Department of Counselor Education

College of Education

FAU
FLORIDA
ATLANTIC
UNIVERSITY

M.Ed. Clinical Mental Health Counseling
M.Ed. Clinical Rehabilitation Counseling
M.Ed. School Counseling
Ph.D. Counselor Education

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M.Ed. (Concentration: Core Courses for Entry Level Programs)

Combined Entry Level Programs

M.Ed. Clinical Mental Health Counseling
M.Ed. Clinical Rehabilitation Counseling
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Combined Entry Level Programs
Vision

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. 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.

Core Values
• Cooperation and Professional Collaboration • Scholarly Inquiry and Research • Personal Accountability for Providing the Highest Level of Ethical and Competent Counseling Practice • Personal and Professional Development, including Life-long Learning • Social and Cultural Diversity • Social Justice • Ethically Informed Professional Leadership • Advocacy for Clients and the Counseling Profession

Program Goals & Objectives
To accomplish this mission, the faculty, in collaboration with students enrolled in departmental programs, endeavor to achieve the following three goals:

Goal 1	An ethically informed professional identity
Objectives	*To achieve an ethically informed professional identity, faculty and student will meet the following:*

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

Goal 2	A disciplined scholarly inquiry and research agenda
Objectives	*To achieve a disciplined scholarly inquiry and research agenda, faculty and student will:*

- *Collaboratively develop and maintain an orientation toward scholarly inquiry respecting diversity of methods, approaches, and findings.*
- *Master research methods and strategies that promote analytic-based studies, while being mindful of the ongoing nature of research.*
- *Promote the connection between research and practice.*
- *Promote the production and dissemination of science-based research.*
- *Involve themselves in life-long personal and professional development.*
- *Advocate the value and reliance on scholarly knowledge in framing a professional identity.*

Goal 3	A commitment to efficacious professional service
Objectives	*To achieve a commitment to efficacious professional service, faculty and student are expected to:*

- *Provide compassionate and competent ethically-and-culturally sensitive professional counseling service including persons with disabilities.*
- *Critically analyze, synthesize, and differentially apply counseling knowledge and skills in multiple contexts.*
- *Demonstrate competency in the use of supervision and consultation.*
- *Practice effectively in organizations and service delivery systems and understand the process of advocacy for organizational change.*
- *Promote equal and just educational, employment, and self-development opportunities for all individuals including persons with disabilities.*
- *Provide leadership that enhances professional efficacy.*

Combined Entry Level Programs
Systematic Evaluation of Program Objectives

Program Objectives	Data Types Aligned with Objectives
OBJECTIVE ONE: To achieve an ethically informed professional identity, faculty and student are expected to:	
1.a. Understand and articulate their unique professional identity, including the history, values, and scope of practice of the counseling profession	• SLOs, Knowledge & Skills • CACREP Standards F.1. e, f, g • KPI 1- Professional Counseling Orientation and Ethical Practice • Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam • External Stakeholders: Using the *Site Supervisor Evaluation of the Program Form*
1.b. Recognize and respect the possibilities and limits of their personal and professional perspectives, knowledge, skill, and authority, and behave in accord with the highest ethical and professional standards	• Professional Dispositions: *Using the Professional Dispositions Rating Form* • SLOs, Knowledge & Skills. • CACREP Standards F.1. e, f, g • KPI 1- Professional Counseling Orientation and Ethical Practice • Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam • External Stakeholders: *Site Supervisor Eval.*
1.c. Consult with their advisor(s), supervisor(s), and professional colleagues regarding ethical, programmatic, counseling practice and other professional choices	• SLOs, Knowledge & Skills. • CACREP Standards F.1. e, f, g • KPI 1- Professional Counseling Orientation and Ethical Practice • Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam
1.d. Participate in and contribute to local, state, regional, national, and international activities promoting the counseling profession	• SLOs, Knowledge & Skills. • CACREP Standards 6. B.3.d & e. • Doctoral Internship Portfolio • KPI 14- Doctoral level-Teaching • External Stakeholders: *Site Supervisor Eval.*
1.e. Work cooperatively and collaboratively with other professionals in the university, schools, agencies, and other institutions	• SLOs, Knowledge & Skills. • CACREP Standards 6. B.3.d & e. • Doctoral Internship Portfolio • KPI 14- Doctoral level-Teaching • External Stakeholders: *Site Supervisor Eval.*
1.f. Demonstrate knowledge of commitment to and advocacy for our clients including persons with disabilities, communities, and the counseling profession	• SLOs, Knowledge & Skills. • CACREP Standards 2.F.2.b. • KPI 2- Social and Cultural Diversity • External Stakeholders: *Site Supervisor Eval.* • Passage Rates: **CMHC:** NCE/CPCE

