



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

Program:	Department name with programs listed
Program Director/ Coordinator Name:	Dr. Paul R. Peluso / Dr. Patricia Heydet-Kirsch
Program Self-Study Contact:	Dr. Paul R. Peluso, Chair
Self-Study Contact Email:	Ppeluso@fau.edu
Self-Study Contact Phone Number:	561-297-3602

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Contents

A. Mission and Purpose of the Program

B. Previous External Reviews

C. Instruction

Establishment of Student Learning Outcomes (SLOs)

Assessment of SLOs and Program Improvement

Baccalaureate Programs

Graduate Programs

i. Limited access

ii. Admissions criteria

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

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

v. Curriculum

vi. Internships, practicum, study abroad, field experiences

vii. Pedagogy/pedagogical innovations

viii. Scope of institutional contributions

ix. Student profile (DDI B4b)

x. Advising procedures

xi. Licensure rates (if applicable)

xii. Placement rates/employment profile

xiii. Retention rates

xiv. Graduation rates

xv. Student recruitment

Faculty

i. Administrative structure

ii. Faculty profile (DDI B2)

iii. Faculty teaching load

iv. Summary of faculty research productivity (DDI Summaries)

v. Strategic planning for hires

vi. Abbreviated faculty CVs

D. Research

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

ii. Interdisciplinary efforts and community engagement efforts

iii. Establishment of goals for research

iv. Assessment of how well goals are being met

E. Service/Community Engagement for Department/School

i. Community engagement

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

iii. Establishment of goals for service

iv. Assessment of how well goals are being met

F. Other Program Goals for School or College

i. Describe and assess how well goals are being met

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

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

I. Resource analysis for School or College

J. Future directions for School or College

K. Student feedback (SPOT analysis)

List of Tables

Table 1. DDI B4 Headcount Enrollment.....	14
Table 2. C1- Annualized State-Fundable FTE Produced by Level.....	15
Table 3. C2- Annualized State-Fundable FTE Produced In/Out of Department or College.....	15
Table 4. B3- Average Course Size.....	16
Table 5. D1 Annualized FTE Produced Per Instructional Person-Year Counselor Ed.....	17
Table 6. D 2 Degrees Awarded Per FACULTY Instructional Person Year	17
Table 7. Impact and Outcome of the FAU Clinical Mental Health Counseling Program.....	22
Table 8. Majors Enrolled by Gender and Ethnicity.....	25
Table 9. APPR Data from Florida DOE.....	27
Table 10. Retention Rates for All Degree Programs (2010-2013 Entry Terms) by Gender.....	28
Table 11. Degrees Awarded- Department of Counselor Education (2009-2014).....	29
Table 12. Number of Counselor Education Faculty Over a Ten-Year Period.....	31
Table 13. B2- Faculty Profile.....	32
Table 14. B2- Adjunct Faculty.....	32
Table 15. Research Productivity.....	33
Table 16 Selected Faculty Research Publications 2014-2015.....	34
Table 17. Part II B1 Faculty Person Years and FTE Devoted to Research.....	38
Table 18. Part II D1-9- Efficiency Data.....	38
Table 19. DDI B 1-3 Service Productivity.....	41
Table 20. DDI C 1-3 Service Efficiency Data.....	41
Table 21: SPOT Analysis for Question 20.....	48
Table 22: Spot Analysis of Question 21.....	48
Table 23: Student Satisfaction Survey Data.....	49

Appendices

Appendix 1. Student Learning Outcomes

Appendix 2. School Counseling Assignment and Rubrics (example)

Appendix 3. Doctoral Outcomes Assessment Tool.

Appendix 4. Comparison with SUS and Peer Institutions

Appendix 5. Faculty Vitaes

A. Mission and Purpose of the Program

Department of Counselor Education

Purpose

In 2014, the College of Education—a founding college of Florida Atlantic University—celebrated its 50th Anniversary. Amongst the original faculty of the college was a Professor of School Guidance Counseling. While the department did not exist for almost a decade after the founding of the college, training in counseling has been a proud part of the central mission of the college and the university.

Today, 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], Council on Rehabilitation Education [CORE]), 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 (clinic space, 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 insure 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. 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

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.

Objectives

1. To achieve an ethically-informed professional identity, faculty and students 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 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 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 of 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 to clients 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 is seeking permission to re-open this search in Fall 2015. 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 to be completed in 2017, and the department is in the process of converting 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.

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. 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. 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.

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, CORE), 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, 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, the School Counseling and Guidance Exam, and the all sections of the Florida general knowledge exam in order to receive their diploma. Key clinical assessments are tied into a comprehensive school guidance curriculum (an example of one course's grading rubrics are 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 test, the Counselor Preparation Comprehensive Exam (CPCE) to assess student performance. Finally, students take an *Exit Counseling Competency Exam* at the end of Beginning Practicum (MHS 6800) and 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.

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:

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

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

The **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.

Assessment of SLOs and Program Improvement

See attached Addendum A 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 citation on their transcript. The goals for this certificate program are 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 are 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.

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:

Clinical Psychology (PSY 4930) 3 credits

Prerequisite: PSY 1012 - General Psychology and CLP4144, Abnormal Psychology;

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.

Psychology & Law (PSY 4053) 3 credits

Prerequisite: PSY 1012 - General Psychology and CLP4144, Abnormal Psychology;

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.

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.

SDS 3483 University Student Mentoring and Peer Coaching (note: 2 Credits)

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.

This certificate began during the 2014-2015 Academic Year (SDS 3340 and 4410 pre-date the certificate and have been have been offered for approximately 10 years).

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 10:1, 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 can be 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) along with a separate page describing the student’s work experience related to counseling 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, 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.
8. Permission from a full-time faculty member is required for each course.

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 letters of reference.
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.

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 decrease in the number of students enrolled over the last 5 years. This was due primarily to the loss of faculty without replacement, and the need to maintain appropriate student to faculty ratios, in compliance with CACREP accreditation standards. Specifically, the Clinical Mental Health masters degree program limited admissions to only one cycle per year (Fall Semester). The second evident trend is the increase, and then leveling-out, of the number of doctoral students. Full capacity for the doctoral program is 24 students, and the current trend suggests that students are entering and exiting the program in a steady, predictable fashion. 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

	Counselor Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional							187
Bachelors						3,557	28,919
Masters/Specialist	178	170	174	160	144	846	4,569
Doctoral	18	21	27	24	24	301	971
Unclassified							2,912
Total	196	191	201	184	168	4,704	37,558

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 that despite an overall decrease from 2012-13 to 2013-14 across both Grad I and Grad II levels, the Department of Counselor Education is responsible for almost 15% 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 shown dramatic increases over the last five years, increasing nearly eight-fold.

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

	Counselor Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate Total	1.9	6.4	8.0	12.7	15.1	1,458.1	15,526.9
Graduate Total	87.3	89.9	90.4	77.0	67.2	470.9	2,195.3
Grad I	79.5	77.7	75.7	64.6	55.1	342.7	1,796.2
Grad II	7.8	12.2	14.7	12.4	12.1	128.2	399.1
Classroom	87.1	89.1	88.3	75.1	65.2	445.0	2,064.1
Thesis-Dissertation	0.2	0.9	2.1	1.9	2.0	25.8	131.2
Grand Total	89.1	96.3	98.4	89.7	82.3	1,929.0	17,722.2

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

		Courses offered by:						
		Counselor Education					College of Education	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Course Level	FTE produced by students who are:							
Lower Division Undergraduate	Majors within the department						91.4	727.9
	Majors outside the department, but within the college						53.0	1,753.5
	Majors outside the college	1.9	2.7	4.2			125.0	4,312.6
	Total	1.9	2.7	4.2			269.4	6,794.0
Upper Division Undergraduate	FTE produced by students who are:							
	Majors within the department						794.6	5,096.5
	Majors outside the department, but within the college		1.0	0.8	5.2	3.7	275.6	2,434.0
	Majors outside the college		2.7	3.0	7.6	11.4	118.5	1,202.4
	Total		3.7	3.8	12.8	15.1	1,188.7	8,732.9
Graduate	FTE produced by students who are:							
	Majors within the department	73.4	79.1	80.5	69.4	62.9	361.3	1,749.1
	Majors outside the department, but within the college	2.0	1.5	0.9	0.8	0.6	64.3	303.7
	Majors outside the college	11.8	9.4	9.0	6.8	3.8	45.3	142.5
	Total	87.3	89.9	90.4	77.0	67.2	470.9	2,195.3
Total	FTE produced by students who are:							
	Majors within the department	73.4	79.1	80.5	69.4	62.9	1,247.3	7,573.6
	Majors outside the department, but within the college	2.0	2.5	1.7	5.9	4.2	392.9	4,491.2
	Majors outside the college	13.7	14.8	16.2	14.4	15.2	288.8	5,657.4
	Total	89.1	96.3	98.4	89.7	82.3	1,929.0	17,722.2

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

				Counselor Education					College Total	University Total
				2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Course Level	Type	Sections Offered	#							
Undergraduate	Lecture/Seminar			1	3	4	6	8	696	5,152
		# Enrolled		25	85	106	174	206	18,426	195,222
		Avg Section Enrollment		25.0	28.3	26.5	29.0	25.8	26.5	37.9
		Sections Faculty-Taught	#	0	0	0	1	0	315	3,565
			%	0.0	0.0	0.0	16.7	0.0	45.3	69.2
Graduate	Lecture/Seminar	Sections Offered	#	63	63	59	44	45	337	1,639
		# Enrolled		784	816	767	620	536	4,263	21,647
		Avg Section Enrollment		12.4	13.0	13.0	14.1	11.9	12.6	13.2
		Sections Faculty-Taught	#	42	46	36	25	35	269	1,403
			%	66.7	73.0	61.0	56.8	77.8	79.8	85.6
	Lab	Sections Offered	#							55
		# Enrolled								507
		Avg Section Enrollment								9.2
		Sections Faculty-Taught	#							36
			%							65.5
	Other Course Types	Sections Offered	#	44	56	44	52	57	340	1,979
		# Enrolled		185	155	177	193	186	1,171	5,590
		Avg Section Enrollment		4.2	2.8	4.0	3.7	3.3	3.4	2.8
		Sections Faculty-Taught	#	36	55	34	41	54	307	1,848
			%	81.8	98.2	77.3	78.8	94.7	90.3	93.4

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.
Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

According to CACREP General Standard 1.M: "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." In addition, 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, the department keeps maximum number of students in classes to under 20 for lecture courses, and between 6 and 12 for Practicum and Internship courses (per CACREP standards). Table 4 demonstrates that at the Lecture/Seminar level, the percentage of courses taught by Full-Time Faculty is close to 78%, and for "Other Course Types" (Internships, DIS, Dissertation Research), it is almost 95%. Furthermore, our average section enrollments are close to 12 in Lecture/Seminar courses, while it is slightly more than 3 in "Other Course Types." 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 averages.

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

	Counselor Education			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	0.8	1.5	1.7	13.6	18.3
Graduate	9.6	9.1	7.5	4.4	2.6
Total	10.5	10.6	9.2	18.0	20.9

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from all personnel categories.

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)

	Counselor Education			College Total	University Total
	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Associates	0	0	0	0	0.7
Bachelors	0	0	0	8.6	10.4
Masters	5.5	10.7	6.5	4.5	2.8
Specialist	1.4	1.0	1.1	0.6	0.1
Doctorate	0.9	1.5	0.7	0.7	0.3
Total	7.8	13.3	8.4	14.3	14.2

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 is 7.5, while the College is 4.4 and FAU is 2.6 overall. Put another way, the department is double the FTE per Person-Year than the College, and four times the University total. Table 6 reflects that the Department of Counselor Education is well above the college and university in terms of masters degrees awarded per faculty instructional person year, at the graduate level where all degrees are offered.

v. Curriculum

Masters of Education Degree Programs

Florida Atlantic University's 60 credit 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.

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 2009

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 4324 ESOL Strategies and RED 4335 Content Reading, and pass three Florida Certification Exams: General Knowledge, Professional Educators, and Guidance and Counseling. Students who are conditionally admitted must submit passing scores on all sections of the General Knowledge by the end of their second semester in order to continue taking classes. Students who already hold a Florida teacher certificate upon entry into the program can take two electives.

Florida Atlantic University's 60-hour Masters degree program in Rehabilitation Counseling prepares students to meet all of the education requirements 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.

All students in the Masters Programs at FAU take 33 hours of coursework in counseling "core" classes. These classes are:

Core Courses
MHS 5005 Counseling Processes
MHS 6401 Counseling Theories and Techniques
MHS 6482 Lifespan Development
MHS 6700 Legal, Ethical & Professional Issues in Counseling
MHS 6430 Family Counseling
MHS 5428 Counseling Special Needs Populations
MHS 6510 Group Counseling
MHS 6220 Appraisal & Evaluation in Counseling
MHS 6340 Career Development
MHS 6710 Evidenced Based Counseling and Research
STA 6113 Educational Statistics

Students take a minimum of 12 hours in Specialty Courses.

Clinical Mental Health Counseling

MHS 6701 Issues in Mental Health Counseling
MHS 6470 Counseling and Human Sexuality
MHS 6070 Psychopathology in Counseling
MHS 6450 Substance Abuse Counseling
MHS 6466 Trauma, Traumatic Stress and Crisis Counseling

School Counseling

SDS 5010 Fundamentals of School Guidance
MHS 6600 Consultation and Behavior Management
MHS 6421 Counseling Children (pre-requisite for elementary practicum)
MHS 6423 Counseling Adolescents (pre-requisite for middle/high practicum)

Rehabilitation Counseling

MHS 6070 Psychopathology in Counseling
MHS 6450 Substance Abuse Counseling
RCS 6320 Occupational Information and Job Placement
RCS 6031 Foundations of Rehabilitation
RCS 6080 Medical & Psychosocial Aspects of Disability
RCS 6644 Case Management

Finally, students complete a Practicum and Internship course sequence that ranges from 600 to 1000 hours (depending on program, see Section vi. below).

Doctor of Philosophy Degree Program

The doctoral program in the Department of Counselor Education requires a minimum of 120 semester hours of graduate-level credits. Students are expected to have completed 60 semester hours (preferably in a CACREP-accredited masters degree program), with 60 semester hours devoted to the doctoral program.

Core Curriculum (12 credits)	
MHS 7402	*Advanced Counseling Theories: Brief Therapies
MHS 7429	*Advanced Multicultural, Spiritual, and Professional Issues in Counseling
MHS 7606	*Advanced Consultation and Leadership in Counseling
MHS 7611	*Advanced Supervision and Instruction in Counseling
Clinical/Field Experiences (minimum of 12 credits)	
MHS 7942	*Advanced Practicum in Counselor Education (minimum 6 credits)
MHS 7945	*Doctoral Internship (minimum 6 credits)
Specialization Courses for the Ph.D. in counseling (minimum of 9 credits)	
Research Courses (minimum of 30 credits)	
EDF 7482	*Advanced Educational Research (research design)
STA 7114	*Advanced Statistics (includes multivariate statistical techniques)
MHS 7730	*Advanced Research in Counseling
MHS 7714	*Outcomes Assessment and Evaluation in Counseling
MHS 7222	*Appraisal of Children, Adults, Couples and Families
MHS 7978	*Dissertation Seminar
MHS 7980	*Dissertation (minimum of 12 credits; variable and repeatable credits)

vi. Internships, practicum, study abroad, field experiences

Masters 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 "C" 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.

Only Clinical Mental Health and Rehabilitation Counseling students participate in a second practicum of 250 hours. That is, a student enrolled in the Clinical Mental Health or Rehabilitation Counseling program participates in Advanced Practicum (i.e., MHS 6801). The student must spend (the equivalent of) a minimum of seventeen (17) hours per week in the setting during the Fall or Spring academic terms or a minimum of twenty-one (21) hours per week in the setting during the Summer "C" academic term. Students enrolled in the second counseling practicum are required to accumulate (and be able to document) at least one hundred (100) hours in individual and/or small group counseling (i.e., in "direct contact" with clients) during the second practicum. As in the first practicum, the remainder of the time may be spent in "counseling related activities" and classroom participation does not qualify for 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 "C" academic term. **All students in the M.Ed. Counselor Education Program within the Clinical Mental Health Counseling track are required to successfully complete four consecutive semesters of beginning and advanced practicum and internship. (The internship is divided into two consecutive semesters unless approved otherwise in advance). School counseling students are permitted to complete the 600 hours 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 (cognate area), 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 masters 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 or CORE accreditation standards, many of the core elements of programs at other institutions will be similar to the programs at FAU. This is especially true of SUS 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, both UNCG and ODU have national rankings. UNCG is ranked 2nd in *US News and World Report* while UCF is ranked 9th. ODU is ranked 10th in the "Top Graduate Programs in America" list. Each program has a comparable number of faculty to FAU's Department of Counselor Education, however, almost all of the comparison programs require faculty to teach a 2/2 load within their doctoral granting departments. In addition, all three peer institutions 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. It has not been re-activated as of yet.

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. Three years ago, 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. The Counselor Preparatory Comprehensive Examination (CPCE) is a standardized, national measure of mastery of the knowledge base of clinical mental health counseling. 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 forthcoming 2016 CACREP requirement that all accredited counseling programs incorporate the evidence-based perspective in their curriculum.

Practicum and Internship. A minimum of 1000 hours of supervised clinical experience is required over the course of two practicums 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. This exam is administered at two points in the program: at the end of the first practicum and 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 first 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 2015. 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 2015)

Student ID#	MHS 6800 Spring 2014	MHS 6830 Spring 2015	Change Score
1001	5.10	8.07	+2.97
1002	6.90	8.00	+1.01
1003	5.30	7.90	+2.60
1004	5.86	9.00	+3.17
1005	6.10	8.30	+2.20
Average Score	5.85	8.25	+2.4

Both the students’ scores on their first Exit Exam in Spring 2014 (MHS 6800) and scores on their second Exit Exam in Spring 2015 (MHS 6830) are listed. Their average score of 5.85 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 8.25 is also above the expected cut-off score of 7.00/10.00 for the second Internship in Spring of 2015 (MHS 6830). It **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 masters 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, all sections of the FL General Knowledge Test, 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 2009 CACREP general and school counseling standards, the FL Educator Accomplished Practices (FEAPS), and the 16th Edition School Counseling and Guidance subject area skills and competencies, as well as the Council for the Accreditation of Educator Preparation (CAEP; formally NCATE). Standards are systematically introduced, reinforced, and assessed multiple times throughout the degree program. Evidence of skills mastery is collected electronically in the College of Education Livetext Assessment program.

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

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

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

Rehabilitation Counseling M.Ed.

In 2015, the Clinical Rehabilitation received news that it was ranked 24th in the nation by "U.S. News and World Report" for its masters degree program. Amongst the reasons that were cited was the greater than 95% passing rate of students taking the National Certified Rehabilitation Counseling Exam. The program also received an RSA training grant in 2015 for 1.1 million dollars to fund graduate education. We feel that this is in-line with the 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, 26 students have successfully defended their dissertations. Our tenth class of students began in Fall 2015. Based on CACREP doctoral standards, the program has been designed to prepare dedicated, knowledgeable, skillful, socially and culturally aware, and ethically responsible professionals for the 21st century. The Program Objectives are:

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

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

FAU's doctoral program in Counseling is only one of 62 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 masters degree in School Counseling is only one of six CACREP public universities in the state of Florida that offer CACREP accredited programs. The closest public universities are FIU and FGCU. The Clinical Mental Health program is only one of seven CACREP public universities in the state of Florida that offer CACREP accredited programs. The closest public universities are FIU and FGCU (neither of which offer a doctoral degree program). 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., Lynn University, Nova Southeastern University, 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, helps 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

Center for Learning and Student Success (CLASS) to create training programs for advisors and tutors to help students who need social-emotional skills and 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 Peer-Mentoring, 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, providing service as President of the COE Faculty Assembly, Chair of the college's Graduate Programs Committee, Chair of the college's Curriculum Committee and Chair of the college's curriculum committee. At the university level, the chair of the University Graduate Council is also a faculty member from the department.

ix. Student Profile (DDI B4b)

Table 8. Majors enrolled by gender and ethnicity

			Counselor Education					College Total	University Total
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Graduate	American Indian/Alaskan Native	Female						3	15
		Male						1	4
		Total						4	19
	Asian or Pacific Islander	Female	5	4	3	1	3	25	148
		Male	1	2	2	1	1	11	114
		Total	6	6	5	2	4	36	262
	Black (Not of Hispanic Origin)	Female	20	19	24	24	26	145	652
		Male	6	5	9	6	8	54	243
		Total	26	24	33	30	34	199	895
	Hispanic	Female	33	19	18	17	11	104	495
		Male	6	7	7	5	3	35	346
		Total	39	26	25	22	14	139	841
	White (Not of Hispanic Origin)	Female	105	112	114	106	91	559	1,848
		Male	17	21	22	20	19	171	1,211
		Total	122	133	136	126	110	730	3,059
	Non-Resident Alien	Female	3	2	2	3	5	24	195
		Male				1	1	12	213
		Total	3	2	2	4	6	36	408
	Not Reported	Female						3	36
		Male							20
		Total						3	56
	Total	Female	166	156	161	151	136	863	3,389
		Male	30	35	40	33	32	284	2,151
		Total	196	191	201	184	168	1,147	5,540

Student profile data (Table 9) shows that while the White student population has decreased slightly, while some underrepresented minority group enrollments have increased. This is consistent with both college and university trends in regard to enrollment diversity. Current student demographics (2013-14) depict a department that is 81% female, and 65% White while the college overall enrollment is 75% female and 63% White at the graduate level. The

college uses a Diversity Data Report <http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf> to further understand the relationships among faculty, student and service area demographics.

x. Advising procedures

Upon acceptance, students are assigned an academic advisor. This is communicated to students in their acceptance letter. The student and the advisor meet in the first semester of enrollment to complete a Plan of Study and file with the Graduate College. A Plan of Study is an official process the results in the completion of a form that identifies a planned program of studies.

