, 2012- 2014

Dissertation of the Year Committee Member 2018- present

Member or Chairperson of Department Committees

ESE Petitions Committee Member, 2001– 2020

SPE Committee Member 2019-present

Promotion and Tenure committee member, 2020

SPE Committee Chairperson, 2020.

Katie Martin Miller, Ph.D.

Professional Preparation

Ph.D., Education: Exceptional Student Education Track, University of Central Florida, Orlando, Florida, 2013

M.S., Childhood Special Education, Daemen College, Amherst, New York, 2005

B.S., Childhood Education and Special Education, Concentration: Social Studies, Daemen College, Amherst, New York, 2004

Appointments

Associate Professor, Department of Special Education, Florida Atlantic University, Boca Raton, FL, August 2014 - present.

Postdoctoral Associate, National Urban Special Education Leadership Initiative, University of Central Florida, Orlando, FL, 2013 - 2014.

Adjunct Professor, Childhood and Special Education, Niagara University, Lewiston, NY, 2013 - 2014.

Project Assistant, Project ASD (CFDA 84.325K)**,** P.I.: Dr. Wilfred Wienke, Co-P.I.: Dr. Cynthia Pearl. University of Central Florida, Orlando, FL. 2010 - 2013.

Graduate Research Assistant, Bridges Project (CFDA 84.325T)**,** P.I.: Dr. Mary Little. University of Central Florida, Orlando, FL. 2010 - 2013.

Selected Peer-Reviewed Publications

Launder, S*, **Miller, K.M.,** & Wood, J*. (2022). Examining the impact of virtual procedural facilitator training on opinion writing of elementary school-aged students with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities, 57* (2) 216-228. *doctoral student

Ming, K., Dukes, C., Finnegan, L.A., & **Miller, K.M**. (2021). Culturally responsive literacy instruction. How is it reflected in the literature? Submitted to Multicultural Learning and Teaching. Available online doi:10.1515/mlt-2020-0002

Fisher, K., & **Miller, K.M.** (2021). Legislative advocacy for special educators. TEACHING Exceptional Children, 53 (3), 244-252. doi:10.1177/0040059920970988

Hashey, A., **Miller, K.M.,** & Foxworth, L. (2020). Combining universal design for learning and self-regulated strategy development to bolster writing instruction. Intervention in School and Clinic. 1-7. Available online first: doi: 10.1177/1053451220910733.

Brady, M.B., & **Miller, K.M.** (2018). Are value-added models diminishing the value of teachers and teacher educators? An alternative VAM that shows the impact of effective educators. In D. Yendol-Hoppey & D. Hoppey (Eds.), *Outcomes of high-quality clinical practice in teacher education* (pp. 105-128). Information Age Publishing Inc.

Miller, K.M., & Little, M. (2017). Examining the effects of self-regulated strategy development in combination with video self-modeling on writing by third grade students with learning disabilities. *Exceptionality, 26*(3), 1-25.

Selected Other Publications or Products/Grants

Presentations

Miller, K.M. (2020, July). *Building written expression skills for students with ASD*. Virtual presentation at the University of Florida CARD Summer Literacy Institute.

Flanagan, S., & **Miller, K.M.** (2020, October). *A Tale of Two States: Teachers Writing Practices and Implication.* Accepted to present at the Council for Learning Disabilities (CLD) Annual Conference, Virtual format.

Miller, K.M., Anderson, S., Finnegan, L., & Launder, S*. (2020, October). *Easy as TEAC? Using strategy instruction for planning and drafting and the impact on 8th grade students' essay writing*. Accepted to present at the International Literacy Association Annual Conference, Columbus, OH. *doctoral student

Miller, K.M., Finnegan, L.A., & Darling, S. (2019, November). *Advocacy for action to support education: Conversations about engaging our students in the process*. Teacher Education Division of the Council for Exceptional Children, Annual Conference, New Orleans, LA.

Nagro, S., Rodriguez, J., **Miller, K.M.,** West, J., & VanLone, J. (2019, November). *Five unique approaches to activating advocacy and influencing special education policy.* Teacher Education Division of the Council for Exceptional Children, Annual Conference, New Orleans, LA.

Miller, K.M., & Spencer, S.A. (2017). When writing isn't easy or fun. In W. Murawski, & K. James, (Eds.), *What Really Works for Special Learners* (pp.49-59). Corwin Press.

Courses Taught

Florida Atlantic University

EEX 4070: Inclusive Education for General Educators

EEX 4250: Reading Instruction for Special Education

EEX 4763: Special Education Technology (online)

EEX 4946: Student Teaching for Exceptional Student Education

EEX 6247: Designing Programs for Special Education* (hybrid)

EEX 6259: Cognitive and Metacognitive Strategies*

EEX 6480: Instructional Design in Special Education*

EEX 6942: Field Project in Exceptional Student Education*

EEX 7055: Learning and Behavioral Characteristics of Individuals with Disabilities*

EEX 7918: Pre-Candidacy Research in Special Education*

EEX 7945: Internship*

EEX 7980: Dissertation*

*graduate level

Service

Professional Service

*Council for Exceptional Children***,** member since 2010.

Teacher Education Division

- Professional Development Committee, 2014-present
- Research Committee, 2012-present
- Annual Conference Proposal Reviewer, 2014-present

Division of Learning Disabilities Division

Technology and Media Division

Florida State Chapter, 2010-present

- Annual Conference Proposal Reviewer, 2010-present

Council for Learning Disabilities, member since 2011

Technology Committee, 2012-present

Annual Conference Proposal Reviewer, 2015-present

Grant Reviewer

Peer Reviewer, Office of Special Education Programs at the U.S. Department of Education Grant Competition: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, (CFDA#84.325D) Competition, Spring, 2017, Spring 2021, Summer 2022.

Dr. Jack Scott

Professional Preparation

Ph.D. University of Florida. 1988. (Special Education)

M.Ed. University of West Florida. 1979. (Educational Leadership)

BA. State University College of New York at Cortland, NY. 1972. (History)

Appointments

Associate Professor and Program Executive Director. Florida Atlantic University, Boca Raton, Florida. (1991-present). Teach graduate and undergraduate courses in behavioral disorders, autism, and behavior analysis, advise students, conduct research, supervise practicum and internship students. In addition, I serve as the executive director of the Center for Autism and Related Disabilities at Florida Atlantic University supervising a staff of 18 at three locations in the provision of autism clinical services in a five-county region.

Selected Publications

Chow, N., Debbaudt, D., Beardon., Cossburn, K., & Scott, J. (in press). Autism and operational policing, in Autism and the Law (eds). F. Volkmar, R. Loftin, L. Westphal, & M. Woodbury-Smith.

Scott, J., et al, (2018). I was the initiator and primary author of the Autism Society of America special *White Paper on Autism Safety* document. I presented this document to the federal National Institutes of Mental Health, Interagency Autism Coordinating Committee (IAAC), October 17, 2018.

This meeting is archived at https://iacc.hhs.gov/meetings/iacc-meetings/2018/full-committee-meeting/october17/

Scott, J. & Bennett, K. (2012). Applied behavior analysis for students with Autism Spectrum Disorders, In R.L Simpson and D. Zager (Eds). Autism Spectrum Disorders, Reston, VA: Council for Exceptional Children.

Scott, J, Leach, D., & Bucholz, J. (2007). Organizing the inclusive early elementary classroom. In M. LaRoche and S. Darling (eds). *The early elementary inclusive classroom*. Boston: Allyn and Bacon.

Scott, J. & Baldwin, W.L. (2005). The challenge of early intensive intervention. In D. Zager (ed). Autism: Identification, Education and Treatment, (3rd ed.) Hillsdale, NJ: Lawrence Erlbaum Associates.

Scott, J. (1996). Recruiting, selecting, and training teaching assistants. In C. Maurice & G. Green (Eds.), Behavioral intervention for young children with autism: A manual for parents and professionals. Austin, TX: ProEd.

Service Highlights

Member, Professional Advisory Board, Autism Society of America. Appointed July 2015.

RANGASAMY RAMASAMY

Professional Preparation

Ph.D.	1992	University of Arizona, Tucson, Arizona
		Major: Special Education and Rehabilitation
		Minor: Bilingual Education & Educational Administration

M.A.	1987	New Mexico Highlands University
		Major: Special Education
M.Ed.	1985	Himachal Pradesh University, Simla
		Major: Secondary Education
M.Sc.	1979	University of Madras, Madras
		Major: Geography, Minor: Statistics
B.Ed.	1980	Teachers College, Saidapet, Madras
		Major: Secondary Education, Minor: Reading
B.A.	1977	University of Madras
		Major: Geography, Minor: Economics & Statistics

Appointments

Interim Chair, Jan 2022-Present, Department of Special Education, College of Education, Florida Atlantic University, Boca Raton, FL

Holmes Program Coordinator, College of Education, 2017 – Present

Professor, 2003-Present, Department of Exceptional Student Education, College of Education, Florida Atlantic University, Boca Raton, FL

Senior Fellow and Professor, 2004 July-Dec., Early Childhood and Special Needs Education,

National Institute of Education, Nanyang Technological University, Singapore.

Associate Professor, 1997-2003, Department of Exceptional Student Education, College of Education, Florida Atlantic University, Boca Raton, FL

Assistant Professor, 1995-1997, Department of Exceptional Student Education, College of Education, Florida Atlantic University, Boca Raton, FL

Selected Peer-Reviewed Publications

Richards, S., Taylor, R., Ramasamy, R. (2014) *Single subject research: Applications in educational and clinical settings* (2nd ed.). Belmont, CA: Wadsworth, Cengage Learning.

Ramasamy, R. (2021) Advocating for the Future PK-12 Student Today. Diverse Issues in Higher Education. Nov 12, 2021

Brown, V., & Ramasamy, R. (2017). Changing faculty perspective of distance learning through

support. *Journal of eLearning. 14 (3), 29-35.*

Finn, L., Ramasamy, R., Dukes, C., & Scott, J. (2015). Using WatchMinder to increase the on-task behavior of students with autism spectrum disorder, *Journal of Autism and Developmental Disabilities*, *45*, 1408-1418.

Selected Other Publications or Grants

Presentations

Ramasamy, R., (2021). Preservice teachers' perception of effective teacher characteristics: Exploring a Decade of Teachers' Experiences in the Classroom. Paper presented during the AACTE 73rd Annual Conference.

Ramasamy, R., & McCormick, J. (2020). Preservice Teachers' Understanding of Autism and Collaboration Skills: Classroom Intervention through Presentation. DADD Conference, Sarasota, FL

Collazo, S., & Ramasamy, R. (2019). Knowledge and Perspective of STEAM Education Among Infant and Toddler Teachers: Implications for Early Childhood Special Education Professionals. Paper presented at the Teacher Education Division (TED) CEC Conference in New Orleans, Louisiana.

McCormick, J. & Ramasamy, R. (2018). Classroom management: Professionalism and disposition as they relate to structure, expectation, instruction, and responding behavior. Paper presented at the 2018 Annual Eastern Educational Research Association Conference in Clearwater, Florida.