OBJECTIVE TWO: To achieve a disciplined scholarly inquiry and research agenda, faculty and student are expected to:	
2.a. Collaboratively develop and maintain an orientation toward scholarly inquiry respecting diversity of methods, approaches, and findings	• SLOs, Knowledge & Skills • CACREP Standards 2.F.7.f & m • KPI 7- Assessment and Testing • Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam
2.b. Master research methods and strategies that promote analytic-based studies, while being mindful of the ongoing nature of research	• SLOs, Knowledge & Skills • CACREP Standards 6.B.4 a, b, c, d • KPI 15- Doctoral level- Research and Scholarship • Passage Rates: **PhD**: Comps
2.c. Promote the connection between research and practice	• SLOs, Knowledge & Skills • Field Experience • CACREP Standards 2.F.7.f & m • CACREP Standards 6.B.4 a, b, c, d • KPI 7- Assessment and Testing • KPI 15- Doctoral level- Research and Scholarship • Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam; **PhD**: Comps
2.d. Promote the production and dissemination of science-based research	• SLOs, Knowledge & Skills • CACREP Standards 2.F.7.f & m • CACREP Standards 6.B.4 a, b, c, d • KPI 7- Assessment and Testing • KPI 15- Doctoral level- Research and Scholarship • Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam
2.e. Involve themselves in life-long personal and professional development	• SLOs, Knowledge & Skills • CACREP Standards 2.F.3.a&f • CACREP Standards 6.B.4 a, b, c, d • KPI 3- Human Growth and Development • KPI 15- Doctoral level- Research and Scholarship
2.f. Advocate the value and reliance on scholarly knowledge in framing a professional identity	• SLOs, Knowledge & Skills • CACREP Standards 2.F.8.b&d • CACREP Standards 6.B.4 a, b, c, d • Dissertations • KPI 8- Research and Program Evaluation • KPI 15- Doctoral level- Research and Scholarship • Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam; **SCH:** FTCE; **PhD**: Comps • External Stakeholders: *Site Supervisor Eval.*
OBJECTIVE 3: To achieve a commitment to efficacious professional service, faculty and student are expected to:	
3.a. Provide compassionate and competent ethically-and-culturally sensitive professional counseling service including persons with disabilities	• SLOs, Knowledge & Skills • CACREP Standards 5. C.1.b; C.2. j; C.3.b • CACREP Standards 5.D.3.a&c

	- CACREP Standards 5.G.1.b; 5.G.2.l; 5.G.2.n.; 5.G.3.f - CACREP Standards 6.B.1.b & d - Dissertations - Doctoral Practicum Portfolio - KPI 9- Clinical Mental Health Counseling - KPI 10- Clinical Rehabilitation Counseling - KPI 11- School Counseling - KPI 12- Doctoral level-Counseling - Passage Rates: **CMHC:** NCE/CPCE; Exit Exam; **CRC:** CRC exam. - External Stakeholders: *Site Supervisor Eval.*
3.b. Critically analyze, synthesize, and differentially apply counseling knowledge and skills in multiple contexts	- SLOs, Knowledge & Skills - CACREP Standards 2.F.3.a&f - CACREP Standards 2.F.5. a. & j. - CACREP Standards 2.F.6.b & c - CACREP Standards 2.F.8.b&d - CACREP Standards 5. C.1.b; C.2. j; C.3.b - CACREP Standards 6.B.1.b & d - KPI 3- Human Growth and Development - KPI 5- Counseling and Helping Relationships - KPI 6- Group Counseling and Group Work - KPI 8- Research and Program Evaluation - KPI 9- Clinical Mental Health Counseling - KPI 12- Doctoral level-Counseling - Doctoral Practicum Portfolio - Passage Rates: **CMHC:** NCE/CPCE; **CRC:** CRC exam - External Stakeholders: *Site Supervisor Eval.*
3.c. Demonstrate competency in the use of supervision and consultation	- SLOs, Knowledge & Skills - CACREP Standards 6.B.2.d& e. - KPI 13- Doctoral level-Supervision - Doctoral Internship Portfolio - Passage Rates: **PhD**: Comps
3.d. Practice effectively in organizations and service delivery systems, and understand the process of advocacy for organizational change	- SLOs, Knowledge & Skills - CACREP Standards 2.F.5. a. & j. - KPI 5- Counseling and Helping Relationships - External Stakeholders: *Site Supervisor Eval.* - External Stakeholders: *Surveys:* Graduates, Site supervisors, Alumni Employers
3.e. Promote equal and just educational, employment and self-development opportunities for all individuals including persons with disabilities	- SLOs, Knowledge & Skills. - CACREP Standards 2.F.4.e - CACREP Standards 5. C.1.b; C.2. j; C.3.b - CACREP Standards 5.D.3.a&c - CACREP Standards 5.G.1.b; 5.G.2.l; 5.G.2.n.; 5.G.3.f - CACREP Standards 6. B.3.d& e. - KPI 4- Career Development - KPI 9- Clinical Mental Health Counseling - KPI 10- Clinical Rehabilitation Counseling

	- KPI 11- School Counseling - KPI 14- Doctoral level-Teaching - Passage Rates: **CMHC:** Exit Exam, **CRC:** CRC exam - Internal Stakeholders - External Stakeholders: *Surveys:* Graduates, Site supervisors, Alumni Employers
3.f. Provide leadership that enhances professional efficacy	- SLOs, Knowledge & Skills - CACREP Standards 6.B.5.a.b. & l. - Doctoral Internship Portfolio - KPI 16- Doctoral level- Leadership and Advocacy

Combined Entry Level Programs
KPIs, Assessment Process, & Results

Combined KPIs for Entry Level Programs Assessment Process		
KPI-1: Professional Counseling Orientation and Ethical Practice *Data Collection Points below use Clinical Mental Health Course Sequence (Fall 2020) as an example. School and Clinical Rehab course sequences vary. In all cases, data points are collected at different developmental levels for each student (according to track).*		
F.1. f. & g. *The student demonstrates a strong understanding of professional counseling organizations; describes membership benefits, activities, services to members, and current issues, as well as professional counseling credentialing (including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues).*		
Corresponding Measurement	*Data Collection Points*	*Data Analysis*
MHS 6700: Guided Autobiography (f&g) (all)	Core curriculum-middle coursework	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 6701: Interview report with a counselor, clinical director, and MHP (f&g) (CMHC)	Core curriculum- beginning coursework.	
SDS 5010 School Counseling Models and Professional Counselor Identity (f&g) (SCH)	Specialty	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
CRC Examination (f&g) (CRC)	Field experience	Standardized assessment. Scores are compared to criterion set for our annual Outcomes Report.
KPI-2: Social and Cultural Diversity		
2.F.2.b. *The student describes theories and models of multicultural counseling, cultural identity development, and social justice and advocacy and integrates these into case conceptualization.*		
Corresponding Measurement	*Data Collection Points*	*Data Analysis*
MHS 5428 Research Project (all)	Core curriculum- middle coursework	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 6401 Case Conceptualization Assignment (all)	Core curriculum- beginning coursework	
KPI-3: Human Growth and Development		
2.F.3.f *The student integrates knowledge regarding systemic and environmental factors that affect human development, functioning, and behavior, into formulating accurate case conceptualization.*		
Corresponding Measurement	*Data Collection Points*	*Data Analysis*