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. This information is communicated in their formal acceptance letter. Advising and orientation information for the school counseling program is posted on the department website for students to reference as they go through the program. In addition, students are required to meet with an advisor prior to applying for the practicum and internship experiences.

Students in the 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. Students track their progress on a "Systematic Developmental Evaluation Form" located in the Clinical Mental Health Counseling Program Handbook. It specifies four phases of progress throughout the program, with specific deliverables and outcomes that are monitored by the student and his or her advisor. These phases are: 1) Admission into Didactic Coursework; 2) Admission into Clinical Coursework; 3) Completion of Clinical Coursework; and 4) Completion of Remaining Graduation Requirements.

Students in the Rehabilitation Counseling Program are assigned an advisor upon entry to the program. At this time, as there is only one faculty member in that program, therefore all students are advised by Dr. Michael Frain, CRC. 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.

In the Doctoral program, when the student is accepted into the program an Advisor will be assigned. Upon admission, the Advisor will work with the student in the selection of a Program of Study Chair. By the end of the first year the student is required to submit a Program of Study, which is approved by the Chair of the Program of Study and the Doctoral Program Coordinator. The Chair of the Program of Study will support the student in identifying a research group that is congruent with the student's potential area of dissertation inquiry. The assistance of the Chair of the Program of Study does not relieve the student of responsibility for completing required work and for following departmental or university procedures.

The student will choose a Dissertation Chair who may be the Chair of the Program of Study or a new faculty member invited for this role. It is the student's responsibility to properly and professionally inform faculty members about the choices made. The Dissertation Chair works with the student to ensure that all graduation requirements are fulfilled.

xi. Licensure rates (if applicable)

Primarily, graduates of the Clinical Mental Health program are eligible for (and must seek) licensure. Students and the School Counseling and Rehabilitation Counseling programs may seek licensure as a Licensed Mental Health Counselor (LMHC), but do not need to do so to practice (each have specialty certifications, see below). Annually, the department must report the percentage of students who seek licensure or certification to CACREP in an annual progress report. In the most recent reports to CACREP, over the last three years, based on state licensure records as well as requests to the department for letters of support to the Mental Health Licensing Board in the state of

Florida, we can report that 80 percent of graduates have either registered as a Mental Health Counselor Intern (a provisional license), sought letters of endorsement for the state (but have not yet been granted the provisional license), or have become fully licensed in the state of Florida. However, this does not take into account the number of students who move out of state and seek licensure in states that do not require written endorsement from the department, or certification of pre-masters Internship hours. Therefore, we conclude that our figures may actually under-estimate the number of licensed

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 Masters 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 Masters program are rated a 4 (from a scale of 1 to 4 with 4 being the top score) in the performance metrics of Placement Rates, Retention Rates, and Performance Rates.

Table 9. APPR Data from Florida DOE

2014 APPR Data

A	B	C	D	E	F	G	H	I	J	K	L	M	N
Does Not Meet APPR Requirements	Placement Metric	Retention Metric	Evaluation Metric	VAM Metric	VAM Sub Group Metric	Critical Shortage Bonus	APPR Score	ProgramType	Institution_Type	INST_ID	Institution_Name	Program_Code	Program_Name
	4	4					4.0	TEF	State University	5229	Florida Atlantic University	114	Art
1	1						3.0	TEF	State University	5229	Florida Atlantic University	202	Music
	1	4	4	3	4		3.2	TEF	State University	5229	Florida Atlantic University	212	Reading
	4	3	3	3	3	4	3.4	TEF	State University	5229	Florida Atlantic University	287	Mathematics
	1	3	3			4	2.7	TEF	State University	5229	Florida Atlantic University	288	Biology
1	2						3.0	TEF	State University	5229	Florida Atlantic University	289	Chemistry
1							3.0	TEF	State University	5229	Florida Atlantic University	291	Physics
	3	3	3				3.0	TEF	State University	5229	Florida Atlantic University	293	Social State Science
	4	4	4				4.0	TEF	State University	5229	Florida Atlantic University	304	Guidance and Counseling
1							3.0	TEF	State University	5229	Florida Atlantic University	310	World Languages
	4	3	3	3	4	4	3.5	TEF	State University	5229	Florida Atlantic University	398	English/ ESOL
	1	4	3				2.7	TEF	State University	5229	Florida Atlantic University	430	Exceptional Student Education/ ESOL
	4	3	3	1	1		2.4	TEF	State University	5229	Florida Atlantic University	444	Elementary Education/ ESOL

A score of 4.0 on Placement Rate means "Placement rate is at or above the 68th percentile of all equivalent programs across the state." A score of 4.0 on Retention Rate means "The average number of years employed in the 5-year period following initial placement is 4.5 years or more." And 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 Program- In the most recent report to CACREP, based on completed surveys returned to the department from graduates of the program, approximately 85% 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 a recent survey of graduates, approximately 50% of graduates (13/26) were employed as full- or part-time 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 all programs for full-time students entering from 2010-2013 by gender.

Table 10. Retention Rates for All Degree Programs (2010-2013 Entry Terms) by Gender

	Male Students		Female Students		Total Students		Retention Rate
	Total Admitted	Retained	Total Admitted	Retained	Total Admitted	Retained	
Ph.D.	7	5	29	28	36	33	91%
School	13	13	70	68	83	81	98%
Clinical Mental Health	24	23	79	72	103	95	93%
Rehabilitation	4	4	5	5	9	9	100%

All programs enjoy retention rates above 90%, with the Rehabilitation Counseling the highest at 100% retention, and the doctoral program the lowest at 91%.

xiv. Graduation rates

Based on the most recent report to CACREP, the M.Ed. in School Counseling has a 90% completion rate for students admitted into the program. For the Clinical Mental Health Counseling program, there is a 93% completion rate. For the Rehabilitation Counseling program, there is approximately a 89% completion rate.

Table 11. Degrees Awarded- Department of Counselor Education (2009-2014)

		Counselor Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Degrees awarded with a:							
Associates	Single major							353.0
	All							353.0
Bachelors	Degrees awarded with a:							
	Single major						524.0	4,813.0
	Double or triple major						1.0	204.0
	All						525.0	5,017.0
Masters	Degrees awarded with a:							
	Single major	43.0	37.0	31.0	42.0	35.0	274.0	1,355.0
	All	43.0	37.0	31.0	42.0	35.0	274.0	1,355.0
Specialist	Degrees awarded with a:							
	Single major	8.0	5.0	8.0	4.0	6.0	35.0	35.0
	All	8.0	5.0	8.0	4.0	6.0	35.0	35.0
Doctorate	Degrees awarded with a:							
	Single major	1.0		5.0	6.0	4.0	40.0	128.0
	All	1.0		5.0	6.0	4.0	40.0	128.0
Total	Degrees awarded with a:							
	Single major	52.0	42.0	44.0	52.0	45.0	873.0	6,684.0
	Double or triple major						1.0	204.0
	All	52.0	42.0	44.0	52.0	45.0	874.0	6,888.0

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 five years. Overall, while Masters degrees awarded have decreased (average number of masters degrees awarded = 37.6), the department is sixth at FAU in number of masters degrees awarded during the same five-year period. Specialists degrees awarded have also fluctuated (average number of masters degrees awarded = 6.2), as have doctoral degrees awarded (average number of masters degrees awarded = 3.2). However, in 2014-15, the number of dissertation defenses have increased. As of the writing of this document, a total of 26 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 a relatively new degree program.

xv. Student recruitment

All of the faculty in the Department of Counselor Education share responsibility for recruitment of students into the program. There is no longer funding to support track or program specific coordinators (school, mental health, and rehabilitation) to coordinate these efforts, as there was previously. Thus, the shared responsibility for marketing and advertising the program to potential students is shared by all. 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, the department has received approximately \$1,000 per year for the past five 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 department website <http://coe.fau.edu/students/scholarships/el.php>. Presidential and Provost Fellowships for graduate students are awarded annually by the department through funding in the Graduate College <http://www.coe.fau.edu/academicdepartments/ce/documents/Fellowship%20Announcement.pdf>. The department has received X Provost Fellowships over the last few years (though no Presidential Fellowships).

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 one Visiting Assistant Professor. 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. Peluso is a Professor and teaches regularly.

Greg Brigman, Ph.D., Professor (School Counseling)
Michael Frain, Ph.D., Professor (Rehabilitation Counseling)
Kelly Emelianchik-Key, Ph.D. Assistant Professor (Clinical Mental Health Counseling)
Carman Gill, Ph.D., Associate Professor (Clinical Mental Health Counseling)
Melissa Mariani, Ph.D., Assistant Professor (School Counseling)
Christina Ladd, Ph.D., Visiting Assistant Professor (Clinical Mental Health Counseling)
William Nicoll, Ph.D., Professor (Clinical Mental Health Counseling)
Paul R. Peluso, Ph.D., Professor and Chair (Clinical Mental Health Counseling)
Len Sperry, M.D., Ph.D., Professor (Clinical Mental Health Counseling)
Elizabeth Villares, Ph.D., Associate Professor (School Counseling)

The Department of Counselor Education is a stand-alone department within the College of Education. Dr. Paul Peluso is a full professor in the Department of Counselor Education, and serves as department chair. In his capacity as department chair, he is responsible for the coordination of the programs in the department. He is involved in the leadership of the College and receives inquiries regarding the department from constituents across the university. He is involved in budget development and expenditures. His position is a 12-month appointment, and he is not obligated to teach or conduct research as part of his assignment. Despite this, he does maintain an active research line and occasionally teaches in the department.

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, financial difficulties, and unfilled lines, this plan was never fully realized. Table 12 shows the trend over the last ten years. It has only been in the last two years that the negative trend has reversed in a more positive direction. However, there is still outstanding need that has not been fulfilled.

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

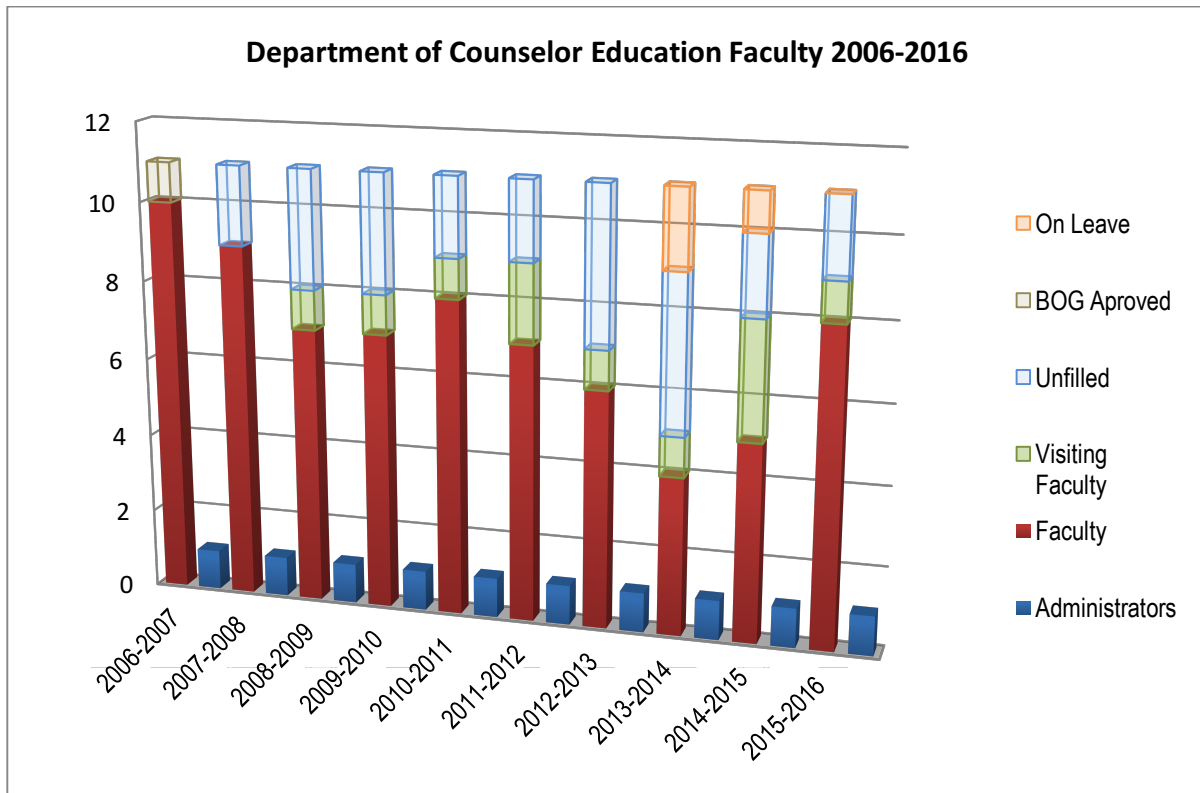


Table 13 B2- Faculty Profile

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Counselor Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
American Indian/Alaskan Native	Male							1
	Total							1
Asian or Pacific Islander								0
	Female		1	1			2	29
	Male						6	81
	Total		1	1			8	110
Black (Not of Hispanic Origin)	Female	1	1	2	1		6	33
	Male						1	19
	Total	1	1	2	1		7	52
Hispanic								1
	Female	1	1	1	1	1	6	33
	Male						2	21
	Total	1	1	1	1	1	8	55
White (Not of Hispanic Origin)	Female	2	3	2	1	2	45	277
	Male	5	5	5	5	6	30	387
	Total	7	8	7	6	8	75	664
Total								1
	Female	4	6	6	3	3	59	372
	Male	5	5	5	5	6	39	509
	Total	9	11	11	8	9	98	882

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

Adjuncts		Counselor Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Asian or Pacific Islander	Female						5	13
	Male						1	10
	Total						6	23
Black (Not of Hispanic Origin)	Female				1		7	26
	Male						9	20
	Total				1		16	46
Hispanic	Female	1	1	2	2	1	4	10
	Male						2	11
	Total	1	1	2	2	1	6	21
White (Not of Hispanic Origin)	Female	10	5	7	7	3	123	290
	Male	2	3	2	2	2	43	220
	Total	12	8	9	9	5	166	510
Total	Female	11	6	9	10	4	139	339
	Male	2	3	2	2	2	55	261
	Total	13	9	11	12	6	194	600

Source: Instruction and Research File

There are two important points to note from the above tables. First, the department currently is equally split, 5 female faculty (4 tenured or tenure earning, 1 visiting assistant professor), and 5 male faculty. This was the result of new faculty hires over the last two years. Second, 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.

iii. Faculty teaching load

Faculty members in the department generally teach the equivalent of a 3/3 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. Typically, the chair of the dissertation committee is granted instructional credit (4 students registered for 3 credits each) equal to a course section. Faculty members who serve as committee members receive credit for service.

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 means each instructor needs to 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. This leaves 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 member’s 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.

iv. Summary of faculty research productivity (DDI Summaries)

Table 15. Research Productivity

		Counselor Education			College Total	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions)	#	12	3	5	22	114
2. Other peer-reviewed publications	#	24	18	5	70	1,019
3. All other publications	#	6	23	14	70	565
4. Presentations at professional meetings or conferences	#	21	31	38	213	1,517
5. Productions/Performances/Exhibitions	#	0	0	0	5	330
6. Grant Proposals Submitted	#	2	4	6	37	379
Sponsored Research & Program Expenditures						
7. Organized Research	#	\$293,514	\$301,212	\$172,629	\$803,876	\$14,695,039
8. Sponsored Instruction	#	\$0	\$5,000	\$0	\$2,684,121	\$5,452,045
9. Other Sponsored Activities	#	\$0	\$0	\$0	\$1,648,685	\$3,337,595

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

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). Sponsored Research and Program Expenditures excludes expenditures by units outside the University's Colleges (e.g., Library, Henderson School).

Organized Research: All research and development activities of an institution that are separately budgeted and accounted for.

Sponsored Instruction: Instructional or training activity established by grant, contract, or cooperative agreement.

Other Sponsored Activities: Programs and projects financed by Federal and non Federal agencies and organizations which involve the performance of work other than instruction and organized research (e.g., health or community service projects).

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, faculty in the department have written 20 books, published 47 articles, and given 90 presentations at professional meetings or conferences (see Table 15

above). There seems to be an under-reporting of publications in 2013-2014. Table 16 presents a sample of recent publications by the faculty, which reflects the most recent activity.

Table 16. Selected Faculty Research Publications 2014-2015

Renda, M., & Villares, E. (2015). The effect of a student achievement curriculum on grade 9 completion rate and student engagement. <i>Counseling Outcome Research and Evaluation</i> . doi:10.1177/2150137815598812
Wirth, J., & Villares, E. (2015). Examining adolescent wellness, success skills, and academic performance: A classroom intervention. <i>The Journal of Happiness and Well-Being</i> , 3(2), 204-217.
Villares, E., Colvin, K., Carey, J., Webb, L., Brigman, G., & Harrington, K. (2015). Convergent and divergent validity of the student engagement in school success skills survey. <i>The Professional Counselor</i> , 4(5), 541-552.,doi:10.15241/ev.4.5.541.
Brigman, G., Wells, C., Webb, L., Villares, E., Carey, J., & Harrington, K. (2015). Psychometric properties and confirmatory factor analysis of the Student Engagement in School Success Skills survey. <i>Measurement and Evaluation in Counseling and Development</i> . 48: 3 (originally published online 29 July 2014 DOI: 10.1177/0748175614544545)
Villares, E., Mariani, M., Sink, C., & Colvin, K. (2015). Multilevel confirmatory factor analysis of the Teacher My Class Inventory – Short Form. Manuscript submitted for publication.
Mariani, M., Webb, L., Villares, E., & Brigman, G. (2015). Effects of participation in student success skills on pro-social and bullying behavior. <i>The Professional Counselor</i> .
Emelianchik-Key, K., Healey, A., & Byrd, R. (2015). Adolescent self-injurious behaviors: Analysis of the youth risk behavior survey trends. <i>The Professional Counselor</i> . (In Review).
Emelianchik-Key, K., & Hays, D. (2015). The initial development and validation of the teen screen for dating violence. <i>Measurement and Evaluation in Counseling and Development</i> . (In Review).
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. <i>Measurement and Evaluation in Counseling and Development</i> . Retrieved from doi: 10.1177/0748175613505622.
Mariani, M., Villares, E., Wirth, J., & Brigman, G. (2014). An evaluation of the student success skills program on student learning, behavior, and wellness outcomes. <i>Hellenic Journal of Psychology</i> , 11, 223-240.
Dailey, S. F., Gill, C. S., Karl, S., & Barrio Minton, C. (2014). <i>DSM-5 Learning Companion: A Guide for Counselors</i> . American Counseling Association: Alexandria, VA.
Nicoll, W. G. (2014). Developing transformative schools: A Resilience-focused paradigm for education. <i>International Journal of Emotional Education, Journal of the European Network for Social Emotional Competence</i> , 6(1), pp. 47-65.
Mozdzierz, G., & Peluso, P.R. (2014). <i>Principles of Counseling and Psychotherapy: Learning the Essential Domains and Nonlinear Thinking of Master Practitioners</i> (2nd Ed.) New York, NY: Routledge.
Mozdzierz, G., Peluso, P.R. & Lisiecki, J. (2014). <i>Advanced Principles of Counseling and Psychotherapy for Practicum and Internship</i> . New York, NY: Routledge.
Sperry, L. (2014). <i>Behavioral health: Integrating individual and family interventions in the treatment of medical conditions</i> . New York, NY: Routledge.
Sperry, L. & Carlson, J. (2014). <i>How master therapists work: Effecting change from the first through the last session and beyond</i> . New York, NY: Routledge.
Sperry, L., Carlson, J., Duba-Sauerheber, J., & Sperry, J. (Eds.). (2015). <i>Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization and treatment. Third edition</i> . New York, NY: Routledge.

Another area where the faculty have been particularly successful is in the area of grant funded research. This was primarily due to a \$2.7 million IES grant that was awarded to the school counseling faculty. However, the effect of this successful grant funding was to inspire other faculty members to seek out additional grant funding, resulting in 12

grant proposals over the last three years. This semester, the Rehabilitation Counseling program received a 5 year \$1.1 million dollar RSA grant, continuing the success of Counselor Education faculty in obtaining grant funding.

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.

However, since that time, a Professor in the Clinical Mental Health program member retired and a second faculty member has verbally indicated that he plans to retire January 2016. Therefore, 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 requested to the Provost's Office at FAU. These hires would not only fulfill the CACREP accreditation standard requirements, but would also support the FAU 2015-2025 Strategic Plan, specifically its Pillars and Platforms, in the following ways:

1. Associate/Full Professor (Clinical Mental Health Faculty)-In accordance with the 2015-2025 Strategic Plan, the new hire, an Associate/Full Professor in Clinical Mental Health Counseling will help the department support the University Pillar of **Neuroscience**, specifically in the area of *"Psychiatric illnesses and mental health"* (second bullet point). The field of Clinical Mental Health Counseling is growing. According to the U.S. Bureau of Labor Statistics, *"Employment of Mental Health Counselors...is expected to grow 29 percent from 2012 to 2022, much faster than the average for all occupations."* At the same time, the field is rapidly embracing the scientific developments in Neuroscience and applying them in the treatment of mental illness with patients. In addition, Clinical Mental Health Counseling will align in the pillar of **Healthy Aging**. Several faculty have published books and articles dealing with the rapidly changing views of aging and the impact on clinical practice. As a degree program that trains students to be licensed in the State of Florida as Clinical Mental Health Counselors, we feel that the department is very much in line with supporting these key University Pillars.

