

The Chair's Message

Greetings:

As you read the first issue of the Counselor Education Department newsletter you can see there are many wonderful things to celebrate. Hats off to Dr. Villares for initiating this addition to the department. Whether it is research, departmental accomplishments and initiatives, faculty achievements, and recognitions of our students, we have much to be proud of in the department.

In 2003 the faculty initiated a strategic plan which guided the department in pursuit of it's vision "To become the premier graduate program in Counseling in Florida and a top rated National Program." Concurrent to launching our strategic plan a series of goals with emphasis on future six and ten year intervals were established.

In the next four years in order to meet the stringent goal of National Ranking, faculty and students will need to build on the strengths that have already been created through the support from the College and the University. Strategies which will help to accompany this goal include: Leadership in National Organizations (Faculty and Students), placement of doctoral students in Academic positions, and securing multi-year Research Grants at the Federal level.

I am ready to continue to work to ensure that each of our students and faculty members receive the assistance and support that he or she needs to become a leader in the field of Counseling. There is a continuous need to prepare highly qualified counseling professionals to serve the state and beyond. In 2008-2009 the department awarded 34 master's degrees, 12 Education Specialist degrees and three doctoral degrees.

As the semester ends, I want to thank everyone for all the hard work and effort they have done and continue to expend for our program. My closing thought to each of you: "Remember the best classroom is at the feet of an elderly person."

Enjoy all the best life has to offer and have a Joyous Holiday.

Go Owls!

Irene H. Johnson, Chair/Professor



Above (Left to Right): Pam Spina, Jennifer Bilot, Dr. Irene Johnson, and Lourdes Millares.

DEPARTMENT GOALS

- Develop strategies to gain CACREP Accreditation
- Develop proposal for approval of doctoral program
- Develop strategies for accreditation of Rehabilitation and School Counseling
- Recognition as a premier program in the state.

DEPARTMENT OUTCOMES

- Master's program is CACREP Accredited (2005)
- Doctoral program approved (Admitted first student enrollment Fall 2005)
- CORE Accreditation for Rehabilitation Counseling (2006, 2009)
- NCATE Accreditation for School Counseling 2007)
- Rated among top three Counseling Programs in Florida (2009)

Training Graduate Students to Impact the Future

The Department of Counselor Education is part of the [College of Education](#) at [Florida Atlantic University](#). The Department prepares graduate students in three specialized areas: Mental Health Counseling, School Counseling, and Rehabilitation Counseling. Each of the masters programs is 60 credit hours. Graduate students who have already earned a masters degree in a counseling field or closely related program can earn an Education Specialist Degree in Mental Health and School Counseling. Ed.S. degrees in both fields are a minimum of 33 hours.

The Department of Counselor Education offers course work on four campuses across the South Florida area. Classes can be taken at the [Treasure Coast Campus](#), [MacArthur Campus](#), [Boca Raton Campus](#), and [Davie Campus](#). Classes are offered using a variety of formats including but not limited to: evening, weekend, online, and fast track courses. Admitted students have the opportunity to apply for graduate assistantships, work study and other financial aid opportunities. Collaboration on publications, presentations, and service projects with faculty members is frequently available and gives students a competitive advantage after graduation. Interested students should refer to FAU Graduate School and department application deadlines. ●

Department of Counselor Education Programs

Available Funding

The Doctoral Program in Counseling at Florida Atlantic University is pleased to announce that it is seeking candidates for the Fall 2010 term. In addition, we are pleased to announce a fellowship opportunity that have been made available for the incoming class of doctoral students (beginning in Fall, 2010). This award is in addition to the college-provided financial assistance that is available to all doctoral students in the first two years of doctoral study (including tuition remission and a 10 hour-a week graduate assistantship stipend).

Presidential Fellowship

This fellowship is designed to assist the department with the recruitment of superior doctoral students by adding fellowship funds to an assistantship. In addition to the graduate research or teaching assistantship, the recipients of this fellowship will receive \$5,000 each year for two years. The fellowship is automatically renewable for the second year given excellent progress toward the degree by the student. Only newly admitted full-time doctoral students are eligible to receive the fellowship. To qualify, the student must be given an assistantship stipend at least equal to the typical level of funding that all first-year doctoral students receive in the department, and it must be renewable for up to two years.

