



**Florida Atlantic University  
Academic Program Review  
Self-Study Report**

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**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 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 3<sup>rd</sup>, 2022, and accepted on May 6<sup>th</sup>. We received a response from CACREP on August 17<sup>th</sup>, 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 attract 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. <i>Openness to new ideas</i>
2. <i>Flexibility</i>
3. <i>Cooperativeness with others</i>
4. <i>Willingness to accept and use feedback</i>
5. <i>Awareness of own impact on others</i>
6. <i>Ability to deal with conflict</i>
7. <i>Ability to accept personal responsibility</i>
8. <i>Ability to express feelings effectively and appropriately</i>
9. <i>Attention to ethical and legal considerations</i>
10. <i>Initiative and motivation</i>

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)**

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

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
<b>Undergraduate Total</b>	<b>104.1</b>	<b>112.1</b>	<b>107.9</b>	<b>850.4</b>	<b>22,443.1</b>
<b>Graduate Total</b>	<b>122.7</b>	<b>132.3</b>	<b>158.2</b>	<b>648.7</b>	<b>2,588.2</b>
<b>Grad I</b>	103.6	110.8	126.0	503.0	1,988.3
<b>Grad II</b>	19.1	21.5	32.2	145.8	599.9
<b>Classroom</b>	119.9	130.0	155.4	625.7	2,423.2
<b>Thesis-Dissertation</b>	2.8	2.2	2.8	23.0	165.0
<b>Grand Total</b>	<b>226.8</b>	<b>244.3</b>	<b>266.1</b>	<b>1,499.1</b>	<b>25,031.3</b>

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

Academic Program Review  
Department of Counselor Education- Fall 2022

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
	<b>Total</b>	<b>15.4</b>	<b>16.7</b>	<b>17.8</b>	<b>147.8</b>	<b>10,073.3</b>
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
	<b>Total</b>	<b>88.7</b>	<b>95.4</b>	<b>90.1</b>	<b>702.6</b>	<b>12,369.8</b>
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
	<b>Total</b>	<b>122.7</b>	<b>132.3</b>	<b>158.2</b>	<b>648.7</b>	<b>2,588.3</b>
<b>Total</b>	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
	<b>Total</b>	<b>226.8</b>	<b>244.3</b>	<b>266.1</b>	<b>1,499.1</b>	<b>25,031.4</b>

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	Sections Offered	#					
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
<b>Undergraduate</b>	20.1	21.9	23.6	23.9	61.6
<b>Graduate</b>	23.7	25.8	34.5	18.3	7.1
<b>Total</b>	<b>43.8</b>	<b>47.7</b>	<b>58.1</b>	<b>42.2</b>	<b>68.7</b>

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
<b>Associates</b>	0	0	0	0	0.9
<b>Bachelors</b>	0	0	0	7.5	16.2
<b>Masters</b>	6.4	10.9	8.5	6.3	4.4
<b>Specialist</b>	3.7	2.5	2.2	0.7	0.1
<b>Doctorate</b>	1.2	0.8	0.4	0.7	0.4
<b>First Professional</b>	0	0	0	0	0.2
<b>Total</b>	<b>11.2</b>	<b>14.2</b>	<b>11.1</b>	<b>15.1</b>	<b>22.1</b>

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).

<b>Clinical Mental Health Counseling Concentration</b>		
<b>Core Courses – 24 credits</b>		
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

<b>Additional Required Courses – 18 credits</b>		
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
<b>Pre-Practicum Courses – 6 credits</b>		
Processes in Counseling	MHS 5005	3
Counseling Theories and Techniques	MHS 6401	3
<b>Field Experience Courses – 12 credits</b>		
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
<b>Total</b>		<b>60</b>

<b>Clinical Rehabilitation Concentration</b>		
<b>Foundation Courses – 9 credits</b>		
Processes in Counseling	MHS 5005	3
Counseling Theories and Techniques	MHS 6401	3
Life Span Development	MHS 6482	3
<b>Core Courses – 30 credits</b>		
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
<b>Concentration Courses – 27 credits</b>		
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
<b>Total</b>		<b>63</b>

<b>School Counseling Concentration</b>		
<b>Core Courses – 30 credits</b>		
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
<b>Additional Required Courses – 24 credits</b>		
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
<b>Elective Courses – 6 credits. Select two courses from the following:</b>		
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
<b>Total</b>		<b>60</b>

#### 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.

<b>Core Courses – 18 credits</b>
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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
<b>Clinical/Field Experiences Courses – 9 credits</b>		
Advanced Practicum in Counselor Education	MHS 7942	3
Internship ( <i>may be taken over multiple terms for a total of 6 credits</i> )	MHS 7945	3-6
<b>Research Courses – 27 credits</b>		
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 ( <i>may be taken over multiple terms for a total of 12 credits</i> )	MHS 7980	1-6
Advanced Statistics	STA 7114	3
<b>Specialization (Elective Courses) – 6 credits. Select two courses from the following:</b>		
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 ( <i>variable and repeatable credits</i> )	MHS 7905	1-5
Special Topics ( <i>may be taken multiple times</i> )	MHS 7930	3
Program Review and Analysis	PAD 6327	3
<b>Total</b>		<b>60</b>

## ***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 9<sup>th</sup> 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
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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 Internship 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 16<sup>th</sup> 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 5<sup>th</sup> grade teachers, and approximately 6,000 5<sup>th</sup> 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 37<sup>th</sup> 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 21<sup>st</sup> 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 ①	Number of 2019-2020 Completers ①	Overall Performance ①	Placement Rate ①	Retention Rate ①	Student Performance on Statewide Assessments ①	Student Performance by Subgroups ①	Teacher Evaluation Results ①	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 68<sup>th</sup> 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)**

	Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
Student Level	n	#	%	n	#	%	n	#	%	n	#	%	n	#	%
<input checked="" type="checkbox"/> 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%									
<b>Total</b>	<b>15</b>	<b>14</b>	<b>93.3%</b>	<b>41</b>	<b>36</b>	<b>87.8%</b>	<b>33</b>	<b>27</b>	<b>81.8%</b>	<b>29</b>	<b>27</b>	<b>93.1%</b>	<b>43</b>	<b>41</b>	<b>95.3%</b>