2. Associate/Full Professor (School Counseling/Clinical Mental Health Counseling)- In accordance with the 2015-2025 Strategic Plan, the new hire, a Visiting Assistant Professor in Clinical Mental Health Counseling will help the department support the University Platforms of **Community Engagement and Economic Development, Diversity**, as well as **Peace, Justice and Human Rights**. In terms of "Community Engagement and Economic Development" all of our Masters (School, Clinical Mental Health and Rehabilitation Counseling) students are required to complete a 750-1000 hour Practicum and Internship in the community, providing direct services to clients in school, rehabilitation or mental health settings. Often, these services are rendered to members of the community would not be able to afford access to mental health care at agencies where they do not have to pay for services. Since most of these internships are unpaid, it is a benefit to the community that is facilitated by FAU. In terms of "Diversity," students as part of our curriculum, and in keeping with the ethical standards of the American Counseling Association, must practice in a culturally competent manner. This requires intense study and practice in methods that minimize bias, microaggressions, and other acts of cultural insensitivity. The ethical Clinical Mental Health Counselor is one that practices with cultural sensitivity, cultural competence, and with the understanding of the role that

diverse cultures can impact mental health as well as be employed as an active ingredient in successful counseling. Likewise, in terms of "Peace, Justice and Human Rights," issues of social justice, are at the heart of all counseling endeavors. Advocacy is one of the core ethical principles undergirding the ethical standards of the American Counseling Association. Often times, mental illnesses are preceded by injustices in the culture or society, and as a result, the ethical Clinical Mental Health Counselor often must play the role of advocate in working with clients to bring about change on an individual as well as at a larger systemic level. Again, our masters degree program in Clinical Mental Health Counseling emphasizes this to our students as they are being trained to be clinicians in the field. Our doctoral students are taught, based on CACREP standards, that advocacy and leadership are the responsibility of counselors and counselor educators, not only on the local level but state and national levels as well. As a result, many of our doctoral students are involved in advocacy and leadership as part of state and national organizations, as well as our academic honor society here at FAU. They understand their role in becoming the next generation of advocates for the clients and the profession, as well as training the generation of leaders that follow them.

3. Assistant Professor (Clinical Rehabilitation Counseling)- In accordance with the 2015-2025 Strategic Plan, the new hire, an Assistant Professor in Clinical Rehabilitation Counseling will help the department support the University Pillar of **Neuroscience**, specifically in the area of "Spinal cord injuries, eye disease, and cognition" (third bullet point) as well as "Psychiatric illnesses and mental health" (second bullet point). In addition, both the areas of Rehabilitation Counseling and Clinical Mental Health Counseling align in the pillar of **Healthy Aging**. According to the US Census Report *Americans with disabilities: 2010*, approximately 20% of our country's citizens are living with some form of disability. This prevalence increases exponentially with age and reaches a frequency of seven in ten individuals age 80 and older. These data indicate that all counselors need knowledge of disability regardless of setting in which they practice. Hence, areas highlighted in the Strategic plan under healthy aging, such as: *Health and wellness, Geriatrics and aging in place, Health policy, Healthy equity and health economics* are all important areas of emphasis for Clinical Rehabilitation Counselors. As degree programs that trains students to be Certified Rehabilitation Counselors and licensed in the State of Florida as Clinical Mental Health Counselors, we feel that the department is very much in line with supporting these key University Pillars.

Lastly, the all of the Masters, Specialists 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 Addendum B

D. Research

Currently in the department there are several 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- Investigates the impact of comprehensive evidence-based programs on academic achievement, and social-emotional learning in students from K-16. The 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 journal article of the year awards and several grants. We are currently evaluating the efficacy of a K-1 program named Ready To Learn and a University freshmen level program called College/Career Success Skills. Another curricula

area developed and evaluated by our school counseling faculty focuses on bullying prevention and is expected to lead to more research. We have designed our line of research to begin with preliminary studies which will hopefully lead to federal grant applications and other randomized efficacy trials similar to our just completed 4 year \$2.7 million U.S. Department of Education IES grant. One of our programs, Student Success Skills, was one of only 6 programs nationally to meet the rigorous research criteria to be included in the just released CASEL Guide to Evidence-based Adolescent SEL (Social-Emotional-Learning) programs. School counseling faculty recently presented at an international SEL conference in Lisbon Portugal where collaborations with UK researchers have led to an invitation for Dr. Neal Humphrey, University of Manchester, to visit FAU this fall and present on his research on SEL programs and to collaborate with our department school counseling faculty on another randomized trial grant proposal to be conducted in the UK.

2. Evidence-Based Case-Conceptualization Training. The competency of case conceptualization is considered the “heart of evidence-based practice” and essential for achieving positive counseling and psychotherapy outcomes. Accordingly, counselors and other mental health practitioners are increasingly expected to learn and implement this competency in their professional practice with clients. This line of research investigates the impact of training both counselor trainees and other mental health trainees, as well as experienced counselors and mental health practitioners in the integrative, evidence-based case conceptualization model developed by Len Sperry, a department faculty member. This model has been taught at professional conferences in the U.S., as well as in Canada, Ireland, England, and Slovakia. It is described in three books published by Sperry, and has been the focus of three dissertation studies in the department. Results of the first two studies indicate that a standardized 2.5 hour workshop can train counseling graduate students to develop and write effective case conceptualizations.
3. 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. Using 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. In addition, the Alliance Lab at FAU is beginning to partner with computer engineers and remote sensing experts to explore the next-generation technologies that may be able to automatically detect many of these non-verbal and verbal signals.
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--, and the contributors toward competence and 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 are working with clients that exhibit extreme crisis behaviors (i.e., suicidal clients, self-injurious clients, interpersonal violence, and clients with severe mental health diagnoses). Research is being conducted on creating assessment strategies for working with clients that engage in teen dating violence and self-injurious

behaviors to assist counselors in identifying clients at risk and provide early intervention measures. Appropriate supervision, supervisor competence and supervisor quality are also being examined to identify the areas where more support and training are needed to ensure that students are receiving adequate training in order to best serve the needs of their clients.

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

In 2009, the Department of Counselor Education was ranked 6th in the nation for Counselor Education faculty in the Faculty Scholar Index (as rated by Academic Analytics) based on the number of books published, journal articles written, and professional presentations delivered. There were no other Florida schools (SUS or otherwise) in the top 10. In addition, 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. What is noteworthy is that the total FTE and person years for tenured and tenure-earning faculty in 2013-2014 is back up to the same levels as 2009-2010 after falling by almost half during the years of 2012-2013 (coincidentally the period of greatest faculty attrition).

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

				Counselor Education					College Total	University Total
				2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.8	0.7	0.5	0.4	0.8	5.4	98.6
			FTE	1.1	1.0	0.7	0.6	1.1	7.2	131.5
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years		0.0	0.1				6.0
			FTE		0.1	0.1				8.0
	Other personnel paid on faculty pay plan	--	Person-Years							11.2
			FTE							14.9
	Total		Person-Years	0.8	0.8	0.6	0.4	0.8	5.4	115.8
			FTE	1.1	1.0	0.8	0.6	1.1	7.2	154.4
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.4	0.0	0.8	1.3	0.9	4.4	24.9
			FTE	0.5	0.0	1.1	1.8	1.1	5.9	33.2
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years					0.0	1.9	5.1
			FTE					0.0	2.6	6.8
	Other personnel paid on faculty pay plan	--	Person-Years							25.6
			FTE							34.2
	Total		Person-Years	0.4	0.0	0.8	1.3	0.9	6.4	55.7
			FTE	0.5	0.0	1.1	1.8	1.2	8.5	74.2

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

		Counselor Education			College Total	University Total
		2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions)	#	12	3	5	22	114
2. Other peer-reviewed publications	#	24	18	5	70	1,019
3. All other publications	#	6	23	14	70	565
4. Presentations at professional meetings or conferences	#	21	31	38	213	1,517
5. Productions/Performances/Exhibitions	#	0	0	0	5	330
6. Grant Proposals Submitted	#	2	4	6	37	379
Sponsored Research & Program Expenditures						
7. Organized Research	#	\$293,514	\$301,212	\$172,629	\$803,876	\$14,695,039
8. Sponsored Instruction	#	\$0	\$5,000	\$0	\$2,684,121	\$5,452,045
9. Other Sponsored Activities	#	\$0	\$0	\$0	\$1,648,685	\$3,337,595

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

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).
Sponsored Research and Program Expenditures excludes expenditures by units outside the University's Colleges (e.g., Library, Henderson School).

Organized Research: All research and development activities of an institution that are separately budgeted and accounted for.

Sponsored Instruction: Instructional or training activity established by grant, contract, or cooperative agreement.

Other Sponsored Activities: Programs and projects financed by Federal and non Federal agencies and organizations which involve the performance of work other than instruction and organized research (e.g., health or community service projects).

ii. Interdisciplinary efforts and community engagement efforts

In terms of scholarly production, in 2014-2015 faculty members in the Department of Counselor Education either published, or had under contract over 10 books. In addition, faculty members had approximately 15 published articles (or articles accepted for publication), and had over 20 presentations at professional conferences at the local, state, national and international levels.

Several faculty members in the department have distinguished themselves by being appointed as journal editors. Housing journals within a department is a mark of well-established scholars in the field, and brings distinction to FAU. In 2013, Dr. Len Sperry was appointed as founding editor of the journal *Spirituality in Clinical Practice* (published by APA), and in 2012, Dr. Paul Peluso was appointed editor of *Measurement and Evaluation in Counseling and Development* (published by SAGE for the Association for Assessment and Research in Counseling- a division of the American Counseling Association). 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, in 2015, Dr. Paul Peluso was awarded the Presidential Award from the American Counseling Association. This is a prestigious national award that is given to a counselor who has demonstrated leadership in the counseling profession and benefited counseling consumers. Finally, in 2013, Dr. Len Sperry was awarded the FAU "Scholar of the Year at the Professor level for 2012-2013 and in 2012, Dr. Paul Peluso was awarded the FAU "Scholar of the Year" at the Associate Professor level for 2011-2012.

In 2011, two current faculty members in School Counseling, Drs. Greg Brigman and Elizabeth Villares received a four-year, \$2.7 million dollar grant from IES. For AY 2012-2013, the total direct and indirect costs from this grant totaled \$226,698. In Spring 2013, the department was asked to submit a training grant to the School District of Palm Beach County to train English as a Second Language (ESOL) teachers to become ESOL School Counselors. This would be the fourth such grant that the department would be awarded, with a total 3 year cost of \$393,259. All totaled, the department of counselor education over the past three years will have secured grants totaling over \$3 million dollars.

The rehabilitation counseling program has had many students publish in peer reviewed journals. In 2015 three PhD students had their first work accepted into the journal of Rehabilitation Research, Policy and Education. With this publication there have now been nine students in rehabilitation counseling published in peer reviewed journals

Faculty-- Student Collaboration

The Counselor Education department has made a commitment to faculty-- student collaboration. Over the past 7 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. In November 2015, a 3 volume encyclopedia entitled: *Mental Health and Mental Disorders: An Encyclopedia of Conditions, Treatments, and Well-Being* will be published by Greenwood. This publication was assembled by Len Sperry, a faculty member, and the editor-in-chief. The four Associate Editors were recent graduates of our Ph.D. program. Four other Ph.D. graduates, one current Ph.D. student, and two master's graduates also contributed to this major publication consisting of 875 entries.

Collaborative projects like this serve to introduce and mentor graduate students in the writing process and the art of professional publishing. Over a period 3 years, these individuals were involved in multiple team meetings, multiple drafts, revisions, editing, and a lot of new learning. The result is that each of these 11 individuals now have multiple publications to add to their CV/resumes, and involvement in this project has also increased their visibility in the job market, particularly for academic positions.

iii. Establishment of goals for research

Research Goals for the department include:

- Pursue external funding opportunities in areas of 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 indicated in Table RR above. The rates have been 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. 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 10 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. 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 masters 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 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.

The faculty member in the Rehabilitation Counseling program, Dr. Michael Frain, serves as a consultant on the University of Wisconsin-Madison Rehabilitation Research and Training Center Grant on group motivational interviewing has worked with state vocational rehabilitation in increasing their readiness to work. Thus far program coordinator and PhD students in the rehabilitation program have provided motivational interviewing job training to over 60 state vocational rehabilitation clients in the Southeastern VR region.

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 current president of a division (International Association of Marriage and Family Counselors), while another is the immediate 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 is the editor-in-chief of two journals, while another faculty member is the editor-in chief of another peer-reviewed journal. Many other faculty currently serve on editorial boards and on other service committees within professional organizations.

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
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Faculty memberships on department, college or university committees	#	52	81	80	86	81	791	2,534
2. Faculty memberships on community or professional committees	#	11	3	6	7	13	257	1,000
3. Faculty serving as editors or referees for professional publications	#	4	0	5	5	1	47	654

Source: College Dean's Offices

Table 20. DDI C 1-3 Service Efficiency Data

		Counselor Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Faculty memberships on department, college or university committees per faculty member		6.5	9.0	8.9	10.8	11.6	10.7	4.0
2. Faculty memberships on community or professional committees per faculty member		1.4	0.3	0.7	0.9	1.9	3.5	1.6
3. Faculty serving as editors or referees for professional publications per faculty member		0.5	0.0	0.6	0.6	0.1	0.6	1.0

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 2010-2011 year and the 2013-2014, which affects the statistic reported in Table 19. 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. Most recently, Dr. Elizabeth Villares put in a successful proposal, on behalf of the department, to host the 2016 Association for Assessment and Research in Counseling annual conference in Ft. Lauderdale, Florida. This conference will take place in September, 2016 and will provide an opportunity to highlight FAU and the Department of Counselor Education.

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 was in 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 will change "business as usual" for all counselors (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:

- Re-aligning current curriculum to the new 2016 CACREP standards.
- Creating joint M.Ed./Ed.S program to support curricular goals.
- Submitting grant proposals to support research initiatives.
- Supporting 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 Scholarship.** Counselor Education has some of the most productive faculty in the country. The faculty's research productivity was ranked number six in the nation recently and continues to be outstanding in terms of books, book chapters, peer reviewed articles and grants.

- **Commitment to Service.** Our faculty has state, national and international reputations for excellence. Several faculty serve 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 higher than average compared to our college and to the university as a whole.
- **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 universities strategic goals.
- **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.
- **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 Rehabilitation Counseling program was ranked 24th in *US News and World Report*. Department was just reaccredited (both Masters and Doctoral program) by CACREP.

Students of the Department of Counselor Education

- **Highly Competitive Admissions.** Students in all programs are rigorously reviewed prior to entry (including objective ratings and group interviewing). Admission to programs is highly competitive. For example, the Clinical Mental Health program typical accepts about 33% 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) are 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.** With adequate support, our department is positioned to secure several 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 15 years, we have a proven track record and are motivated to continue to pursue these increasingly competitive grants.

- **FAU Strategic Plan.** The newly released strategic plan: “A Strategic Plan for the Race to Excellence” offers 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 *pillars* 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.

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. Our annual teaching assignments are not in-line with other doctoral faculties in our field. 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.
- **Limited Resources for Seeking Grant Support.** While faculty is eager to pursue additional grant support, time is a major impediment. Both pursuing additional grants—and then implementing and operationalizing these grants—requires considerable time, we do need more support from the university. Our competing SUS universities and our “aspirational” programs, recognize this and provide their faculty with reduced teaching course loads—typically 2 courses in fall and spring semesters. This is called a “2-2 teaching load.” In contrast, the FAU College of Education currently requires a “3-3 teaching load” for its faculty.
- **Challenges in Marketing our Program.** We need more resources for marketing and promoting our program and the many achievements of our faculty, and students.
- **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. 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.** Our high teaching load and low 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 our #1 candidates in faculty searches for the past 2 years.. High cost of living in South Florida is another major impediment.
- **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.

- **Regulatory Policies that Curtail Student Development.** Students in the doctoral program are increasingly competing for academic jobs with graduates from other programs who have taught multiple sections of graduate level courses. As a result, those candidates are seen as more qualified than our graduates for taking entry-level faculty positions in graduate programs. With the recent reconsideration of the Alternative Credentialing policy, we are looking for ways for students in the doctoral program to be able to teach courses that they are well-equipped to teach at the graduate level with the proper supervision. Without this, graduates of the doctoral program will find it more difficult to obtain entry-level, tenure earning positions.
- **Inadequate University Infrastructure.** In addition to the challenges listed in “Limited Resources for Seeking Grant Support,” (above) is a more basic threat: adequate university infrastructure necessary to secure grant funding and support ongoing research efforts. These include: grant-locating, proposal development and writing, and more sophisticated technical support such as consulting statisticians and research design personnel within the College of Education. Such personnel are essential to a culture that fosters research and grant support, and are available in our competing SUS and aspirational competition.

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 leveraging 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.

Teaching Loads

A serious issue in the department is the heavy teaching load for faculty. This issue places considerable stress on important infrastructure issues, quality control, and the department’s ability to recruit at both the tenure-earning and senior tenured levels. The large numbers of doctoral students, especially at dissertation levels place additional stress on the system. Recent faculty hires have begun to help alleviate the pressures, but it is barely bringing the department in line with accreditation standards.

It is recommended that the department move to a 2/2 base teaching load with additional course releases used as needed and justified. Comparisons with peer institutions in the SUS system, as well as aspirational peers at other doctoral-granting institutions, have shown that the high faculty productivity in the Department of Counselor Education at Florida Atlantic University, while teaching a 3/3 load, is an anomaly that cannot be sustained for much longer. It is our hope that some significant relief will stave off any negative consequences to the department’s current progress or ambitious goals for the future.

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.

New Faculty Needs

As mentioned above, currently, there are three faculty lines that have been requested by the department. One is to complete an unfilled faculty search that resulted from a faculty member retiring. A second is to replace a faculty member that is about to retire. The third is to replace a long-vacant line in Rehabilitation Counseling. In addition to being important for accreditation purposes, each of these is vital in the maintenance of the department and the accomplishing of the goals laid out in this document. It is our hope that future attrition will be met with timely and decisive decisions to replace retiring or departing faculty, and that opportunities for significant growth and bold entrepreneurship (as specified in the Strategic Plan) may also be met with bold support and entrepreneurial investment in a highly productive and innovative department like the Department of Counselor Education.

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 assistantships. In the past, these were divided into 12 10/week GA 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, the recent 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 would be ideal. 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 provide students 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 provide possible research opportunities to faculty and students. This would be 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 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, Rehabilitation Counseling, and Clinical Mental Health Counseling, there are several directions that the department will need to make advances. This includes:

- 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 (from 2003-2013), 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 robust (according to the Bureau of Labor Statistics), and the multitude of changes that the field is facing in School Counseling, 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 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, as well as 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 has been existent at FAU—particularly in the Department of Counselor Education—for a long time.

K. Student Feedback-

Regarding student feedback, the university surveys students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. Independent studies and dissertation credits and some internships may be excluded. There are 21 questions in the survey, covering various course organization, delivery and teacher performance topics. They are rated on a scale of 1 to 5, with 1 being "Excellent" and 5 being "Poor." Two of the most important questions are Question 20 "Rate the quality of instruction..." and Question 21 "What is your rating of the instructor..." Tables 21 and 22 display the five year trend. For both questions, the average rating for instructors in Department of Counselor Education is better than the college or university averages.

Table 21: SPOT analysis for Question 20

Scale 1=Excellent 5=Poor		20. Rate the quality of instruction as it contributed to your learning in the course.						
		Counselor Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	# Sections	1					383	3,329
	Mean Rating	2.3					1.7	1.9
Graduate	# Sections	52	49	50	38	19	118	562
	Mean Rating	1.6	1.5	1.6	1.6	1.4	1.5	1.6
Total	# Sections	53	49	50	38	19	501	3,891
	Mean Rating	1.6	1.5	1.6	1.6	1.4	1.6	1.8

Source: Student Perception of Teaching Results, Summer 2011 to Fall 2013

Table 22: Spot Analysis of Question 21

Scale: 1=One of Most Effective 5=One of Least Effective		21. What is your rating of this instructor compared to other instructors you have had?						
		Counselor Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	# Sections	1					383	3,329
	Mean Rating	2.7					1.9	2.0
Graduate	# Sections	52	49	50	38	19	118	562
	Mean Rating	1.8	1.7	1.9	1.7	1.6	1.7	1.9
Total	# Sections	53	49	50	38	19	501	3,891
	Mean Rating	1.8	1.7	1.9	1.7	1.6	1.8	2.0

Source: Student Perception of Teaching Results, Summer 2011 to Fall 2013

Table 23: Student Satisfaction Survey Data

			Counselor Education							College Total	University Total
			2000-2001	2002-2003	2004-2005	2006-2007	2008-2009	2010-2011	2012-2013	2012-2013	2012-2013
Student Level											
Undergraduate	Quality of courses in degree program	# Responses		1	2	2				334	2,211
		Mean		3.0	3.0	4.0				3.0	3.0
	Quality of instructors in degree program	# Responses		1	2	2				323	2,137
		Mean		4.0	3.0	4.0				3.0	3.0
	Quality of advising in college advising office	# Responses		1	2	1				298	1,933
		Mean		3.0	3.0	4.0				2.9	2.8
	Quality of advising by faculty	# Responses		1	2	2				295	1,808
		Mean		2.0	3.0	4.0				2.9	2.9
Graduate	Quality of courses in degree program	# Responses	23	60	23	57	55	44	5	112	476
		Mean	3.3	3.2	3.5	3.4	3.2	3.4	3.8	3.2	3.1
	Quality of instructors in degree program	# Responses	24	58	23	55	50	42	7	107	461
		Mean	3.3	3.4	3.6	3.4	3.3	3.5	3.7	3.2	3.2
	Quality of advising in college advising office	# Responses	11	33	18	39	39	32	5	78	308
		Mean	2.7	2.4	3.1	2.8	2.8	3.0	3.8	3.1	3.0
	Quality of advising by faculty	# Responses	18	47	17	42	41	34	6	95	358
		Mean	2.8	2.9	3.2	3.1	3.0	3.3	3.8	3.1	3.1

Scale 1=Poor 4=Excellent
Source: Student Satisfaction Survey

Table 23 shows the responses for questions in the student satisfaction surveys distributed by the University. Unfortunately, the response rates for 2013-2014 are extremely low. However, an analysis of the results shows that the average rating of the quality of courses, instructors and advising is high (approximately 3.8 out of 4.0). This is in accordance with anecdotal evidence that is shared by students and alumni regarding the curriculum and the level of personal involvement with faculty.