Eligibility Criteria

- Excellent academic record
- Minimum 3.5 GPA in previous degree
- Excellent letters of recommendations
- Newly admitted full-time doctoral student with initial enrollment in either the summer term 2010, fall semester 2010, or spring semester 2011.

This will be awarded on a competitive basis, and will be based on the criteria, as well as degree of fit with the mission of the program. If you have any questions, please feel free to contact Dr. Paul Peluso, Doctoral Program Coordinator, by e-mail at ppeluso@fau.edu, or by phone at 561-297-3625. ●

Doctoral Program

Well it is hard to believe that this program has been in existence for five years already. After being in the planning stages for so long, the faculty were excited to welcome our first doctoral students in Fall, 2005. Now most of them have successfully defended their dissertations and graduated. We have learned a lot from these early experiences, and find ourselves with a program that has evolved into a program that is

producing cutting-edge research, and the next generation of leaders in the counseling field. The Research Groups in the doctoral program provide areas of mutual inquiry in broad topic areas (e.g., Outcomes in School Counseling, Counselor Development and Training, or Individual and Family Counseling issues, are some current examples of relevant topics) which allow for collaboration and support in planning and conduct-

ing scientific research. Students at the Masters level are invited to participate in these discussions, and should contact the faculty members associated with the Research Groups.

The next five years should bring with it new challenges and new areas of growth for our department, which will benefit not just doctoral students, but students in each of our Masters' programs. There will be new opportunities to take our programs--and our field--to the next level of professional development, and will make graduating from the Counselor Education department at Florida Atlantic University a mark of distinction. Students who are interested in what the doctoral program in Counseling has to offer are invited to contact Dr. Peluso by e-mailing ppeluso@fau.edu. ●



Above: Colette Corcoran, Michelle Goldberg, and Dr. Barbara Abernathy.

Left: Jodie Weinstein, Velouse Jean-Jacques, and Mylinh Pham.

Recent Ph.D. Graduates

The Department of Counselor Education faculty want to congratulate our first doctoral graduates for their hard work and achievements.

Barbara Abernathy, Ph.D. successfully defended her dissertation during the Spring 2009 semester. Her dissertation was titled, "The Role of Identify in Post traumatic Growth and Psychology Adjustment for Adults with Cancer. Dr. Abernathy is currently working as an adjunct in the department.

Ana Leon, Ph.D., defended her dissertation titled, "A Culturally Translated School Counselor-Led Intervention on Student Academic Achievement in Hispanic Students". Dr. Leon is currently employed at Wilton Manors Elementary in Broward County, FL as

a Professional School Counselor, is a past recipient of the Florida School Counselor of the Year Award, a finalist for the American School Counselor of the Year National Award, and is the creator of the Passport to Peace Program. Dr. Leon graduated in the Summer of 2009.

Mrs. Michelle Goldberg has successfully defended her dissertation titled, "The Effects of the Ready for Success Program on the Reading Achievement of Second and Third Grade Students". Michelle is a former Palm Beach County Professional School Counselor and will be graduating with her Ph.D. in December of 2009.

Congratulations to all our recent graduates and we look forward to hearing about your professional and personal successes in the years to come. ●

Department of Counselor Education Programs, continued

Mental Health Counseling

Mental Health Counseling (M.Ed.)-The Master of Education degree in Counselor Education with a specialization in Mental Health Counseling is designed to prepare graduates to assess, diagnose and treat clients with mental disorders as well as those with problems in living. Graduates will have completed all the academic requirements to become a Licensed Mental Health Counselor (LMHC) in Florida. The emphasis of this Master's degree program is on developing skills in counseling individuals, families and groups, using the best theoretical and research-based practices. The goals are to help clients to become stabilized and to achieve as optimal functioning as possible.

Preparing for Your New Career
The 60 hour Master's degree program provides a solid foundation in counseling theories and techniques with specialty courses in issues in mental health counseling practice, psychopathology, substance abuse counseling, and human sexuality counseling. During the practicum, advanced practicum and internship that total 1000 hours, students are assigned to mental health agencies where they specialize in areas of interest to them. They provide individual counseling, family counseling and lead groups.