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

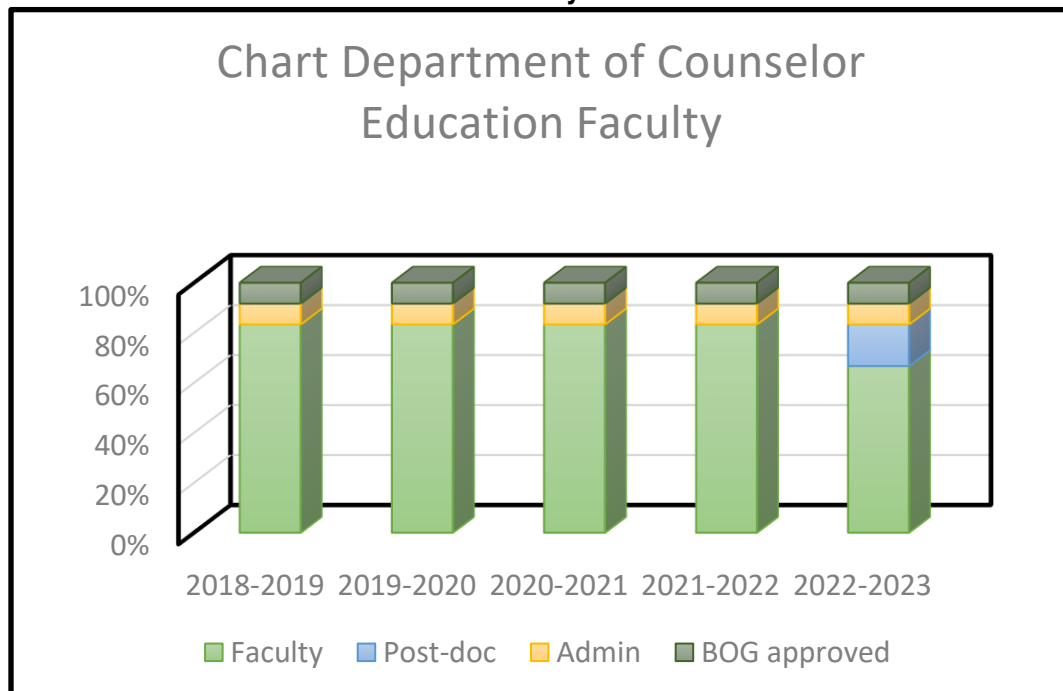
leadership of the College and receives inquiries regarding the department from constituents across the university. She is involved in budget development and expenditures. Her position is a 12-month appointment, and she is obligated to teach two courses annually and conduct research as part of her assignment.

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**

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

<p>Bishop, M., Fraser, R., Li, J., Rumrill, P.D., Burns, M., LaRocca, N., <b>Frain, M.</b>, McDaniels, B., &amp; Lee, B. (2019). Life domains that are important to quality of life for people with multiple sclerosis: A population-based qualitative analysis. <i>Journal of Vocational Rehabilitation</i>. Doi: 10.3233/JVR-191026</p> <p>Rumrill, P., Strauser, D., Li, J., Roessler, R., Bishop, M., Leslie, M., &amp; <b>Frain, M.</b> (2019). Priority employment concerns identified by Americans with MS residing in rural areas: Results of a National Survey. <i>Journal of Vocational Rehabilitation</i>, 21-31. Doi: 10.3233/JVR-191022</p> <p>Strauser, D., <b>Frain, M.</b>, Frain, J., &amp; Tansey, T. (2019). Vocational Evaluation in Rehabilitation, In D. Strauser, T. Tansey and F. Chan (Eds) <i>Assessment Principles and Practice in Rehabilitation and Mental Health Counseling</i> Springer.</p> <p>Torres, A., <b>Frain, M.</b>, &amp; Tansey, T. (2019). The Impact of Motivational Interviewing Training on Rehabilitation Counselors: Assessing Working Alliance and Client Engagement. A Randomized Controlled Trial. <i>Rehabilitation Psychology</i>.</p>
<p><b>Dr. Canfield</b></p> <p>Torres, A; Junkhe, J; <b>Canfield, B</b>: Escudero, A; and Agudelo, A; (2021.) <i>Empowering Families to Address Suicide in Rural Colombia</i>. <u>The Family Journal</u>.</p> <p><b>Canfield, B.</b> (2021) <i>Diversity and Intercultural Work in Family Counseling</i> – Chapter in <u>Foundations of Couples, Marriage, and Family Counseling</u> - Second Edition. Edited by David Capuzzi and Mark Stauffer. John Wiley &amp; Sons, Publisher.</p> <p><b>Canfield, B.</b> (2020). <u>Intercultural Perspectives on Family Counseling</u>. Brian Canfield, Editor. Taylor and Frances/Routledge Press, New York.</p> <p><b>Canfield, B.</b> (2020.) <i>Marriage Counseling and Couple Therapy with Celebrity and High-Profile Clients</i>. <u>The Family Journal</u>.</p>
<p><b>Dr. Mariani</b></p> <p>Perhay-Kuba, S., Villares, E., Brigman, G., &amp; <b>Mariani, M.</b> (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. <i>Submitted for publication</i>.</p> <p><b>Mariani, M.</b> &amp; Silvestro, K. (2020). Making choices to resolve conflict: An evaluation of the Kelso's Choice program for elementary students. Submitted for publication. <i>Professional School Counseling</i>.</p> <p>Griffith, C., <b>Mariani, M.</b>, McMahon, G., Zyromski, B., &amp; Greenspan, S. (2019). School counseling intervention research: A 10-year content analysis of ACA-affiliated journals. Submitted for publication. <i>Professional School Counseling</i>, 23 (1), doi.org/10.1177/2156759X19878700</p> <p>Zyromski, B., Martin, I., &amp; <b>Mariani, M.</b> (2019). Evaluation of the True Goals school counseling curriculum: A pilot study. <i>The Journal for Specialists in Group Work</i>. Submitted for publication. 44:3, 170-183, DOI: 10.1080/01933922.2019.1634781.</p> <p><b>Mariani, M.</b>, Sink, C. A., Villares, E., &amp; Berger, C. (2019). Measuring classroom climate: A validation study of the My Child's Classroom Inventory–Short Form for Parents. <i>Professional School Counseling</i>. <a href="https://doi.org/10.1177/2156759X19860132">https://doi.org/10.1177/2156759X19860132</a></p> <p><b>Mariani, M.</b> &amp; Perhay-Kuba, S. (2019). Evidence-based practices across MTSS. In E. Goodman-Scott, J. Betters-Bubon, &amp; P. Donahue (Eds.), <i>The school counselor's guide to multi-tiered systems of support</i> (267-297). Routledge.</p>
<p><b>Dr. Emelianchik-Key</b></p> <p><b>Labarta, A.* &amp; Emelianchik-Key, K. (in press).</b> Exploring the relationship between eating disorder symptomology mindfulness, adaptive coping, and transdiagnostic mechanisms in affectional minority clients. <i>The Journal of LGBTQ Issues in Counseling</i>.</p> <p><b>Emelianchik-Key, K.</b>, Labarta, A., &amp; Irvine, T. (in press). Understanding Sexuality Counseling Education from the Lens of Trainees: A Critical Examination and Call for Increased Attention and Training. <i>The Journal of Counseling Sexology &amp; Sexual Wellness: Research, Practice, and Education</i>.</p> <p>Irvine, T., Labarta, A., &amp; <b>Emelianchik-Key, K.</b> (2021). Bridging the Gap in Multicultural Education: A Relational-Cultural and Adlerian Multicultural Framework. <i>The Professional Counselor</i>. )</p> <p>Irvine, T., Fullilove, C., Osmand, A., Farmanara, L. &amp; <b>Emelianchik-Key, K.</b> (2021). Deliberate Practice Coaching Framework to Enhance Competencies in Counselor Education Programs. <i>Journal of Counselor Preparation and Supervision</i>.</p>