Appendix 1. Student Learning Outcomes

M.Ed. Counselor Education: School Counseling Track Learning

2013-2014 Assessment Plan

Outcome 1

Description and Methodology

Outcome Description

The school counselor candidate will demonstrate their "critical thinking" skills by selecting and engaging in appropriate professional development activities based on improving instructional effectiveness. The candidate's ability to select and engage in appropriate professional development activities to improve instructional effectiveness is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Academic Learning Categories related to this outcome:

- ☒ Critical Thinking
- ☒ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 1: Enhance the quality of undergraduate academic programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Objective 4: Focus resources on increasing FAU's support to the communities it serves

Implementing Strategy:

Candidates enrolled in SDS 5010 Fundamentals of School Guidance will select two professional development activities to participate in during the semester. One of the professional development goals will be based on improving instructional effectiveness. Candidates will submit an outline, completed assignment, and/or summary of their

experience to the instructor and share the experience in class with peers and describe how the instructional development activity was implemented to improve their practice. Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate their critical thinking skills by completing an Activity Plan in conjunction with site and university supervisors. The proposed activity plan will include dates for the four direct counseling services, as well as classroom and group topics that meet developmental needs of the students. In addition, students will develop at least one specific and behavioral professional goal for each of the direct service areas designed to strengthen the effectiveness of instructions based on students' needs. Candidates enrolled in SDS 5010 and SDS 6820 must earn a minimum of "meets expectations" on each assignment in order to earn a grade in the course.

Assessment Method:

Candidates enrolled in SDS 5010 will be assessed using the Professional Development Activity Self-Reflection form and rubric. Candidates enrolled in SDS 6820 will be assessed using the Semester Activity Plan and Semester Goals assignments and appropriate course rubrics. Assessments will be recorded in the College of Education Livetext Assessment system. The "critical thinking" outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, new "critical thinking" student learning outcomes have been established for the 2013-2014 cycle. SDS 5010 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. All candidates must "meet expectations" on the required assessments in order to earn a grade in the course. SDS 5010 will be offered at the Jupiter campus during the Fall 2013 semester and at the Boca campus during the Spring 2014 semester. SDS 6820 will be offered at the Boca and Jupiter campus during the Fall 2013 and Spring 2014 semesters. Data will be collected at 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. No adjuncts will be involved in teaching or evaluating the required assessments during the 2013-2014 reporting cycle. 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 SDS 5010 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator B.1.a by developing at least two (2) behavioral and measurable goals for each professional development activity based on improving their instructional effectiveness. 95% of students enrolled in SDS 6820 will exceed expectations on the Florida Educator Accomplished Practice (FEAP) indicator B.1.a by earning a rating of "E" on the Semester Goals rubric by establishing a professional development goal for each of the direct services (4 total) designed to strengthen the effectiveness of instruction based on students' needs.

Results

Data Summary

The SDS 5010 Fundamentals of School Guidance course was offered during the Fall and Spring semester on the Boca campus. Aggregation of the data by semester and degree seeking level revealed five M.Ed. and four Ed.S. school counseling candidates were enrolled in the Fall course, all candidates (100%) earned a rating of Exceeds Expectations on FEAP indicator B.1.a. Sixteen M.Ed. and one Ed.S. school counseling candidates was enrolled in the Spring course. Fifteen M.Ed. candidates (94%) earned a rating of Exceeds Expectations and one M.Ed. candidate (6%) earned a rating of Meets Expectations on FEAP indicator B.1.a. during the Spring semester by developing at least two (2) behavioral and measurable goals for each professional development activity based on

improving their instructional effectiveness. One ED.S. candidate (100%) earned a rating of Exceeds Expectation. The Outcome 2 – Critical Thinking objective was met in the Fall and failed to meet during the spring semester.

The SDS 6820 Internship in School Counseling course was offered during the Fall and Spring semester on the Jupiter and Boca campuses. Eight M.Ed. school counseling candidates were enrolled in the Fall and all (100%) earned a rating of Exceeds Expectations on FEAP indicator B.1.a. Nine M.Ed. and 2 Ed.S. school counseling candidates were enrolled in the Spring course and all candidates (100%) earned a rating of Exceeds Expectations on the Florida Educator Accomplished Practice (FEAP) indicator B.1.a by earning a rating of “E” on the Semester Goals rubric by establishing a professional development goal for each of the direct services (4 total) designed to strengthen the effectiveness of instruction based on students’ needs. The Outcome 2 – Critical Thinking objective was met in the fall and spring semesters.

Program Improvement

Faculty should continue to include the FEAP B.1.a assignments and assessments. Additional ways of applying the B.1.a standard can be infused in other parts of the SDS 5010 and SDS 6820 curriculum to reflect candidate critical thinking in other areas of their graduate training. New critical thinking objectives will be created for the 2014-2015 reporting cycle.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 2

Description and Methodology

Outcome Description

The school counselor candidate will demonstrate their "content knowledge" of how to align instruction with state-adopted standards at the appropriate level of rigor when preparing classroom guidance lessons. The candidate's ability to develop classroom lesson plans aligned to state-adopted standards is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Academic Learning Categories related to this outcome:

- ☒ Content Knowledge
- ☒ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate content knowledge of and support outcomes described in the Florida Next Generation Sunshine State Standards (Common Core) to help students improve academic achievement and behavior through the use of the Student Success Skills Program. Candidates will be able to identify at least two standards in six common core subject areas that can be supported through the facilitation of the Student Success Skills classroom guidance lesson. One of the six subject areas must include standards from the reading or math common core standards. Candidates should include: the benchmark number, benchmark description, subject area, grade level, strand, and standard along with a description of the specific Student Success Skills strategy supporting the benchmark outcomes. Candidates enrolled in MHS 6800 Practicum in Counseling will complete the classroom guidance lesson plan. Candidates will identify a developmentally appropriate lesson topic and purpose; identify the related National standards development area(s), standards and competencies. Candidates will list the materials needed, steps for multiple lesson activities and closure, including the opportunity for students to practice and demonstrate skills mastery. Candidates enrolled in MHS 6423 and MHS 6800 must earn a minimum of "meets expectations" on each assignment in order to earn a grade in the course.

Assessment Method:

Candidates enrolled in MHS 6423 will be assessed using the Sunshine State Standards rubric. Candidates enrolled in MHS 6800 will be assessed using the Classroom Guidance Model rubric. Assessments will be recorded in the College of Education Livetext Assessment system. The "content knowledge" outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, new "content Knowledge" student learning outcomes have been established for the 2013-2014 cycle. MHS 6423 and MHS 6800 are required courses for degree seeking candidates in the School Counseling program. All candidates must "meet expectations" on the required assessments in order to earn a grade in the course. MHS 6423 will be offered on the Boca campus during the Fall 2013 semester and MHS 6800 will be offered at the Boca and Jupiter campus during the Fall 2013 and Spring 2014 semesters. Data will be collected at 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. No adjuncts will be involved in teaching or evaluating the required assessments during the

2013-2014 reporting cycle. 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 candidates enrolled in MHS 6423 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a by demonstrating their content knowledge and ability to align instruction with state-adopted standards at the appropriate level of rigor when completing the Sunshine State Standards assignment. 95% of candidates enrolled in MHS 6800 will exceed expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a. by demonstrating their content knowledge to prepare classroom lessons that are aligned to state-adopted standards at the appropriate level of rigor when completing the Classroom Guidance Model (lesson plan) assignment.

Results

Data Summary

Thirteen master level school counseling candidates were enrolled in MHS 6423 on the Boca campus during the Fall 2013 semester. No Ed.S. candidates were enrolled in the course. All school counseling candidates (100%) earned a rating of Exceeds Expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a by demonstrating their content knowledge and ability to align instruction with state-adopted standards at the appropriate level of rigor when completing the Sunshine State Standards assignment. Outcome 1 – Content Knowledge objective was met.

Seven master level school counseling candidates and one Ed.S. candidate was enrolled in the Jupiter and Boca sections of MHS 6800 during the Fall 2013 semester. All school counseling candidates (100%) earned a rating of Exceeds Expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a. by demonstrating their content knowledge to prepare classroom lessons that are aligned to state-adopted standards at the appropriate level of rigor when completing the Classroom Guidance Model (lesson plan) assignment. Outcome 1 – Content Knowledge objective was met.

Program Improvement

Faculty should continue to include the FEAP A.1.a assignments and assessments. Additional ways of applying the A.1.a standards can be infused in other parts of the MHS 6423 and MHS 6800 curriculum to reflect a candidate's understanding in other areas of their graduate training. New content knowledge objectives will be created for the 2014-2015 reporting cycle.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 3

Description and Methodology

Outcome Description

The school counselor candidate will demonstrate their communication skills by employing higher-order questioning techniques during individual counseling and small group counseling presentations. The candidate's ability to employ higher-order questioning techniques is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Academic Learning Categories related to this outcome:

- ☒ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☒ Oral Communication
- ☐ Written Communication

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Implementing Strategy:

Candidates enrolled in SDS 5010 Fundamentals of School Guidance and SDS 6820 Internship in School Counseling will prepare and complete an individual counseling and small group counseling session, respectively. Candidates in SDS 5010 will facilitate an individual counseling session using a brief solution focused approach demonstrating the ability to: (1) establish a respectful, comfortable environment and maintains a climate of openness, inquiry, fairness, and support; (2) employ higher-order questioning techniques; and (3) support, encourage, and provide immediate and specific feedback to promote student academic, personal/social, and career needs. Candidates in SDS 6820 will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to (a) convey high expectations to all students; deepens and enrich students' understanding; (b) plan a structured small group lesson, (c) utilize appropriate group leadership skills

that are encouraging and supportive of diverse points of view and conveys high expectations to all students; (d) responding to preconceptions or misconceptions and differentiate instruction based on assessment of learning and individual student needs; and (e) use student feedback to monitor instructional needs and to adjust instruction. Candidates in SDS 5010/6820 must earn a minimum of "meets expectations" on each assignment to earn a grade in the course.

Assessment Method:

Candidates enrolled in SDS 5010 will be assessed using the Individual Counseling Skills Practice rubric. Candidates enrolled in SDS 6820 will be assessed using the Small Group Counseling Tape rubric. Assessments will be recorded in the College of Education Livetext Assessment system. The "communication" outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, new "critical thinking" student learning outcomes have been established for the 2013-2014 cycle. SDS 5010 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. All candidates must "meet expectations" on the required assessments in order to earn a grade in the course. SDS 5010 will be offered at the Jupiter campus during the Fall 2013 semester and at the Boca campus during the Spring 2014 semester. SDS 6820 will be offered at the Boca and Jupiter campus during the Fall 2013 and Spring 2014 semesters. Data will be collected at 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. No adjuncts will be involved in teaching or evaluating the required assessments during the 2013-2014 reporting cycle. 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 SDS 5010 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.3.f: Employ higher-order questioning techniques by using open ended and a few closed ended questions and earning an "M" on item #3 under counselor responses on the Individual Counseling Tape Review form. 100% of students enrolled in SDS 6820 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.3.f: Employ higher-order questioning techniques by using clarifying, questioning, or drawing out techniques to engage students during the small group session and by earning an "M" on item #4 under group leadership skills on the group counseling tape review form.

Results

Data Summary

The SDS 5010 Fundamentals of School Guidance course was offered during the Fall and Spring semester on the Boca campus. Aggregation of the data by semester and degree seeking level revealed five M.Ed. and four Ed.S. school counseling candidates were enrolled in the Fall course, 3 M.Ed. (3/5, 60%) exceeded expectation and 2 (2/5, 40%) met expectations, all Ed.S. candidates (100%) earned a rating of Exceeds Expectations on FEAP indicator A.3.f. Employ higher-order questioning techniques by using open ended and a few closed ended questions and earning an "M" on item #3 under counselor responses on the Individual Counseling Tape Review form.

Sixteen M.Ed. and one Ed.S. school counseling candidates were enrolled in the spring course. Six M.Ed. candidates (6/16, 38%) earned a rating of Exceeds Expectations and nine M.ED. candidates (9/16, 56 %) earned a rating of

Meets Expectations on FEAP indicator A.3.f. Employ higher-order questioning techniques by using open ended and a few closed ended questions and earning an “M” on item #3 under counselor responses on the Individual Counseling Tape Review form. One Ed.S. candidate (100%) earned a rating of Meets Expectations on FEAP indicator A.3.f. The Outcome 3 - Communication objective was not met in the Fall and Spring semesters.

The SDS 6820 Internship in School Counseling course was offered during the Fall and Spring semester on the Jupiter and Boca campuses. Eight M.Ed. school counseling candidates were enrolled in the Fall and seven (88 %) earned a rating of Exceeds Expectations and one M.Ed. candidate (12%) earned a rating of Meets Expectation on FEAP indicator A.3.f.

Eight M.Ed. and two Ed.S. school counseling candidates were enrolled in the Spring SDS 6820 courses. Seven M.Ed. candidates (88%) earned a rating of Exceeds Expectations and one M.Ed. candidate (12%) earned a rating of Meets Expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.3.f. One Ed.S. candidate (100%) earned a rating of Exceeds Expectations on FEAP indicator A.3.f by employing higher-order questioning techniques by using clarifying, questioning, or drawing out techniques to engage students during the small group session and by earning an “M” on item #4 under group leadership skills on the group counseling tape review form. The Outcome 3 – Communication objective was not met in the fall and spring semesters.

Program Improvement

The Outcome 3 – Communication objectives were not met in the fall and spring semesters for Florida Educator Accomplished Practice (FEAP) indicator A.3.f: Employ higher-order questioning techniques by using clarifying, questioning, or drawing out techniques to engage students during the small group session and by earning an “M” on item #4 under group leadership skills on the group counseling tape review form. The school counseling faculty can potentially improve outcomes on the communication objective in the SDS 5010 and SDS 6820 courses by providing additional modeling and coaching during class skill practice campus meetings. Faculty should also consider uploading video demonstrations of effective and ineffective skill demonstration on the Blackboard course for candidates to review prior to demonstrating the skill in class.

Program Improvement Codes

2. Course Revision?

Ed.S. Counselor Education: School Counseling Track

2013-2014 Assessment Plan

Outcome 1

Description and Methodology

Outcome Description

The school counselor candidate will demonstrate their content knowledge of how align instruction with state-adopted standards at the appropriate level of rigor when preparing classroom guidance lessons. The candidate's ability to develop classroom lesson plans aligned to state-adopted standards is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Academic Learning Categories related to this outcome:

- ☒ Content Knowledge
- ☒ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Implementing Strategy:

Candidates enrolled in MHS 6423 Counseling Adolescents will demonstrate content knowledge of and support outcomes described in the Florida Next Generation Sunshine State Standards (Common Core) to help students improve academic achievement and behavior through the use of the Student Success Skills Program. Candidates will be able to identify at least two standards in six common core subject areas that can be supported through the facilitation of the Student Success Skills classroom guidance lesson. One of the six subject areas must include standards from the reading or math common core standards. Candidates should include: the benchmark number, benchmark description, subject area, grade level, strand, and standard along with a description of the specific Student Success Skills strategy supporting the benchmark outcomes. Candidates enrolled in MHS 6800 Practicum in Counseling will complete the classroom guidance lesson plan. Candidates will identify a developmentally appropriate lesson topic and purpose; identify the related National standards development area(s), standards and competencies. Candidates will list the materials needed, steps for multiple lesson activities and closure, including the opportunity for students to practice and demonstrate skills mastery. Candidates enrolled in MHS 6423 and MHS 6800 must earn a minimum of "meets expectations" on each assignment in order to earn a grade in the course.

Assessment Method:

Candidates enrolled in MHS 6423 will be assessed using the Sunshine State Standards rubric. Candidates enrolled in MHS 6800 will be assessed using the Classroom Guidance Model rubric. Assessments will be recorded in the College of Education Livetext Assessment system. The "content knowledge" outcome assessment established during

the 2012-2013 reporting cycle was met. Therefore, new "content Knowledge" student learning outcomes have been established for the 2013-2014 cycle. MHS 6423 and MHS 6800 are required courses for degree seeking candidates in the School Counseling program. All candidates must "meet expectations" on the required assessments in order to earn a grade in the course. MHS 6423 will be offered on the Boca campus during the Fall 2013 semester and MHS 6800 will be offered at the Boca and Jupiter campus during the Fall 2013 and Spring 2014 semesters. Data will be collected at 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. No adjuncts will be involved in teaching or evaluating the required assessments during the 2013-2014 reporting cycle. 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 meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a by demonstrating their content knowledge and ability to align instruction with state-adopted standards at the appropriate level of rigor when completing the Sunshine State Standards assignment. 95% of students enrolled in MHS 6800 will exceed expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a. by demonstrating their content knowledge to prepare classroom lessons that are aligned to state-adopted standards at the appropriate level of rigor when completing the Classroom Guidance Model (lesson plan) assignment.

Results

Data Summary

Thirteen master level school counseling candidates were enrolled in MHS 6423 on the Boca campus during the Fall 2013 semester. No Ed.S. candidates were enrolled in the course. All school counseling candidates (100%) earned a rating of Exceeds Expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a by demonstrating their content knowledge and ability to align instruction with state-adopted standards at the appropriate level of rigor when completing the Sunshine State Standards assignment. Outcome 1 – Content Knowledge objective was met.

Seven master level school counseling candidates and one Ed.S. candidate was enrolled in the Jupiter and Boca sections of MHS 6800 during the Fall 2013 semester. All school counseling candidates (100%) earned a rating of Exceeds Expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.1.a. by demonstrating their content knowledge to prepare classroom lessons that are aligned to state-adopted standards at the appropriate level of rigor when completing the Classroom Guidance Model (lesson plan) assignment. Outcome 1 – Content Knowledge objective was met.

Program Improvement

Faculty should continue to include the FEAP A.1.a assignments and assessments. Additional ways of applying the A.1.a standards can be infused in other parts of the MHS 6423 and MHS 6800 curriculum to reflect a candidate's understanding in other areas of their graduate training. New content knowledge objectives will be created for the 2014-2015 reporting cycle.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 2

Description and Methodology

Outcome Description

The school counselor candidate will demonstrate their critical thinking skills by selecting and engaging in appropriate professional development activities based on improving instructional effectiveness. The candidate's ability to select and engage in appropriate professional development activities to improve instructional effectiveness is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Academic Learning Categories related to this outcome:

- ☒ Critical Thinking
- ☒ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Objective 4: Strengthen and support interdisciplinary research and its visibility in the University

Implementing Strategy:

Candidates enrolled in SDS 5010 Fundamentals of School Guidance will select two professional development activities to participate in during the semester. One of the professional development goals will be based on improving instructional effectiveness. Candidates will submit an outline, completed assignment, and/or summary of their

experience to the instructor and share the experience in class with peers and describe how the instructional development activity was implemented to improve their practice. Candidates enrolled in SDS 6820 Internship in School Counseling will demonstrate their critical thinking skills by completing an Activity Plan in conjunction with site and university supervisors. The proposed activity plan will include dates for the four direct counseling services, as well as classroom and group topics that meet developmental needs of the students. In addition, students will develop at least one specific and behavioral professional goal for each of the direct service areas designed to strengthen the effectiveness of instructions based on students' needs. Candidates enrolled in SDS 5010 and SDS 6820 must earn a minimum of "meets expectations" on each assignment in order to earn a grade in the course.

Assessment Method:

Candidates enrolled in SDS 5010 will be assessed using the Professional Development Activity Self-Reflection form and rubric. Candidates enrolled in SDS 6820 will be assessed using the Semester Activity Plan and Semester Goals assignments and appropriate course rubrics. Assessments will be recorded in the College of Education Livetext Assessment system. The "critical thinking" outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, new "critical thinking" student learning outcomes have been established for the 2013-2014 cycle. SDS 5010 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. All candidates must "meet expectations" on the required assessments in order to earn a grade in the course. SDS 5010 will be offered at the Jupiter campus during the Fall 2013 semester and at the Boca campus during the Spring 2014 semester. SDS 6820 will be offered at the Boca and Jupiter campus during the Fall 2013 and Spring 2014 semesters. Data will be collected at 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. No adjuncts will be involved in teaching or evaluating the required assessments during the 2013-2014 reporting cycle. 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 SDS 5010 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator B.1.a by developing at least two (2) behavioral and measurable goals for each professional development activity based on improving their instructional effectiveness. 95% of students enrolled in SDS 6820 will exceed expectations on the Florida Educator Accomplished Practice (FEAP) indicator B.1.a by earning a rating of "E" on the Semester Goals rubric by establishing a professional development goal for each of the direct services (4 total) designed to strengthen the effectiveness of instruction based on students' needs.