Where are MHCs Employed?
FAU graduates in Mental Health Counseling work in a variety of agencies, including community mental health centers, psychiatric hospitals, university counseling centers, domestic violence agencies, adolescent run-away agencies, sexual assault treatment centers for adults and for children, substance abuse treatment centers, marriage and family counseling centers, eating disorders agencies, women's centers, elder centers, hospice, employee assistance programs, career counseling centers and private practice. To become licensed in Florida, graduates must counsel under an approved supervisor for two years and take the state licensing exam. Many of our graduates later become administrators in their agencies, some develop their own private practices and some pursue doctoral work in counseling or psychology. Interested applicants can learn more about the Mental Health program by watching the following informational video available at <http://www.coe.fau.edu/counsel/Information%20and%20Orientation%20Video.mov> ●

School Counseling

The Master of Education (M.Ed.) with a specialization in School Counseling is geared to prepare graduates to implement comprehensive school counseling programs based on research and national standards. Graduates will be eligible for certification as a professional school counselor in grades k -12. The emphasis of this master's degree program is developmental in nature and focuses on prevention and early intervention, and the skills children and adolescents need in order to be successful.

FAU graduates receive coursework and supervise field experiences in four direct counseling services which become the backbone of their program as school counselors. These four direct services are in: Individual counseling, small group counseling, classroom guidance, and consultation with teachers and parents. Some of the specific group and classroom guidance topics professional school counselors lead include: school success skills, social skills, career awareness, anger management, conflict resolution, violence prevention, and dealing with divorce and loss. Course work emphasizes experiential, active learning, and practical application. The 60 hour master's degree culminates with a practicum and internship experiences in a school setting.

Graduates emerge as experienced providers of the essential counseling services included in a comprehensive school counseling program. FAU school counseling graduates are highly sought after and have an excellent track record after being hired, having a rehire rate of 100%.



The School Counseling Educational Specialist (Ed.S.) is for those graduate students who already have a Master's degree in Counseling or in a closely related field. The School Counseling Ed.S. program ranges in length from 24 to 33 credit hours depending on coursework accepted from the Master's degree. The Ed.S. provides the same high quality preparation as our M.Ed. with the additional advantage of a higher starting pay grade in most school districts. ●

Rehabilitation Counseling

THE REHABILITATION counseling program at Florida Atlantic University is experiencing unprecedented growth as the need for rehabilitation counselors continues to grow. The program recently was reaccredited until the year 2017. As a CORE accredited program students are able to earn their certification as a rehabilitation counselor (CRC) upon graduation with a Master's degree. The program has also been popular among students because it allows students to be eligible for licensure in the state after the required two years of supervision.

RECENT GRADUATES of the program have all found employment in the field upon graduation as the need for rehabilitation counselors has grown tremendously with the return of veterans with disabilities in recent years. Graduates are finding employment with the veteran's administration, state vocational agencies as well as private rehabilitation agencies.

THE PROGRAM experienced a tremendous boost with the recent employment of Ms. Barbara Schoen who is at FAU as a visiting line professor. Ms. Schoen has been a tremendous resource for the students, and recently won the Walden Award for outstanding achievement in rural advocacy. Her influence is seen in the programs growth in students which has more than doubled in the past three years and is the largest in FAU's existence. FAU is proud of it's graduates who over the past five years have all passed their certification exam, an exam with a national pass rate of 65%. ●

Student Presentations: Seeing the World While Educating Others

Diversity Summitt Experience

By Julie Powell & Dana Schulman

We heard about the call for proposals for the annual Diversity Summit from our professor. With encouraging words she suggested we propose a workshop. The first thing we thought about was what interested us regarding topics, theory and research. The first thing that came to mind for Dana was to focus on Transgendered Individuals. I quickly agreed and proposed that because we are in a School Counseling Master’s program, focusing on Transgendered Youth would be appropriate.

We were very motivated for this topic because it is a topic that generally does not receive much attention. During the presentation, we addressed the issues of discrimination, bullying and forming a gender identity. As a discussion-based presentation we felt that the participants learned from each other as well as from the information we offered. From the feedback we’ve received the presentation was a success.

After submitting a proposal to speak at the 2009 annual Diversity Summit we were excited to find that it was accepted. Much time and collaboration was spent on the



Above (left to right): FAU Counselor Education graduate students Faith Gordon, Jennifer Sanchez, and Paula Alexander.

process of writing up the proposal and preparing it for submission.

The Diversity Summit was held at Nova Southeastern University and hosted by Nova Southeastern University, Florida Atlantic University, and Lynn University.