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<p><b>Dr. Bowers</b></p> <p><b>Bowers, H.</b>, Lemberger-Truelove, M.E., &amp; 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. <i>Journal of Humanistic Counseling</i>. 59(2). 3-19.</p> <p>Brigman, G., <b>Bowers, H.</b>, &amp; Whitford, D.K. (2020). <i>Exceptional Student Success Skills</i>. Boca Raton, FL: Atlantic Education Consultants.</p> <p>Lemberger, M. &amp; <b>Bowers, H.</b> (2019). Advocating Students within Environments. In C. Dollarhide and M. Lemberger (Eds.) <i>Theories of School Counseling Delivery for the 21st Century</i>. New York, NY: Oxford University Press. (p.266-293)</p>
<p><b>Dr. Gill</b></p> <p>Emelianchik-Key, K., Byrd, R., &amp; <b>Gill, C. S.</b> (2021). Technology Facilitates My Perpetration and Experience of Dating Violence: The Lived Experiences of College Women. <i>Journal of Violence Against Women</i>.</p> <p>Freund, R. R.*, <b>Gill, C.S.</b>, &amp; Ainbinder, D. (2021). Wellness Tribe: Gamification of the IS-WEL Adlerian based model of wellness. <i>Journal of Individual Psychology</i>, 77 (1), 102-116.10.1353/jip.2021.0007</p> <p>Sauer, A. K.* &amp; <b>Gill, C. S.</b> (2020). Treating Disruptive Mood Dysregulation Disorder: An Adlerian and equine therapy integrated approach. <i>Journal of Individual Psychology</i>, 76(4).</p> <p>Freund, R. R.*, <b>Gill, C. S.</b>, &amp; Katz, J.* (2019). Understanding Counselor Values Conflict Through the Lens of Adlerian Social Interest. <i>Journal of Individual Psychology</i>, 75(4), 299-312. 10.1353/jip.2019.0019</p> <p>Hipona, G.*, Dailey, S. F.*, <b>Gill, C. S.</b>, &amp; Carney, J. (2019). An Interpretive Phenomenological Analysis Study of Sheltering-in-Place: The Fort Hood Shooting. <i>Journal of Military and Government Counseling</i>, 7(2), 27-55.</p> <p><b>Gill, C. S.</b>, Harper, M. &amp; Dailey, S.* (2019). Assessing the client's spiritual domain. In C. S. Cashwell &amp; J. S. Young (Eds.), <i>Integrating religion and spirituality in counseling: A guide to competent practice</i> (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.</p>



<b>Dr. Torres</b>
<p><b>Torres, A.,</b> Kearney, K., Brady M. (2021). "What ELSE about this job?" Teaching decision making model to College Students with Intellectual and Developmental Disabilities. <i>Journal of Developmental and Physical Disabilities</i>. Submitted.</p> <p>Brady M., Kearney, K., *Downey A., <b>Torres, A.,</b> McDougall D. (2021). Using Mnemonics, Remote Coaching, and the Range-Bound Changing Criterion Design to Teach College Students with IDD to Make Employment Decisions. <i>Behavior Analysis in Practice</i>. Submitted.</p> <p><b>Torres, A.,</b> Juhnke, G., Canfield, B., Gomez-Escudero, A., &amp; Ramírez, A. (2021). Empowering Families to Address Suicide in Rural Colombia. <i>The Family Journal</i>, 29(2), 220–226. <a href="https://doi.org/10.1177/1066480720986493">https://doi.org/10.1177/1066480720986493</a></p> <p>*Downey A., <b>Torres A.,</b> Kearney K., Brady M., *Katz J. (2021). Teaching Virtual Job Interview Skills to College Students with Intellectual Disability. <i>Career Development and Transition for Exceptional Individuals</i>. <a href="https://doi.org/10.1177/2165143421989408">https://doi.org/10.1177/2165143421989408</a></p> <p><b>Torres, A.,</b> Kearney, K. B., Brady, M. P., *Wood, J., &amp; *Katz, J. (2021). Using a literacy-based behavioral intervention to teach job interviewing skills to adults with intellectual disability. <i>Journal of Vocational Rehabilitation</i>. <a href="https://doi.org/10.3233/JVR-201127">https://doi.org/10.3233/JVR-201127</a></p> <p>Joseph, B., Kearney, K. B., Brady, M. P., *Downey, A., &amp; <b>Torres, A.</b> (2020). Teaching Small Talk: Increasing On-Topic Conversational Exchanges in College Students with Intellectual and Developmental Disabilities Using Remote Audio Coaching. <i>Behavior Modification</i>. <a href="https://doi.org/10.1177/0145445520975174">https://doi.org/10.1177/0145445520975174</a></p> <p><b>Torres, A.,</b> Frain, M., Tansey, T. (2019). The impact of motivational interviewing training on rehabilitation counselors: Assessing working alliance and client engagement. A randomized controlled trial. <i>Rehabilitation Psychology</i>, 64(3), 328–338. <a href="https://doi.org/10.1037/rep0000267">https://doi.org/10.1037/rep0000267</a></p>
<b>Dr. Peluso</b>
<p>*Baker, A., <b>Peluso, P.R.,</b> Freund, R., Diaz, P. &amp; 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. <i>Psychotherapy Research</i>, 32(2), 223-237. DOI: 10.1080/10503307.2021.1921303</p> <p>*Irvine, T. &amp; <b>Peluso, P.R.</b> (2022). An Affair to Remember: A Mixed-Methods Survey Examining Therapists' Experiences Treating Infidelity. <i>The Family Journal</i>, 30(3), 324-333. DOI: 10.1177/10664807211061826</p> <p>*Torres, A., Diaz, P., Freund, R., Baker, T., Baker, A., &amp; <b>Peluso, P.R.,</b> (2021). The Relationship of Outcomes and the Therapeutic Working Alliance in Vocational Rehabilitation Counseling. <i>Journal of Vocational Rehabilitation</i>, 55, 313-322. DOI:10.3233/JVR-211165</p> <p>*<b>Peluso, P.R.,</b> Freund, R. R., Gottman, J.M., Gottman, J.S., &amp; Peluso, J.P. (2019). Validation of the Gottman negative comparisons for alternatives scale. <i>The Family Journal</i>, DOI: 10.1177/1066480719843904</p>