MHS 6482 Lifespan Development Developmental Case Conceptualization (f)	Core curriculum-beginning coursework	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year over year performance.
MHS 6430 Case Study Analysis (f)	Core curriculum- middle coursework	

KPI-4: Career Development		

2.F.4.e
The counseling student accurately identifies strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.

Measurements	*Data Collection Points*	*Data Analysis*
MHS 6340 Career Development; Career Counseling Project (all)	Core curriculum- middle coursework	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year over year performance.
MHS 6220 Assessment and Evaluation in Counseling Group Presentation Assignment (all)	Core curriculum- final coursework	

KPI-5: Counseling and Helping Relations		

2.F.5. a. & j.
The counseling student will use theories and models of counseling and integrate evidence-based counseling strategies and techniques for prevention and intervention.

Measurements	*Data Collection Points*	*Data Analysis*
MHS 6430 Case Study Analysis (a&j) (all)	Core curriculum- beginning coursework	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 6510 Group Counseling Reflection Paper (a) (all)	Core curriculum- beginning coursework	
MHS 6710 Research Proposal (j) (all)	Core curriculum- middle coursework	

KPI-6: Group Counseling and Group Work		

2.F.6.b & c
The counseling student identifies dynamics associated with group process and development and evaluates therapeutic factors and how they contribute to group effectiveness.

Measurements	*Data Collection Points*	*Data Analysis*
MHS 6510 Group Counseling Reflection Paper (b.&c.) (all)	Core curriculum- beginning coursework	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 6510 Groups in Action Paper: Group Assessment and Case Conceptualization (b.&c.) (all)	Core curriculum- beginning coursework	
SCH: MHS 6421 Group Counseling Skills Practice and Peer Coaching	Specialty	Standardized assessment. Scores are compared to criterion set for our annual Outcomes Report.
CMHC: NCE/CPCE	Field placement	

CRC: CRC exam	Field placement	

KPI-7: Assessment and Testing		

2.F.7.e.&f.
The counseling student accurately presents basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments, and uses assessments for diagnostic and intervention planning purposes.

Measurements	*Data Collection Points*	*Data Analysis*
MHS 6220 Assessment Tool Research Report (f) (all)	Core curriculum- middle coursework	Aggregate data from course rubrics, collected via Livetext, is compared against criterion, as well as year over year performance.
MHS 6710 Research Proposal Rubric (e) (all)	Core curriculum- middle coursework	
MHS 6710 Article Critique (f) (all)	Core curriculum- final coursework	Standardized assessment. Scores are compared to criterion set for our annual Outcomes Report.
CMHC: NCE/CPCE (e)	Field placement	
CRC: CRC exam (e)	Field placement	Aggregate data from course rubrics, collected via Livetext, is compared against criterion, as well as year over year performance.
SCH: MHS 6600 Case Consultation Skills Practice (e)	Pre-requisite to field placement: Specialty	

KPI-8: Research and Program Evaluation		

2.F.8.d
The student integrates evidence-based practice into multiple contexts, including the development of outcome measures for counseling programs.

Measurements	*Data Collection Points*	*Data Analysis*
MHS 6710 Research Proposal (d)	Core curriculum- middle coursework	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
CMHC: CPCE/NCE (e)	Field placement	Standardized assessment. Scores are compared to criterion set for our annual Outcomes Report.
SCH MHS 6800 Classroom Guidance/School Counseling Core Curriculum Program Action Plan and Results (d)	Specialty	Criterion based assessment. Faculty use rubrics (maximum of 10 points) at 5 points per semester to determine mastery for

CRC: CRC exam (d)	Field placement	practicum (4+) and internship (5+). Standardized assessment. Scores are compared to criterion set for our annual Outcomes Report.

	Combined KPIs for Entry Level Programs Results
KPI	**Result**
1	MHS 6700: Guided Autobiography (f: all) (g: all): 14 students= 100% proficient; 13 students = 100% proficient MHS 6701: Interview report with a counselor, clinical director, and MHP (f&g: CMHC) 100% proficient (22 students) CRC – Sixteen (16) students took the CRC examination (fall 2021, spring 2022, summer 2022). Thirteen (13) students passed this examination and three (3) failed the exam. The goal was not met. SDS 5010 School Counseling Models and Professional Counselor Identity (f: SCH) 90.5% Exemplary, 90.5% proficient, 97.6% sat, 97.6% no attempt (42 students) (g: SCH) 90.5% Exemplary, 90.5% proficient, 97.6% sat, 97.6% no attempt (42 students)
2	MHS 5428 Research Project (all) 37.5% proficient; 62.6% exemplary; 1.79% no attempt (56 students) MHS 6401 Case Conceptualization assignment (all) 70.8% Exemplary; 29.2% proficient (41 students)
3	MHS 6430 Case Study Analysis (f) 97.1% exemplary; 1.4% proficient; 1.4% satisfactory (71 students) MHS 6482 Lifespan Development Developmental Case Conceptualization (f): 47.7% exemplary; 50.8% proficient; 1.5% no attempt (65 students)
4	MHS 6340 Career Development; Career Counseling Project (all) 94% exemplary; 1.4% proficient; 2.7% satisfactory; 1.4% emerging MHS 6220 Assessment and Evaluation in Counseling Group Presentation Assignment (all): 95% exemplary; 5% satisfactory