Results

Data Summary

The SDS 5010 Fundamentals of School Guidance course was offered during the Fall and Spring semester on the Boca campus. Aggregation of the data by semester and degree seeking level revealed five M.Ed. and four Ed.S. school counseling candidates were enrolled in the Fall course, all candidates (100%) earned a rating of Exceeds Expectations on FEAP indicator B.1.a. Sixteen M.Ed. and one Ed.S. school counseling candidates were enrolled in the Spring course. Fifteen M.ED. candidates (94%) earned a rating of Exceeds Expectations and one M.ED. candidate (6%) earned a rating of Meets Expectations on FEAP indicator B.1.a. during the Spring semester by developing at least two (2) behavioral and measurable goals for each professional development activity based on improving their instructional effectiveness. One Ed.S. candidate (100%) earned a rating of Exceeds Expectation. The Outcome 2 – Critical Thinking objective was met in the Fall and failed to meet during the spring semester.

The SDS 6820 Internship in School Counseling course was offered during the Fall and Spring semester on the Jupiter and Boca campuses. Eight M.Ed. school counseling candidates were enrolled in the Fall and all (100%) earned a rating of Exceeds Expectations on FEAP indicator B.1.a. Nine M.Ed. and 2 Ed.S. school counseling candidates were enrolled in the Spring course and all candidates (100%) earned a rating of Exceeds Expectations on the Florida Educator Accomplished Practice (FEAP) indicator B.1.a by earning a rating of "E" on the Semester Goals rubric by establishing a professional development goal for each of the direct services (4 total) designed to strengthen the effectiveness of instruction based on students' needs. The Outcome 2 – Critical Thinking objective was met in the Fall and Spring semesters.

Program Improvement

Faculty should continue to include the FEAP B.1.a assignments and assessments. Additional ways of applying the B.1.a standard can be infused in other parts of the SDS 5010 and SDS 6820 curriculum to reflect candidate critical thinking in other areas of their graduate training. New critical thinking objectives will be created for the 2014-2015 reporting cycle.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 3

Description and Methodology

Outcome Description

The school counselor candidate will demonstrate their communication skills by employing higher-order questioning techniques during individual counseling and small group counseling presentations. The candidate's ability to employ higher-order questioning techniques is required by the FL DOE for all candidates who are enrolled in an initial teacher certification program.

Academic Learning Categories related to this outcome:

- ☒ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☒ Oral Communication
- ☐ Written Communication

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 1: Enhance the quality of undergraduate academic programs

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Implementing Strategy:

Candidates enrolled in SDS 5010 Fundamentals of School Guidance and SDS 6820 Internship in School Counseling will prepare and complete an individual counseling and small group counseling session, respectively. Candidates in SDS 5010 will facilitate an individual counseling session using a brief solution focused approach demonstrating the ability to: (1) establish a respectful, comfortable environment and maintains a climate of openness, inquiry, fairness, and support; (2) employ higher-order questioning techniques; and (3) support, encourage, and provide immediate and specific feedback to promote student academic, personal/social, and career needs. Candidates in SDS 6820 will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to (a) conveys high expectations to all students; deepens and enrich students' understanding; (b) plan a structured small group lesson, (c) utilize appropriate group leadership skills that are encouraging and supportive of diverse points of view and conveys high expectations to all students; (d) responding to preconceptions or misconceptions and differentiate instruction based on assessment of learning and individual student needs; and (e) use student feedback to monitor instructional needs and to adjust instruction. Candidates in SDS 5010/6820 must earn a minimum of "meets expectations" on each assignment to earn a grade in the course.

Assessment Method:

Candidates enrolled in SDS 5010 will be assessed using the Individual Counseling Skills Practice rubric. Candidates enrolled in SDS 6820 will be assessed using the Small Group Counseling Tape rubric. Assessments will be recorded in the College of Education Livetext Assessment system. The "communication" outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, new "critical thinking" student learning outcomes have been established for the 2013-2014 cycle. SDS 5010 and SDS 6820 are required courses for degree seeking candidates in the School Counseling program. All candidates must "meet expectations" on the required assessments in order to earn a grade in the course. SDS 5010 will be offered at the Jupiter campus during the Fall 2013 semester and at the Boca campus during the Spring 2014 semester. SDS 6820 will be offered at the Boca and Jupiter campus during the Fall 2013 and Spring 2014 semesters. Data will be collected at 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. No adjuncts will be involved in teaching or evaluating the required assessments during the 2013-2014 reporting cycle. 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 SDS 5010 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.3.f: Employ higher-order questioning techniques by using open ended and a few closed ended questions and earning an "M" on item #3 under counselor responses on the Individual Counseling Tape Review form. 100% of students enrolled in SDS 6820 will meet expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.3.f: Employ higher-order questioning techniques by using clarifying, questioning, or drawing out techniques to engage students during the small group session and by earning an "M" on item #4 under group leadership skills on the group counseling tape review form.

Results

Data Summary

The SDS 5010 Fundamentals of School Guidance course was offered during the Fall and Spring semester on the Boca campus. Aggregation of the data by semester and degree seeking level revealed five M.Ed. and four Ed.S. school counseling candidates were enrolled in the Fall course, 3 M.Ed. (3/5, 60%) exceeded expectation and 2 (2/5, 40%) met expectations, all Ed.S. candidates (100%) earned a rating of Exceeds Expectations on FEAP indicator A.3.f. Employ higher-order questioning techniques by using open ended and a few closed ended questions and earning an "M" on item #3 under counselor responses on the Individual Counseling Tape Review form.

Sixteen M.Ed. and one Ed.S. school counseling candidates were enrolled in the Spring course. Six M.Ed. candidates (6/16, 38%) earned a rating of Exceeds Expectations and nine M.Ed. candidates (9/16, 56 %) earned a rating of Meets Expectations on FEAP indicator A.3.f. Employ higher-order questioning techniques by using open ended and a few closed ended questions and earning an "M" on item #3 under counselor responses on the Individual Counseling Tape Review form. One Ed.S. candidate (100%) earned a rating of Meets Expectations on FEAP indicator A.3.f. The Outcome 3 - Communication objective was not met in the Fall and spring semesters.

The SDS 6820 Internship in School Counseling course was offered during the Fall and Spring semester on the Jupiter and Boca campuses. Eight M.Ed. school counseling candidates were enrolled in the Fall and seven (88 %) earned a rating of Exceeds Expectations and one M.Ed. candidate (12%) earned a rating of Meets Expectation on FEAP indicator A.3.f.

Eight M.Ed. and two Ed.S. school counseling candidates were enrolled in the Spring SDS 6820 courses. Seven M.Ed. candidates (88%) earned a rating of Exceeds Expectations and one M.Ed. candidate (12%) earned a rating of Meets Expectations on the Florida Educator Accomplished Practice (FEAP) indicator A.3.f. One Ed.S. candidate (100%) earned a rating of Exceeds Expectations on FEAP indicator A.3.f by Employing higher-order questioning techniques by using clarifying, questioning, or drawing out techniques to engage students during the small group session and by earning an "M" on item #4 under group leadership skills on the group counseling tape review form. The Outcome 3 – Communication objective was not met in the Fall and Spring semesters.

Program Improvement

The Outcome 3 – Communication objectives were not met in the Fall and Spring semesters for Florida Educator Accomplished Practice (FEAP) indicator A.3.f: Employ higher-order questioning techniques by using clarifying, questioning, or drawing out techniques to engage students during the small group session and by earning an "M" on item #4 under group leadership skills on the group counseling tape review form. The school counseling faculty can potentially improve outcomes on the communication objective in the SDS 5010 and SDS 6820 courses by providing additional modeling and coaching during class skill practice campus meetings. Faculty should also consider

uploading video demonstrations of effective and ineffective skill demonstration on the Blackboard course for candidates to review prior to demonstrating the skill in class.

Program Improvement Codes

2. Course Revision?

M.Ed. Counselor Education: Mental Health Track

2014-2015 Assessment Plan

Outcome 1

Description and Methodology

Outcome Description

The 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.

All Clinical Mental Health Candidates are required to pass the Counseling Preparation Comprehensive Exam in order to be eligible to enroll in the MHS 6800 Internship in Mental Health Counseling course.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking

☐ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

In order to demonstrate content knowledge all Clinical Mental Health Counseling candidates enrolled in MHS 5005 Processes in Counseling will take and earn a passing score 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.

The content knowledge outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, a new content knowledge student learning outcome has been established for the 2013-2014 cycle.

All Clinical Mental Health degree seeking candidates enrolled in MHS 5005 are required to take the Counselor Preparation Comprehensive Exam. MHS 5005 is offered during the Spring 2014 and Summer 2014 semesters. Data is reported to the Clinical Mental Health Faculty and analyzed during Clinical Mental Health faculty program meetings annually. Results are used to determine program and curriculum improvements.

The CPCE is utilized by over 340 universities and colleges; the CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. Additionally, the CPCE: • Allows Master's program comprehensive exams to better meet psychometric standards. • Gives programs an objective view of the knowledge level of their students. • Allows programs to examine student functioning in various curricular areas. • Promotes longitudinal self-study. • Compares a program's results to national data. • Stimulates student integration of knowledge learned in separate courses. • Gives students comparative strength / weakness feedback.

Please see the attached sample score report that is provided for each candidate completing 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 Counselor Preparation Comprehensive Exam.

Results

Data Summary

The CPCE was administered in Summer 2013 and in Spring 2014 for Clinical Mental Health students. A total of 16 students took the exam (8 in Summer 2013, 8 in Spring 2014), and 100% received a passing grade. However, in studying the results, the FAU mean scores were 81.62 and 80.25 (for Summer 2013 and Spring 2014, respectively), while the national mean scores (for non-exit exam administrations of the CPCE) were 84.91 and 81.12 (for Summer 2013 and Spring 2014, respectively). Further investigation of the scores showed weakness in the content areas of "Social and Cultural Diversity" and some inconsistent scores in "Human Growth and Development" and "Research and Program Evaluation."

Program Improvement

The Clinical Mental Health faculty are currently developing a course on "Evidence-Based Practice" that will include modules on program evaluation. In addition, the faculty will be looking into ways that "Social and Cultural Diversity" are infused into more coursework.

Program Improvement Codes

Learning Outcome 2

Description and Methodology

Outcome Description

The clinical mental health candidates will demonstrate their critical thinking by understanding ethical and legal consideration specifically related to the practice of clinical mental health counseling, the ability to apply and adhere to ethical and legal standards in clinical mental health counseling, and 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.

All candidates in the clinical mental health program are required to take MHS 6700 and must earn a grade of B or higher in the course.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Candidates enrolled in the MHS 6700 Legal, Ethical, and Professional Issues course will demonstrate their critical thinking by completing the Case Report assignment. Candidates will review culturally diverse case studies in which counselors were faced with ethical dilemmas, analyze how the application of ethical standards (ACA and ASCA) should have guided their decision making process (ethical model), including which standards apply and describe the final outcome.

Candidates enroll in MHS 6700 will prepare a report no more than five pages, double spaced, and following APA guidelines. Candidates will upload their assignments to Livetext for final evaluation.

Assessment Method:

Candidates enrolled in MHS 6700 will be assessed using the COE MHS 6700 Legal, Ethical, and Professional Issues Counseling: Case Report Assignment Rubric. Assessment will be recorded in the College of Education Livetext Assessment system.

In order to “meet expectations” candidates must prepare a four (4) pages, double-spaced, and follows APA guidelines but have minor errors, Describes the counselor’s ethical dilemmas Describes at least three (3) ethical standards from ACA or ASCA should be applied to guide the ethical decision making process, Includes a conclusion of which standards apply and the final outcome; Provide an explanation of how the counselor can eliminate bias, prejudices, or discriminatory contexts within the school or community; and Connects more than one level of analysis and weaves these coherently throughout the paper, explores, explains, and/or expands upon the issue(s). Thoughts include personal/experience as well as appropriate resources.

In order to “exceed expectations” candidates Will prepare report no more than five (5) pages, double spaced, and follows APA guidelines, Accurately describes the counselor’s ethical dilemmas, Describes at least three ethical standards from ACA and ASCA should be applied to guide the ethical decision making process; Includes a conclusion of which standards apply and the final outcome; provides an explanation of how the counselor can eliminate bias, prejudices, and discriminatory contexts within the school and community; and Weaves more than one level of analysis throughout the paper, fully explores, explains and expands upon the issue(s). Thoughts are based on appropriately cited sources. Connects to other relevant issues, materials, experiences, etc.

The critical thinking outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, a new “critical thinking” student learning outcome has been created for the 2013-2014 cycle.

MHS 6700 is a required course for all degree seeking students in the Department of Counselor Education. MHS 6700 is offered on the Boca campus during the Fall 2013 and will be offered online during Summer 2014. 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, Clinical Mental Health program review the data collected on student performance outcomes regularly in Clinical Mental Health Program meetings. Decisions on program improvement are based on data collected through Livetext assessments, Counselor Preparation Comprehensive Exam and Program exit exams. Inter-rater reliability for required assessments are available through Livetext. When necessary, training is provided to adjuncts that are unfamiliar with Livetext or evaluating required course assessments. An adjunct was assigned to teach the MHS 6700 during the Fall 2013 term and a faculty member who has completed the FAU e-Learning course has developed the online course and will teach it during the 2014 term. The assigned instructors will complete the same Livetext rubrics during the 2013-2014 reporting cycle.

Attached is a copy of the MHS 6700 Case Report Rubric.

Criterion for success

90% of candidates enrolled in MHS 6700 will meet expectations on CACREP-2009.6.A.2, CACREP-2009.6.B.1, CACREP-2009.6.E.4, CACREP-2009.8.B.1, and Critical Thinking indicators by demonstrating their effective critical thinking when completing MHS 6700 Legal, Ethical, and Professional Issues Counseling, Case Report Assignment.

Results

Data Summary

In Fall 2013, 16 out of 17 students enrolled (approx. 94%) successfully "met expectations" on their MHS 6700 Legal, Ethical, and Professional Issues Counseling, Case Report Assignment. In addition, all students received a B or above in the course.

Program Improvement

MHS 6700 is being offered as an on-line delivered course, following successful completion of the CeL 1000 course by one of the department faculty in charge of the course.

Program Improvement Codes

Learning Outcome 3

Description and Methodology

Outcome Description

The clinical mental health candidates will demonstrate their communication skills by developing satisfactory skills for building and maintaining a therapeutic relationship through the use of listening and responding skills.

All candidates in the clinical mental health program are required to take MHS 6401 and must earn a grade of B or higher in the course.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication

- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Candidates in MHS 6401 will complete four case studies transcriptions of complete counseling encounters which integrate both base counseling skills and changes strategies and interventions. The sessions should be approximately 20 minutes long and must utilize the CBASP or CBT-Replacement Strategy approach. Students will submit the report and transcription, signed informed consent, and an audio, CD or DVD reporting. Candidates must “meet expectations” on the assignment in order to earn a grade in the MHS 6401.

Assessment Method:

Candidates enrolled in MHS 6401 will be assessed using the COE MHS 6401 Counseling Theories and Techniques: Simulated Counseling Assignment Rubric. Candidates are required to upload their assignments to College of Education Livetext Assessment system for final evaluation.

In order to “meet expectations” candidates must demonstrate minimal eye contact, some verbal tacking statements; listens and responds occasionally to linear prompts (content and feelings), and listens and responses occasionally to non-linear prompts (congruence, absence, presence, inference, and resistance).

In order to “exceed expectations” candidates must demonstration Empathically appropriate displays of understanding client’s narrative (via facial expressions, body posture, etc.), Listens and responds clearly and appropriately to linear

prompts (content and feelings), and Listens and responds clearly and appropriately to non-linear prompts (congruence absence, presence, inference, and resistance).

The communication outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, a new communication student learning outcome has been created for the 2013-2014 cycle.

MHS 6401 is a required course for all degree seeking students in the Department of Counselor Education. MHS 6401 is offered on the Boca campus during the Fall 2013 and Summer 2014. 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, Clinical Mental Health program review the data collected on student performance outcomes regularly in Clinical Mental Health Program meetings. Decisions on program improvement are based on data collected through Livetext assessments, Counselor Preparation Comprehensive Exam and Program exit exams. Inter-rater reliability for required assessments are available through Livetext. When necessary, training is provided to adjuncts that are unfamiliar with Livetext or evaluating required course assessments. No adjuncts will be involved in teaching or evaluating the required assessments during the 2013-2014 reporting cycle.

Attached is a copy of the MHS 6401 Simulated Counseling Assignment Rubric.

Criterion for success

90% of candidates enrolled in MHS 6401 will meet expectations in the CACREP II.G5.c. Essential interviewing and counseling skills indicator by demonstrating their effective communication skills when completing MHS 6401 Simulated Counseling Assignment.

Results

Data Summary

In Fall 2013, 17 out of 18 students (approximately 94%) Exceeded expectations on the rubric-assessed MHS 6401 Case Conceptualization Assignment. In addition, 11 out of 18 students (approximately 68% Exceeded Expectation and 5 out of 15 students Met Expectations (approximately 31%) on the MHS 6401 Simulated Counseling Assignment.

Program Improvement

This course is a critical clinical skills course. It is reviewed and revised regularly by the faculty.

Program Improvement Codes

Ed.S. Counselor Education: Mental Health Track

2014-2015 Assessment Plan

Outcome 1

Description and Methodology

Outcome Description

The 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.

All Clinical Mental Health Candidates are required to pass the Counseling Preparation Comprehensive Exam in order to be eligible to enroll in the MHS 6803 Internship in Mental Health Counseling course.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

In order to demonstrate content knowledge all Clinical Mental Health Counseling candidates enrolled in MHS 5005 Processes in Counseling will take and earn a passing score 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.

The content knowledge outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, a new content knowledge student learning outcome has been established for the 2013-2014 cycle.

All Clinical Mental Health degree seeking candidates enrolled in MHS 5005 are required to take the Counselor Preparation Comprehensive Exam. MHS 5005 is offered during the Spring 2014 and Summer 2014 semesters. Data is reported to the Clinical Mental Health Faculty and analyzed during Clinical Mental Health faculty program meetings annually. Results are used to determine program and curriculum improvements.

The CPCE is utilized by over 340 universities and colleges; the CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. Additionally, the CPCE:

- Allows Master's program comprehensive exams to better meet psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength/weakness feedback.

Please see the attached sample score report that is provided for each candidate completing 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 Counselor Preparation Comprehensive Exam.

Results

Data Summary

No Ed.S. students were enrolled in MHS 5005 this academic year.

Program Improvement

The Clinical Mental Health Faculty is looking to revise the Ed.S. program entirely.

Program Improvement Codes

Learning Outcome 2

Description and Methodology

Outcome Description

The clinical mental health candidates will demonstrate their critical thinking by understanding ethical and legal consideration specifically related to the practice of clinical mental health counseling, the ability to apply and adhere to ethical and legal standards in clinical mental health counseling, and 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.

All candidates in the clinical mental health program are required to take MHS 6700 and must earn a grade of B or higher in the course.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication

- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Candidates enrolled in the MHS 6700 Legal, Ethical, and Professional Issues course will demonstrate their critical thinking by completing the Case Report assignment. Candidates will review culturally diverse case studies in which counselors were faced with ethical dilemmas, analyze how the application of ethical standards (ACA and ASCA) should have guided their decision making process (ethical model), including which standards apply and describe the final outcome.

Candidates enroll in MHS 6700 will prepare a report no more than five pages, double spaced, and following APA guidelines. Candidates will upload their assignments to Livetext for final evaluation.

Assessment Method:

Candidates enrolled in MHS 6700 will be assessed using the COE MHS 6700 Legal, Ethical, and Professional Issues Counseling: Case Report Assignment Rubric. Assessment will be recorded in the College of Education Livetext Assessment system.

In order to “meet expectations” candidates must prepare a four (4) pages, double-spaced, and follows APA guidelines but have minor errors, Describes the counselor’s ethical dilemmas Describes at least three (3) ethical standards from ACA or ASCA should be applied to guide the ethical decision making process, Includes a conclusion of which standards apply and the final outcome; Provide an explanation of how the counselor can eliminate bias, prejudices, or discriminatory contexts within the school or community; and Connects more than one level of analysis

and weaves these coherently throughout the paper, explores, explains, and/or expands upon the issue(s). Thoughts include personal/experience as well as appropriate resources.

In order to “exceed expectations” candidates Will prepare report no more than five (5) pages, double spaced, and follows APA guidelines, Accurately describes the counselor’s ethical dilemmas, Describes at least three ethical standards from ACA and ASCA should be applied to guide the ethical decision making process; Includes a conclusion of which standards apply and the final outcome; provides an explanation of how the counselor can eliminate bias, prejudices, and discriminatory contexts within the school and community; and Weaves more than one level of analysis throughout the paper, fully explores, explains and expands upon the issue(s). Thoughts are based on appropriately cited sources. Connects to other relevant issues, materials, experiences, etc.

The critical thinking outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, a new “critical thinking” student learning outcome has been created for the 2013-2014 cycle.

MHS 6700 is a required course for all degree seeking students in the Department of Counselor Education. MHS 6700 is offered on the Boca campus during the Fall 2013 and will be offered online during Summer 2014. 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, Clinical Mental Health program review the data collected on student performance outcomes regularly in Clinical Mental Health Program meetings. Decisions on program improvement are based on data collected through Livetext assessments, Counselor Preparation Comprehensive Exam and Program exit exams. Inter-rater reliability for required assessments are available through Livetext. When necessary, training is provided to adjuncts that are unfamiliar with Livetext or evaluating required course assessments. An adjunct was assigned to teach the MHS 6700 during the Fall 2013 term and a faculty member who has completed the FAU e-Learning course has developed the online course and will teach it during the 2014 term. The assigned instructors will complete the same Livetext rubrics during the 2013-2014 reporting cycle.

Attached is a copy of the MHS 6700 Case Report Rubric.