Ramasamy, R., & McCormick, J. (2017). Understanding autism and collaboration skills: Evaluation of asynchronous presentation for postsecondary students. Paper presented at the Ninth International Conference at the Society for the Advancement of Behavior Analysis in Paris, France, 2017.

Synergistic Activities

NTT COE Committee (Chair) 2019-present

DSE Dept SPE Committee

International Committee, 2008-present

Library representative for the department, 2013-2021

Faculty Search Committee member for Communication Sciences and Disorders Department, 2022

Doctoral Admission Committee, 1996-present

Doctoral Committees for 3 students, supervise doctoral intern's teaching

Courses Taught

EEX 4050 Overview of Programs for Students with Exceptionalities

EEX 4070 Inclusive Education for General Educators

EEX 4419 Building Classroom Management and Discipline

EEX 5051 Individuals with Disabilities

EEX 5612 Applied Behavior Analysis

EEX 6602 Behavior Change and Management Strategies

Elisa Cruz-Torres, Ed.D, BCBA-D

Professional Preparation- (Degrees and Institution)

Ed.D., Special Education, Florida Atlantic University, Boca Raton, FL, May 2015

DISSERTATION: Promoting Daily Living Skills for Adolescents with Autism Spectrum Disorders via Parent Delivery of Video Prompting on the iPad

Applied Behavior Analysis Program, online, Florida Institute of Technology, Melbourne, FL, Fall 2010

M.Ed., Curriculum and Instruction, Florida Atlantic University, Boca Raton, FL, August 2009

B.A., Psychology, Moravian College, Bethlehem, PA, May 1997

Appointments (Job History)

2015 – Present

Florida Atlantic University: Boca Raton, FL

Visiting Instructor – Department of Special Education

ABAI® Verified Course Sequence Coordinator

2010 – 2018 FAU Center for Autism and Related Disabilities: Boca Raton, FL

Clinical Support Specialist

Assistant Director

Consultant and Research Coordinator

2002 – 2010 Palm Beach County School District: Royal Palm Beach, FL

Emotional/Behavioral Disabilities teacher

2002 – 2002 Northampton County MH/MR: Bethlehem, PA

Intensive Case Manager for Children and Adolescents

Selected Peer-Reviewed Publications (5-7 of the most recent Peer-Reviewed publications)

Cruz-Torres, E. (2020). Working with behavior challenges. In Cunningham, A. Counseling adults with autism: A comprehensive toolkit (pp. 158-181). Abingdon, UK: Taylor & Francis/Routledge

Randolph, K.M., Chubb, C. S., Hott, B. L., & Cruz-Torres, E. (2021) iCoaching behavior-specific praise in a rural classroom. Rural Special Education Quarterly, 40(2). doi:10.1177/8756870520982302

Cruz-Torres, E., Duffy, M. L., Brady, M. P., Bennett, K., & Goldstein, P. (2020). Promoting daily living skills for adolescents with autism spectrum disorder via parent delivery of video prompting. Journal of Autism & Developmental Disorders, 50, 212–223. doi: 10.1007/s10803-019-04215-6

Selected Other Publications or Products/Grants (5-7 other scholarly activities, e.g., Books, Major Presentations, Grants, etc.)

Cruz-Torres, E. (2020, April). How to incorporate technology to build a lifetime of skills. Autism Parenting Magazine, 101, 14-18.

July, 2016 – CS/SB 230 – Missing Persons with Special Needs Bill approved by the Governor addresses personal safety of persons with special needs who elope (wander) by providing personal safety devices to aid search-and-rescue efforts for such persons and $100,000 funding for each of three pilot study projects.

In collaboration with FAU College of Business and Palm Beach County Sheriff's Office, FAU Center for Autism and Related Disabilities tested the effectiveness of search-and-rescue technology, including unmanned aerial systems, when used in combination with personal safety devices to reduce search and rescue recovery time associated with wandering and elopement cases.

January, 2013 – Autism Speaks $5,000 Community Service Grant for Project iCAN: Using the iPad to Communicate and Access Needs providing income eligible families with iPads and a communication app. Project focused on coaching parents in navigating, customizing, and using the iPad and app to promote effective communication skills in their children with ASD and included in-home follow-up support to maximize procedural fidelity.

Synergistic Activities (Major Awards and other Accomplishments of High Impact)

• Outstanding Graduate Student of the Year, Spring 2015

College of Education, Department of Exceptional Student Education

• John E. Miklos Exceptional Scholarship Endowment, Spring 2014

Awarded to students in the area of Exceptional Student Education or Developmental Disabilities

• Cathy Lee Buchanan Behavior Change Success Award, Florida Association for Behavior Analysis, September 2013. Recognizes committed, caring behavior analysts who use behavior analytic procedures to improve the lives of others

• Julie Jackson Scholarship, Spring 2012

Awarded to students in the area of Exceptional Student Education or Developmental Disabilities

• William T. Dwyer Award for Excellence in Education for Palm Beach County School District nominee, 2007 – 2008 Nominated by colleagues for outstanding work in the special education field throughout the school year

• Sid Rifkind Excellence in Education - Teacher of the Year, 2007 – 2008

Teacher of the Year as nominated by colleagues

Courses Taught

Undergraduate:

EEX 4763: Special Education Technology (distance learning) – 2012 to 2016

EDG 4419: Classroom Behavior Management (distance learning & face-to-face) – 2017 to present

EEX 4616: Classroom Management for Inclusive Elementary Schools (distance learning & face-to-face) -2019 to present

Graduate:

EEX 5612: Applied Behavior Analysis (distance learning & face-to-face) – 2016 to present

EEX 6095: Nature & Characteristics of Autism Spectrum Disorders (distance learning & face-to-face) – 2015 to present

EEX 6210: Diagnosis, Assessment, and Instructional Decision Making in ASD (distance learning & face-to-face) – 2016 to present

EEX 6298: Interventions for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders (distance learning & face-to-face) – 2019 to present

EEX 6626: Behavior Analytic Supervision & Management (distance learning & face-to-face) – 2022 to present

EEX 6747: Ethics in ABA (distance learning & face-to-face) – 2015 to present

Community Engagement or Outreach (Service to the Profession or Community)

2020 – present	Association for Behavior Analysis International, Behavior Analysis Special Interest Group on Supervision
2017 – 2022	Florida Association for Behavior Analysis, Multicultural Special Interest Group
2016 – 2021	Faculty Advisor, IMPACT Autism @ FAU Student Organization
2016 – 2021	Advisory Board, Project I2, FAU
2011 – 2018	Restraint Reduction Committee, Palm Beach County School District

2013 – 2015 Special Needs Committee, Adolph & Rose Levis Jewish Community Center

2013 – 2015 Board Member, IMPACT Autism @ FAU Student Organization

2013 – 2015 School Excellence Committee, Renaissance Learning Academy

ACI Instructors

KELLY B. KEARNEY, EdD, BCBA-D

Professional Preparation

2018 Doctor of Education
Florida Atlantic University, Boca Raton, FL
Major: Exceptional Student Education
Dissertation title: *Using an instructional package to teach cardiopulmonary resuscitation with automated external defibrillator to college students with developmental disabilities*

2011 Master of Education
Florida Atlantic University, Boca Raton, FL Major: Exceptional Student Education

2007 Bachelor of Arts, Magna Cum Laude Florida Atlantic University, Boca Raton, FL Major: Anthropology

Appointments

Associate Director of Academy for Community Inclusion & Instructor Department of Special Education
Florida Atlantic University, Boca Raton, FL

Visiting Instructor
Department of Exceptional Student Education Florida Atlantic University, Boca Raton, FL

Board Certified Behavior Analyst
Senior Behavior Analyst, Broward Region Leadership Team Positive Behavior Supports Corp., Fort Lauderdale, FL

Adjunct and Graduate Assistant
Department of Exceptional Student Education Florida Atlantic University, Boca Raton, FL

Exceptional Student Education Teacher
Palm Beach County School District, Boca Raton, FL

Substitute Teacher
Broward County School District, Fort Lauderdale, FL

KEARNEY, EdD, BCBA-D 2

2008-2009 English as a Second Language Teacher Taipei, Taiwan, Republic of China

Selected Publications

Downey, A., **Kearney, K. B**., Berlingo, L., Robinson, K., & Kenney, S. (in press).
Effects of remote audio coaching on workplace communication skills for college students with ID. *Journal of Vocational Rehabilitation.*

Kearney, K. B. & Torres, A. (in press). Using Electronic Literacy-Based Behavioral Interventions to Teach Employability Skills to College Students with Intellectual and Developmental Disabilities. *DADD Online Journal.*

Torres, A., **Kearney, K. B.,** Downey, A., & Tedesco, C. (in press). Self-determination development among college students with intellectual and developmental disabilities: A longitudinal study. *Focus on Autism and Other Developmental Disabilities.*

Carey, G. C., Downey A., & **Kearney, K. B**. (2022). Perspectives of university faculty regarding the inclusion of students with intellectual disability. *Inclusion*, *10*(3), 201-212.

Dukes, C. & **Kearney, K. B**. (2022). In Memoriam: Michael P. Brady. *Research and Practice for Persons with Severe Disabilities*. Advanced online
publication. https://doi.org/10.1177/15407969221096698

Brady, M. P., **Kearney, K. B.,** Downey, A., Torres, A., & McDougall, D. (2022). Using mnemonics, remote coaching, and the range-bound changing criterion design to teach college students with IDD to make employment decisions. *Education and Training in Autism and Developmental Disabilities, 57*(3), 303-319.