#### 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

<b>Grants</b>
<b>Dr. Peluso</b>
Principal investigator. <i>Palm Beach County ESOL Counselors Training Grant (Cohort V)</i> . Title III grant funded with the School District of Palm Beach County (2017-2021). \$434,000
<i>I-Sense Seed Grant</i> . Research funded by Florida Atlantic University Division of Research (2018-2019). \$20,300
<b>Dr. Villares</b>
St. Lucie Public Schools in Partnership with Florida Atlantic University, Department of Counselor Education, School Counseling Program (2019). <i>Social, Wellness, and Emotional Learning Leaders (S.W.E.L.L.)</i> , <b>\$1,627,635</b> . U.S. Department of Education Mental Health Service Professional Demonstration Grant. <u><i>FAU S.W.E.L.L. Program Director, Villares, E.</i></u>
<b>Dr. Frain</b>
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



<b>Bowers, H. (PI), Whitford, D. (2019-2021) <i>Supporting Exceptional Student Learners: An Inquiry through the ASCA Mindsets and Behaviors</i>. \$1,277. American School Counselor Association, Research Grant. <u>Principle Investigator</u></b>
<b>Dr. Emelianchik-Key</b>
(2021) Self-Compassion in Mothers During Covid-19. Florida Atlantic University, Community Engagement grant - \$1000.00
Labarta, A. & <b>Emelianchik-Key, K.</b> (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
<b>Dr. Irvine</b>
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)	Minority Fellowship	2019-2020
	AACTE Holmes Program	Doctoral Fellow	
	Barry University	Scholar Tenure-track Assistant Professor	2019-2020 Fall 2021-current
Scott Lipp	Beta Rho Chi	Executive Committee Member	2018 – 2019
	Florida Association of Counselor Education and Supervision (FACES)	Graduate Student Representative	2016 – 2017
	Chicago Schools of Professional Psychology	Assistant Professor	Current
Siobhan Murphy	Broward County Public Schools	Middle School Counseling Specialist	2021- 2022
	Florida State Counseling Association (FSCA)	School Counseling Leadership Team-Lead for Mentoring Subcommittee	2021-2022
		Emerging Leaders program	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., <b>Labarta, A.</b> , & <b>Irvine, T.</b> (2021, October). <i>The Birds and the Bees: Exploring Student Lived Experiences in Sexuality Counseling Courses</i> . Poster presented at the Association for Counselor Education and Supervision conference, Atlanta, GA.
Emelianchik-Key, K., <b>Labarta, A.</b> , & <b>Irvine, T.</b> (2021, October). <i>A Cross-Paradigm Pedagogical Approach: Promoting an Equitable Learning Environment through the Relational-Cultural and Adlerian Multicultural Framework in Counselor Education</i> . Presentation at Association for Counselor Education and Supervision conference, Atlanta, GA.
<b>Irvine, T.</b> , Peluso, P., <b>Winters, H.</b> & <b>Cipriano, G.</b> (2021). Bridging Infidelity Training and Practice Gaps: Validation of Gottman Method Couples Therapy vs. Treatment-As Usual for Affair Recovery. AARC Cincinnati, Ohio.
<b>Labarta, A.</b> , <b>Irvine, T.</b> & 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., <b>Bettie, E.</b> , <b>Winters, H.</b> & <b>Cipriano, G.</b> (2021). Modeling the Affective Dynamics of the Therapeutic Relationship. AARC Cincinnati, Ohio.
<b>Labarta, A.</b> (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. & <b>Labarta, A.</b> (2021). Exploring the Relationship between Eating Disorder Symptomology and Transdiagnostic Mechanisms in Affective Minority Clients. AARC Cincinnati, Ohio.
<b>Glass, B.</b> & Emelianchik-Key, E. (2021). Creatively Adapting DBT Skills to Increase Supervisee Clinical Competencies. ACES Atlanta, GA.
<b>Irvine, T.</b> & <b>Labarta, A.</b> (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.
<b>Fullilove, C.</b> , Owens, A., & Villares, E. (2021). What's The Effect? A 15-Year Meta-Analysis of School Counselor-led Interventions. ACES Atlanta, GA.
<b>Labarta, A.</b> (2021). Assessment as Advocacy: Teaching Counselors-in-Training about Culturally Responsive Eating Disorder Assessment and Treatment. ACES Atlanta, GA.
<b>Irvine, T.</b> , <b>Cipriano, G.</b> & <b>Winters, H.</b> (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.	<i>Journal of Vocational Rehabilitation</i>	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.	<i>Psychotherapy Research</i>	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	<i>Psychotherapy</i>	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.	<i>Journal of Vocational Rehabilitation.</i>	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.	<i>Journal for Specialist in Group Work</i>	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.	<i>Journal of Counseling &amp; Development,</i>	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.	<i>The Journal of LGBTQ Issues in Counseling.</i>	Path analysis
*Irvine, T. & Peluso, P.R. (2022).	An Affair to Remember: A Mixed-Methods Survey Examining Therapists' Experiences Treating Infidelity.	<i>The Family Journal</i>	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**

<b>Service</b>		
<b>Dr. Villares</b>		
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
<b>Dr. Frain</b>		
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
<b>Dr. Canfield</b>		
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
<b>Dr. Mariani</b>		
Evidence-Based School Counseling Conference	Invited Manuscript Proposal Reviewer, Proceedings Special Issue of <i>Professional School Counseling</i>	2021
	Co-Chair, Conference host	2019- 2021
	Proposal Review Board Member, Proposal Committee	2019-2019
	Advisory Council - Member	2015-present
<i>Professional School Counseling Journal</i>	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
<i>Journal of School Counseling</i>	Editorial Board	2015-present