Criterion for success

90% of candidates enrolled in MHS 6700 will meet expectations on CACREP-2009.6.A.2, CACREP-2009.6.B.1, CACREP-2009.6.E.4, CACREP-2009.8.B.1, and Critical Thinking indicators by demonstrating their effective critical thinking when completing MHS 6700 Legal, Ethical, and Professional Issues Counseling, Case Report Assignment.

Results

Data Summary

No Ed.S. students were enrolled in MHS 6700 for this academic year.

Program Improvement

The Clinical Mental Health faculty is looking to revise the Ed.S. program entirely.

Program Improvement Codes

Learning Outcome 3

Description and Methodology

Outcome Description

The clinical mental health candidates will demonstrate their communication skills by developing satisfactory skills for building and maintaining a therapeutic relationship through the use of listening and responding skills.

All candidates in the clinical mental health program are required to take MHS 6401 and must earn a grade of B or higher in the course.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Candidates in MHS 6401 will complete four case study transcriptions of complete counseling encounters which integrate both basic counseling skills and changes strategies and interventions. The sessions should be approximately 20 minutes long and must utilize the CBASP or CBT-Replacement Strategy approach. Students will submit the report and transcription, signed informed consent, and an audio, CD or DVD reporting.

Candidates must “meet expectations” on the assignment in order to earn a grade in the MHS 6401.

Assessment Method:

Candidates enrolled in MHS 6401 will be assessed using the COE MHS 6401 Counseling Theories and Techniques: Simulated Counseling Assignment Rubric. Candidates are required to upload their assignments to College of Education Livetext Assessment system for final evaluation.

In order to “meet expectations” candidates must demonstrate minimal eye contact, some verbal tracking statements; listening and responding occasionally to linear prompts (content and feelings), and listening and responding occasionally to non-linear prompts (congruence, absence, presence, inference, and resistance).

In order to “exceed expectations” candidates must demonstrate empathically appropriate displays of understanding client’s narrative (via facial expressions, body posture, etc.), listening and responding clearly and appropriately to linear prompts (content and feelings), and listening and responding clearly and appropriately to non-linear prompts (congruence absence, presence, inference, and resistance).

The communication outcome assessment established during the 2012-2013 reporting cycle was met. Therefore, a new communication student learning outcome has been created for the 2013-2014 cycle.

MHS 6401 is a required course for all degree seeking students in the Department of Counselor Education. MHS 6401 is offered on the Boca campus during the Fall 2013 and Summer 2014. 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, Clinical Mental Health program review the data collected on student performance outcomes regularly in Clinical Mental Health Program meetings. Decisions on program improvement are based on data collected through Livetext assessments, Counselor Preparation Comprehensive Exam and Program exit exams. Inter-rater reliability for required assessments are available through Livetext. When necessary, training is provided to adjuncts that are unfamiliar with Livetext or evaluating required course assessments. No adjuncts will be involved in teaching or evaluating the required assessments during the 2013-2014 reporting cycle.

Attached is a copy of the MHS 6401 Simulated Counseling Assignment Rubric.

Criterion for success

90% of candidates enrolled in MHS 6401 will meet expectations in the CACREP II.G5.c. Essential interviewing and counseling skills indicator by demonstrating their effective communication skills when completing MHS 6401 Simulated Counseling Assignment.

Results

Data Summary

No Ed.S. students were enrolled in MHS 6401 this academic year.

Program Improvement

The Clinical Mental Health Counseling faculty is looking to revise the Ed.S. program entirely.

Program Improvement Codes

Ph.D. Counselor Education

2013-2014 Assessment Plan

Outcome 1

Description and Methodology

Outcome Description

Doctoral students enrolled in the Ph.D. Counseling program will demonstrate their content knowledge by successfully passing the Comprehensive Exams.

Academic Learning Categories related to this outcome:

- ☒ Content Knowledge
- ☒ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

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. The exams will take place over a two-day period from 9 – 5 pm. Each student will receive, at that time, no more than three questions each day from the six agreed upon by their doctoral committee pertaining to counseling practice, ethics, supervision and research. 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. Four doctoral students (100%) successfully passed their Comprehensive Exams during the 2012-2013 assessment cycle. However, based on closer examination of the data three of the four students (75%) passed all six questions on the first attempt. The fourth student passed five of the six questions on the first attempt and earned a passing grade after retaking the sixth question. Six doctoral students will be eligible to take the Comprehensive Exams during the 2013-2014 year. The Doctoral committee faculty members will prepare and approve new questions for future comprehensive exams. In addition, a Certification of Comprehensive Exam Results form was created in order to standardize the reporting process and gather data on student's individual performance on each question as reported by each committee member. The new form was included the 2013-2014 edition of the doctoral student handbook. 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

75% of the Ph.D. Counseling students will earn a passing grade on all sections of their day one comprehensive exams.

Results**Data Summary**

Five doctoral candidates complete the Counselor Education Comprehensive Exams. All candidates (100%) passed day one of the Exams and successfully demonstrated their content knowledge in the counseling field in the areas of theory, practice, ethics, and research. Outcome 1 was met.

Program Improvement

Faculty members revised the Comprehensive exam process during the 2013-2014 academic year. Two additional options – a weekend exam and oral exam and specialty paper options were added to the original two-day on campus examination. Faculty members also created a new pool of comp questions. New faculty starting in Fall 2014 should have the opportunity to add to the pool of questions. Faculty might consider creating a one credit course designed to help candidates prepare and practice responding to comp questions to increase ratings from pass to high pass. A new outcome 1 objective will be created for 2014-2015.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 2**Description and Methodology****Outcome Description**

Doctoral students enrolled in the Ph.D. Counseling program will demonstrate their critical thinking by successfully defending their dissertations.

Academic Learning Categories related to this outcome:**QEP / URI Related**

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Objective 5: Involve students at all levels in research, scholarship and creative activity

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 the 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. Two doctoral candidates (100%) successfully defended their dissertation during the 2012-2013 academic year. The two candidates had been enrolled in the Ph.D. Counseling program since Fall 2007 and 2008. Therefore the candidates took six and five years to complete their degree programs. During the 2013-2014 cycle the department will focus on improving the rate of degree completion from entry to the program to the defense of their dissertation. There are currently as many as six students who are eligible to defend their dissertations. 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. 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 three weeks in advance. Dissertation defenses are only scheduled during the fall and spring semesters. Results of the Dissertation Defense will be uploaded to Livetext. Attached is a sample of the Dissertation Defense form.

Criterion for success

50% of the Ph.D. Counseling students will successfully defend their oral and written dissertation defense (Final Examination) and be eligible to graduate by earning a score of "approved" from their Dissertation Committee. 75% of the Ph.D. Counseling students will successfully defend their oral and written dissertation defense and be eligible to graduate within three years of being admitted into the degree program.

Results

Data Summary

Seven doctoral candidates successfully defended their oral and written dissertations by earning a score of “approved with modifications” from their committee. Four candidates (57%) defended their dissertations within three years of admission to the program. Outcome 2 – critical thinking was not met.

Program Improvement

The Ph.D. program conducted a review of the types of research designs and methodology that doctoral students can engage in and meet the dissertation requirements. Incorporating instructional activities in the Ph.D. coursework may strengthen the writing process or reporting issues and reduce the number of modifications needed at the time of the defense. Progress has been made to improve the rate of admission to defense. Three of the graduates had been in the program an in the Doctoral Candidacy stage for more than five years. Hiring additional faculty that can supervise and serve as committee chairs would provide candidates with more research topic options and help reduce chair responsibilities on the rest of the faculty eligible to serve.

Program Improvement Codes

1. Curricular Change?

Learning 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.

Academic Learning Categories related to this outcome:

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Goal 2: Inspire Research, Scholarship and Creative Activity

Objective 1: Increase scholarship and creativity

Objective 5: Involve students at all levels in research, scholarship and creative activity

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. Four doctoral candidates presented and successfully defended their dissertation proposals during the 2012-2013 academic year. Two (50%) of the proposals defended (Qualifying Exams) were approved by the committee without modifications and two (50%) were approved with modifications. All four proposals were defended within the timeframe targeted by the program. Seven doctoral candidates are eligible to defend their dissertation proposals during the 2013-2014 academic year. Dissertation proposal defenses are only scheduled during the fall and spring semesters. Results of the Dissertation Proposal will be uploaded to Livetext. 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. 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

75% of the Ph.D. Counseling students will successfully defend their oral and written dissertation proposal (Qualifying Exam) and be admitted to doctoral candidacy by earning a rating of "approved" from their Dissertation Committee.

Results

Data Summary

Nine doctoral students successfully defended their dissertation proposal and were admitted into Doctoral Candidacy. All nine candidates defended proposals within three years of being admitted. Two candidates (29%) passed their proposal defense with a rating of "Approved", seven candidates (78%) earned a rating of "Approve with modifications".

Program Improvement

A review of the types of modifications that were most frequently requested would be helpful in order to determine if there are weaknesses that can be addressed by creating or modifying instructional content or curriculum design. Additional writing assignments, course presentations, or professional development opportunities should be considered to increase student's ability to communicate effectively regarding their research topic and plan. Outcome 3 – Communication was not met.

Program Improvement Codes

4. Instructional Assignment Change?

M.Ed. Counselor Education: Rehabilitation Counseling

2013-2014 Assessment Plan

Outcome 1

Description and Methodology

Outcome Description

At the start of Spring 2011 academic semester, registered students will have been enrolled under the rules that indicate they must take the CRCC certification exam before graduation, as a measure of external evaluation. Rehabilitation will track pass rate, scores and subscale scores for individual students and as a whole.

Academic Learning Categories related to this outcome:

- ☒ Content Knowledge
- ☒ Procedural Knowledge (Technical Skills)
- ☒ Procedural Knowledge (Research skills)
- ☒ Declarative Knowledge

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

No

FAU Strategic Plan related goals & objectives:

Goal 1: Enrich the Educational Experience

Objective 2: Strengthen and expand graduate programs

Implementing Strategy:

Dr. Michael Frain of FAU will work with Cindy Chapman of CRCC to have the proper documentation in place for students and CRCC before the certification exam is taken by students each year.

Assessment Method:

Florida Atlantic University will work with CRCC to attain score reports of all students. Students sign a consent to allow scores to be accessed. Scores will be evaluated passed on: pass rate.

Criterion for success

Yearly pass rate of 50%; overall pass rate for the program of 70%

Results

Data Summary

All students who took the national CRCC examination in the school year 2013-2014 passed the exam (Fall, Spring, Summer). The FAU rehabilitation counseling program once again had a 100% pass rate for the CRC, nationally 66% passed this year it appears.

Program Improvement

The rehabilitation program will work to increase enrollment and awareness of the CRC credential in the Florida rehabilitation community.

Program Improvement Codes

7. Improving Advising?

Learning Outcome 2

Description and Methodology

Outcome Description

Rehabilitation Counseling students will demonstrate competence in the full role and function of a Rehabilitation Counselor as evidenced by satisfactory evaluations from the site supervisor and university supervisor in the 600 hour culminating Internship experience.

Academic Learning Categories related to this outcome:



Content Knowledge

- ☒ Procedural Knowledge (Technical Skills)
- ☒ Procedural Knowledge (Research skills)
- ☒ Declarative Knowledge
- ☒ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☒ Oral Communication
- ☒ Written Communication
- ☒ Critical Thinking
- ☒ Practical Skills
- ☒ Creative Skills
- ☒ Analytical Skills

QEP / URI Related

No

IFP Related

No

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Objective 2: Increase the number of community partnerships

Objective 4: Focus resources on increasing FAU's support to the communities it serves

Implementing Strategy:

Dr. Michael Frain will work with the department to ensure Internship class is taught by a doctoral level professor with a CRC that also is an appropriate for the counseling field (e.g., a pre-doctoral internship or similar experience)

Assessment Method:

Supervisor evaluation forms. Multiple sources and multiple evaluation tools are employed to verify full competence including: 1) Site supervisor provides weekly individual supervision for students engaged in the field experience; 2) University supervisors provide weekly live observations and review of videotaped therapy sessions for interns as they are directly involved in providing counseling services in the department's clinical counseling facility; 3) University supervisors provide weekly small group supervision for all students during the internship experience; 4) A written end-of-semester evaluation is completed by the site supervisor rating student competencies in each of the competency areas specified by the State of Florida Mental Health Counseling Rules and Regulations and the CORE national accreditation standards; and 5) A written end-of-semester evaluation is completed by the University supervisor rating student competencies in each of the competency areas specified by the State of Florida Mental Health Counseling Rules and Regulations and the CORE national accreditation standards.

Criterion for success

75% students enrolled in Internship must earn an evaluation score of 4 or above (5 point Likert scale with 1 low and 5 high) in the "Developing Meaningful Client Relationships" question 4.5: , "Expanding Skill Base" question 5.8: , and "Functioning Within Professional Role" question 7.13: as measured by qualified on-site supervisors at the end of the semester.

Results

Data Summary

All students enrolled in Rehabilitation Internship in 20103-2014 school year earned an evaluation of 4 or above on question 4.5, 5.8 and 7.13.

Program Improvement

FAU will improve to 80% of students achieving a score of 4 or better.

Program Improvement Codes

5. Assessment Plan Change?

7. Improving Advising?

Learning Outcome 3

Description and Methodology

Outcome Description

Students will demonstrate increased competence in the role and function of a Rehabilitation Counselor in regard to the application of rehabilitation plans and intervention strategies with clients as evidenced by satisfactory completion of appropriate rehabilitation and intervention plans for clients observed in the student's approved Practicum site during their Advanced Practicum experience.

Academic Learning Categories related to this outcome:

- ☒ Content Knowledge
- ☒ Procedural Knowledge (Technical Skills)
- ☒ Procedural Knowledge (Research skills)
- ☒ Declarative Knowledge
- ☒ Communication
 - ☐ Team/Collaborative communication
 - ☐ Multimedia/Graphic communication
 - ☒ Oral Communication
 - ☒ Written Communication
- ☒ Critical Thinking
- ☒ Practical Skills
- ☒ Creative Skills
- ☒ Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 1 : Enrich the Educational Experience

Objective 5 : Create and maintain campus life programs and experiences that support student success

Goal 3 : Increase FAU's Community Engagement

Objective 1 : Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Objective 2 : Increase the number of community partnerships

Objective 3 : Focus on the unique opportunities of FAU's stewardship of place

Objective 4 : Focus resources on increasing FAU's support to the communities it serves

Implementing Strategy:

Dr. Michael Frain will work with the department to ensure Internship class is taught by a doctoral level professor with a CRC that also is an appropriate for the counseling field (e.g., a pre-doctoral internship or similar experience)

Assessment Method:

Students will complete a series of assessment with plans and strategies appropriate to each client during their first Advanced Practicum experience. Students will use both case study material and observations of in-take sessions in the student's approved Practicum site.

Criterion for success

75 % of Rehabilitation Counseling students enrolled in Advanced Practicum will have an average rating of 3 or higher (on a 1-5 scale of proficiency) in the "Developing Meaningful Client Relationships" question 4.4: "Expanding Skill Base" question 5.4: and "Functioning Within Professional Role" question 7.9: as measured by qualified on-site supervisors at the end of the semester.

Results

Data Summary

For the 2013-2014 academic year, all FAU rehabilitation counseling students enrolled in Advanced Practicum attained an average rating of 3 or higher on questions 4.4, 5.4, and 7.9.

Program Improvement

Eighty percent of Rehabilitation counseling students enrolled in Advanced Practicum will attain an average rating of 3 or higher on questions 4.4, 5.4, and 7.9.

Program Improvement Codes

5. Assessment Plan Change?

Learning Outcome 4

Description and Methodology

Outcome Description

Students will demonstrate competence in the role and function of a Rehabilitation Counselor in regard to knowledge of the proper assessment of the impact of disability as evidenced by satisfactory evaluations on case studies and client intake observations in the student's approved Practicum site.

Academic Learning Categories related to this outcome:

- ☒ Content Knowledge
- ☒ Procedural Knowledge (Technical Skills)
- ☒ Procedural Knowledge (Research skills)
- ☒ Declarative Knowledge
- ☒ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☒ Oral Communication
- ☒ Written Communication
- ☒ Critical Thinking
- ☒ Practical Skills
- ☒ Creative Skills
- ☒ Analytical Skills

QEP / URI Related

N/A

IFP Related

N/A

Data collected from online coursework?

N/A

FAU Strategic Plan related goals & objectives:

Goal 3: Increase FAU's Community Engagement

Objective 1: Enrich the educational and cultural experiences for students, faculty and the surrounding communities

Implementing Strategy:

Dr. Michael Frain will work with the department to ensure Internship class is taught by a doctoral level professor with a CRC that also is an appropriate for the counseling field (e.g., a pre-doctoral internship or similar experience)

Assessment Method:

Students will be required to complete a series of assessments, quality of life assessments and functional capacity assessments during their first practicum experience. Students will use both case study material and observations of in-take sessions in the students approved Practicum site or the department's clinical counseling facility.

Criterion for success

75 % of Rehabilitation Counseling students enrolled in Practicum will have an average rating of 3 or higher (on a 1-5 scale of proficiency) in the "Developing Meaningful Client Relationships" question 4.2: Relates effectively to individuals in one-to-one situations, "Expanding Skill Base" question 5.1: Shows ability to interview, and "Functioning Within Professional Role" question 7.5: Understands role as a helping person as measured by qualified on-site supervisors at the end of the semester.

Results

Data Summary

All students in the FAU rehabilitation counseling program enrolled in Practicum earned an average rating of 3 or higher on questions 4.2, 5.1, and 7.5 for the academic year 2013-2014.

Program Improvement

Eighty percent of FAU rehabilitation counseling students enrolled in Practicum will achieve an average rating of 3 or higher on questions 4.2, 5.1 and 7.5.

Program Improvement Codes

5. Assessment Plan Change?

Appendix 2. School Counseling Assignment and Rubrics (example)

Course: COE SDS 5010: Fundamentals of School Guidance

Assignment:

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

FEAP Standards:

FL-FAU-FEAP.5.1

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

COE SDS 5010: Individual Counseling Skills Practice Assignment Rubric:

Components of the Assignment

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

**SDS 5010 Individual Counseling
Tape Review Form (5.1)**

Graduate student name: _____

Date of Review _____

Rater's name: _____

Age/Grade of student _____

Please rate each of the following categories:

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

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

Appendix 3. Doctoral Outcomes Assessment Tool.

Student Name:

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

Appendix 4. Comparison with SUS and Peer Institutions

Graduate Programs	University of Central Florida (UCF)	University of North Carolina - Greensboro	Old Dominion University
ii. Admissions criteria	<p>Online application, residency form, official transcripts, minimal standards [e.g., an undergraduate GPA of 3.0 and higher and a GRE score of 850 or higher (old version-more info below) competitive considered 1000 or better; undergrad GPA 3.0 or higher; goal statement, 3 letters of rec, interview; "3 Star System"</p> <p>Masters – Spring and Fall admission Ph.D. – Fall only</p> <p>CACREP Accredited</p>	<p>Ranked #2 among all counseling programs by U.S. News and World Report 2015-2015</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; GRE scores from a test taken within the past 5 years; three 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; a personal statement that outlines professional goals; and undergraduate and, if applicable, graduate transcripts. 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"> 1. Online Application- 2. Current Resume 3. Essay <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. 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>
iii. Enrollment information	<p>M.A. degree for those without teaching certificate</p> <p>M.Ed. for those who are certified educators</p> <p>Ed. S. The Education Specialist degree</p>	<p>School Counseling (MS)</p> <p>Clinical Mental Health Counseling (MS)</p> <p>College Counseling/Student Development in Higher Education (MS)</p>	<ul style="list-style-type: none"> • Master of Science in Education <ul style="list-style-type: none"> ○ College Counseling ○ Clinical Mental Health

	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.	Couple and Family Counseling (MS and MS/EdS) Counseling and Counselor Education (PhD and EdD)	<p>Counseling</p> <ul style="list-style-type: none"> ○ School Counseling • Education Specialist • Doctor of Philosophy in Education, Counseling Concentration <p>CACREP accredited</p> <p><i>"Graduate Programs recognizes that need and is delighted to announce the second ever Top Graduate Programs in America. It's a comprehensive list of the best graduate programs in the country, based solely on ratings and reviews posted on graduateprograms.com," the company said in a press release. The list of program rankings was compiled using information submitted by current and recent grad students between Sept. 1, 2012, and April 15, 2014. The rankings encompass reviews posted by more than 60,000 students participating in over 1,500 graduate programs. Ratings are based on a 10-star system (with 1 being the worst and 10 being the best). Based on those rankings, ODU's counselor education program led the country, with a rating of 9.4 stars out of 10</i></p>
iv. Average class size and faculty/student ratio	College of Education & Human Performances 12 full time faculty listed 9 additional graduate scholars and adjuncts listed	School of Education 9 full time faculty are listed	<p>13 full time faculty members</p> <p>1.6:1 ratio of full-time equivalent doctoral students to full-time faculty</p>

			<p><i>Average faculty salaries according to The Richmond Times</i> Professor: 207, \$110,656 Associate: 200, \$78,618 Assistant: 158, \$63,374</p>
v. Curriculum	<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. http://www.graduatecatalog.ucf.edu/programs/Program.aspx?ID=1136&TID=332&track=School%20Counseling</p> <p>Certificates in Marriage and Family Therapy, Play Therapy, and Career Counseling (2016)</p>	<p>http://ced.uncg.edu/wp-content/uploads/2012/02/Course-Offerings-and-Descriptions.pdf</p>	<p>MS. Ed- 60 credit hours Ed. S- 30 credit hours beyond master's degree work Ph.D- 60 credit hours</p>
vi. Internships, practicum, study abroad, field experiences	<p>Practicum 3 credit hours Internship 3 credit hours Internship 3 credit hours (600 hours)</p>	<p>Practicum (min of 100 hours, most do 150) 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 Vacc</p>	<p>MS.Ed Practicums- (100 hours minimum) Internship in School Counseling (600 hrs minimum) Internship in Mental Health Counseling (600 hrs minimum) Internship in College Counseling (600 hrs minimum)</p> <p>Ph.D – one practicum course, one internship 3-6 credits, and adv. Practicum required</p> <p>Practicum in Counselor Education. 3 Credits. Teach a 3-credit counseling graduate course under supervision.</p>

		<p>Counseling and Consulting Clinic, the Department's onsite, state-of-the-art clinic.</p>	<p>Participant in program meetings and activities. Minimum of 200 contact hours.</p> <p>Practicum in Clinical Mental Health Counseling Leadership. 3 Credits. Supervised practicum in a mental health counseling agency or organization. Participate in management and leadership activities. Minimum of 200 hours.</p> <p>Practicum in College Counseling Leadership. 3 Credits.</p> <p>Supervised practicum in a community college, four-year college, or university counseling unit. Minimum of 200 hours.</p> <p>Practicum in School Counseling Leadership. 3 Credits.</p> <p>Practicum. 3 credits. Supervised practicum in district level school counseling leadership office. Participate in office management and leadership activities. Minimum of 200 hours.</p> <p>Internship in Counseling. 3-6 Credits.</p> <p>This internship is designed to provide individual students with a planned program of advanced on-the-job professional experience in a college or community/agency setting. Internship assignments will be controlled and</p>
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			<p>coordinated by a university instructor. Direct supervision is given by an experienced professional in the setting. Minimum of 600 hours.</p> <p>Advanced Supervised Practicum in Counseling. 3 Credits.</p> <p>This advanced supervised practicum in counseling experience will enable doctoral-level students to develop and/or refine advanced counseling skills and conceptually link counselor practice and supervision. Minimum of 200 hours.</p>
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Appendix 5. Faculty Vitaes

Abbreviated Curriculum Vitae: Greg Brigman, Ph.D.