Courses Taught

*SLS 1200 *SLS 1250 *SLS 1251 *SLS 1266 *SLS 1392 *SLS 1570 *SLS 1571 *SLS 1602 *SLS 1605 *SLS 2222 *SLS 2604 *SLS 2930 *FFP 1801

Increasing Personal Effectiveness Residential Experience
Social Skills
Getting Around the Community
Business Technology for Community Living Learning with Technology I

Learning with Technology II Living with Roommates Personal Finance
Personal Wellbeing Effective Living Career Seminar Emergency Preparedness

Service to Community

2022 Invited Guest Reviewer for *Focus on Autism and Other Developmental Disabilities*

2021-Present Special Education Research Accelerator (SERA) Research Partner
2021-2022 City of Lake Worth Beach Education Task Force Member
2021 Invited Guest Reviewer for *Career Development and Transition for Exceptional*

Individuals
2021 Invited Guest Reviewer for *Inclusion*

2021 Invited Guest Reviewer for *Journal of Special Education Technology* 2021 Invited Guest Reviewer for *Journal of Inclusive Postsecondary Education* 2020 Invited Guest Reviewer for *Exceptionality*

Brianna J. Miller, **EdD**

Professional Preparation

EdD, Exceptional Student Education, Florida Atlantic University (FAU), Boca Raton, FL, 2018

MEd, Exceptional Student Education, Florida Atlantic University (FAU), Boca Raton, FL, 2014

BAE, Exceptional Student Education, Florida Atlantic University (FAU), Boca Raton, FL, 2012

Appointments

Visiting Instructor, Department of Special Education- Academy for Community Inclusion, FAU-College of Education (COE), Boca Raton, FL, 2019-present

Special Education Teacher, Lauderhill Paul Turner, Broward County Public Schools, Lauderhill, FL, 2014-2017

Special Education Teacher, Wingate Oats Center, Broward County Public Schools, Lauderhill, FL, 2012-2014

Selected Publications

Kearney, K. B., Brady, M. P., Bennett, K. D., Joseph, B., & Dukes, C. (2022). Using covert audio coaching to teach “small talk” to a college student with autism and intellectual disability. *Journal of Inclusive Postsecondary Education.* https://doi.org/10.13021/jipe.2021.2928

Carey, G. C., Miller, B. J., & Finnegan, L.A. (2021). *The effects of the COVID-19 pandemic on college students with intellectual disability*. Journal of Vocational Rehabilitation xx (2021) x–xx DOI:10.3233/JVR-211162IOS

Joseph B, Kearney, K. B., Brady, M. P., Downey, A., & Torres, A. (2021). Teaching small talk: increasing on-topic conversational exchanges in college students with intellectual and developmental disabilities using remote audio coaching. *Behavior Modification*, *45*(2), 251-271. https://doi.org/10.1177/0145445520975174

Joseph, B. (2020). Teacher-directed behavioral interventions. In B. L., Hott, K. M., Randolph, &

L., Raymond (2020). *Teaching students with emotional and behavioral disabilities* (pp.195-218). Plural Publishing.
Kearney, K. B., Joseph, B., Finnegan, L., & Wood, J. (2020). Using a peer-mediated instructional package to teach college students with intellectual and developmental disabilities to navigate an inclusive university campus. *The Journal of Special Education*. 1-10. https://doi.org/10.1177/0022466920937469
Joseph, B., Kearney, K. B., & Wilson, C. L. (2019). The role of educational leaders: a case for inclusion in institutions of higher education. *Journal of Cases in Educational Leadership*, *22*(3), 3-15. JCEL-18-0041.R1. https://doi.org/10.1177/1555458919847245
Wilson, C. L., Randolph, K., & Joseph, B. (2017). Promoting inclusion for students of *all* abilities. In K. A. Waldon & T. P. Baxley (Eds.), *Equity pedagogy: Teaching diverse student populations* (pp. 91-100). Kendall-Hunt.

Courses Taught
SLS 1350 Employability Skills
SLS 1304 Career Exploration
RED 1105 Reading for Life
SLS 1602 Living with Roommates
SLS 2604 Effective Living
SLS 1571 Learning with Technology 2
HSC 2100 Health and Fitness for Life
SLS 1605 Personal Finances
SLS 1601 Be Safe, Stay Safe

EDG 4419 Classroom Management

EEX 3754 Building Family, Community, and School Partnerships

SLS 1505 Critical Thinking

EDG 4419 Classroom Management

SLS 1102 College Experience

EEX 4070 Inclusive Education for General Educators

EDG 6408 Managing Inclusive Classroom: Effective Discipline

EEX 4050 Introduction to Special Education

EEX 4601 Behavior Change Strategies

EEX 4221 Assessment of Exceptional Students

Service
Florida Atlantic University- Undergraduate First Year Mentorship Program (2022-present)
Southeast Postsecondary Education Alliance (2021-present)

American Association of Colleges for Teacher Education (2017-present)
Council for Exceptional Children, FAU Chapter (2016-present)
Society of Health and Physical Education (2016-present)
International Honor Society in Education, Kappa Delta Pi (2015-present)
Council for Exceptional Children (2017-present)

Division of Culturally Linguistically Diverse Learners, CEC (2017-present)

Division of International Special Education and Services, CEC (2015-present)

Teacher Education Division, CEC (2014-present)

Division on Career Development and Transition, CEC (2014-present)

Behavior Modification-Peer Reviewer (October 2020-present)

Journal of International Special Needs Education-Peer Reviewer (August 2016-present)

IGI Global E-Editorial Discovery- Peer Reviewer (August 2016-present)

Gwendolyn C. Carey

PROFESSIONAL PREPARATION

Ed.D. Exceptional Student Education

2019

Florida Atlantic University, Boca Raton, Florida

Dissertation title: “The Effect of the Mentoring Experience on the Mentors of

College Students with Intellectual Disabilities”

Committee: Dr. Mary Louise Duffy, Dr. Cynthia L. Wilson, Dr. Lisa Finnegan, & Dr.

Eliah Watlington

M.Ed. Exceptional Student Education

2005

Florida Atlantic University, Jupiter, Florida

BA. Varying Exceptionalities

2002

Florida Atlantic University, Boca Raton, Florida

APPOINTMENTS

Instructor, 2020- Present

FAU Academy for Community Inclusion

Jupiter, FL

Curriculum and Training Specialist 2015-2020

FAU Academy for Community Inclusion

Jupiter, FL

Adjunct Instructor, 2014-2015

Department of Exceptional Student Education

College of Education, Florida Atlantic University, Boca Raton, FL

Teacher of Exceptional Student Education, 2002-2015

School District of Palm Beach County

Page 2 of 8 9/2022

Teacher of Special Education, 2000-2002

Easter Seal Society, West Palm Beach, FL

SELECT PUBLICATIONS

Carey, G. (2022). Perspectives of undergraduates mentoring university peers with intellectual disability [Manuscript submitted for publication]. Department of Special Education, Florida Atlantic University.

Carey, G., Downey, A. & Kearney, K. (2022). Perspectives of university faculty regarding the inclusion of students with intellectual disability in their courses. Department of Special Education, Florida Atlantic University. Inclusion. 10(3), 201–212. doi: 10.1352/2326-6988-10.3.201

Carey, G., Joseph, B., & Finnegan, L. (2021). The effects of the Covid-19 pandemic on college students with intellectual disability. Journal of Vocational Rehabilitation 55(3), 271-281. doi: 10.3233/JVR-211161

Hall Pistorio, K., Kearney, K. B., Carey, G., Eshman, S., & Thomas, K. (2021). Using a literacy-

based behavior intervention to teach self-advocacy skills to college students with intellectual disability. Journal of Applied Behavior Analysis, 45(2), 349-369. doi: 10.1177/0145445520982978

Carey, G. & Duffy, M. (2016). Mentoring as a system of support for students with intellectual disabilities in college [Paper]. Proceedings of 9 th University of New Mexico Annual Mentoring Conference. Albuquerque, New Mexico: University of New Mexico. pp. 485 – 488.

SYNERGISTIC ACTIVITIES

Northern Campuses Achievement Awards, 2019

Exceptional Faculty Award

COURSES TAUGHT

EEX 2616 Classroom Management for Inclusive Elementary Schools

EEX 4937 Autism Instructional Prep for Educators

EEX 4937 Autism: Exploring the Spectrum

EEX 6065 Transition Program for Individuals with Disabilities

ISS 1121 Community Citizenship

SLS 1167 Service Learning

SLS 1200 Increasing Personal Effectiveness

SLS 1201 Personal Development

SLS 1224 Recreation and Leisure Skills

SLS 1251 Social Skills

SLS 1281 Diverse Communities

SLS 1350 Employability Skills

SLS 1354 Workplace Relationships

SLS 1392 Business Technology for Community Living

SLS 1570 Learning with Technology 1

SLS 1603 Community Resources

SELECT COMMUNITY ENGAGEMENT

2022 – Present Southeast Postsecondary Education Alliance Board of Directors

Vice-Chair of Research

2021 – Present Council for Exceptional Children, Teacher Education Division

Conference Proposal Reviewer

2021 – 2022 Southeast Postsecondary Education Alliance Board of Directors

State Representative

2020 – 2021 Journal of Inclusive Post-Secondary Education

Guest Reviewer

2018 – Present Florida Atlantic University Mentoring Council

2016 – Present Peace, Justice and Human Rights Initiative

Associate Member

2015 – Present Best Buddies International

Faculty Advisor

2015 – Present Palm Beachy County Council for In-Transition Youth

Diana M. Valle-Riestra, Ph.D.

Professional Preparation

Ph.D. University of Miami Special Education/Reading 1998

M.S. University of Miami LD/EH 1989

B.A. University of Miami Biology and Religion 1987

Appointments

FAU, Program Coordinator, Academy for Community Inclusion, Aug 2020-Present

Albizu University, Part-time Faculty, Speech/Language Pathology, Jan 2019-Present

FIU, Faculty Administrator, Special Education, Aug 2006-Aug 2017

Univ. of Miami, Research Asst. Professor, Special Education, July 2002-Aug 2006

Univ. of Miami, Visiting Asst. Professor, Special Education, Aug 1998-May 1999

Selected Peer-Reviewed Publications

Giust, A., & Valle-Riestra, D.M. (2021). Developing graduate student workshops at a predominately Hispanic serving institution. Hispanic Educational Telecommunications Systems (HETS) Online Journal, Volume XI, Spring Issue.

Martin, J., & Valle-Riestra, D.M. (2017). Components of an inclusive postsecondary transition program for older students with intellectual disabilities at a four-year university. The Asian Conference on Education & International Development (ACEID) Conference Proceedings.

Giust, A. & Valle-Riestra, D.M. (2016). Supporting students with intellectual disabilities in higher education through mentoring. Journal of Intellectual Disabilities. Manuscript (ID JID-15-0047).

Hughes, M.T. & Valle-Riestra, D.M. (2012). Early childhood special education: Insights from educators and families. International Journal of Education, 4 (2), 59-73. doi:10.5296/ije.v4i2.1534.

Cramer, E.D., Valle-Riestra, D.M., & Shealey, M. W. (2011, November). Advancing the preparation of culturally responsive and competent preservice special education teachers. Teacher Education Division (TED) Diversity Caucus Monograph.

Selected Other Publications or Grants/Presentations

Grants

PI/Director Diana Martinez Valle-Riestra. Florida Consortium on Inclusive Higher Education, Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID), Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities: CFDA Number: 84.407, FY 2015-2020, $96,077.84 (Year 1), $98,208.83 (Year 2), $100,413.33 (Year 3), $102,694.01 (Year 4), & $105,053.67 (Year 5) contractual ($2,500,000 total for 5 years).

PI/Director Diana Martinez Valle-Riestra. Project Panther LIFE: Preparing For

Employment, Able Trust Foundation, FY 2016-2017, $65,000.

PI/Director Diana Martinez Valle-Riestra. Project Panther PLUS: Postsecondary Learning for Universal Success, de Moya Foundation, FY 2016-2017, $10,000.

PI/Director Diana Martinez Valle-Riestra. Project Panther LIFE: Learning Is For Everyone, State of Florida, FY 2013-2014 & 2014-2015, $300,000 each year, and FY 2015-2016, $600,000 (recurring funds).

PI/Director Diana Martinez Valle-Riestra in partnership with Miami-Dade County Public Schools and Parent to Parent of Miami, Inc. Project Panther LIFE: Learning Is For Everyone. Florida Consortium on Postsecondary Education & Intellectual Disabilities. FY 2011-2012, $14,399.84 & FY 2012-2013, $14,700.