5	MHS 6430 Case Study Analysis (a&j) (all) 96.83% exemplary; 1.59% proficient; 1.59% satisfactory MHS 6510 Group Counseling Reflection Paper (a) (all) 76% exemplary; 13.3% satisfactory; 6.7% emerging; 4.4% unsatisfactory; 2.2% no attempt MHS 6710 Research Proposal (j) (all) 90% exemplary; 9.4% satisfactory
6	MHS 6510 Group Counseling Reflection Paper (b.&c.) (all) 67% exemplary: 4.3% satisfactory; 26% unsatisfactory; 2.2% no attempt MHS 6510 Groups in Action Paper: Group Assessment and Case Conceptualization (b.&c.) (all) 67% exemplary; 24.4% proficient; 8.9% satisfactory SCH: MHS 6421 Group Counseling Skills Practice and Peer Coaching 74.5% exemplary; 23.7% proficient; 1.8% satisfactory CMHC: NCE/CPCE- In the Fall 2021, a total of 10 students took the Counselor Preparation Comprehensive Examination (CPCE) and/or the National Counselor Exam (NCE). Results indicate that 13/13, 100%, successfully passed with a score higher than 7.0. The goal was met. CRC – Sixteen (16) students took the CRC examination (fall 2021, spring 2022, summer 2022). Thirteen (13) students passed this examination and three (3) failed the exam. The goal was not met.
7	MHS 6220 Assessment Tool Research Report (f) (all): 75% exemplary; 23% proficient; 2% emerging MHS 6710 Research Proposal Rubric (e) (all) 87.5% exemplary; 6.3% proficient; 6.3% emerging MHS 6710 Article Critique (f) (all) 93.8% exemplary; 6.3% proficient CMHC: NCE/CPCE- In the Fall 2021, a total of 10 students took the Counselor Preparation Comprehensive Examination (CPCE) and/or the National Counselor Exam (NCE). Results indicate that 13/13, 100%, successfully passed with a score higher than 7.0. The goal was met. CRC – Sixteen (16) students took the CRC examination (fall 2021, spring 2022, summer 2022). Thirteen (13) students passed this examination and three (3) failed the exam. The goal was not met. SCH: MHS 6600 Case Consultation Skills Practice (e) 63% exemplary; 30% proficient; 3.7% satisfactory; 3.7% no attempt

8	MHS 6710 Research Proposal (d) 78% exemplary; 3% proficient; 3% satisfactory; 3% emerging; 3% no attempt CMHC: NCE/CPCE- In the Fall 2021, a total of 10 students took the Counselor Preparation Comprehensive Examination (CPCE) and/or the National Counselor Exam (NCE). Results indicate that 13/13, 100%, successfully passed with a score higher than 7.0. The goal was met. SCH MHS 6800 Classroom Guidance/School Counseling Core Curriculum Program Action Plan and Results 79% exemplary; 18.75% proficient; 2.08% emerging CRC – Sixteen (16) students took the CRC examination (fall 2021, spring 2022, summer 2022). Thirteen (13) students passed this examination and three (3) failed the exam. The goal was not met.

M.Ed. Counselor Education (Concentration: Clinical Mental Health Counseling Specialty)

Clinical Mental Health Counseling Specialty
Vision

CMHC Specialty Program Description
The Master of Education degree in Counselor Education with a specialization in Clinical 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. The 60-credit 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. FAU graduates in the Clinical 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, and some develop their own private practices, and some pursue doctoral work in counseling or psychology.

Program Goals & Objectives	
To accomplish this mission, the faculty, in collaboration with students enrolled in departmental programs, endeavor to achieve the following three goals:	
Goal 1	**An ethically informed professional identity**
Objectives	*To achieve an ethically informed professional identity, faculty and student will meet the following:*

- *Understand and articulate their unique professional identity including the history, values, and scope of practice of the counseling profession.*
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- *Consult with their advisor(s), supervisor(s), and professional colleagues regarding ethical, programmatic, counseling practice, and other professional choices.*
- *Participate in and contribute to local, state, regional, national, and international activities promoting the counseling profession.*
- *Work cooperatively and collaboratively with other professionals in the university, schools, agencies, and other institutions.*
- *Demonstrate knowledge of commitment to and advocacy for our clients including persons with disabilities, communities, and the counseling profession.*

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Objectives	*To achieve a disciplined scholarly inquiry and research agenda, faculty and student will:*

- *Collaboratively develop and maintain an orientation toward scholarly inquiry respecting diversity of methods, approaches, and findings.*
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- *Promote the connection between research and practice.*
- *Promote the production and dissemination of science-based research.*
- *Involve themselves in life-long personal and professional development.*
- *Advocate the value and reliance on scholarly knowledge in framing a professional identity.*

Goal 3	**A commitment to efficacious professional service**
Objectives	*To achieve a commitment to efficacious professional service, faculty and student are expected to:*

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- *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.*

Clinical Mental Health Counseling Specialty
KPIs, Assessment Process, & Results

CMHC Specialty KPIs Assessment Process		
KPI-9: Clinical Mental Health Counseling		
5. C.1.b; C.2. j; C.3.b *The student will apply theories and models of mental health counseling in practice, and integrate techniques and interventions toward prevention and intervention of mental health issues, with sensitivity to cultural factors.*		
Measurements	*Data Collection Points*	*Data Analysis*
Exit Exam	Completed at the end of practicum and internship	Criterion based assessment. Faculty use rubrics (maximum of 10 points) at 5 points per semester to determine mastery for practicum (4+) and internship (5+).
MHS 6800, 6801, 6830- Case Conceptualization report & presentation	Collected five times during all field placement courses.	
NCE/CPCE	Final two semesters during internship	Standardized assessment. Scores are compared to criterion set for our annual Outcomes Report.