When we arrived we were welcomed right away and were given the opportunity to test out the Power Point and projector. Breakfast and lunch was served as there were many talks scheduled for the entire day.

This event was an opportunity to also network with professionals in many different fields of work. ●

International Speaking

by Jennifer Sanchez

The Association of Programs for Rural Independent Living, APRIL, is a national membership organization whose mission is to advance the rights and responsibilities of people with disabilities in rural America. Its 2009 annual conference was held in Fajardo, Puerto Rico.



The theme for the conference was “¡Juntos Podemos! Together We Can!” and all the topics presented focused on the premise that if we unite together and pool our resources we can accomplish anything, or very near close to it!

Tony Foster, our professor and I presented on topics associated with *life skill training, substance abuse and techniques for creating working alliances*. The presentations as well as handouts and all materials were prepared in English which I translated into Spanish. My presentation was designed to educate organizations on the skills necessary for individuals to survive in their specific environments, the subtle differences important in gaining the trust of their clients of differing populations, and understanding the cultural influences that affect power and autonomy.

It turns out my bilingual skills were needed at the opening ceremony as well. I was asked to translate for the Ombudsman of the Office for Persons with Disabilities in Puerto Rico, the Key-note Speaker at the conference. Friday night, during the opening ceremony, I was beside Mr. Ocasio translating his motivational speech from Spanish to English.

The conference allowed me to network with professionals in the Rehabilitation field at an international level. It also provided me an opportunity to share my knowledge and expertise of Rehabilitation Counseling. Along with the presentations, banquets, and award ceremonies there were leisure and recreational activities available to engage in. All in all it was a rewarding experience as well as an educational one. ●

Facing Fears and Achieving Success

By Anthony Foster

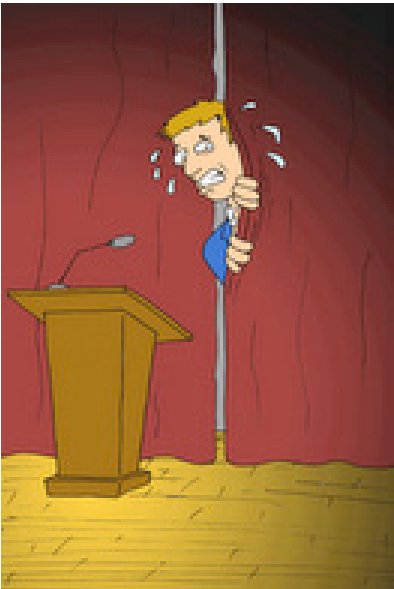
During the past summer I was able to accomplish two things that I’ve wanted to do since I began the Masters Program at FAU. I was able to speak at two national conferences on important subjects; and, I was able to walk through my life-long fear of public speaking. Best of all, by accomplishing one, I did the other. Let me begin by saying that neither of these accomplishments was easy. Public speaking has haunted me so long I didn’t complete law school because of it. It also was the provocateur of what eventually led me to alcoholism. Sobriety and self-esteem has helped me a lot with public speaking, but nothing like walking through the fear. I had begun to speak publicly quite a lot at Alcoholics Anonymous meetings, jails and treatment centers. I was fairly comfortable doing this because of the audience and because I knew the subject matter so well. That was all about to change because I asked a professor to read a paper on “Same-Sex Domestic Abuse”

which I had written for school. The research and the subsequent paper caused my professor to suggest I use it as a platform to speak at the National Association of Multicultural Rehabilitation Concerns Conference in Memphis at the end of July.

As well as I thought I knew the research, I was scared to death. Not only was I going to be speaking on a subject that was fairly new to me, it was a group of professionals that would be my audience. At this point I have to tell how much it means to have a caring Professor to guide me through this. As a co-presenter she also went to Memphis and helped me with the Power Point and rehearsing both of us for our presentation. With her steady hand and my unyielding need to walk through my fear, we did it. My gratitude and confidence were at an all-time high. Success in Memphis led to the National Rehabilitation Association Training Conference in Louisville at the beginning of September.