Presentations

Valle-Riestra, D.M. & Carey, G. C. (2022). Creating institution-approved courses in an inclusive postsecondary education program. Invited presentation at the Florida Postsecondary Education Program Planning Institute (FLPEPPI), July 12-15, Orlando, FL.

Valle-Riestra, D. M. (2022). Early Childhood Personnel Center (ECPC) cross-disciplinary competencies and resources. Invited presentation to MSLP program faculty, June 30, Virtual.

Valle-Riestra, D.M. (2022). Academic supports for doctoral students. US Department of Education 3rd Quarterly Forum, June 28, 2022, Virtual.

Valle-Riestra, D.M. & Adams, K. (2022). Program initiatives that support students with intellectual disability in an inclusive postsecondary education program. Presented at the SEPSEA Annual Conference, June 23-25, Auburn, AL.

Valle-Riestra, D.M. & Berlingo, L. (2022). Academy for community inclusion:

Mission, programming, services, and initiative. Presented at the Honoring Outstanding Owl Teachers (HOOT) event on April 8, Virtual.

Valle-Riestra, D.M. (2022). Developing critical leadership skills. Presented to the FAU High School National Honor Society on March 17, Virtual.

Valle-Riestra, D.M. (2022). Academy for community inclusion: An inclusive postsecondary education program for students with intellectual disabilities. Presented at the FL AHEAD Spring 2022 Conference on February 24, Virtual.

Kearney, K., Joseph, B., Torres, A., Downey, A., Valle-Riestra, D.M., & Brady, M. (2021). Research on short notice: COVID's unintended opportunity to study remote learning in college students with intellectual and developmental disabilities. Presented at the Eastern Educational Research Association (EERA) on February 18-19, 2021, Virtual Conference.

Synergistic Activities

Quality Matters (QM) Certification: Applying the QM Rubric, August 2020

ECPC DEC Leadership Cohort, July 2020-Present

Family/Professional Advocacy Award, Parent to Parent of Miami, Inc., November 2015.

Barnes & Noble Best Faculty-Student Paper Award, Amanda Giust and Diana Martinez Valle-Riestra, Supporting Students with Intellectual Disabilities in Higher Education through Mentoring, 2014.

Courses Taught at Florida Atlantic University (FAU)

SLS 1102 College Experience

SLS 1250 Residential Experience

SLS 1281 Diverse Communities

Community Engagement or Outreach

ACI Initiatives Committee, Dept. of Special Education

Marketing Committee, Dept. of Special Education

2023 Academic Program Review External Review Report

College of Education
Department of Special Education
Academic Program Review
January 30-31, 2023

Review Team Members:
Diane Ryndak, University of North Carolina - Greensboro
Jonte' (JT) Taylor, Pennsylvania State University
Mohammad Ilyas, Florida Atlantic University

On January 30-31, 2023, the review team, comprised of Dr. Diane Ryndak, Dr. Jonte' Taylor, and Dr. Mohammad Ilyas, reviewed FAU's Department of Special Education, and the degree programs it offers. A self-study report and associated documentation were provided for the department and the programs under review.

A detailed itinerary was also provided. During the site visit the review team met or communicated with:

- Dr. Russell Ivy, Vice Provost for Academic Affairs
- Ms. Debra Szabo, Director of Assessment, Accreditation, and Articulation
- (Provost's office)
- Dr. Dan Flynn, Vice President for Research
- Dr. Steve Silverman, Dean, College of Education
- Dr. Paul Peluso, Senior Associate Dean, College of Education
- Dr. Dan Meeroff, Interim Dean, Undergraduate Studies
- Dr. William Kelies, Interim Dean, Graduate College
- Dr. Rangasamy Ramasamy, Interim Chair, Department of Special Education
- Department faculty
- Adjunct faculty, affiliate faculty, and visiting instructors
- ACI instructors
- CARD staff members
- Graduate students
- Undergraduate students

The findings in this report are based on the review of the self-study document, the information

shared by the faculty, staff, students, and administrators during meetings on January 30-31, 2023.

The Department of Special Education is one of the six departments in the College of Education. Its mission (as stated in the self-study report) is to provide leadership at local, state, national, and international level in the areas of teaching, research, and service. The department promotes research-based practices that address the needs of people with disabilities, their families, and associated organizations in a rapidly changing society. In this process, the department brings together several entities including faculty, students, professionals, community members, and associated organizations together, thus improving the quality of education.

The department offers Bachelor's degrees in Exceptional Student Education, and Early Care and Education), Master's degree (M.Ed.) in Exceptional Student Education, and Doctoral degree (Ph.D.) in Special Education. The programs are regularly reviewed by internal as well as external bodies. The curriculum for undergraduate degree programs includes internships, practicum, study abroad, and field experiences. The undergraduate courses offered by the department contribute to the institutional IFP and elective courses. The licensure rates and the placement rates of graduates from the department have been consistently 100% or very close to it. The curriculum for graduate programs also includes internships, practicum, study abroad, and field experiences. The strengths of the graduate programs include diversity of concentration areas, and preparedness of graduate students to teach at undergraduate level, linking theory and practice. The most visible strength of the department is passion among the faculty and staff to serve the students and to see the department thrive. The department lost its long-term leader and its strongest advocate, a few years ago. In addition, the department also lost a few faculty members due to various reasons including retirement. A strong commitment of the remaining faculty members and staff, to continue serving the students and the community, has kept the department afloat. The strongest manifestation of faculty/staff commitment is when they keep departmental needs and students' needs ahead of their personal needs. That is phenomenal.

The collective efforts of the departmental faculty/staff have also successfully steered the department through the COVID pandemic, and the department adapted to the new instructional environment to serve its students. The department has also started taking initiatives to address its enrollment. One such initiative is to approach Palm Beach County school district (11th largest school district in the nation) to address the educational needs of working professionals and to work with paraprofessionals. This will be a win-win situation for all parties involved. This initiative can then be expanded to Broward County school district. Some of the program offerings will be online, clearly adapting to the emerging needs of the communities within the service region of the institution. Faculty of the departmental has also been successful in attracting research grants to improve the educational environment for students with special needs. Two other strengths of the department are: Center for Autism and Related Disabilities (CARD), and Academy for Community Inclusion (ACI). Both CARD and ACI provide

wonderful service and are thriving primarily due to the commitment and dedication of the individuals associated with these entities.

In summary of this report's recommendations and action plans (all of which are described in detail in later sections of this document), the reviewers recognize the progress and promise of the FAU DSE program as a reflection of the previous comprehensive report and in the mission of the strategic plan and of the university writ large and the teaching needs of the region. The passion and expertise of the faculty and staff of the DSE and its related programs are an absolute strength of the department. Tensions exist in continued capacity due to the limits of current faculty and extended workloads and responsibilities. In an effort to relieve these tensions, it is suggested that additional tenure-track faculty are considered.

Part 1: Overview

A. Degree Programs by Level

Since the last review and report (completed 2016) The Department of Special Education (DSE) has not only progressed in implementing the suggestions presented by the previous review team, DSE has had to adjust to constantly shifting realities from external realities. In response to internal and external factors related to the field of special education, DSE has made changes to their degree programs based on (a) the loss of faculty, (b) local, state, and national special education teaching shortages, (c) shifting state political realities, (d) new university strategic plan and goals, and (e) a global pandemic. Any one of these factors would require considerable changes in how pre-service special educators are taught at any degree level. The combination of these factors has led to multiple changes in degree offerings at both the graduate and undergraduate levels in Exceptional Student Education (ESE).

Bachelor's (BA):

Over the past few years, DSE has made a number of changes to their program to meet the diverse needs of their students and to support the local and state need for special educators. There has been a needed adjustment and readjustment in what and how courses are offered. Specifically, ESE offers Bachelor's degrees in ESE as Bachelors in Exceptional Student Education or in Early Care and Education (as a joint departmental offering). DSE offers courses both as in-person meetings and online meeting conventions.

It should be noted that per the FAU website and DSE page:
Upon completion of the program, students will be eligible to apply for a Florida teaching certificate in Exceptional Student Education (ESE) with an Endorsement in Teaching English as a Second language (TESOL). ESE certification applies to grades K-12. Individuals certified in

ESE and who have teaching certification in either elementary, middle grades, or secondary education, are eligible to teach in classrooms for students with learning disabilities, intellectual disability, emotional/behavioral disorders, and physical impairments, as well as in general education classes. Additionally, the Early Childhood Education Bachelor's is a joint program focused specifically on preparing future teachers to work in preschool and early elementary settings.

Given the mission of the department, college, and university, and the needs of the local and state school systems, the DSE is poised to meet these needs as it relates to the special education teaching shortage through their initial certification programs.

Master's (MA):

DSE has also adjusted the graduate programs, particularly their Master's degree, due to the need for change based on internal and external factors. As reported by the faculty, department head, and dean, the Master's program is going completely online. Along with a shift in delivery format, DSE has consolidated program tracks to focus on four areas of concentration (Autism, Early Childhood, Applied Behavior Analysis, and Intervention Specialist). By streamlining the options (which originally totaled approximately 7-8), DSE should be able to better meet the needs of the state and region. The scope and sequence of courses for this degree option are appropriate for the mission of the program and the needs of the field.

It should be noted that per the FAU website and DSE page:
This Master's degree program does not lead to initial teacher certification; students may work with their advisor to devise a plan to obtain initial teacher certification.

B. Summary of Visit

Overall, the review team was quite impressed with the work that the DSE has accomplished since the last review in 2016. The dedication, knowledge, and passion that the faculty has in the field of special education and more specifically for FAU and the department is beyond admirable. The review team was equally impressed with the amount of improvements that have occurred within the DSE at both the undergraduate and graduate levels. Faculty appear to be dedicated to program improvement, which is further complicated by the current zeitgeist of Florida education as a political area. Further, the faculty have shown an impressive amount of flexibility in response to both internal and external factors. Internally, the loss of key faculty without replacement has caused evident strain in faculty well-being, program maintenance, or program advancement. Externally, adjusting to the needs of students based on a global pandemic has been first-rate.

While the review team recognizes a plethora of positive changes, we also note a number of tensions and anxiety throughout the department and areas for growth and advances for the program. Broadly, the weaknesses fall into one broad category: capacity.

See the Findings section for detailed description of strengths and weaknesses.

C. Major changes since the last program review

Since the previous program review from 2016, the DSE has made some targeted changes to advance the program as a whole and degree offerings specifically. Notable changes at the undergraduate and graduate degree levels should provide support for the special education program to increase revenue generation and research output.

Undergraduate Program Changes

Developing and implementing the undergraduate student learning objectives based on the guidance from the previous report (2016) and on the framing from Florida Department of Education is both appropriate and should provide feedback on the success of the program tracks for Bachelor degree students. Of particular note, the addition of a degree option for current special education paraprofessionals who are in Florida classrooms and already have Associate degrees and emergency licensed teachers are especially innovative and can potentially provide a needed service as well as contribute to stemming the pervasive special education teaching shortage locally and throughout the state.