	CMHC Specialty KPIs Programs Results			
KPI	**Result**			
9	CMHC: A total of 11 practicum students took the department Introductory Exit Exam in Spring 2021 and all 11, 100% passed, earning a composite score of 5.0 or higher. These same students took the final exit exam in Spring 2022. All passed with a composite score of 7 or higher. This goal was met.			

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

Average Score	6.22	8	+1.78	

MHS 6830- Case Conceptualization report & presentation:
Eleven students enrolled in MHS 6830 in spring 2022. Two students received an incomplete and completed with 7.0 or higher in summer 2022 and fall 2022 respectively. Nine students completed with a 7.0 average or higher.

	CC1	CC2	CC3	CC4	CC5
1	7.15	7.65	8.6	7.75	6.95
2	n/a	n/a	n/a	n/a	n/a
3	7.2	7.3	8.85	6.7	7.35
4	7.2	8.75	8.35	8.8	9.5
5	7.65	9.75	9.4	9.5	8.4
6	8.75	9.1	8.4	9.35	8.5
7	8.2	8.95	9.4	9.1	8.45
8	7	9.25	9	9.9	9.75
9	8.9	9.6	9.8	8.55	9.4
10	7.45	8.1	5.75	7.9	8
11	n/a	n/a	n/a	n/a	n/a

CMHC: NCE/CPCE- In the Fall 2021, a total of 10 students took the Counselor Preparation Comprehensive Examination (CPCE) and/or the National Counselor Exam (NCE). Results indicate that 13/13, 100%, successfully passed with a score higher than 7.0. The goal was met.

M.Ed. Counselor Education (Concentration: Clinical Rehabilitation Counseling Specialty)

Clinical Rehabilitation Counseling Specialty
Vision

CRC Specialty Program Description
The Master of Education in Counselor Education with a specialization in Clinical Rehabilitation Counseling is an interdisciplinary field of study specifically designed to train professional clinical rehabilitation counselors to work for and with persons with disabilities in both the public and private sectors. It prepares individuals for professional leadership, administration, direct service, private practice, and forensic practice. The clinical rehabilitation counseling program at Florida Atlantic University regularly informs the public of its performance, including enrollment, graduation, accreditation status, and student achievement scores (the number passing the CRC exam) through semester newsletters, reports to academic officials and a web group formed for FAU alumni. In recent years (2012-2017), there have been 26 graduates. On average, students complete the clinical rehabilitation counseling program and the classes needed to be eligible for licensure in the state of Florida in 8 semesters or about 2 ½ - 3 years. Many students receive free tuition through work for the state or federal rehabilitation programs, and many scholarships are available and can be found by asking the department coordinator. All graduates in the past three years have been employed in the clinical rehabilitation/clinical mental health field within six months of graduation. Many graduates are working in the field before they graduate, securing employment through the help of the program and field placement sites. Graduates work in the public and private sector, including state vocational rehabilitation, the Division of Blind Services, the Veterans Administration, and private practice. Students in the program are required to take the CRC exam as a part of the program requirements. The clinical rehabilitation program was one of the first programs at FAU to require an evidence-based national exam as a part of graduation requirements.

Program Goals & Objectives	
To accomplish this mission, the faculty, in collaboration with students enrolled in departmental programs, endeavor to achieve the following three goals:	
Goal 1	**An ethically informed professional identity**
Objectives	*To achieve an ethically informed professional identity, faculty and student will meet the following:*

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

Goal 2	**A disciplined scholarly inquiry and research agenda**

Objectives   *To achieve a disciplined scholarly inquiry and research agenda, faculty and student will:*

- *Collaboratively develop and maintain an orientation toward scholarly inquiry respecting diversity of methods, approaches, and findings.*
- *Master research methods and strategies that promote analytic-based studies, while being mindful of the ongoing nature of research.*
- *Promote the connection between research and practice.*
- *Promote the production and dissemination of science-based research.*
- *Involve themselves in life-long personal and professional development.*
- *Advocate the value and reliance on scholarly knowledge in framing a professional identity.*

Goal 3	**A commitment to efficacious professional service**

Objectives   *To achieve a commitment to efficacious professional service, faculty and student are expected to:*

- *Provide compassionate and competent ethically-and-culturally sensitive professional counseling service including persons with disabilities.*
- *Critically analyze, synthesize, and differentially apply counseling knowledge and skills in multiple contexts.*
- *Demonstrate competency in the use of supervision and consultation.*
- *Practice effectively in organizations and service delivery systems and understand the process of advocacy for organizational change.*
- *Promote equal and just educational, employment, and self-development opportunities for all individuals including persons with disabilities.*
- *Provide leadership that enhances professional efficacy.*

Clinical Rehabilitation Counseling Specialty KPIs, Assessment Process, & Results

CRC Specialty KPIs Assessment Process		
KPI-10: Clinical Rehabilitation Counseling		
5.D.3.a&c *The clinical rehabilitation student conducts diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs and demonstrates strategies to advocate for persons with disabilities.*		
Measurements	*Data Collection Points*	*Data Analysis*
RCS 6801 Case Assignment 1 RCS 6805 Case Assignment 1 RCS 6825 Case Assignment 1	Collected at the end of each field placement courses.	Criterion based assessment. Faculty use rubrics (maximum of 60 points) to determine mastery for practicum (35+ points) and internship (50+ points).
CRC Exam	Final two semesters during internship	Standardized assessment.