A. Professional Preparation

Ph.D., Counseling, Georgia State University, 1991
Ed.S., Counseling, Georgia State University, 1987
M.Ed., Counseling, Georgia State University, 1980
B.A., Psychology, Vanderbilt University, 1973
Post-Doctoral Training in Play Therapy, National Play Therapy Association, 1992 - 1998

B. Appointments

Professor, Department of Counselor Education, FAU, 1999 – Present
Associate Professor, Department of Counselor Education, FAU, 1996 – 1999
Assistant Professor, Department of Counselor Education, FAU, 1994 – 1996
Assistant Professor, Counseling Department, Clemson University, Clemson, SC, 1991 - 1994

C. Selected Peer-Reviewed Publications

Villares, E., Colvin, K., Carey, J., Webb, L., Brigman, G., & Harrington, K. (2015). Convergent and divergent validity of the student engagement in school success skills survey, 4:5, 541-552 ,doi:10.15241/ev.4.5.541Article published online: November 2014. The Professional Counselor.

Brigman, G., Wells, C., Webb, L., Villares, E., Carey, J., & Harrington, K. (2015). Psychometric properties and confirmatory factor analysis of the Student Engagement in School Success Skills survey. *Measurement and Evaluation in Counseling and Development*. 48: 3 (originally published online 29 July 2014 DOI: 10.1177/0748175614544545)

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.

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*. Retrieved from doi: 10.1177/0748175613505622.

Mariani, M., Villares, E., Wirth, J., & Brigman, G. (2014). An evaluation of the student success skills program on student learning, behavior, and wellness outcomes. *Hellenic Journal of Psychology*, 11, 223-240.

Lemberger, M. E., Brigman, G., Webb, L., & Moore, M. M. (2013). Student Success Skills: An evidence-based cognitive and social change theory for student achievement. *Journal of Education*, 192, 89-100.

Brigman, G., Lemberger, M., & Moor, M. (2012). Striving to evince educational excellence: Measures for Adlerian counselors to demonstrate impact on student achievement and behavior. *Journal of Individual Psychology*.

Villares, E., Frain, M., Brigman, G., Webb, L., & Peluso, P. (2012). The impact of Student Success Skills on standardized test scores: A meta-analysis counseling outcome research and evaluation.

D. Selected Other Publications or Products/Grants

Brigman, G. (2013). Keynote: Evidence-based practice: What, why, how. Evidence-based School Counseling Conference, Erlanger, KY.

- Brigman, G., Villarews, E., & Webb, L. (2013). How to improve student academic and social performance with individual psychology approaches. North American Society of Adlerian Psychology Annual Conference, San Diego, CA.
- Brigman, G., Villares, E., & Webb, L. (2013). The impact of the Student Success Skills classroom and small group program on student achievement: Results of a recent meta-analysis. Evidence-based School Counseling Conference, Erlanger, KY.
- Webb, L., Brigman, G., Carey, J., & Villares, E. (2011-2015). A randomized controlled trial of student success skills: A program to improve academic achievement for all students. (\$2,700,000. Education Research Grant 84.305A, Institute of Education Sciences, U.S. Department of Education. Co-Principal Investigator.

E. Synergistic Activities

- Brigman, G., & Webb, L. (2004, 2006, 2010, 2012). Student Success Skills: Classroom manual (4th ed.). Boca Raton, FL: Atlantic Education Consultants.
- Brigman, G., Campbell, C., & Webb, L. (2004, 2006, 2010). Student Success Skills: Group manual (3rd ed.). Boca Raton, FL: Atlantic Education Consultants.
- Outstanding Outcome Research Award, Association for Assessment in Counseling and Education, 2011

F. Collaborators and Other Affiliations

- a. Four year collaboration with University Massachusetts researchers on U.S. DOE IES grant 2011-2015

G. Courses Taught

- a. Fundamentals of school counseling
b. Counseling children
c. Counseling adolescents
d. Consultation and behavior management
e. Practicum in school counseling
f. Internship in school counseling
g. Advance practicum (doctoral program)
h. Optimum human functioning (doctoral program)

H. Community Engagement or Outreach

- Editorial review board for Journal of Individual Psychology, 2001 – Present
American Counseling Association
Florida Counseling Association
Association for Counselor Education and Supervision
American School Counselors Association
Florida School Counselor Association
Extensive staff development training with schools districts in Florida and nationally
National Certified Counselor
License/Professional Counselor, Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists

Abbreviated Curriculum Vitae: Kelly M. Emelianchik-Key, Ph.D.

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

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 – Present
Adjunct Faculty, College of Continuing and Professional Studies, Graduate Counseling Program, Mercer University, Atlanta, GA, 2011
Big Splash Seminar Series Event Chair and Coordinator, Old Dominion University, Norfolk, VA, 2007 – 2008
Instructor and Academic Advisor, Counseling Department, Department of Human Services, Old Dominion University, Norfolk, VA, 2007 – 2009
Research Assistant, Florida Atlantic University, Jupiter, FL, 2003 – 2004

C. Selected Peer-Reviewed Publications

Healey, A., Byrd, R., & Emelianchik-Key, K. (2015). Adolescent self-injurious behaviors: Analysis of the youth risk behavior survey trends. *The Professional Counselor*. (In Review).
Emelianchik-Key, K., & Hays, D. (2015). The initial development and validation of the teen screen for dating violence. *Measurement and Evaluation in Counseling and Development*. (In Review).
Hays, D. G., Michel, R. E., Cole, R. F., Emelianchik, K., Forman, J., Lorelle, S., McBride, R., & Sikes, A. (2011). A phenomenological investigation of adolescent dating relationships and dating violence counseling interventions. *The Professional Counselor Journal*, 1(3), 222-233.
Healey, A., Trepal, H., & Emelianchik-Key, K. (2010). Self-injury and diagnosis: The role of gender. *Journal of Mental Health Counseling*, 32, 324-341.

D. Selected Other Publications or Products/Grants

Emelianchik-Key, K., Reese, M. K., Granger, D., & Searles, J. (2013). Preparing non-traditional students in a non-traditional program on becoming a "traditional" counselor educator (Poster session). Association for Counselor Education and Supervision, Denver, CO.
Emelianchik-Key, K. (2013). I don't want to be a career counselor: Promoting career counseling in counselor identity (Poster session). Association for Counselor Education and Supervision, Denver, CO.
LaGuardia, A., Watts, R. E., & Emelianchik-Key, K. (2013). Theory and Practice: Teaching Counseling Techniques from an Integrative Perspective. Association for Counselor Education and Supervision, Denver, CO.
Byrd, R., Healey, A., & Emelianchik, K. (2013). Professional expectations and partnership: Perspectives from the beginning, middle, and end. Chapter in A. Seto and M. A. Bruce (Eds.), *Women's retreat: Sharing voices of female faculty in counselor education*.

E. Synergistic Activities

Chi Sigma Iota National Fellow, 2009 – 2010
Chi Sigma Iota International, Awards Committee, 2011 – Present
Chi Sigma Iota International, Community Engagement Committee, 2010 - Present

F. Collaborators and Other Affiliations

G. Courses Taught

COUN 6340	Career Development
COUN 601	Counseling Skills
COUN 691	Family Systems
COUN 633	Growth Group
COUN 601	Internship/Practicum Group/Supervision Class
COUN 6727	Couples and Family Counseling
COUN 618	Ethics and Professional Issues
COUN 6003	Professional Ethics in Counseling
PC 6105	Counseling Skills II
PC 6525	Appraisal and Assessment
PC 6022	Family Counseling Skills
PC 7464	Ethics and Professional Development in Counselor Education
PC 6415	Practicum and Internship Seminar
HMSV 344	Career Appraisals, Family Guidance
HMSV 440W	Program Development, Implementation and Evaluation
MHS 6800	Practicum in Clinical Mental Health Counseling
MHS 6830	Advanced Practicum in Clinical Mental Health Counseling
MHS 6700	Legal, Ethical, and Professional Issues in Counseling (online)
MHS 6701	Issues in Clinical Mental Health Counseling
MHS 6220	Lifespan Development
MHS 6482	Appraisal and Evaluation in Counseling
MHS 6470	Counseling and Human Sexuality

H. Community Engagement or Outreach

Editorial Board for Journal of Counselor Leadership and Advocacy
Counselors for Social Justice
Association for Counselor Education and Supervision
American Counseling Association
Southern Association for Counselor Education and Supervision
Association for Assessment in Counselor Education
Association for Assessment in Counseling and Education
Chi Sigma Iota

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

Villares, E., Frain, M., Brigman, G., Webb, L., & Peluso, P. (2012). The impact of student success skills on standardized test scores: A meta-analysis. *Counseling Outcome Research and Evaluation*.
Frain, M., Bishop, M., Tansey, T., Sanchez, J., & Wijnaagard, F. (In press). Training needs of Certified Rehabilitation Counselors to work effectively with veterans with disabilities. *Rehabilitation Education*.
Frain, M., Tschopp, M., Lee, E., & Rolland, M. (2012). A Rehabilitation Counselor integration into the successful rehabilitation of veterans with disabilities. In P. Toriello, M. Bishop, & P. Rumrill (Eds.), *New Directions in Rehabilitation Counseling: Creative Responses to Professional, Clinical, and Education Challenges* (pp. 259-281). Lin Creek, MO: Andrews Press.
Bishop, M., & Frain, M. (2011). The Multiple Sclerosis Self-Management Scale: Revision and psychometric analysis. *Rehabilitation Psychology*, 56, 150-159.
Frain, M., Bishop, M., Tschopp, M., Tansey, T., & Agonis, J. (2011). Training needs of rehabilitation counselors concerning veterans with disabilities. *Vocational Evaluation and Work Adjustment*, 38, 34-44.

D. Selected Other Publications or Products/Grants

Frain, M., Bishop, M., & Tansey, T. (2011). Rehabilitation Counseling's Role with Veterans with Disabilities. Presented at National Council on Rehabilitation Education National Conference, Manhattan Beach, CA.

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

H. Community Engagement or Outreach

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

Associate Professor, Florida Atlantic University, 2014-Present
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
Graduate Assistant Clinician, Counseling and Consulting Clinic, University of North Carolina, Greensboro, NC, 2001 – 2002

C. Selected Peer-Reviewed Publications

Robertson, L., Dailey, S., & Gill, C. S. (2015) Spirituality Competency Scale: Further analysis. Measurement and Evaluation in Counseling and Development, 48(1), 15-29. DOI: 10.1177/0748175614544688
Dailey, S. F., Gill, C. S., Karl, S., & Barrio Minton, C. (2014). DSM-5 Learning Companion: A Guide for Counselors. American Counseling Association: Alexandria, VA.
Gill, C. S. (2013). Confidentiality on an Inpatient Unit. In H. J. H. Moorhead & D. Levitt (Eds.). When values and ethics collide: Real-life ethical decision-making. New York, NY: Routledge/Taylor & Francis.
Jones, K. D., Gill, C. S., & Ray, S. (2012). Review of the proposed DSM-5 substance use disorder. Journal of Addictions & Offender Counseling, 33, 115 – 123.
Moorhead, H. J. H., Gill, C. S., Barrio, C., & Myers, J. E. (2012). Forgive and forget?: Forgiveness as an indicator of wellness among counselors-in-training. Counseling and Values, 57(1), 81 – 95.
Daily, S. F., Curry, J., Harper, M., Moorhead, H. H., & Gill, C. S. (2011). Exploring the spiritual domain: Tools for integrating spirituality and religion in counseling. VISTAS 2011.

D. Selected Other Publications or Products/Grants

Dailey, S. F., Gill, C. S., Karl, S. & Barrio Minton, C. (2015). DSM-5 Learning Companion for Counselors. Author session for the American Counseling Association Annual Convention, Orlando, FL.
Gill, C. S. & Dailey, S. F. (2015). Spiritual Competency Scale (SCS): Development of an ASERVIC competency based measure. ASERVIC sponsored presentation. American Counseling Association Annual Convention, Orlando, FL.
Dailey, S. F., Gill, C. S., & Teixeira, V. B. (2013). DSM-5: Helping Mental Health Professionals Navigate Changes and Additions. Presented at the Association for Counselor Education and Supervision Annual Conference, Denver, Co.
Peluso, P., Swank, J., Gill, C., & Ray, S. (2013). DSM-5: A Report from the ACA DSM-5 Task Force. Presented at the American Counseling Association Conference, Cincinnati, OH.
Jungerson, T., Studer, J., & Gill, C. S. (2012). Essentials of Clinical Supervision. European Branch-American Counseling Association Convention, Wiesloch, Germany.

Gill, C. S., & Dailey, S. (2011). Got Spirit? Our clients do. American Counseling Association Annual Convention, New Orleans, LA.

E. Synergistic Activities

Gill, C. S. (2014). DSM-5 Learning Companion for Counselors. Crossroads Mental Health Center, Manassas, VA.
Gill, C. S. & Dailey, S. F. (2014). Using the DSM-5 with Children, Youth, Couples AND Families. Maryland Counseling Association, Johns Hopkins, MD.
Gill, C. S., Dailey, S. F., & Jefferson, J. F. (2013). Introduction to the DSM-5. Argosy University.
Kaur, G., & Gill, C. D. (2011). Quantum Mechanics applied to basic counseling skills. Presentation at the VCA Conference, Portsmouth, VA.

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

President, ASERVIC, 2013-2014
Member, DSM-5 Taskforce, ACA, 2011-2013
Member, ASERVIC Board, 2011 – 2014
Editor, Interaction, ASERVIC Newsletter, 2007 – 2010
Approved Clinical Supervisor (ACS), 2005 – 2015
Licensed Professional Counselor (LPC-NC), 2005 – Present
National Certified Counselor (NCC), 2004 – Present
American Counseling Association (AC)

1000 Seminole Blvd
North Palm Beach, FL 33408

Melissa Mariani, Ph.D.
561-627-7767 (home)
561-315-9094 (cell)

mmarian5@fau.edu
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 Education and Supervision
American Counseling Association
Chi Sigma Iota International Honor Society

Regional/State/Local

Florida School Counselor Association
Southern Association for Counselor Education and Supervision

PROFESSIONAL CERTIFICATIONS

State of Florida Professional Teaching Certificate - Guidance and Counseling PreK-12

ACADEMIC APPOINTMENTS

Assistant Professor, Florida Atlantic University, August 2014 – present
Visiting Assistant Professor, Florida Atlantic University, December 2012-July 2014
University and College of Education Graduate Faculty Status, Level B (Obtained 2014)

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 (School 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. (School Counseling)

Other Academic Assignments

Academic Advisor Advised more than 20 masters level degree-seeking students.

Ph.D. Committees Committee member – three dissertations

PROFESSIONAL AWARDS/RECOGNITION

School Counselor of the Year - 2012-13 Semi-finalist - ASCA

Outstanding Alumni Educator Award - 2012 Award Recipient - FAU

Florida School Counselor of the Year - 2011 Award Recipient-PK-8 – FSCA

SELECTED RESEARCH & SCHOLARLY ACTIVITIES

Books

Zyromski, B. & **Mariani, M.** (in press). *Facilitating evidence-based, data-driven school counseling: A manual for practice*. Thousand Oaks, CA: Corwin.

Mariani, M., assoc. ed. (in press). *Mental health and mental disorders: An encyclopedia of conditions, treatments, and well-being*. (Vols. 1-3). Edited by Len Sperry. Santa Barbara, CA: Greenwood.

Refereed Journal Articles

Mariani, M., Villares, E., Sink, C., Colvin, K., & Perhay Kuba, S. (2015). *Confirming the structural validity of the My Class Inventory – Short Form Revised*. Manuscript submitted for publication.

Carey, J., Zyromski, B., Kim, B. & **Mariani, M.** (2015). *Evaluation of the impact of Student Success Skills delivered in a naturalistic school setting on students' metacognitive functioning*. Manuscript submitted for publication.

Kim, B., Zyromski, B., **Mariani, M.**, Lee, S., & Carey, J. (2015). *Establishing the factor structure of the 18-item version of the Junior Metacognitive Awareness Inventory*. Manuscript submitted for publication.

Villares, E., **Mariani, M.**, Sink, C., & Colvin, K. (2015). *Multilevel confirmatory factor analysis of the Teacher My Class Inventory – Short Form*. Manuscript submitted for publication.

Mariani, M., Webb, L., Villares, E., & Brigman, G. (2015). Effects of Student Success Skills on pro-social and bullying behavior. *The Professional Counselor*, 5 (3), 341-353.

Mariani, M., Villares, E., Wirth, J., & Brigman, G. (2014). An Evaluation of the Student Success Skills Program on Student Learning, Behavior, and Wellness Outcomes. *Hellenic Journal of Psychology*, 11, 223-240.

Selected Refereed Presentations and Proceedings – International/National/Regional-State

Zyromski, B., **Mariani, M.**, Stansbury-Koenig, J., & Glass, J. (2015, September). *Data-driven comprehensive school counseling: Using inputs to make decisions, choosing appropriate interventions, and evaluating outcomes*. International Association for Counseling Conference: Verona, Italy.

Zyromski, B., Stansbury-Koenig, J., Dansberry, V., **Mariani, M.** & Glass, J. (2015, September). *Collaboration between higher education and K-12 schools to promote counseling*. International Association for Counseling Conference: Verona, Italy.

Mariani, M., & Zyromski, B. (2015, October). *Approaching school-based outcome research through a culturally sensitive lens*. ACES Leadership for Culturally Relevant Pedagogy and Practice, 2015 Conference: Philadelphia, PA.

Zyromski, B., & **Mariani, M.** (2015, October). *Culturally sensitive group supervision in school counselor education*. ACES Leadership for Culturally Relevant Pedagogy and Practice, 2015 Annual Conference: Philadelphia, PA.

- Mariani, M.** & Berger, C. (2015, March). *Teaching students to reach higher: An interdisciplinary approach to fostering and assessing college and career readiness skills*. Third Annual National Evidence-Based School Counseling Conference: Northern Kentucky, KY.
- Mariani, M.**, Webb, L., Brigman, G., & Villares, E. (2014, January). *Using evidence-based programs with fidelity and measuring outcomes that matter*. Second Annual National Evidence-Based School Counseling Conference: Northern Kentucky, KY.
- Webb, L., Kane, M., & **Mariani, M.** (2014, January). *School district-university research partnerships: Everyone wins!* Second Annual National Evidence-Based School Counseling Conference: Northern Kentucky, KY.
- Mariani, M.**, & Berger, C. (2015, October). *Teaching students to reach higher: Interdisciplinary approaches to foster CCR*. Florida School Counseling Assoc. Conference: Orlando, FL.
- Villares, E., **Mariani, M.** (2015, October). *A receipt for college-readiness success*. Florida School Counseling Association State Conference: Orlando, FL.
- Villares, E., **Mariani, M.**, & Kuba, S. (2014, October). *Sunny days are here again! Creating positive classrooms*. Florida School Counseling Association State Conference: Orlando, FL.
- Mariani, M.**, & Berger C. (2014, October). *Revisiting group supervision requirements: Is your program staying current?* Southern Association for Counselor Education and Supervision (SACES) Annual Conference: Birmingham, AL.
- Zyromski, B., & **Mariani, M.** (2014, October). *School-based outcome research: A discussion, plus tips and tricks*. Southern Association for Counselor Education and Supervision (SACES) Annual Conference: Birmingham, AL.
- Mariani, M.** (2014, February). *Strategies for freshman success: An evidence-based program for a successful college transition*. University of Central Florida (UCF) 6th Annual Counseling Conference. Orlando, FL.

Editorial Board

Journal of Employment Counseling. Aug. 2015-present.

Journal of School Counseling. Sept. 2015-present.

Selected GRANTS

Pending External

Submitted School District of Palm Beach County, Villares, E., & **Mariani, M.** (2015, July). *THINK: Teachers Helping to Increase Non-Cognitive Knowledge*, ED-Grants-060915-001. Office of Innovation and Improvement (OII): Skills for Success Program, 84.215H, U. S. Department of Education. Co-Principal Investigator.