Graduate Program Changes

Shifting from an Ed.D. program to a Ph.D. program, recalibrating the Master's degree program to an online structure, and streamlining the Master's degree focus area offerings are specific changes from the previous review. The changes to the Master's program provides an opportunity to increase the number and variety of students enrolled and thus generate increased departmental revenue. The changes to the doctoral program degree offering support the broader goals of FAU by potentially increasing research output which contributes to moving FAU to Research 1 status.

Part 2: Findings

A. Strengths

As previously noted, major strengths of the DSE are the dedication, expertise, and work ethics of the faculty. As the program has experienced personnel drain due to retirements, university changes, and the unexpected passing away of faculty, the remaining faculty have proven to be flexible in attempts to keep the program not only viable but progressing. The passion that the

faculty have for the profession of special education, for advancing the DSE, and for improving FAU as a whole was expressed in interviews with administrative personnel, faculty, staff, and students. Students provided positive assessments of the faculty, particularly in their personal interactions. DSE is well positioned with their other programs (CARD and ACI) to support individuals with disabilities from the surrounding community, which provides a well-received service and enhances the stature of the department and university writ large. The programmatic changes that have occurred in the last 6 years have supported the continuous improvement of the DSE.

An additional strength has been the development, implementation, and accomplishment of the Student Learning Outcomes (SLO) Assessments. Based on the self-study report the development of the SLOs appear appropriate and valid for the purposes of the programs and degree options. The implementation of the SLOs also appears appropriate as they are tied to specific courses that align with the outcomes. Lastly, based on the self-study report and as reported by student interviews, the students are ultimately accomplishing the goals.

B. Weaknesses

The main weakness identified by the review team is program capacity This weakness may stifle the ability of the department to grow and improve. There has been a persistent lack of faculty due to various forms of attrition. The need for additional faculty can be seen in the level of responsibilities that have been taken on by each member of the current faculty. If the effects from the changes that have already been enacted occur (i.e., increases in students entering the DSE degree programs), the tensions that already exist in course coverage will be exacerbated. Beyond the courses offered, the desire to increase research production is hampered by the level of advising, teaching, and service obligations that are occurring. The weakness in capacity can also be heard in the opinions of the undergraduate students who expressed that they enjoy their classes but would prefer them be in-person opposed to online. Their observation is directly related to the capacity of the program to offer in-person classes. Issues related to program capacity can also be seen in the DSE's joint degree program in early childhood education. While it is a successful offering, how it is attributed to the DSE is unclear. This may be problematic in an era of tightening budgets and responsibilities. The program capacity issue is also evident when reviewing the outreach programs of ACI and CARD. The need for faculty affects the staff of the ACI and CARD as they are now also responsible for additional course coverage as well as program duties.

An additional weakness considered by the review team is related to the SLOs. During the interview process, the students reported problems with classes and offerings throughout their respective programs. They report the cancellation or delayed offerings of courses which alters graduation schedules or results in unnecessary and irrelevant courses being taken. As this relates

to SLOs, the issues with faculty and staff capacity impacts the efficiency of the program and accomplishing the SLOs in a timely manner.

C. Recommendations

1) Additional 4-5 tenure track faculty across the next 3 years to support the number of programs required in the field of special education

2) Reconsider moving the UG program to be an online format for traditional students

3) investigate the expansion of cohorts of paraprofessionals (UG) and emergency certified teachers (Masters) for online courses

4) For BECE, figure out how student credit hours and faculty teaching loads can be allocated across colleges and departments to support the continuation of unified collaborative program

5) For CARD and ACI faculty, do not replace tenure track faculty lines in personnel preparation programs; facilitate their engagement in department activities (equity – find ways to empower faculty in outreach programs within the department activity)

6) Investigate the possibility of collaboration with other colleges at FAU for both internal and external funding opportunities and research directly tied to the Pillars (IBRAIN?) and Platforms, or future university strategic plans

Questions from the department

1) *The new university policy of a minimum of 8 students in graduate courses and 19 students in undergraduate courses may impede students' progression to graduation by cancellation of critical courses. What approaches can be used to maximize resources in our programs to meet this enrollment criterion while graduate student support has limited the admission of students?*

    a) Examples of approaches to meet critical shortage: Several approaches have been used to try to alleviate this critical shortage of special education teachers. These include: (a) alternate teacher certification programs delivered by school districts; (b) support for paraprofessionals employed to work with students who have disabilities to become certified teachers; and (c) military veterans with an associate degree to become certified teachers.

b) Accomplishments: The tenure-track faculty already have streamlined programs (see 2c below) and begun to collaborate with regional school districts to identify cohorts of their employees that have a need to complete a certification program. These cohorts include paraprofessionals and emergency licensed teachers currently employed by the districts.

c) Recommendations: To make this strategy work and result in increased enrollment, additional sections of courses will be needed to match the schedules and needs of district employees. This will, however, require tenure-track faculty committed to develop, coordinate, and maintain intense communication with each district in order to meet each district's unique needs. This cannot be accomplished with adjunct or non-tenure track faculty whose main responsibilities are for other efforts (e.g., CARD, ACI). The level of coordination and collaboration required extends far beyond teaching courses; thus, additional tenure-track faculty focused on these initiatives are required.

2) *Given the National Shortage of Teachers, especially in Special Education, and the fact that we are emerging from the pandemic (Covid-19), how should the Department of Special Education position its degree offerings to address these issues and increase enrollment?*

a) National and state critical shortage of special education teachers: For over 20 years the field of special education has been documenting the critical shortage of special education teachers nationally due to practicing teachers reaching retirement age, university special education faculty reaching retirement age, low enrollments in teacher preparation programs (i.e., for both preservice teachers and currently employed teachers), and the deprofessionalization of the teaching field. This documentation has led to numerous predictions about devastating impact on teacher preparation programs at the universities, school districts seeking to hire special education teachers, and outcomes of services provided for students with disabilities. These predictions are evident in the FAU Department of Special Education.

b) Accomplishments: The department tenure track faculty have shifted the Masters' program to online formats (i.e., both synchronous and asynchronous). The faculty currently are working on converting the undergraduate programs to online formats. Continuing these efforts will make courses accessible to currently employed pre-service teachers. However, relying solely on online formats will not meet the needs of traditional undergraduate programs, as the Program Review Team heard from multiple people engaged in this review process. In particular,

the undergraduate students were very clear that they and their parents were not supportive of enrolling in undergraduate courses that were offered on-line.

c) Other faculty: Staff from CARD and the ACI program, as well as a cadre of adjunct and visiting faculty, assist the department in meeting the needs of their undergraduate, Masters, and doctoral students. In addition, these faculty members are the source of the majority of the research disseminated by the department. While these faculty members teach courses, are members of doctoral committees, and conduct research and other scholarly activities, they are neither full-time tenure-track faculty, nor voting members of the faculty. Currently, therefore, the department relies on contributions of non-voting, non-tenure track faculty in programs that are either housed in or collaborate with the department (i.e., CARD, ACI program). While their efforts are admirable, they cannot supplant or replace the roles required of tenure-track faculty in any department.

d) Recommendations: Increase the number of tenure-track faculty to meet the needs of both traditional undergraduate students and non-traditional pre-service teachers at the undergraduate and graduate levels already employed by regional districts.

3) *At present the Department of Special Education has seven faculty members. What steps should the department take to address the shortage issue (i.e., critical shortage of special education teachers in the region, state, and country) and recruitment issue (i.e., recruitment of undergraduates, Master's program students, doctoral scholars) in an environment of shrinking resources?*

a) Special education is an essential component of any college of education and any university system. It is the component designed to meet the needs of children with disabilities and their families, from birth through death. At FAU special education is addressed in the BECE program, the K-12 special education teacher preparation programs, the ACI program, and CARD. Education cannot stand alone; rather, it must include special education in order to meet the needs of all students in society. Furthermore, having a department of special education has been known to be a key factor in being competitive for external funding (e.g., Office of Special Education Programs; Institute for Education Science) and the production of rigorous research and other scholarly activities (e.g., articles in peer reviewed journals, textbook development, national and international presentations, podcasts) that improve outcomes for students.

b) Faculty lines: Historically the department had 17 faculty members with expertise across numerous specialty areas in special education (e.g., early childhood; mild

disabilities; autism; severe disabilities; applied behavior analysis; transition). At that point the department ran several vibrant high-quality programs at the undergraduate, Masters, and doctoral levels. In addition, the tenure track faculty had a strong national presence and reputation for research and other scholarly activities. According to multiple university/college/department personnel, when budget cuts historically occurred at FAU, the Department of Special Education was "disproportionately" impacted with the loss of faculty, resulting in the lack of tenure track faculty to maintain the programs, conduct the work of the department, contribute to the college and university, and contribute to research. Today the department has 7 tenure-track faculty members, with additional recent loss of faculty due to retirements, death, or resignations. As with historic budget cuts, these faculty have not been replaced in the department, requiring the remaining faculty members to teach course overloads; pick up essential committee obligations in the department, college, and university; and engage in critical leadership roles that impact the college, faculty, programs, and students. For instance, 2 of these faculty members currently are interim department chairs in the College of Education, and at least 2 faculty members are in time-intensive leadership roles in the university (e.g., President of the Faculty Senate). As stated by several FAU participants in this APR, in spite of these demanding and essential positions, the 7 remaining faculty members have "stepped up" to meet the needs of their programs and students. This level of commitment and workload, however, cannot continue if the (a) programs are to be maintained, (b) tenure track faculty are to be engaged in research and/or seek external funding opportunities (e.g., OSEP funding to support doctoral students and recruit doctoral scholars; IES research), and (c) enrollment is to be increased across programs.

c) Recommendations: If the Department of Special Education is to offer teacher preparation programs and a doctoral leadership program that are vibrant, rigorous, competitive, and responsive to the needs in the region, state and nation, then the number, roles, and status of faculty must change. For example, areas of faculty specialization must be expanded for the department to be competitive for external funding and attract students to their programs at all levels (i.e., undergraduate, Masters, and doctoral); and to allow students to progress in their EPOS and complete their programs as scheduled, with required courses being consistently taught on a regular and timely schedule. Without the addition of such faculty in the next few years, tenure-track faculty are in jeopardy of burning out and being more likely to either retire or leave FAU for positions at other universities. This would only exacerbate the current issues related to low enrollment leading to fewer faculty, and fewer faculty leading to fewer courses, and fewer courses

leading to fewer students. Steps to take to address the critical shortage and recruitment issues, in spite of university budget issues, include:

i) Hire additional faculty with specialized expertise in specific areas currently not reflected in the tenure track faculty

ii) Advertise the addition of these faculty members

iii) Return the teaching load to the standard load

iv) Allocate faculty specifically for recruitment at the undergraduate, Masters, and doctoral levels

v) Allocate faculty and activities specifically for welcoming students across levels into the department and field; focus on retention beyond students' academic needs

vi) Continue engagement with regional school districts to recruit cohorts or cadres of students (e.g., paraprofessionals, emergency licensure teachers)

4) *The Bachelor's degree in Early Care and Education (BECE) is currently a shared degree between two departments: DSE and C&I. Since the inception of the program, the cost of managing the degree across two departments has been a major and continuing distraction. The University assessment system has still not found a way to award "credit" for faculty and department effort to the appropriate units, and this has resulted in stressors among those whose efforts are minimized. Also, the program has not undergone several program improvements in the curriculum due, in part, to the difficulty in coordinating the efforts across two different departments and faculty groups. [It is noteworthy that both departments have been very active in curriculum re-design efforts in programs offered within our respective departments.] The initial perceived advantage of designing a "joint program" involved an interdisciplinary focus that would be gained by including faculty from two departments. However early childhood expertise is, by definition, interdisciplinary. The DSE is re-considering the original logic of operating a program across multiple departments. What steps should the Departments take to address this issue?*

a) National and state early childhood programs:

b) Recommendations: If the department, college and university want the BECE program to remain competitive in the state and nationally, then the program

should remain a unified program offered across the two departments. Issues about this program being faced within FAU are more about administrative management of a dual-department program. It would be best if the FAU system addressed these issues, and maintained the integrity and rigor evident in the program.

i) Establish a way for both departments to get credit for students enrolled in the program, and student credit hours for which the students are enrolled.

ii) Establish a way for the increased workload of faculty who are co-teaching sections of courses to be formally acknowledged and documented.

iii) Maintain the "joint program," or strengthen the unified collaborative work of the faculty engaged in this program.