Since my first conference speaking engagement in Memphis I have also spoke at

an international conference in Puerto Rico, Nova University, and several times as an invited speaker to classes and groups on FAU’s campus. While my fears have not completely left me, I am much better. The moral of the story is that if you have fears, walk through them. It may change your life. If I had done that when I was in law school thirty years ago, where might I be today? I’m fifty-two years old. Don’t wait until my age to make life-changing efforts to walk through your fears. ●



Teaching Opportunities Overseas

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The Navy once used the recruiting slogan, “Join the Navy and see the world”. Today, the same recruiting slogan could easily be adopted for teachers, counselors, and school administrators; **“Become a teacher, and see the world!”** If you’ve ever dreamed of traveling to exotic locations or experiencing life in another country/culture, teaching is one profession that offers you some unique opportunities to make that dream come true. This may truly be the greatest hidden secret in the field of education!

Throughout the world there are close to one thousand schools interested in employing U.S. trained and certified counselors, teachers and administrators. The international schools network currently employs about 35,000 educational professionals and serves over 350,000 students around the world. Most of these schools employ U.S. trained and certified elementary, middle and high school teachers, school counselors and principals. About 5000 overseas teaching vacancies are posted each year. Two primary types of international assignments are available to interested educators, a) The Department of Defense Schools for U.S. military bases overseas and b) The International School System located in almost every country around the world and delivering an American school curriculum to an international student body of international business and diplomatic families from all nations.

DoDD SCHOOLS (US MILITARY BASES)

The U.S. Department of Defense schools are located on US military bases abroad primarily in NATO affiliated countries (e.g. Germany, Italy, UK, Japan, Turkey, Korea, Philippines, Panama, etc). These schools provide a standard American education program (k-12) for the dependents of military and civilian personnel stationed at U.S. military bases overseas. Educators employed in these schools are paid in US dollars, given commissary privileges, and as-

sisted with housing. Salaries are very competitive with those in the U.S. and the benefit packages are excellent. As federal employees, DoDDs teachers and school counselors pay all federal and social security taxes just as they do when working in the states. While the DoDDs job opportunities have greatly decreased in recent years with the cut back in the US military following the cold war, positions are still available at about 200 elementary and secondary schools worldwide.

For further information and job openings in the Defense Department Schools, go to www.dodea.edu

THE INTERNATIONAL SCHOOLS

The second, and perhaps best, opportunity for educators interested in living and working overseas, is with the International Schools; there are about 600 such schools currently around the world. These schools, located in almost every country, provide a standard American k-12 education and are typically accredited by US organizations such as the New England or Middle Atlantic Associations for Schools and Colleges, just like any stateside school system. It would be difficult to name a major city anywhere in the world which does not have at least one American/international school. In the city of Tokyo alone there are over 12 American international schools; or perhaps Frankfurt, Nairobi, Johannesburg, Bangkok, Moscow, New Delhi, Katmandu, Dubai, or Sao Paulo sound like more appealing places to live and work.

The International Schools provide education for the children of ex-patriates living overseas. Most are employed either with their country’s diplomatic service or, with a multi-national corporation. With our increasingly global economy, the number of such schools and their enrollments continues to increase. While in most of these schools a large percentage of the students are American (normally 33-50%), the schools also have a significant enrollment of students from many other nations. As many as 65 or more countries may have students in any particular school.

Most of the International Schools are private, non-profit institutions with legal status as a foundation or institution in the host coun-



try. However, some international schools may be corporation-affiliated (e.g. oil company schools on employee compounds in the Middle East) or sponsored by the United Nations or the U.S. State Department’s Office of Overseas Schools. There are also some religious and proprietary schools, some with boarding facilities.

RECRUITMENT AND BENEFITS

Hiring requirements vary but preference is usually for professional staff holding certification in their teaching specialty (e.g. school counselor, principal, superintendent) from one of the fifty states and with two or more years of experience. Salaries and benefits for positions overseas vary considerably as does the relative cost of living. This must be factored into the equation when considering the acceptance of a job offer. Opportunities exist regardless of age and experience though many schools may prefer to hire a “teaching couple” when possible. Married counselors with a non-teaching spouse must realize that some countries have restrictions against the accompanying spouse being employable in the host country; this avoids problems with jobs being taken away from a host national.

A major benefit for teachers with children is that the international schools provide tuition free enrollment for your children in the International School. These schools are consistently rated as providing an education equivalent to, or better than, the best public and private schools in the United States. And what school curriculum can compete with making lifelong friendships with

peers from around the world or going on school field trips such as a safari in Africa and living in the bush with a Masaai tribe, climbing Mt Kilimanjaro, a trek into the Himalayas, a ski trip to Switzerland, a weekend in Paris, Rome or London, a bike trek across the dikes of Holland and making gouda cheese on a Dutch farm, or perhaps seeing the Pyramids of Egypt, the Great Wall of China, or a school trip into the rainforest in Venezuela? Such are the life changing experiences awaiting students, teachers, school counselors and principals in the International Schools.