<i>Journal of School-based Counseling Policy and Evaluation</i>		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
<b>Dr. Emelianchik-Key</b>		
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	2021-2024
	Treasurer	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
<i>The Journal of Counseling Sexology &amp; Sexual Wellness: Research, Practice, and Education</i>	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
	2 <sup>nd</sup> Annual State Conference Planning Committee: collaborated with Barry University to plan the 2 <sup>nd</sup> 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
	3 <sup>rd</sup> 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
<b>Dr. Bowers</b>		
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
<i>Journal of Humanistic Counseling</i>	Associate Editor	2015 – Present
Southern Association of Counselor Education and Supervision	President Elect	2021 – Present
	Membership Committee Chair	2020 – Present
<i>The American Journal of Family Therapy</i>	Editorial Review Board Member	2020 – Present
American Counseling Association	Conference Proposal Review Board	2020
<i>Person-Centered &amp; Experiential Psychotherapies</i>	Invited External Reviewer	2019
<b>Dr. Gill</b>		
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
<b>Dr. Torres</b>		
<i>Journal of Vocational Rehabilitation</i>	Editorial Review Board Member	2021 – Present
Social Security Administration	Ad Hoc Grant Reviewer	2021
<i>Journal of Veterans Studies</i>	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 over 20 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 37<sup>th</sup> 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 typically 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.

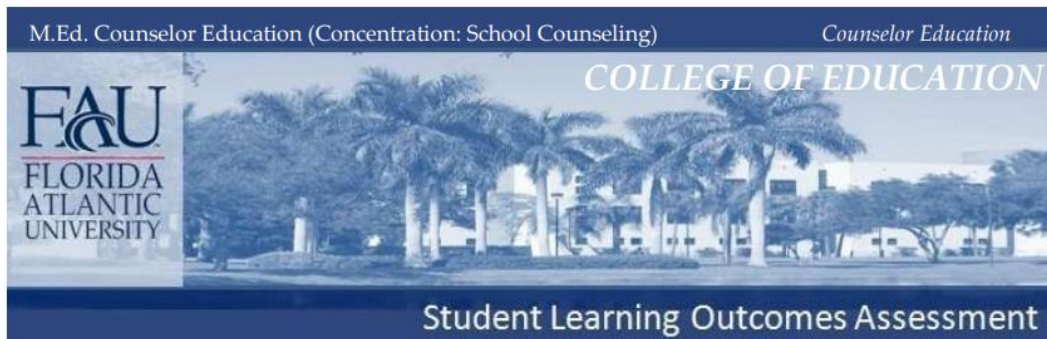
**Table 21: SPOT analysis for Question 6**

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 think 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 think 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/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.

#### **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:**

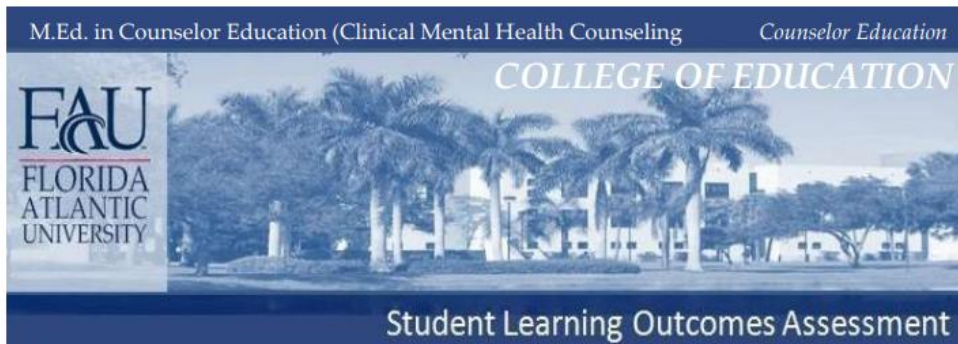
See attached Livetext Report from 2019-2020 for RCS 6801 Case Study Assignment. 2 students were registered for RCS 6801.

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 evaluator 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 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:

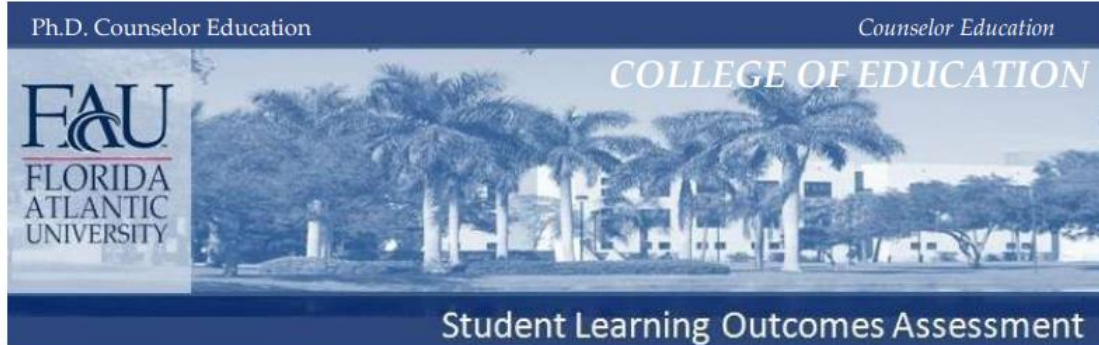
90% of the Mental Health Counseling candidates enrolled in MHS 6830 Internship will demonstrate their critical thinking skills by earning a rating of 7.0 or higher on the department Exit Exam as measured by expert raters. Exit Exams are administered in the Spring semester.

#### 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 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 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**

	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Does Not Meet Expectations (1 pt)</b>	<b>No Attempt</b>
<b>Demonstrates ability to establish a comfortable environment which accepts and fosters respect for students from diverse cultures and linguistic backgrounds.</b> (100%) FL-FAU-FEAP.5.1	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none"> <li>Confidentiality is reviewed at the beginning of the session</li> <li>Establishes a comfortable environment</li> <li>Uses core facilitative conditions</li> <li>Responses uses four different counselor responses</li> <li>Demonstrates the problem-solving model</li> </ul>	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none"> <li>Reviews confidentiality during the session</li> <li>Establishes a comfortable and safe environment</li> <li>Responds using at least three different counselor responses</li> <li>Demonstrates the problem solving model</li> </ul>	Individual counseling session does not include the elements specified: <ul style="list-style-type: none"> <li>Does not review confidentiality</li> <li>Uses less than three counselor responses</li> <li>Does not use the problem-solving model</li> </ul>	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:

	<b>E</b>	<b>M</b>	<b>D</b>	<b>N.O.</b>
	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed
<b>Structuring (5.1)</b>				
1. Time frame and topic reviewed	E	M	D	N.O.
2. Explanation of counseling process	E	M	D	N.O.
<b>Core Conditions (5.1)</b>				
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.
<b>Counselor Responses (5.1)</b>				
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.
<b>Problem Solving Model (5.1)</b>				
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
<b>SUPERVISION</b>			
Demonstrates the application of theory and skills of clinical supervision	7942; 7945		
Develops and demonstrates a personal style of supervision	7942; 7945		
<b>TEACHING</b>			
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		
<b>RESEARCH AND SCHOLARSHIP</b>			
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		
<b>COUNSELING</b>			
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		
<b>LEADERSHIP AND ADVOCACY</b>			
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	<p>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"</p> <p>Masters – Clinical Mental Health Counseling -Spring and Fall admission School Counseling – Fall only Ph.D. – Fall only</p> <p>CACREP Accredited</p>	<p>Ranked #9 among all counseling programs by U.S. News and World Report 2022</p> <p>CACREP Accredited</p> <p>Admissions Office handles all duties</p> <p>Only 1 time per year in fall</p> <p>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</p> <p>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.</p> <p>No part-time students are accepted.</p>	<p>New M.S.Ed. students are admitted twice each year and are eligible to begin fall, spring, or summer semester</p> <p>Application Requirements</p> <ol style="list-style-type: none"> <li>1. Online Application</li> <li>2. Current Resume/CV</li> <li>3. Essay</li> <li>4. Official transcripts</li> <li>5. Two letters of recommendation</li> <li>6. TOEFL if applicable</li> </ol> <p>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.</p> <p>Ph.D.</p> <p>Application Requirements</p> <p>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.</p>



<i>iii. Enrollment information</i>	<p>M.A. degree for Clinical Mental Health Counselors, Marriage and Family Counselors, and School Counselors without teaching certificate</p> <p>M.Ed. for School Counselors who are certified educators</p> <p>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.</p>	<p>School Counseling (MS)</p> <p>Clinical Mental Health Counseling (MS)</p> <p>Couple and Family Counseling (MS and MS)</p> <p>Counseling and Counselor Education (PhD)</p>	<ul style="list-style-type: none"> <li>• Master of Science in Counseling <ul style="list-style-type: none"> <li>◦ Clinical Mental Health Counseling</li> <li>◦ School Counseling</li> </ul> </li> <li>• Education Specialist</li> <li>• Doctor of Philosophy in Education, Counseling Concentration</li> </ul> <p><i>CACREP accredited</i></p>
<i>iv. Average class size and faculty/student ratio</i>	<p>College of Community Innovation and Education</p> <p>11 full time faculty listed</p> <p>3 additional associate/senior lecturers listed</p> <p>9 additional graduate scholars and adjuncts listed</p>	<p>School of Education</p> <p>9 full time faculty are listed</p>	<p>11 full time faculty members</p> <p>1 interim clinic coordinator</p>
<i>v. Curriculum</i>	<p>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.</p> <p><a href="http://www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1136&amp;TID=332&amp;track=School%20Counseling">http://www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1136&amp;TID=332&amp;track=School%20Counseling</a></p> <p>Certificates in Play Therapy and Career Counseling (2022)</p>	<p><a href="#">Counseling and Educational Development (CED) &lt; UNC Greensboro</a></p> <p><a href="#">Counseling and Educational Development (CED) (uncg.edu)</a></p>	<p>MS. Ed- 60 credit hours</p> <p>Ed. S- 30 credit hours beyond master's degree work</p> <p>Ph.D- 60 credit hours</p>
<i>vi. Internships, practicum, study</i>	<p>Practicum 3 credit hours</p> <p>Internship 3 credit hours</p>	<p>Practicum (min of 100 hours, most do 150)</p>	<p>MS.Ed</p> <p>Practicums- (100 hours minimum)</p>

<p><i>abroad, field experiences</i></p>	<p>Internship 3 credit hours (600 hours)</p>	<p>Advanced Practicum (600 hours over 2 semesters) Internship</p> <p>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 <a href="#">Vacc</a> Counseling and Consulting Clinic, the Department's onsite, state-of-the-art clinic.</p>	<p>Internship in School Counseling (600 hrs minimum) Internship in Mental Health Counseling (600 hrs minimum) <u>Ph.D – one practicum course, one internship 3-6 credits, and adv. Practicum required</u> <a href="#">Department of Counseling and Human Services &lt; Old Dominion University (odu.edu)</a></p>
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## Appendix 5. Diversity Data Report

## Introduction

## Student Data

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Data  
Teacher Membership

## Community Data

Census Data  
Choice Options

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## 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<sup>1</sup>, 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
<b>Unduplicated Enrollment</b>	38,025	37,452	37,265	37,619	37,796

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

**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/vxfeseg>

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.

<sup>1</sup>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
<b>Florida Atlantic University (FAU)</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>59</b>	<b>43</b>	<b>44</b>	<b>46</b>	<b>46</b>	<b>47</b>
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](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](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.ua.ufl.edu/ufacts/enrollment-1/>  
 UNF: [https://www.unf.edu/ir/Fall\\_2020\\_Student\\_Data.aspx](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.<sup>2</sup> 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%.

<sup>2</sup> 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
<b>FAU</b>	<b>44</b>	<b>43</b>	<b>42</b>	<b>40</b>	<b>39</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>20</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>27</b>
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](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?embed=y&display_count=yes&showTabs=y&showVizHome=no)  
 FAU: <https://tinyurl.com/vxfeseeq>  
 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.ua.ufl.edu/ufacts>  
 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/vxfeseeq>

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
<b>2016-2017</b>			
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
<b>2017-2018</b>			
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
<b>2018-2019</b>			
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
<b>2019-2020</b>			
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
<b>2020-2021</b>			
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/vxfeseeq>  
 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
<b>Florida Atlantic University (FAU)</b>	<b>59</b>	<b>41</b>
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](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&display_count=yes&showTabs=y&showVizHome=no)  
 FAU: <https://tinyurl.com/vxfeseeq>  
 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.ua.ufl.edu/ufacts>