2023 Academic External Program Review Report
Department of Curriculum and Instruction College of Education
Florida Atlantic University
Site Visit: March 1-2, 2023

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Part 1: Overview

The Department of Curriculum and Instruction (DCI) at Florida Atlantic University offers three baccalaureate degree programs, eight master's programs, one educational specialist program, and one PhD program. The department reports nine faculty at the rank of full professor, fifteen faculty at the rank of associate professor, one faculty at the rank of assistant professor, one visiting professor, one instructor, and fifty adjuncts (including sixteen current doctoral students serving as course instructors).

The Department of Curriculum and Instruction was constituted in July 2021 through the merger of two departments (Teaching and Learning; Curriculum, Culture, and Educational Inquiry). This restructuring occurred in the midst of the COVID-19 pandemic. According to the Self-Study Report 2022,

In 2021, the College of Education re-organized. As part of the reorganization, two departments– Teaching and Learning (TL) and Curriculum, Culture, and Educational Inquiry (CCEI) merged in July 2021 to form the Department of Curriculum and Instruction (DCI). This reorganization brought together two dynamic departments with diverse programs (undergraduate and graduate), faculty, and support staff. Merging the two departments is a process requiring a great deal of resources, including time. The end goal can only be accomplished through a meticulous process. While the end product, one department, is obvious, the pathway to produce the desired product is not. Departmental functions did not/could not stop. Merger activities and normal departmental functions have to be conducted simultaneously. There was very little that did not require some attention. Clearly, some issues required more attention than others. The department has and continues to move forward, with the recognition that while much has been accomplished, there is still much more to accomplish.

The report also makes clear that, "[t]o work as a department, it is necessary to know and trust colleagues. This was challenging in light of the COVID pandemic. Each department entered the merger with different ideas about how the process might be facilitated, as expected. Thus, the merger has/will require an approach that appreciates and respects what has been done with an eye toward what can be."

The organizational structure of DCI includes a department chair (currently interim), a program assistant who serves as the coordinator for doctoral programs, and a second program assistant who serves as the coordinator for master's programs. The review team observed that DCI continues to work toward a unified department identity, articulate its mission as an academic unit, and create a dynamic departmental culture conducive to fostering excellence in such areas as teaching, research, service, and community engagement. The team encourages faculty and leadership to continue prioritizing this work.

The Office of the Provost invited one internal and three external team members to conduct a review of the Department of Curriculum and Instruction. The following program review report provides a summary and evaluation based on the provided Self-Study Report 2022, copies of various documents such as the FAU Strategic Plan and course syllabi, and a two-day virtual site visit.

A. Degree Programs by Level

Three Bachelor's (BA Programs):

1. Elementary Education with Reading and ESOL Endorsement
2. English Education with Reading and ESOL Endorsement, Mathematics Education, Science Education (including Biology, Chemistry or Physics), and Social Sciences Education
3. Early Care Education

Eight Master's (MA) Programs:

1. Elementary Education
2. Elementary Education with Reading and ESOL Endorsement plus Certification
3. Secondary Education plus Certification (English-with Reading and English Endorsements, Mathematics, Biology, Chemistry, Physics, Social Science)
4. Curriculum and Instruction
5. Reading Education
6. Education Psychology
7. Instructional Technology
8. Environmental Education

One educational specialist degree program:

1. Graduate (Ed.S.): Curriculum and Instruction

One doctoral degree program:

1. Graduate (Ph.D.): Curriculum and Instruction

B. Major Changes since Last Program Review

According to the Self-Study 2022, DCI has made the following major changes:

- Merged two departments (Teaching and Learning; Curriculum, Culture, and Educational Inquiry) to form the Department of Curriculum and Instruction (DCI), July 2022.

- Adopted use of Live Text, an assessment tool that tracks competencies evaluated within coursework across programs.

- Developed three online master's degree programs in Curriculum and Instruction, Educational Psychology, and Instructional Technology.

- Created a master schedule that includes undergraduate and graduate courses, reflecting a one-year course rotation for all programs at all levels.

- Initiated a modified doctoral admission process to help standardize the process. For example, the process now includes a common set of questions all applicants answer as part of the application packet, allowing faculty to learn specific information about applicants.

- Standardized the admission process for all seven master's programs.

- Launched recruitment campaigns for the Master's in Curriculum and Instruction, Educational Psychology, and Instructional Technology.

- Initiated review and revision of program sheets for all seven master's programs. Program sheets provide students with course rotations for their respective programs.

- Initiated streamlining of the master's advising process to ensure the timely selection of advisors and efficient student advising.

- Initiated a process to develop and institute a fall orientation for undergraduate students.

- Established a relationship with University Advising Services to ensure that admission information about the department's undergraduate programs is accurate and up-to-date for first time college students. Undergraduate students are not formally admitted into the College of Education until their junior year, so it is critical to provide students with accurate information early to ensure later success.

C. Summary of Visit

The review team was charged with identifying strengths and weaknesses, challenges, and opportunities based on a variety of data sources. The site visit was conducted virtually via Zoom over a two-day period on March 1 and 2, 2023. All review team members were present and actively participated in all interviews. The team thanks the university for its organization and preparation for the site visit. Faculty, administrators, and students were articulate, knowledgeable, and highly engaged in the opportunity to discuss their experiences at FAU.

Day One of the site visit included 7 interviews that ranged from 30 minutes to 1.25 hours. Participants included the Director of Assessment, Accreditation, and Articulation; Dean of the College of Education; Interim Chair of the Department of Curriculum and Instruction; undergraduate students; the Executive Associate Vice President for Research; Associate and Full Professors; and Assistant Professors.

Day Two included 8 interviews with representative adjunct faculty, graduate students, the past and present Directors of Accreditation and Assessment, the Interim Dean of Undergraduate Studies, the Interim Dean of Graduate Studies, and opportunities for closing questions and comments with the Dean of the College of Education followed by the Director of Assessment, Accreditation, and Articulation.

The review team extensively discussed these interviews, the department’s self-study report, and several supporting documents, including those provided (e.g., the FAU Strategic Plan and the FAU 2022 Accountability Plan) and those requested (e.g., Promotion and Tenure document, course syllabi). The following sections outline the team’s findings based on 15 interviews, documents, and ongoing team discussions. Major changes since the last program review, the department’s strengths, comments on student learning outcomes, and weaknesses are included here. Recommendations for the Department of Curriculum and Instruction continued growth and development conclude the report.

D. Context

The review committee emphasizes the importance of affirming and promoting those permutations of diversity that are directly tied to the K-12 student performance, academic freedom, and representational gaps correlated with a history of racial injustice and discrimination. After carefully listening to concerns expressed by various stakeholders in DCI, the members of the review committee consider it critical to mention the serious apprehension expressed by many participants regarding the current developments targeting Diversity, Equity, and Inclusion (DEI) programs and initiatives at state-funded colleges and universities across Florida. The review committee is mindful that university administrators must operate under a regime of statutory constraints and other legal restrictions that are negatively impacting higher education, and teacher education (including teacher recruitment and retention) in Florida.

Nevertheless, the review committee believes that it is necessary to underscore the actual and potential damage caused by the current assault on DEI programs and initiatives. These damages include but are in no way limited to the erosion of academic freedom, the suppression of free speech, the inability to recruit talented and exemplary faculty, and the ability to retain the accomplished and dedicated faculty and administrators who have ensured FAU's success. As well, similar damage will also frustrate and/or compromise efforts to recruit and retain undergraduate and graduate students. Due to the unique geographical profile of the South Florida area, which contributes to its tremendously diverse populations, the education and training of teachers cannot escape the ethical and educational imperative of implementing supportive DEI programs and initiatives.

This concern is further strengthened by the role of education in a pluralistic democracy such as the United States. Education, duly infused with the realities of cultural pluralism, is a nonnegotiable feature of cultivating citizens who are democratically literate—those who stand ready to embrace and continue the traditions and institutions of a democratic society. The DCI at Florida Atlantic University, deeply dedicated to the education and training of teachers, depends on courageous, principled leadership by FAU administration in order to execute its goals and achieve success. This review committee recommends that faculty and administrators collectively raise their voices to combat this repression of freedoms that has made Florida a compelling collective of diverse individuals.

Part 2: Findings

A. Strengths

- The graduate and undergraduate programs have met all criteria for national CAEP accreditation, as well as program approval by the Florida Department of Education.

- The general trajectory of DCI is consistent with the pillars and platforms of the FAU Strategic Plan for The Race to Excellence.

- Undergraduate teacher education candidates report that faculty are supportive and knowledgeable.

- Courses have been redesigned to meet the needs of partner school districts, and the metrics designated by the state of Florida demonstrate that the teacher education programs are high quality.

- The undergraduate teacher education certification programs, master's programs, and the doctoral program have strong enrollments.

- By streamlining the curriculum and supporting the cross-listing of courses, the master's certificate and master's degree programs are aligned.

- Organizations and intentional on-campus activities are being implemented to engage teacher candidates and develop a sense of connectedness with the campus community.

- Field experiences provide teacher education candidates opportunities to interact with PK-12 students from various backgrounds.

- Many faculty are committed to and knowledgeable about instructional practices that support the learning of students from diverse backgrounds.

- Faculty and graduate students pursue research that addresses important educational issues in the local school systems and broader educational community.

- Some faculty see the merger of the two departments as an opportunity to re-envision the direction of the two departments and create a coherent vision for teacher education.

- Many faculty and graduate students have embraced the new collaborative opportunities provided by the department merger.

- Department activities are aligned with the research goals in the FAU campus strategic plan.

- The department implemented effective strategies as students transitioned from virtual instruction to face-to-face instruction post-pandemic.

- Since 2015 the PhD program has graduated 37 candidates, evidence that there is strong demand for this program.

- Faculty have established solid partnerships with local school districts, including two of the largest in the country: Broward and Palm Beach counties.