Salary and benefits are normally excellent. Your salary is US tax free as Americans employed abroad are generally entitled to an exclusion of about \$75,000 of taxable income if out of the country for at least 11 months. For a teaching couple, that amounts to a \$150,000 tax exempt income. Many European countries do require international school teachers to begin paying local income tax after one, two or three years of residence. Some schools may help with this salary adjustment if you choose to stay long term rather than return home or move on to a new, exciting assignment elsewhere. Salary and benefits will also vary by school and location. Most schools do pay a salary and benefit package that enables teachers to live quite comfortably; others, with more challenging living conditions, will even include free housing, utilities, home leave airfare annually, vacation bonuses, and so forth resulting in a very high standard of living

Teaching Overseas, continued

and the opportunity to accrue a sizeable savings account. A standard International School benefits package would include housing or housing allowance, round trip transportation and a modest shipping allowance for household goods/clothes, health and life insurance, retirement fund, and annual home leave.

The unique aspect of the International Schools experience is that the schools are truly “multi-cultural”. The student enrollment is a combination of U.S. citizens and citizens of a myriad of nations around the world all temporarily residing in a foreign country. Some students may also be local nationals who prefer an American education and may aspire to attend a US university after graduation (particularly the case in Latin American countries). This blending of cultures makes the school a wonderful, vibrant learning community. The teaching staff tends to consist of highly professional, adventurous individuals who, when combined with an international student body and located in a new country/culture (not to mention freed of restrictive state bureaucratic testing and curricular mandates), create a unique and dynamic school culture.

Educators interested in working overseas should become familiar with the unique cultural experience and worldview of Third Culture Kids (TCK’s). This growing cultural “minority” is not typically mentioned in multicultural education courses though they’ve long existed and their unique life experience may soon become the norm. TCK’s are raised in a neither/nor world; neither the culture of their parents (or country of citizenship) nor fully the world of their host culture (or cultures). They find themselves moving periodically from one country/culture to another with the only stable feature in their lives being the education system via the American-international schools in each temporary place of residence. Career and College placement counseling presents unique challenges as the student and his/her parents may be unfamiliar with US Higher Education although the student aspires to attend a US university. Teachers should also become familiar with higher education opportunities in other countries as some international students will plan to apply for college in their home country. For more information on Third Culture Kids, counselors might begin by reading the book, “Third Culture Kids The experience of growing up among worlds” by David Pollock and Ruth Van Reken (Nicholas Brealey Publishing, 1999).



HOW TO FIND A TEACHING POSITION OVERSEAS

Educators interested in finding a position with an International School can begin by obtaining a directory of all the International Schools. The European Council of International Schools (www.ecis.org) and the International School Services in Princeton, NJ (www.iss.edu) both publish an annual directory listing each school by country, enrollment information, description of the school program, contact information, and so forth. The Department of Defense and the U.S. State Department’s Office of Overseas Schools also publish booklets listing the schools they sponsor. The Council of International Schools website (www.cois.org) also enables you to locate schools by country or city and get contact information for each school. A counselor could begin by locating schools in which they would be interested and contacting the headmaster or superintendent of these schools directly via letter and resume.

Another option is The International Educator (www.tieonline.com). TIE offers an online listing of job openings around the world and a monthly newspaper regarding news in the international schools with job openings listed. A small fee of about \$36 gives you a one-year membership. If you prefer a specific continent or nation, you can go to the websites of the regional organizations serving the international schools in that general location of the world such as: Africa (www.aisa.or.ke), South America (www.aassa.com), Central America, Columbia and Caribbean (www.tri-association.org), Europe (www.ecis.org), East Asia (www.earcos.org), Near East/South Asia (www.nesacenter.org).