SERVICE

Selected Professional Service

Florida School Counselor Association (FSCA)

By Laws Committee Chair (June 2014-present)

Coordinator w/ Webmaster, Advocacy (Dec. 2010-present)

Region 5 Vice Pres. (June 2012-June 2014)

Advocacy Comm. Member (August 2010-present)

Advocacy Comm., Lieut. (Nov. 2011-present)

Chapters Committee Member (May 2011-present)

Selected College Service

College of Education Undergraduate Curriculum Committee - Member, (Aug. 2014 - present)

College of Education Diversity Committee - Member, (Aug. 2014 - present)

PROFESSIONAL FIELD EXPERIENCE

School Counselor/Program Coordinator - St. Juliana Catholic School - August 2003-2012

Abbreviated Curriculum Vitae: William G. Nicoll, Ph.D.

A. Professional Preparation

Ph.D., Specialization in Marriage and Family Therapy, Department of Counseling and Guidance, University of Arizona, 1984
M.Ed., Department of Counseling, College of Education, Boston University, 1975
B.A., Double Majors in Psychology and Sociology, University of New Hampshire, 1971
National Certified Counselor (#9996). National Board for Certified Counselors
Nationally Certified Family Therapist. National Academy of Certified Family Therapists.
Licensed Professional Clinical Counselor (Ohio), Certified School Counselor (NH).

B. Appointments

Professor, Department of Counselor Education, FAU, 2001 – Present
Department Chair and Professor, Department of Counselor Education, FAU, 1997 – 2003
Associate Professor, Department of Counselor Education, FAU, 1991 – 1997
Assistant Professor, Department of Counselor Education, FAU, 1990 – 1991
Assistant Professor, Department of School Psychology and Counseling, University of Cincinnati, 1984 – 1990
Visiting Adjunct Professor, Department of Counseling, Psychology and Research in Education, Hofstra University, Hempstead, NY, 1986 – 1991; Visiting Adjunct Professor, Counseling Psychology program, College of Education, University of San Francisco, 2011,

C. Selected Peer-Reviewed Publications

Nicoll, W. (2015). A Resilience Focused Approach with Families: Integrating Adler and the resilience research.. Quarterly newsletter of the Centro de Estudios Adlerianos, Uruguay,
Nicoll, W.G. (2014) Nicoll, W. G. (2014). Developing transformative schools: A Resilience-focused paradigm for education. International Journal of Emotional Education, Journal of the European Network for Social Emotional Competence, 6(1), pp. 47-65.
Nicoll, W.G. (2012). Bully proofing the international school. InterEd Journal.
Nicoll, W.G. (2011). Resilience Focused Brief Family Therapy: An Adlerian based approach. Journal of Individual Psychology, 67(3), pp.
Bitter, J.R. & Nicoll, W. G. (2011). An interrupted conversation: An interview with Dr. Oscar Christensen. Journal of Individual Psychology.
Nicoll, W. G. (2010). Beyond Innovation to Transformation: Mindsets, Resilience and Effective Schools. InterEd Journal (Association for the Advancement of International Education), Spring issue.
Nicoll, W.G., Pelonis, P. & Sperry, L. (in press). Individual Psychology in Greece. Journal of Individual Psychology.

D. Selected Other Publications or Products/Grants

Nicoll, W. G. (2011). Developing Resilient Youth: Classroom activities for social-emotional competence. Indianapolis, IN: Abbot Press.
Bitter, R. & Nicoll, W.G. (2013). Case approach to Adlerian therapy: An Adlerian therapist's perspective on Ruth. In G. Corey (Ed.) Case Approach to counseling and psychotherapy (8th ed), pp. 50-73. Pacific Grove, CA: Brooks/Cole Cengage.
Nicoll, W.G. (2011). Transformative School Counseling: Developing a resilience-based program. School Counselor Chronicles, 2(4).
Bilingual/Bicultural School Counselor Training Grant, (2002 – 2005). School District of Palm Beach, Florida. Principal Investigator: Total funding \$400,000.

E. Synergistic Activities

Lisbon, Portugal: Co-presenter, "The Resilience Focused Family Culture: Raising parent and child 'RQ'. Paper presented at the European Network for Social-Emotional Competence Conference. University of Lisbon, July 2015
Lisbon, Portugal: Co-presenter, "Developing a Comprehensive Social-Emotional Learning Curriculum: Adapting strategies to cultural concerns". Paper presented at the European Network for Social-Emotional Competence Conference, University of Lisbon, July 2015
Valletta, Malta: Invited to teach 5 day seminar for counselors and educators on, Developing Social, Emotional & Behavioral Wellbeing in Youth: School, family & community applications. July 2015.

Al Baha, Kingdom of Saudia Arabia: Invited presentation for the 1st International Conference of the Faculty of Education, Albaha University. "Resilience Based School Guidance & Counseling Programs: Promoting student social-emotional and academic well-being." April 2015

Nicoll, W.G. (2014) Re-Thinking our Paradigms: Toward Resilience-Focused Education. Symposium on "Education, Future Prospects" sponsored by the College of Education at Al-Baha University, Kingdom of Saudi Arabia. Published proceedings, March, 2014

Nicoll, W. G. (2013). Developing Transformative Schools: Resilience-focused education . European Network for Social Emotional Competence Conference (ENSEC), University of Zagreb, July 2013

Grand Cayman, Cayman Islands (2012). Cayman International School. Developing a Bully Proof School & Positive School Culture.

Athens, Greece (2012). Invited presenter for Conference on Learning Differences. Teaching resilience in our classrooms: Returning the missing 4th R to education and Translating the research into practice: What you don't know can hurt your students.

Athens, Greece (2012). Greek Society of Adlerian Psychology, Rethinking Child & Adolescent Disorders: An alternative paradigm for psychotherapeutic assessment & intervention.

Brasilia, Brazil (2012). Invited consultant to the U.S. Embassy and Brasilia American School regarding program development within a multicultural, international school setting.

Kensington, MD (2012). Invited workshop for the McAbee Adlerian Psychology Society, Resilience-Focused Brief Family Therapy.

Johns Hopkins Montgomery Campus.

Tampa, FL (2012). Presentation at the Florida Counseling Association Conference, Rethinking DSM & ESE Assumptions: A Resilience-based paradigm for counseling practice.

F. Collaborators and Other Affiliations

G. Courses Taught

Advanced Counseling Theories: the Brief Therapies
 Family Counseling
 Counseling Special Needs Populations (multicultural and ESE issues)
 Marriage Counseling
 Psychopathology
 Substance Abuse Counseling
 Legal, Ethical and Professional Issues in Counseling
 Issues in Mental Health Counseling
 Process and Techniques in Counseling
 Counseling Theories and Techniques
 Supervision in Counseling
 Practicum and Internship (supervision in both mental health and school counseling)
 Counseling and Human Sexuality
 Fundamentals of School Counseling
 Family Counseling Skills for School Counselors
 Current Issues in School Counseling
 Consultation
 Counseling Children and Adolescents
 Counseling Skills for Classroom Teachers
 Advanced Practicum in Counselor Education (PhD students only)

H. Community Engagement or Outreach

American Counseling Association
 Association for Counselor Education and Supervision
 International Association for Marriage and Family Counselors
 American School Counselor Association
 Florida Counseling Association
 North American Society of Adlerian Psychology (Affiliate)
 Editorial board member, International Journal of Emotional Learning, 2012 – Present

Governing Board Member, Child Abuse Services, Training & Life Enrichment), 2010 to present

Co-coordinator: FAU and Port St. Lucie Police Dept. Mentoring project for juvenile Restorative Justice Program, 2008 - present.

Coordinator, Treasure Coast Third Thursday Professional Counselor's Colloquium, 2008 – present.

Abbreviated Curriculum Vitae: Paul R. Peluso, Ph.D.

A. Professional Preparation

Ph.D., Counselor Education and Human Development, Georgia State University, Atlanta, GA, 2001
Ed.S., Professional Counseling, Georgia State University, Atlanta, GA, 1998
M.S., Community Counseling, Georgia State University, Atlanta, GA, 1996
B.A., Psychology, Fairfield University, Fairfield, CT, 1992
Licensed Mental Health Counselor, Florida (Lic. # MH8797)
Licensed Marriage and Family Therapist, Florida (Lic. # MT2187)
National Certified Counselor (Board Certified #45732 Issued October 12, 1996)
Certified Disaster Mental Health Counselor, American Red Cross

B. Appointments

Professor, Mental Health Counseling, Department of Counselor Education, FAU, 2015 – Present
Associate Professor, Mental Health Counseling, Department of Counselor Education, FAU, 2009 – 2015
Assistant Professor, Mental Health Counseling, Department of Counselor Education, FAU, 2003 - 2009
Assistant Professor, Psychiatry and Behavioral Sciences, Mercer University School of Medicine, Mercer University, Macon, GA, 2002 - 2003
Visiting Assistant Professor of Psychology, Department of Psychology, College of Liberal Arts, Mercer University, Macon, GA, 2002 – 2003
Adjunct Professor of Human Services, Department of Social Sciences, Tift College of Education, Mercer University, Atlanta, GA, 2000 – 2002

C. Selected Peer-Reviewed Publications

Peluso, P. R., Liebovitch, L. S., Gottman, J.M., Norman, M. D., & Su, J. (2012). A mathematical model of psychotherapy: An investigation using dynamic non-linear equations to model the therapeutic relationship. *Psychotherapy Research*, 22(1), 40-55.
Villares, E., Frain, M., Brigman, G., Webb, L., & Peluso, P. (2012). The impact of Student Success Skills and reading scores: A meta-analysis. *Counseling Outcome Research and Evaluation*. on math
Liebovitch, L. S., Peluso, P. R., Norman, M. D., Su, J., & Gottman, J. M. (2011). Mathematical model of the dynamics of psychotherapy. *Cognitive Neurodynamics*.
Leon, A., Villares, E., Brigman, G., Webb, L., & Peluso, P. R. (2011). Closing the achievement gap of Latino students: A school counseling response, *Counseling Outcome Research and Evaluation*, 2, 73-86.
Mozdzierz, G. J., Peluso, P., & Lisiecki, J. (2011). Evidence based psychological practices and therapist training: At the cross roads. *Journal of Humanistic Psychology*.

D. Selected Other Publications or Products/Grants

Mozdzierz, G., & Peluso, P.R. (2014). Principles of Counseling and Psychotherapy: *Learning the Essential Domains and Nonlinear Thinking of Master Practitioners* (2nd Ed.) New York, NY: Routledge.
Mozdzierz, G, Peluso, P.R. & Lisiecki, J. (2014). *Advanced Principles of Counseling and Psychotherapy* for Practicum and Internship. New York, NY: Routledge.
Peluso, P.R., Watts, R.E., & Parsons, M. A. (2012). *Changing Aging, Changing Family Therapy: Practicing with 21st Century Realities*. New York, NY: Routledge.
Peluso, P. R. (2012). Personality as a self-consistent unity: A contemporary view. In J. Carlson & M. Mannicci (Eds.) *Alfred Adler Revisited* (pp. 57-70). New York, NY: Routledge
Peluso, P. R., & Vensel, S. (2012). Humanistic Couples Counseling. In M. Scholl, S. McGowan, & J, Hansen (Eds.) *Humanistic Perspectives on Contemporary Counseling Issues* (pp. 117-139). . New York, NY: Routledge.

E. Synergistic Activities

University Scholar of the Year (Associate Professor Level) (2012), Awarded by FAU.
Scholar of the Year (Associate Professor Level) (2012), Awarded by College of Education, FAU.
Distinguished Service Award (2012), International Association of Marriage and Family Counselors

(IAMFC)

F. Collaborators and Other Affiliations

G. Courses Taught

MHS 7714	Outcome Evaluation (FAU)
MHS 7716	Advanced Supervision and Instruction (FAU)
MHS 7730	Advanced Research in Counseling (FAU)
MHS 7930	Adlerian Theory and Practice (FAU)
MHS 7978	Dissertation Seminar (FAU)
MHS 7980	Dissertation (FAU)
MHS 5005	Processes in Counseling (FAU)
MHS 5930	Supervision in Counseling (FAU)
MHS 6340	Career Development (FAU)
MHS 6401	Theories and Techniques in Counseling (FAU)
MHS 6430	Family Counseling (FAU)
MHS 6501	Group Counseling (FAU)
MHS 6701	Issues in Mental Health Counseling (FAU)
MHS 6801	Advanced Practicum (FAU)
MHS 6830	Internship in Mental Health Counseling (FAU)
MHS 6905	Nonverbal Behavior and Behavioral Coding Schemes (FAU)
MFST 650	Human Sexual Dysfunction (Mercer U)
MFST 665	Gender Development (Mercer U)
MFST 696	Practicum, Marriage and Family Therapy Settings (Mercer U)

H. Community Engagement or Outreach

American Counseling Association (Professional Member)
International Association of Marriage and Family Counselors (Professional Member)
Association of Counselor Education and Supervision (Professional Member)
Association for Assessment in Counseling and Education (Professional Member)
Counseling Association for Humanistic Education and Development (Professional Member)
American Association of Marriage and Family Therapists (Clinical Member)
North American Society for Adlerian Psychology (Clinical Member)
Editor-in-Chief, Measurement and Evaluation in Counseling and Development

Abbreviated Curriculum Vitae: Len T. Sperry, Ph.D.

A. Professional Preparation

Ph.D., Northwestern University, 1970

B.A., St. Mary's University of Minnesota, 1966

B. Appointments

Professor, Mental Health Counseling, FAU, 2003 – Present

Clinical Professor of Psychiatry and Behavioral Medicine, Medical College of Wisconsin, Milwaukee, WI, 2000 – Present

Professor of Psychology, Counseling, and Health Administration, Barry University, Miami, FL, 2000 – 2003

Professor and Vice-Chair, Department of Psychiatry and Behavioral Medicine; Professor of Preventive Medicine, Department of Family and Community Medicine, Medical College of Wisconsin, Milwaukee, WI, 1992 – 2000

Associate Professor of Psychiatry and Preventive Medicine, Medical College of Wisconsin, Milwaukee, WI, 1989 – 1992

Clinical Associate Professor of Psychiatry and Preventive Medicine, Medical College of Wisconsin, Milwaukee, WI, 1988 – 1989

Assistant Clinical Professor of Psychiatry and Preventive Medicine, Medical College of Wisconsin, Milwaukee, WI, 1986 – 1988

C. Selected Peer-Reviewed Publications

Sperry, L. (2013). Family case conceptualization and medical conditions, *The Family Journal*, 21(1), 74 - 77.

Sperry, L. (2012). Motivational interviewing, non-adherence with medical treatment, and families. *The Family Journal*, 20, 306-308.

Nicoll, W., Pelonis, P., & Sperry, L. (2012). Individual Psychology in Greece. *Journal of Individual Psychology*, 68, 249-259.

Sperry, L. (2012). Responding to fear in these troubled times. *Human Development*, 33(3), 37- 41.

Sperry, L. (2011). Core competencies and competency-based Adlerian psychotherapy. *Journal of Individual Psychology*, 67, 380-390.

Sperry, L. (2012). Training counselors to work competently with individuals and families with health and mental health issues. *The Family Journal*, 20, 196-199.

D. Selected Other Publications or Products/Grants

Sperry, L. (2012). Spiritually-integrated psychotherapy: Philosophical and clinical considerations in fostering spiritual growth. In L. Miller (Ed.). *The Oxford Handbook of Psychology of Spirituality*. (pp. 223-233). New York, NY: Oxford University Press.

Sperry, L. (2012). Journey from a materialist to a post-materialist perspective: A portrait. In L. Miller (Ed.). *The Oxford Handbook of Psychology of Spirituality*. (pp. 234-236). New York, NY: Oxford University Press.

Sperry, L., & Sperry, J. (2012). Psychotherapy and virtue: Enhancing personal and spiritual well-being. In T. Plante (Ed.). *Religion, Spirituality, and Positive Psychology*. (pp. 145-158). Santa Barbara, CA: Praeger.

Sperry, L. (2012). Psychosomatic medicine and psychotherapy. In J. Carlson & M. Maniacci (Eds.). *Alfred Adler Revisited*. (pp. 183-194). New York, NY: Routledge.

McGlone, G., & Sperry, L. (2012). The inner life of priests: Introduction and overview. In G. McGlone & L. Sperry (eds.). *Inner Life of Priests* (pp. 1-10). Collegeville, MN: Liturgical Press.

Sperry, L. *Ethical and Professional Practice in Counseling and Psychotherapy*. (Chinese Translation). 2012.

E. Synergistic Activities

"Spirituality, Social Interest, Self-Transcendence, and Well-Being among HIV/AIDS Adults." (2012) (with J. Sperry). American Psychological Association, Orlando FL.
"From Clinical Insights to Developments in Spiritually-Oriented Psychotherapy." (2012) (with L. Miller). Annual Meeting of the American Psychological Association, Orlando FL.
Grant Reviewer, Committee on HIV and Religion, National Institute of Health, Washington, DC
Psychiatric Consultant, Archdiocese of Miami
Core Competencies in Counseling & Psychotherapy Series, Routledge Publishers, Executive Series Editor, 2009 – present
Lifetime Achievement Award, North American Society of Adlerian Psychology, 2013
Distinguished Life Fellow Award, American Psychiatric Association, 2010

F. Collaborators and Other Affiliations

G. Courses Taught

H. Community Engagement or Outreach

American Counseling Association
Association for Assessment and Research in Counseling
Association of Counselor Education and Supervision
Association for Spiritual, Ethical, and Religious Values in Counseling
International Association of Marriage and Family Counseling
American Board of Professional Psychology
American Psychological Association
American Academy of Clinical Psychology
American Association of Marital and Family Therapy
American Family Therapy Academy
National Academy for Certified Family Therapists
North American Society of Adlerian Psychology
American Psychiatric Association
American College of Preventive Medicine
Joint Commission for the Development of the Treatment Statistical Manual of Behavioral and Mental Disorders
National Advisory Board, American Council on Science and Health

Abbreviated Curriculum Vitae: Elizabeth Villares, Ph.D.

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

Associate Professor, Specialization in School Counseling, FAU, 2011 - present
Assistant Professor, Specialization in School Counseling, FAU, 2005 - 2011

C. Selected Peer-Reviewed Publications

Carey, J., Brigman, G., Webb, L., Villares, E., & Harrington, K. (2012). Development of an instrument to measure student use of academic success skills: Item development and exploratory factor analysis. Manuscript submitted for publication.

Villares, E., Frain, M., Brigman, G., Webb, L., & Peluso, P. (2012). The Impact of Student Success Skills on Standardized Test Scores: A Meta-Analysis. *Counseling Outcome Research and Evaluation*.

León, A., Villares, E., Brigman, G., Webb, L., & Peluso, P. (2011). Closing the achievement gap of Latina/o students: A school counseling response. *Counseling Outcome Research and Evaluation*, 2, 73-86

Villares, E., Lemberger, M., Brigman, G., & Webb, L. (2011). Student Success Skills: An Evidence-Based School Counseling Program Grounded in Humanistic Theory. *Journal of Humanistic Counseling*, 50, 1.

Brigman, G., Villares, E., & Webb, L. (2011). The efficacy of individual psychology approaches for improving student achievement and behavior. *Journal of Individual Psychology*, 67, 4, 408-419.

D. Selected Other Publications or Products/Grants

Webb, L., Carey, J., Brigman, G., Villares, E., & Harrington, K. (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., & 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.

Brigman, G., Villares, E., Webb, L. (2013, March). The impact of the SSS classroom and small group program on student achievement: Results of a recent meta-analysis. Evidence-Based School Counseling Conference: Erlanger, KY.

Villares, E., Webb, L., & Brigman, G. (2012, March). iCARE for action research. American Counseling Association National Conference: San Francisco, CA.

Webb, L., Carey, J., Brigman, G., 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.

Webb, L., Brigman, G., Carey, J., & Villares, E. (2011, May). A randomized controlled trial of student success skills: A program to improve academic achievement for all students, \$2,700,000. Education Research Grant 84.305A, Institute of Education Sciences, U. S. Department of Education. Co-Principal Investigator.

E. Synergistic Activities

Villares, E., Mariani, M., & Webb, L. (2012, November). Champions in the classroom. Florida School Counseling Association State Conference: Ft. Lauderdale, FL.

Webb, L., Brigman, G., & Villares, E. (2012, September). Federal grant funding to support school counseling outcome research: Lessons learned. Southern Association for Counselor Education and Supervision: GA, Savannah.

Villares, E. (2011, November). Fidelity matters: Implementing interventions as designed. Florida School Counseling Association State Conference: Ft. Lauderdale, FL.

F. Collaborators and Other Affiliations

G. Courses Taught

MHS 5930	Integrating Technology in School Counseling
MHS 5428	Counseling Special Needs Populations
MHS 6340	Career Development/Career Counseling
MHS 6421	Counseling Children
MHS 6423	Counseling Adolescents
MHS 6510	Group Counseling
MHS 6600	Consultation and Behavior Management
MHS 6800	Practicum in School Counseling
SDS 5010	Fundamentals of School Counseling
SDS 6316	Data Driven Practices in School Counseling
SDS 6426	Counseling Gifted Students
SDS 6820	Internship in School Counseling
MHS 6905	Directed Independent Study
MHS 7611	Advanced Supervision and Instruction
MSH 5005	Processes in Counseling

H. Community Engagement or Outreach

American Counseling Association
 American School Counselor Association
 Association for Counselor Education and Supervision
 Chi Sigma Iota International Honor Society
 The Honor Society of Phi Kappa Phi
 Florida School Counselor Association