	CRC Specialty KPIs Programs Results
KPI	**Result**
10	RCS 6801 Case Assignment 1 75% exemplary; 12.5% proficient; 12.5% satisfactory (8 students) RCS 6805 Case Assignment 1 66% exemplary; 33% proficient (6 students) RCS 6825 Case Assignment 1 94% exemplary; 6% proficient (17 students) CRC – Sixteen (16) students took the CRC examination (fall 2021, spring 2022, summer 2022). Thirteen (13) students passed this examination and three (3) failed the exam. The goal was not met.

M.Ed. Counselor Education (Concentration: School Counseling Specialty)

School Counseling Specialty
Vision

SC Specialty Program Description

The Master of Education 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 school counselors 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 to be successful.

FAU graduates receive coursework and supervised field experience in four direct counseling services which become the backbone of their program as school counselors. These four direct services are: Individual counseling, group counseling, classroom guidance and consulting 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.

Program Goals & Objectives

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

Goal 1   An ethically informed professional identity

Objectives   To achieve an ethically informed professional identity, faculty and student will meet the following:

- *Understand and articulate their unique professional identity including the history, values, and scope of practice of the counseling profession.*
- *Recognize and respect the possibilities and limits of their personal and professional perspectives, knowledge, skill, and authority, and to behave in accord with the highest ethical and professional standards.*
- *Consult with their advisor(s), supervisor(s), and professional colleagues regarding ethical, programmatic, counseling practice, and other professional choices.*
- *Participate in and contribute to local, state, regional, national, and international activities promoting the counseling profession.*

- *Work cooperatively and collaboratively with other professionals in the university, schools, agencies, and other institutions.*
- *Demonstrate knowledge of commitment to and advocacy for our clients including persons with disabilities, communities, and the counseling profession.*

Goal 2	A disciplined scholarly inquiry and research agenda
Objectives	*To achieve a disciplined scholarly inquiry and research agenda, faculty and student will:*

- *Collaboratively develop and maintain an orientation toward scholarly inquiry respecting diversity of methods, approaches, and findings.*
- *Master research methods and strategies that promote analytic-based studies, while being mindful of the ongoing nature of research.*
- *Promote the connection between research and practice.*
- *Promote the production and dissemination of science-based research.*
- *Involve themselves in life-long personal and professional development.*
- *Advocate the value and reliance on scholarly knowledge in framing a professional identity.*

Goal 3	A commitment to efficacious professional service
Objectives	*To achieve a commitment to efficacious professional service, faculty and student are expected to:*

- *Provide compassionate and competent ethically-and-culturally sensitive professional counseling service including persons with disabilities.*
- *Critically analyze, synthesize, and differentially apply counseling knowledge and skills in multiple contexts.*
- *Demonstrate competency in the use of supervision and consultation.*
- *Practice effectively in organizations and service delivery systems and understand the process of advocacy for organizational change.*
- *Promote equal and just educational, employment, and self-development opportunities for all individuals including persons with disabilities.*
- *Provide leadership that enhances professional efficacy.*

School Counseling Specialty
KPIs, Assessment Process, & Results

SC Specialty KPIs Assessment Process		
KPI-11: School Counseling		
5.G.1.b; 5.G.2.l; 5.G.2.n.; 5.G.3.f *The school counseling student understands models of school counseling programs; demonstrates awareness of professional organizations, preparation standards, and credentials relevant to the practice of school counseling; integrates legal and ethical considerations specific to school counseling; and demonstrates techniques of personal/social counseling in school settings.*		
Measurements	*Data Collection Points*	*Data Analysis*
SDS 5010 Fundamentals of School Guidance: School Counseling Models and Professional Counselor Identity (b&l)	Collected in the Fall/Spring semester during this course as part of the School Counseling Models and Professional Counselor Identity assignment.	Rubric scores are collected/reported in LiveText with school counseling candidates being assessed on a scale ranging from 3 (Exemplary) to 0 (Unsatisfactory/No Attempt).
SDS 6820 Internship: Role of the school counselor (b&l)	Collected in the Fall/Spring semester during this course as part of the Role of the School Counselor Reflection assignment.	
MHS 6421 Counseling Children: Group Counseling Skills Practice (2.n&3.f)	Collected in the Fall/Spring/Summer semester during this course as part of the Group Counseling Skills Practice assignment.	
SDS 6800: Internship: Small Group Counseling (2.n&3.f)	Collected in the Fall/Spring semester during this course as part of the Small Group Counseling assignment.	