Several international teacher recruiting fairs are held annually around the United States usually in January and February. Suggested resources for submitting your resume, obtaining assistance in finding possible job opportunities, and scheduling interviews at one of these job fairs would include: Council of International Schools (www.cois.org; tel 908-903-0552), Search Associates (www.search-associates.com; tel. 570-696-4600) and the International School Service (www.iss.edu; tel. 609-452-0990). ●

CALL FOR PROPOSALS

Professional service is important for your own growth as well as for the advancement of the field. It is never too early to work on furthering your career. If you have any questions about submitting proposals for conference presentations or articles for publication you can contact Barbara Schoen (bschoen3@fau.edu) or your advisor. Check with local and national professional organizations for current information on annual conferences. Early fall is the time when many conferences are announced and Calls for Proposals are released. Here are a few recent Calls for Proposals:

The Georgia Rehabilitation Association (GRA)
2010 Annual Training Conference
“GRA – Rising to the Challenge” May 26-28, 2010 -
The Augusta Marriott Hotel & Suites - Augusta, Georgia.
PLEASE SUBMIT ALL PROPOSALS
BY JANUARY 22, 2010
Contact bschoen3@fau.edu for more info

The American Mental Health Counselors Association (AMHCA)
Creative Therapy, Creating Change
AMHCA 2010 Annual Conference
July 15-17, 2010 - The Boston Waterfront Westin Hotel
http://www.amhca.org/member/annual_conference.aspx

Hurry: Program submission deadline: Tuesday, Dec. 15, 2009 at 11:59 p.m. Eastern time

Department Announcements and Opportunities

WHEN SHOULD YOU APPLY?

DEGREE PROGRAM	APPLICATION DEADLINE	CANDIDATE INTERVIEWS	NOTIFICATION BEGINS
M.Ed. & Ed.S.	September 15 - For Spring Applicants	Second week in October	November 1
	March 1 - For Fall Applicants	First week in April	April 5
Ph.D.	January - For Fall Admission Only	February 15	March 1

Only completed applications will be considered. A completed application consists of the FAU Graduate School application, official undergraduate and graduate transcripts, GRE scores (taken within the past five years), a personal goal statement, resume and/or essay including volunteer experience related to counseling, and three letters of reference of a professional native, e.g. former professors, employers, colleagues who have direct insight on your academic abilities and professional goals. Visit <http://www.fau.edu/graduate/apply.php> to get started.

Come Join Our Team!

The Department of Counselor Education at FAU is pleased to offer a tenure-track Associate/Full Professor position primarily to teach and supervise in its Mental Health and Ph.D. programs in Counseling. The dept. also offers master’s degrees in School Counseling (both M.Ed. programs are CACREP accredited. Ph.D. program is pending final approval) as well as Rehabilitation Counseling (accredited by CORE). The position is for the main campus in Boca Raton.

Review of applications will begin on January 15, 2010 and continue until the position is filled. Additional information about the position, the department and the Ph.D. program is on our web site: <http://www.coe.fau.edu/counsel>. Selected applicants will also be subject to a background check. A record of excellence in research and scholarly achievements, teaching, and service is required for appointment at senior rank. Preference will be given to candidates whose research interests match those of our current Research Groups. Inquiries about the position may be directed to Dr. Irene H. Johnson at ijohnso9@fau.edu.

The FAU Department of Counselor Education publishes this electronic newsletter. The newsletter is designed to provide information on our degree programs, student and faculty accomplishments, along with scholarship, teaching, and service opportunities.

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Contributors: Dr. Greg Brigman, Dr. Michael Frain, Dr. Irene Johnson, Dr. William Nicoll, Dr. Paul Peluso, Dr. Elizabeth Villares, Ms. Barbara Schoen, Ms. Julie Powell, Ms. Dana Schulman, Mr. Anthony Foster, and Ms. Jennifer Sanchez. Edited and designed by Dr. Elizabeth Villares. Co-Editor: Ms. Barbara Schoen.

Hold the Date!

The 2010 FAU SSS Summer Institute will be held on June 11th at the FAU Boca Raton campus and will include a choice of a full day training for the SSS Classroom or the Ready for Success Classroom program. The SSS program, for grades 4-10 has strong research support showing student improvement in math and reading. The RFS program for grades 2-3, is based on this strong evidenced based SSS model.

Let SSS or RFS help you gain support for your program by showing how school counselors can impact student academic performance.

Cost for either full day training includes manual and is \$125 early registration (by May 28) or \$150 after May 28.

To register or for more information Contact Darlene Frederick Epperson at: frederic@fau.edu or 561-297-3602.

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