Student Learning Outcomes

- The college collects detailed information on student progress toward mastering the curricular goals that ground all FAU teacher education programs. This data is managed and disseminated by a central Office of Accreditation and Assessment. Called Student Learning Outcomes (SLOs), these measures are determined by faculty, with target objectives in each program that are linked to specific assessments in selected courses and scored by faculty using approved rubrics. Faculty use this information to direct program improvements, monitor student progress, and inform their work. This system of instrument design and data collection, analysis, and use ensures program success and is on par with industry standards. This College of Education strength is validated by both the 2022 CAEP review and program reviews conducted by the Florida Department of Education.

B and C. Weaknesses and Recommendations (combined)

Weakness:

1. The department lacks a shared vision and sense of community.

Recommendations:

a. Faculty need to work collaboratively and immediately to develop the DCI mission statement.

b. Intentional emphasis must be placed on enhancing DCI's academic community and culture. Within this, the focus should be on developing a departmental culture that values the perspectives of all faculty members, and particularly faculty of color.

Weakness:

2. There is a lack of clarity regarding the department and college research and other workload expectations.

Recommendations:

Given the desire of FAU to increase faculty research productivity, workload expectations should be clarified and formalized to eliminate confusion surrounding issues of teaching, service, and research expectations, including:

a) As a department, work within college boundaries to either lead the College of Education in the establishment of a clear workload policy for all faculty or, if not feasible, develop a department policy immediately. This should be completed in tandem with the on-going revision of the college's Promotion and Tenure document.

i) Consider other aspects of workload related to teaching (e.g., number of credit hours generated in addition to the number of courses taught).

ii) Consider implementing differentiated teaching and research tracks within the policy so that faculty can opt into more teaching or additional research responsibilities as part of their individual workload.

iii) Include clear expectations for the amount of service faculty are expected to engage in.

iv) Develop a common departmental understanding of the research expectations for promotion and/or tenure and institute ways to support faculty research.

v) Implement a formal mentoring program for new faculty. Consider this when assigning workload.

b) Allot resources (e.g., designate a grant writer) toward an external grant support in the college. Such positions often pay for themselves in terms of increased grant funding for the college and department.

c) Include expectations within PhD coursework that can be submitted by candidates for publication. For example, in addition to a traditional dissertation option, consider offering an option featuring two or more manuscripts ready for publication (or recently published). Finally, discuss adding a dissertation project that is more practitioner focused for those candidates not seeking research intensive positions.

d) Consider how to allocate resources to support full-time doctoral students who can work collaboratively on faculty research projects (simultaneously increasing faculty research productivity while preparing doctoral candidates for the professoriate).

e) Develop an equitable structure (regularly reviewed) for assigning doctoral students to DCI faculty.

Weakness:

3. Aspects of DCI teacher education programs lack continuity, including aspects of diversity and inclusion.

Recommendations:

a) Address DEI in all courses as a curricular thread that connects classes, field experiences, curriculum mapping, and theory and practice. Give particular emphasis to Title I schools.

b) Hire an associate chair to share the duties of the department.

c) Appoint a course coordinator for those courses with multiple sections or heavy reliance on adjunct faculty. This will ensure both consistency in instruction and effective communication across sections.

Weakness:

4. Enhance regular communication among college administration, faculty, staff, and students.

Recommendations:

a) Update the DCI website both to meet the information needs of stakeholders and to visually showcase the department. Audit the website regularly to ensure accuracy of information.

b) Design and implement a marketing plan, including the designation of particular individuals who will support the college and department marketing goals.

c) Provide "just in time" information for students related to state assessments and other program requirements, possibly using the Canvas platform.

d) Determine strategies to support communication between faculty and the Director of Assessment and Accreditation.

Weakness:

5. Develop a supportive community for recruiting and retaining graduate students, undergraduate students, and faculty.

Recommendations:

a) Analyze barriers to student success and remove those that are feasible (e.g., provide focused mentoring and communication about standardized exams, assist with finding financial support through working in partner school districts, address increased class sizes).

b) Develop and implement retention strategies for undergraduate students (e.g., academic support, financial resources, and sense of belonging).

c) Increase involvement with the Office of Undergraduate Studies (e.g., undergraduate research, standardized exam support).

d) Develop structures, activities, and organizations that are intentionally designed to provide a supportive community for underrepresented graduate students, undergraduate students, and faculty.

Academic Program External Review Report 2023

Department of Educational Leadership and Research Methodology

Review Team
Dr. Mark D'Amico, University of North Carolina at Charlotte
Dr. Stephen D. Engle, Florida Atlantic University
Dr. Mariela Rodriguez, University of Texas San Antonio

Overview

Degree Programs Areas and Program Levels

School Leadership (M.Ed., Ed.S., Ph.D.)
Higher Education (Undergraduate Minor, M.Ed., Ph.D.)
Adult and Community Education (M.Ed., Ed.S., Ph.D.)
Research Methodology (Service courses in support of all programs)

Summary of Visit

This report provides the findings of the review team Dr. Mark D'Amico, Dr. Mariela Rodriguez, and Dr. Stephen D. Engle. The findings are based on review of the Program's self-study document, web materials, and a site visit on March 23 and 24, 2023. The team met with a wide spectrum of constituents, partners, and students from the Educational Leadership and Research Methodology Program and the individual meetings were well organized and extremely participatory. Additionally, the Associate Dean provided a thorough self-study report to review in advance of the visit. The review team met with the following:

Administrators:
Ms. Debra Szabo, Director of Assessment, Accreditation and Articulations
Dr. Robert Shockley, Department Chair
Dr. Steve Silverman, Dean College of Education
Dr. Bill Kalies, Interim Dean, Graduate Studies
Dr. Karen Scarpinato, Executive Associate Vice President for Research

Department Faculty Members:
Dr. Maysaa Barakat
Dr. Jennifer Bloom
Dr. Ira Bogotch
Dr. Michael DeDonno
Dr. Deborah Floyd
Dr. Mary Lieberman
Dr. Patricia Maslin-Ostrowski
Dr. Meredith Mountford
Dr. Daniel Reyes-Guerra
Dr. Cristobal Salinas
Dr. Maria Vasquez
Dr. Jarrett Warshaw

Adjunct Faculty:
Peter Zsiga
Ginger Featherstone
Tiffany Peterson
Ted Loomer
Larry Faerman
Jolande Morgan
Valerie Wanza
Angela Fulton
Katie Burke

Clinical Instructors:
John Hardman
Joyce Krzemienski
Taka Mays
Sharon Moffitt

District Partners:
Melinda Springman-Herrera
Janet Butts
Denise Rodriguez
Heather Platt
Christine Semisch
Tiffany Peterson
Ted Loomer

Graduate Students:
School Leaders
Jeffrey Baumiller
Kelan Williams
John Critelli
Patty Brown
Amelia D'Costa
Mary Wilson
Higher Education
Allison Rodgers
Michael Miller
Kadene Mennell
D'Amour Edwards
Monica Martinez
Patrick Dempsey
Adam DeRosa
Marlynn Lopez
Siena Del Mastro
Kimberly Chirinos
Susan Richard

Alignment with Mission/Strategic Plan
Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its

communities. It aspires to be recognized as a university known for excellent and accessible undergraduate and graduate education, distinguished for the quality of its programs across multiple campuses and classified as a very high research institution that is internationally acclaimed for its contributions to creativity and research as well as its collaborations with regional partners. To that end, the Department of Educational Leadership and Research Methodology contributes significantly to the mission and vision of the university at the graduate level and garners significant broad-based attention across the university and the south Florida community.

Faculty in the Educational Leadership and Research Methodology program are a uniquely competitive set of researchers and scholars who excel in focused academic areas and engage in enriching activities that drive the success of their program. They have connected their talented faculty, staff, and students to the broader needs of the South Florida educational communities and have expanded a robust culture of nationally respected research and inquiry in developing best practices (and partnerships) in leadership. Presently, the Educational Leadership and Research Methodology department fits most appropriately within the Pillar of Leadership, Innovation and Entrepreneurship, and will be central to the University's quest for the Carnegie Classification of R1. Faculty, staff, and students have invested heavily in engaging professional development of leadership skills in higher education.

In addition, the Department faculty engaged in an 18-month long process to develop a shared department mission and vision accompanied by their five core values of integrity; learning community; social justice, diversity, equity & inclusion; innovative action; and excellence. These documents have been signed by department faculty and provide a guidepost as they are displayed prominently in the department office.

Overall, the team found that the Educational Leadership and Research Methodology Program provides a robust and relevant educational program at the graduate level. The department houses a team of active scholars who are recognized in the profession and actively contribute to the body of scholarly knowledge. Likewise, the program holds a strong tie to the practice community.

Major Changes Since Last Program Review

- A key area of concern from the previous review was the lack of consistency regarding expectations related to research productivity. It is evident from the 2023 review that faculty members have dedicated their efforts to establishing and maintaining strong publication portfolios. They are published in well-respected journals and disseminate their research findings at international and national conferences. Several faculty members also engage graduate students in research efforts and take them to conferences and have incorporated national conference attendance into the curriculum. These efforts help to extend the visibility of FAU and the leadership programs, and they extend student socialization within academia.
- A related change since the last program review was an increase in securing external funding. This was a recommendation by the review team to help establish a stronger research culture. Today, a few program faculty members are highly engaged in grant-getting efforts. Such engagement helps to support funding for graduate students and for research enhancement. External funds help to establish research projects.
- Since the last program review, faculty members participated in a joint review of curriculum for program improvement. A key takeaway from previous recommendations has been the addition of more quantitative methodology courses that are offered by experts in this area. Having a dedicated team to teach such courses adds value to the doctoral experience for students. Such courses offer structured methodological experiences that guide students toward decisions about their own dissertation research studies.

Findings

Curriculum

Strengths

- **Purposeful Redesign of the Curriculum** - Faculty members make a concerted effort to keep the curriculum current and voiced a commitment to blending theory and practice in all programs. They attend to state and national standards for their respective program areas. There is a strong commitment from faculty in engaging in curriculum development that fosters contextual knowledge as well as professional growth for students. Faculty members offered examples of the time and effort that they engage in for purposeful redesign, and the department chair commented that this was a highly dedicated faculty regarding such efforts. Faculty members are able to pool their expertise and work collaboratively toward program improvement across programs and program areas within the department. This collaboration extends to Tenure-Track faculty members supporting non-tenure track (NTT) faculty members with course development. Lead faculty instructors' mentor and provide support to NTT faculty who teach courses for the department. Such alignment extends the purpose of the curriculum redesign and affords students consistency in course expectations and instructional delivery.
- **Strong Ties with District and Community Partners** - There is evidence of relational trust and team building between program area faculty members and community partners. Such endeavors foster a community connection to FAU, to the School of Education, and to the Department of Educational Leadership and Research Methodology. This is positive in the resulting commitment by district partners to teach courses for the program area, and to be supporters of FAU as an institution of first choice for students across Florida. By having adjunct faculty members, some of whom are alumni from this department, who have positive experiences with faculty and students are better positioned to speak favorably of the program and the institution. Strong ties also align to the context of the greater community where students reside and work. Such professional connections are mutually beneficial for district partners and FAU faculty members. In this way, students benefit from both the research expertise of the faculty and the practical experience of district partners. The various cohorts in the K-12 educational leadership program area that exist within and outside of FAU's proximity are evidence of strong student recruitment efforts and increases to graduate student enrollment.
- **High Degree of Student Satisfaction** - Students who shared their learning experiences with the committee, both in-person and through Zoom, confirmed their high degree of satisfaction with the curriculum and the dedication of faculty members. Students felt that the programmatic curriculum, overall, was what they needed to move forward in the program through scaffolding of course content in course sequencing (additional discussion of dissertation sequencing is included in the section below). Several students used the word 'amazing" to describe faculty members in the department. It was evident that the relationship-building efforts by faculty members helped students feel a sense of belonging in the programs. Various students offered examples of times when faculty members had gone "above and beyond" to help them. Alumni, some of whom are also adjunct faculty, stated that they felt prepared to assume their current positions. This is key, given that alumni serve as primary examples of program quality, and the support and mentorship of program faculty.