	SC Specialty KPIs Programs Results	
KPI	**Result**	
11	SDS 5010 Fundamentals of School Guidance: School Counseling Models and Professional Counselor Identity (b&l); 42 successfully completed the assignment with a rating of 85.7% exemplary, 9.5% proficient, and 4.8% satisfactory.	
	SDS 6820 Internship: Role of the school counselor (b&l) –46 students enrolled in SDS 6820 were evaluated on FEAP A.1.b. – Sequences lessons and concepts to ensure coherence and required prior knowledge. 100% scored at least "satisfactory".	
	57 students were enrolled in MHS 6421; 100% of students scored at least an "emerging."	
	SDS 6800: Internship: Small Group Counseling (2.n&3.f)	

	48 students were enrolled in MHS 6800; 97% of students earned at least a "satisfactory"

M.Ed. (Entry Level Programs: CMHC, CRC, & SC)

Combined Entry Level Programs

M.Ed. Clinical Mental Health Counseling
M.Ed. Clinical Rehabilitation Counseling
M.Ed. School Counseling

Combined Entry Level Programs Demographics

Combined Entry Level Programs Demographics
Narrative
Toward meeting our third goal "to achieve a commitment to efficacious professional service," we strive to maintain a diverse group of applicants and students, and ultimately, graduates, through undergraduate outreach programs and campaigns to promote underrepresented populations. The Department of Counselor Education collects, and analyses demographic data related to applicants, students, and graduates. We use this data to identify trends and monitor discrepancies from application to graduation. Applicant data for FY21 was obtained from the GradCas database. All other data is retrieved from FAU's IEA database.
Applicant Data from Leap Ahead database

Headcounts	Race/Ethnicity						
Concentration/Gender	Asian	Black or African American	Hispanic or Latino	Nonresident alien	Two or more races	White	Grand Total
⊟ ED-EDS-CEDU		2				2	4
⊟ Mental Health Counseling		1				1	2
Female		1				1	2
⊟ School Counseling		1				1	2
Female		1				1	2
⊟ ED-MED-CEDU	1	25	34	3	5	68	136
⊟ Clinical Mental Health Counsel		19	30	1	3	50	103
Female		14	28	1	3	42	88
Male		5	2			8	15
⊟ Clinical Rehabilitation Counsel		2	1	2	1	5	11
Female		1	1	2		4	8
Male		1			1	1	3
⊟ School Counseling	1	4	3		1	13	22
Female	1	3	2		1	12	19
Male		1	1			1	3
⊟ ED-PHD-COED	1	2	3			4	10
⊟ NA	1	2	3			4	10
Female		1	2			4	7
Male	1	1	1				3
Grand Total	**2**	**29**	**37**	**3**	**5**	**74**	**150**

M.Ed. FY22 Enrollment

Fall 2021- Totals

Gender Race/Ethnicity	Female		Male		**Total**	
	#	%	#	%	#	%
Asian	1	0.7%			1	0.7%
Black	29	19.6%	6	4.1%	35	23.6%
Hispanic	28	18.9%	5	3.4%	33	22.3%
Nonresident alien	1	0.7%			1	0.7%
Two or more races	3	2.0%			3	2.0%
White	66	44.6%	9	6.1%	75	50.7%
Total	128	86.5%	20	13.5%	148	100.0%

Spring 2022- Totals

Gender Race/Ethnicity	Female #	Female %	Male #	Male %	Total #	Total %
Asian	1	0.6%			1	0.6%
Black	32	20.8%	5	3.2%	37	24.0%
Hispanic	32	20.8%	2	1.3%	34	22.1%
Nonresident alien	3	1.9%			3	1.9%
Two or more races	4	2.6%			4	2.6%
White	63	40.9%	12	7.8%	75	48.7%
Total	**135**	**87.7%**	**19**	**12.3%**	**154**	**100.0%**

Degree Awarded – FY22 Total
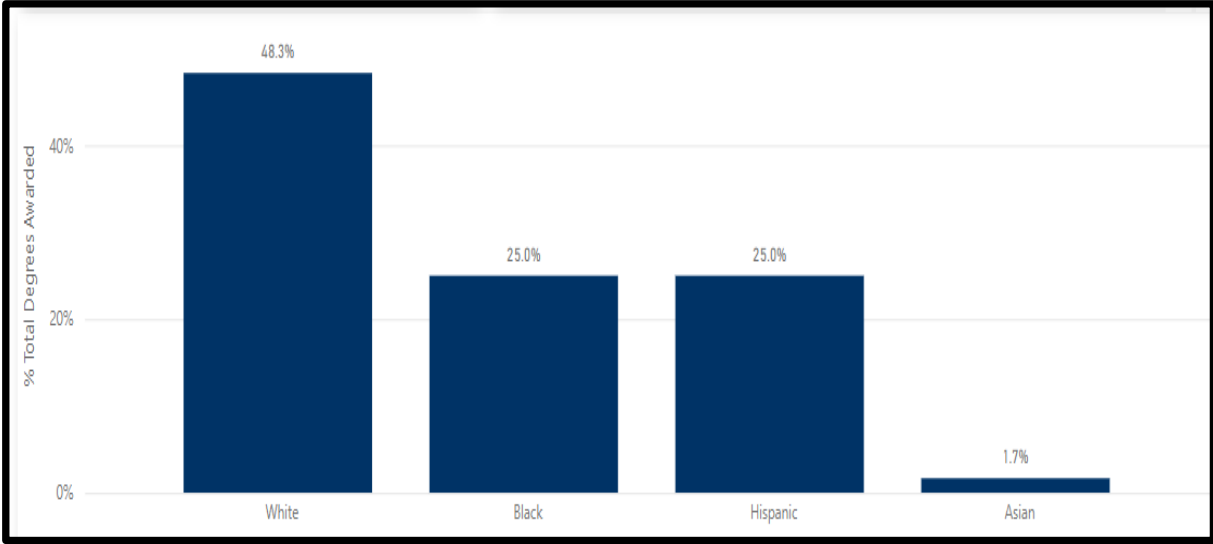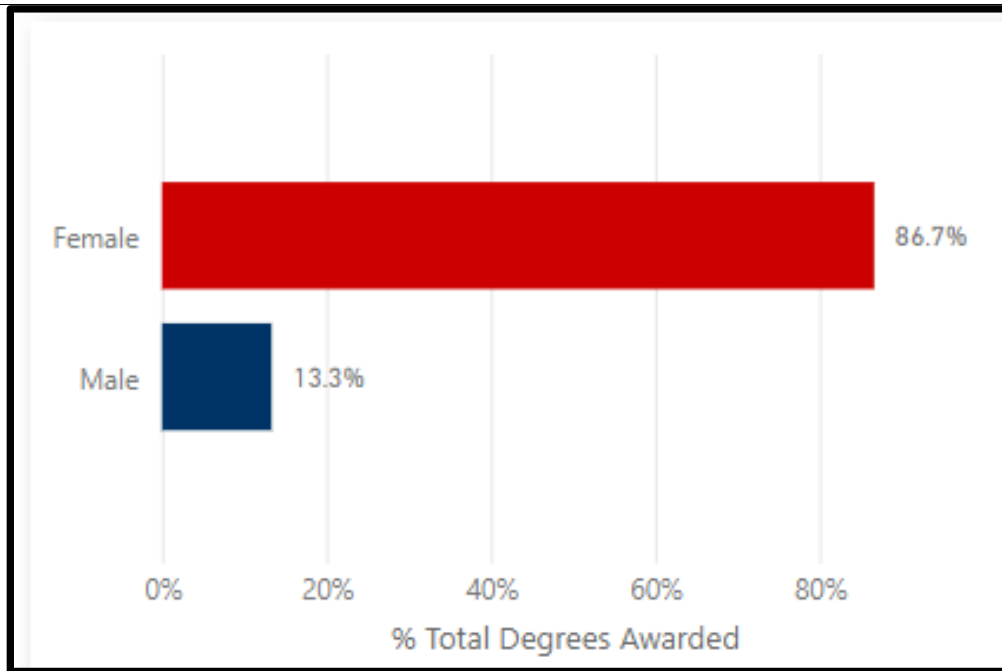
Combined Entry Level Programs
Stakeholders