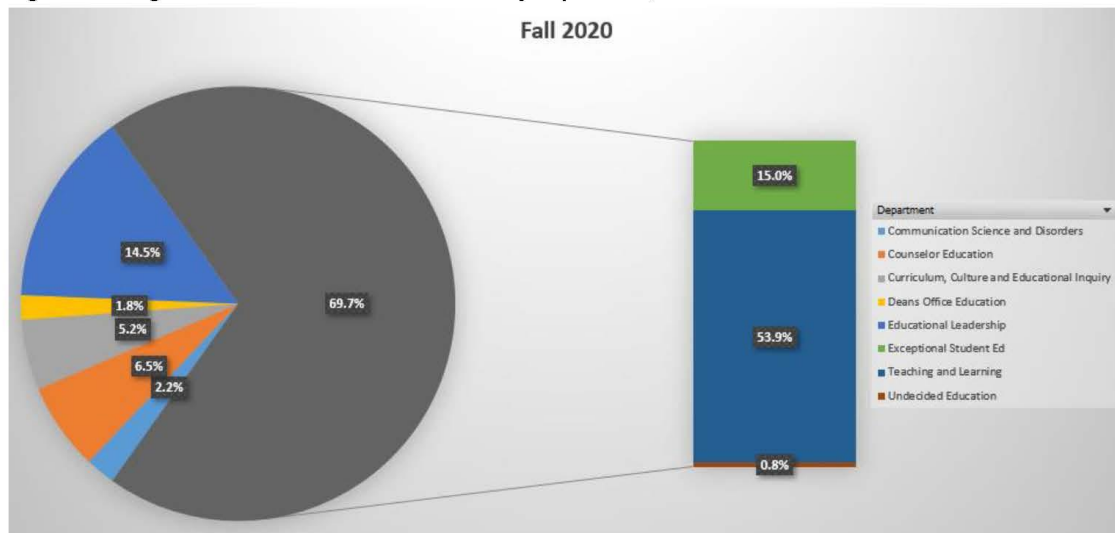


USF: <http://www.usf.edu/ods/resources/system-facts.aspx>

## 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/ydjrxfm>

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/yxfeseeg>  
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/yxfeseeg>  
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%
Black or African American	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%
Hispanic or Latino	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%
Nonresident alien Total		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/vxfeseeq>

## 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://km.ucf.edu/wp-content/uploads/2021/08/Common-Data-Set-2020-2021.pdf>  
UF: <https://ir.ua.edu/media/iraufledu/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**

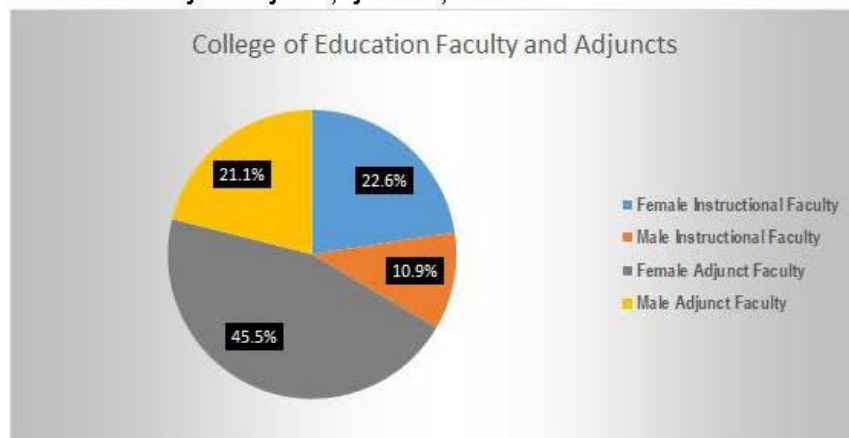
Ethnic Group	% of Instructional Faculty					% of Adjunct Faculty					% Point Change 2016-2017 to 2020-2021	
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Instructional Faculty	Adjunct Faculty
Black	6.3	5.8	8.5	10.1	10.7	7.9	14.2	14.3	19.2	17.2	+4.4	+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

<b>Total</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>20</b>	<b>16</b>	<b>21</b>	<b>89</b>	<b>1,035</b>
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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/ipeds/data/ipedsdatatools/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/ipeds/data/ipedsdatatools/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.stm>  
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
<b>Total Disabled*</b>	<b>377,115</b>	<b>385,545</b>	<b>401,745</b>	<b>414,353</b>	<b>415,980</b>	<b>10.3</b>
<b>TOTAL (All Exceptionalities)</b>	<b>545,527</b>	<b>557,112</b>	<b>577,670</b>	<b>592,197</b>	<b>578,317</b>	<b>6.0</b>

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.shtml>  
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.fdoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml>

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

**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.

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

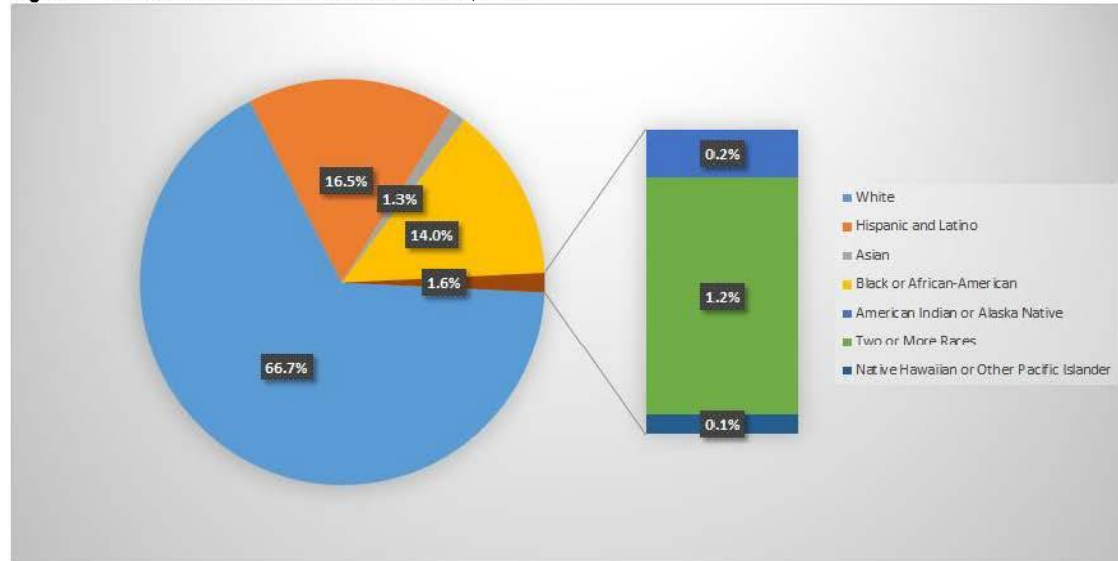
Source: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, Current Population Survey prepared August 2019): <https://nces.ed.gov/ipeds/data/ipedsonline/ipeds.asp>

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

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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/data-accountability/data-sys/edu-info-accountability-services/bk-12-public-school-data-pubs-reports/staff.html>

**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/data-accountability/data-sys/edu-info-accountability-services/bk-12-public-school-data-pubs-reports/staff.html>