Weaknesses

- **Lack of Congruence in Priorities** - Overall, there seems to be a lack of congruence between department goals, leadership priorities, and policy mechanisms to meet the needs of students and faculty. One notable example is the removal of Graduate Assistant tuition benefits for master's students, which has a deleterious effect on enrollments in the higher education program putting FAU at a competitive disadvantage with other universities. Another example is the incongruence

that stems from bringing the College of Education in line with the rest of the university that does not pay faculty for summer theses or dissertation work. With more than 50 Ph.D. students in the dissertation stage, and only 11 department faculty who can chair dissertations, faculty are struggling to meet their needs, and the students are aware, which seems to be a threat to the future sustainability of the program. In addition, the standard 3:2 teaching load of faculty with no release time for dissertations or program direction service, places a significant burden on them and creates an environment where the university is at risk of losing faculty and students. In addition, the department feels pressure to keep enrollments high to support the pursuit for R1 status and meet course enrollment thresholds, while another perspective provided during the visit was to lower doctoral enrollment and consider alternate year admission.

- **Dissertation Sequencing** – In addition to the dissertation support issues above, the curriculum may be structured in a way that does not provide the most efficient path to the degree. For instance, students called for earlier and more sequenced dissertation support throughout the program, from literature synthesis early in the program, to an opportunity to focus on the research methods most aligned with their dissertation, to additional support through tutoring and supplemental instruction particularly around statistics. The current situation is further exacerbated by the inability to receive dissertation mentoring during the summer due to the change in policy. One student noted, "If I could defend my proposal during summer, I could begin dissertation in the Fall."
- **Delivery Mechanisms** – Some program offerings have continued to be all online since the onset of COVID-19. While some students communicated the value of convenient online offerings, others noted the lack of social capital built in the online setting, some noting that they were meeting classmates in person for the first time during the review committee's meeting with them. Additionally, students saw the value in blending some foundational courses at the doctoral level among students from different concentrations (e.g., school leaders and higher education), but at this time some of those courses are being offered separately, also placing pressure on the department to meet enrollment thresholds in multiple sections.
- **Social Environment** – Both students and faculty noted the strained political environment in Florida creates uncertainty about program/course content and results in uneasiness about the university's priorities and whether they can be achieved considering the social and political pressures.

Recommendations

1. **Dissertation Relief** – A series of potential remedies appear to be needed to address the significant workload required to mentor doctoral students in the Ph.D. program. These include the following: (1) maybe encourage the university to consider exploring a university-wide compensation plan and/or flexible assignment plan for dissertation advising during the summer; (2) expand the pool of potential dissertation chairs, including permission for the research methods faculty to serve in the chair role; (3) consider curriculum revisions to potentially require reduced dissertation hours across the program by offering seated courses that guide students through elements of the dissertation; (4) consider revisions that allow students to focus on the research method most appropriate to their dissertation inquiry, and (5) new faculty lines are needed for educational research and higher education, in particular, to ensure course and dissertation coverage.
2. **Engage in Strategic Enrollment Management** – Considering the university's goal to achieve R1 (Carnegie Classification), it is critical that the department undergo strategic enrollment management to identify appropriate enrollment thresholds that (1) account for the university's goal number of graduates each year, (2) fulfill the programs' expected contribution to that goal, (3) maintain minimum course enrollment thresholds, (4) provide a predictable course schedule/sequence for students, (5) serve the demand of the region, (6) match faculty capacity to

teach courses and chair/serve on dissertation committees, and (7) consider the delivery modalities preferred by the student population.

3. **Provide Greater Support to Students on Research** – Considering the constraints on faculty to support dissertation research (i.e., no summer compensation for dissertation service; too few faculty able to chair dissertations), students expressed the value of their faculty and described systems that prevent them from receiving the support they need particularly around research methods. In addition to expanding the faculty with diverse expertise in quantitative and qualitative methods, additional support at the college or university level for statistical tutoring and consulting would enhance students' experiences and supplement their classroom learning and reduce requirement for individual mentoring on methods. The focus on research methods could also be bolstered through the creation of a doctoral strand in educational research.

Student Learning Outcomes

Strengths

- **Competency Assessments** - Faculty members identified Student Learning Outcomes (SLOs) through "competency assessments" for students. They are deemed transformational learning objectives by the faculty. The "competency assessments" reflect state standards, as applicable by program. Faculty members used "competency assessments" to assist in program improvement processes. This work took place through consistent meetings throughout the year between the department chair and program coordinators. Evidence includes programmatic revisions that have been sent forward to the Graduate College.

- **SLO Data used for Continuous Improvement** - School district partners, mostly from the cohort program models, shared that they engaged in four continuous improvement meetings per year with department faculty members based on competency assessment data. In this way, changes were able to be made in less than a year based on any program updates. Adjunct faculty, in general, confirmed that they post SLOs in each course syllabus then offer students formative assessments through rubrics.

Weaknesses

- **Students Need to Understand SLOs** - The students who spoke with the external review committee were not aware of the SLOs or in which classes/projects they were assessed. This contradicted what adjunct faculty told the review committee about having SLOs posted in each course syllabus.

Recommendations

1. **Inform students about SLOs directly** - Faculty members need to communicate to students that "competency assessments" are Student Learning Outcomes (SLOs). Point out the SLOs to students to where they can be found on course syllabi. Invite students to co-construct the SLOs and help to determine the assessment measures. In this way, student participation will help faculty to understand criteria that students want to see measured. Student participation can also help inform students about SLOs more effectively.

Faculty Professional Development

Strengths

- **Highly Committee Faculty** - The faculty is highly committed to the personal and professional well-being of their program colleagues, and informal mentoring appears strong. This is evidenced by anecdotes shared, perceptions of the program review team, and the dedication they exhibited to develop and embrace the values signed and posted in the department.

- **Engaging Adjunct Faculty** - Meetings with adjunct faculty and district partners showed a strong commitment from the department and program leaders to prepare part-time faculty to teach, particularly among the adjunct faculty in the master's-level School Leadership program. Their regular practices include a 1-2-day meeting to bring adjuncts up to speed with the program content and regular meetings to discuss curriculum and student success. In addition, materials are well-developed and shared with new instructors. Adjunct faculty clearly understand their importance as members of the FAU community.
- **Some Support for Mentorship and Research** - While issues involving support for doctoral students as well as support for grant seeking and administration are noted below, it is also important to acknowledge that dissertation chairs receive $1,500 for each student who graduates and the university research office disseminates professional development through asynchronous Canvas courses, hybrid workshops, and an early career academy.

Weaknesses

- **Grant Support** – The discussions with different constituent groups led to conflicting information about pre- and post-award support for grants. While some grant support (particularly for pre-award grant identification and post-award set up) is offered at the university level and the college has a pre-award person, faculty and administration had different perceptions about the level of support offered. An additional concern is the reduced administrative staff lines in the department from four to two. With department staff largely responsible for working with faculty to spend grant funds, the administrative environment does not seem conducive to positioning faculty for productive grant seeking.
- **Excessive Service** – At present, faculty are not offered any compensation or course releases for program directorship, despite there being very successful programs across programs from the undergraduate minor with 250 enrollees to the master's and doctoral programs that are serving the enrollment needs of the institution and the educational needs of the region. In addition, the Graduate College seems very limited in its capacity to support recruitment, and the department only received $1,000 for recruitment in the most recent year. One person noted that the true university values do not seem to be focused on investing in staff and faculty but rather "doing more with less."

Recommendations

1. **Grant Seeking Support** – Even with a great deal of expertise and significant national research prominence among the department faculty, the department does not have a strong culture of grant seeking. An exception is the receipt of IES funding by Dr. Daniel Reyes-Guerra. The review team attributes this lower focus on grants to a heavy workload of teaching, dissertation mentorship, and service with limited perceived support for grant seeking and grant management efforts. While informational resources are offered at the university-level, and there is a pre-award staff member in the college, the faculty do not feel these support adequate to engage in productive, department-wide grant seeking. An investment of time and energy into faculty to seek grants, coupled with the curriculum/workload issues discussed in the prior section could yield additional opportunities to seek grants to support the university's quest for R1 and potentially bring additional full-time, fully funded, and research-focused doctoral students into the department.
2. **Assured and Deliberate Professional Development** – Enhancing national presence and achieving R1 status will require significant support for faculty. This support could be provided in multiple ways, including: (1) provide guaranteed travel funds each year above the $1,100 currently offered if presenting at a conference, since inflation makes it difficult to cover expenses at that amount; (2) offer a stipend or release time for those who take on the burden of directing

programs at the undergraduate, master's, and doctoral levels to help faculty to both serve and maintain active research agendas; (3) assign each new faculty member a formal mentor with resources to support that onboarding and mentorship; and (4) provide graduate assistant research support to new faculty in their first three years, which includes an investment in graduate assistants with tuition benefits.

3. **Offer Targeted Professional Development to Support Instruction** – Current perceptions of faculty professional development is that current offerings are to learn administrative processes and technology use rather than helping them to grow as instructors and scholars. Consider a professional development needs survey to gain a better understanding of the gaps, followed by targeted professional development to address those needs.

Overall Recommendations

1. **Need more tenure-track faculty lines** - Both faculty members and students commented on the need for more tenure-track faculty lines to help support doctoral students, especially those who have reached. Hiring faculty members with experience chairing dissertation committees would help balance the current advising load for faculty members. These faculty members have a very strong commitment to the academic and social well-being of their students. Offering a more balanced distribution of students would be beneficial to faculty members so that they can concentrate their efforts on advising fewer students, with more time for research. Given FAU's push toward the Carnegie R1 designation, infrastructure needs to be in place to help support faculty expectations consistent with R1. A more balanced workload that frees up faculty time for conducting research and writing for publication is one such example of an infrastructure need.
2. **Establish a departmental mentoring program for new faculty members** - This recommendation could help to foster a stronger learning community among faculty members. Establishing a departmental mentoring program for incoming faculty members could assist with team building, and in clarifying expectations for research, teaching, and service. Then mentoring and coaching sessions need to be offered to potential mentors. In this way, the professional growth for mentors will be extended while preparing them to engage in best practices with faculty mentees.