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

Source: Florida Department of Education, PK-12 Portal, Enrollment, Build Your Own Table:  
<https://edstats.flde.org/SASPortal/syndication.do?com.sas.portal.itemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Fresposname%3DFoundation%2FTransfor%2Fmation%3Bbid%3DA5YWBA5Y.AX0000BB>

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

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

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

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

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**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
<b>State Total</b>	<b>170,692</b>	<b>171,468</b>	<b>174,862</b>	<b>176,884</b>	<b>179,004</b>	<b>2,020</b>	<b>1.1</b>
<b>Total Minority**</b>	<b>46,669</b>	<b>47,949</b>	<b>50,905</b>	<b>52,655</b>	<b>54,552</b>	<b>1,897</b>	<b>3.5</b>

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.stm>

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%
<b>Gender</b>					
Female	90.7%	64.9%	86.2%	74.3%	79.4%
Male	9.3%	35.1%	13.8%	25.7%	20.6%
<b>Totals</b>					
<b>Teachers</b>	<b>74,447</b>	<b>69,004</b>	<b>29,021</b>	<b>6,532</b>	<b>179,004</b>
<b>Minorities*</b>	<b>22,119</b>	<b>21,203</b>	<b>8,319</b>	<b>2,911</b>	<b>54,552</b>

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.stm>

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&q=0100000US\\_0400000US12&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP02&moe=false&tp=false&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&q=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&q=0100000US\\_0400000US12\\_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&q=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	
<b>Broward</b>	60.5	28.8	0.2	3.7	0.1	3.1	3.5	31.1	1,952,778
<b>Indian River</b>	86.3	9.7	0.1	1.1	0.0	1.2	1.6	12.7	159,923
<b>Miami</b>	75.6	16.8	0.2	1.6	0.0	3.9	1.9	69.4	2,716,940
<b>Palm Beach</b>	72.4	19.0	0.4	2.8	0.0	2.7	2.8	23.4	1,496,770
<b>St. Lucie</b>	72.0	19.5	0.3	2.1	0.1	2.5	3.5	19.9	328,297
<b>Florida</b>	74.5	16.0	0.3	2.8	0.1	3.4	2.9	26.4	21,477,737
<b>United States</b>	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&q=0100000US\\_0400000US12\\_0500000US12011,12061,12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP05&moe=false&tp=true&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&q=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	185,365
<b>Grand Total</b>	<b>31</b>	<b>545</b>	<b>4,487,080</b>

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

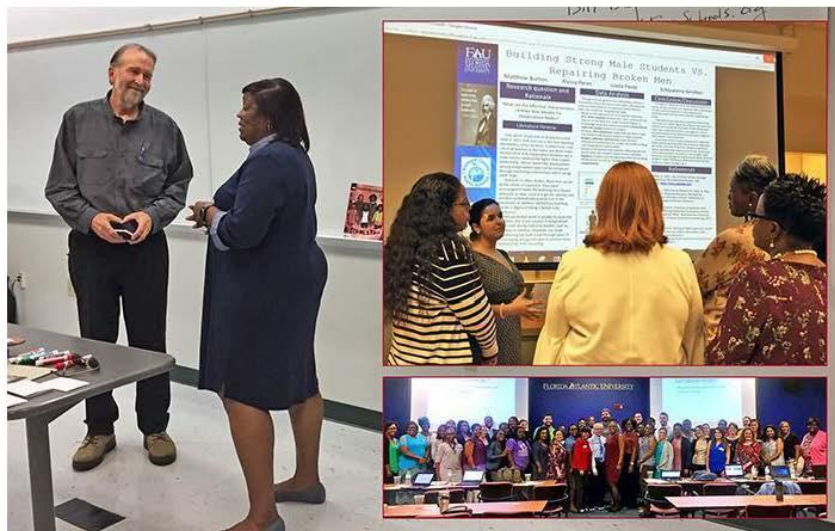
With educational programs spearheaded by entities such as the FAU Diversity Council; Peace, Justice, and Human Rights initiative; the Center for Inclusion, Diversity Education, and Advocacy; the Center for Holocaust and Human Rights Education; and the Women and Gender Equity Resource Center, FAU is not 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](https://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/news/events/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-TQ0iE>

-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](http://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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FSU: <https://ir.fsu.edu/factbook.aspx> > <https://ir.fsu.edu/Factbooks/2019-20/Enrollments.pdf>  
UCF: <https://www.ucf.edu/about-ucf/facts/>  
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## 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**

Emelanchik-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  
Emelanchik-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**

Emelanchik-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.  
Emelanchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (In Review).  
Emelanchik-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 Emelanchik-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 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, 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 18<sup>th</sup> 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

#### National Peer Reviewed Presentations

**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., & Ainbinder, 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* (3<sup>rd</sup> 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.), *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.

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.), *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.

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.

Emelianchik-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.**, & Ainbinger, 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**

Emelanchik-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  
Emelanchik-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**

Emelanchik-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.  
Emelanchik-Key, K., Glass, B., Labarta, A. (2022) Examining counseling students' conceptualization and understanding of teen dating violence in male and female clients (In Review).  
Emelanchik-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 Emelanchik-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/10.1177/003329412111061699>

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/icps/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.

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Tequesta, FL 33469

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[mmarian5@fau.edu](mailto:mmarian5@fau.edu)  
[marianimelissa@yahoo.com](mailto: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

American School Counselor Association  
Association for Counselor Ed./Supervision  
American Counseling Association

#### Regional/State/Local

Florida School Counselor Association  
Southern Association for Counselor  
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 6820-Internship/Supervision (Sch. Counseling)
MHS 6421-Counseling Children	MHS 6700-Legal, Ethical & Prof. Issues in Counseling
MHS 6423-Counseling Adolescents	PYCL 504-Counseling Skills
MHS 6600-Consult & Behavior Management	PYCL 507-Research & Evaluation for Counselors
MHS 6800-Practicum/Superv. (Sch. Counseling)	MHS 5422-Play Techniques for Counseling Children & Adolescents
MHS 5428- Counseling Diverse Populations	MHS 6710-Counseling Research & Evid.-Based Practice
MHS 6510-Group Counseling	MHS 7978-Dissertation Seminar

#### Doctoral Level Course Teaching Experience

MHS 7980-Dissertation

### 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> 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 21<sup>st</sup> 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-September 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 (ISPRESOC) – 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](https://doi.org/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 (2<sup>nd</sup> Ed.)*. New York: Routledge.
- Peluso, P.R. (2023). *Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners (3<sup>rd</sup> 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 (2<sup>nd</sup> 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 (3<sup>rd</sup> 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

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**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/10.1177/07481756166639107>
- \*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*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> 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 21<sup>st</sup> 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)