Combined Entry Level Programs Stakeholders	
Process	
The department uses feedback and survey data from employers, and alumni data to monitor and evaluate program objectives. Additionally, site supervisors from each track and the doctoral program must evaluate the program by responding to Qualtrics surveys. Data from these evaluations are used to evaluate the following:	
Program Objectives	
Program Objective 1.a.	Understand and articulate their unique professional identity including the history, values, and scope of practice of the counseling profession;
Program Objective 1.b.	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
Program Objective 1.e.	Work cooperatively and collaboratively with other professionals in the university, schools, agencies, and other institutions.
Program Objective 1.f.	Demonstrate knowledge of commitment to and advocacy for our clients including persons with disabilities, communities, and the counseling profession
Program Objective 2.f.	Advocate the value and reliance on scholarly knowledge in framing a professional identity
Program Objective 3.a.	Provide compassionate and competent ethically-and-culturally sensitive professional counseling service including persons with disabilities
Program Objective 3.b.	Critically analyze, synthesize, and differentially apply counseling knowledge and skills in multiple contexts
Program Objective 3.d.	Practice effectively in organizations and service delivery systems, and understand the process of advocacy for organizational change
Results	

Graduate Survey 2020-2021 results indicate that graduates endorse meeting or exceeding expectations in most areas. The areas noted by graduates as "below expectations" include those related to integration of technology, assessment, and research. 100% of the respondents reported the program overall exceeded expectations. One reported not working in the counseling field.

Technology: I competently use technology to perform functions related to counseling. I integrate technology in the provision of counseling and consultation services.

Assessment: I am knowledgeable of statistical concepts, including scales of measurement, measures of central tendency and variability, shapes and types of distributions, and correlations. I am knowledgeable of reliability and validity issues such as theory of measurement error, models of reliability and uses of reliability information, types of validity, and the relationship between reliability and validity. I use strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques.

Research: I understand research methods, including qualitative and quantitative data, single-case designs, action research, and outcome-based research. I am able to use technology and statistical methods to conduct research and program evaluation. I can perform needs assessments and program evaluations. I am knowledgeable of theories of group counseling and am able to voice commonalities, distinguishing characteristics, and pertinent research about group counseling.

Alumni Employer Survey 2020-2021 results reflects "meets" or "exceeds expectations" in all areas (based on CACREP's 8 foundational curriculum areas).

Site Supervisor Survey 2020-2021 was not conducted due to the COVID-19 pandemic.
2021-2022 was conducted: N=22; key responses:

11. How would you rate the students from FAU's Counseling Program in regards to preparedness for the counseling field?
8.6/10
12. How would you rate the level of professionalism from FAU counseling students?
9/10
13. How easy is it for you to provide feedback about students or get ahold of the student's supervisor on campus when issues arise?
9/10
14. How likely are you to choose another FAU intern over a similar accredited counseling program in the area?
8.8/10
15. Based on experiences with past FAU interns, how likely is it that you would hire a graduating FAU intern?
8.8/10

Recommendations & Modifications

Combined Entry Level Programs Recommendations
Narrative

All Entry-Level Tracks:

Data-driving modification:
As part of our faculty retreat in August of 2021, the faculty voted to make changes to data collection for specific KPIs. Data collected for MHS 6482 Lifespan Development Discussion Board 5 (f) was deemed to be redundant and this was removed as part of the KPI-3 assessment. Additionally, for KPI-5, the MHS 6466 Trauma and Crisis Counseling: Online-Courses Option was removed, as it is redundant and responses were consistently 100% exemplary.

Program Improvement:
Reviewed and discussed demographic data of student applications – noting on 4% of applicants were male. Reviewed program data points.

Program Improvement:
Changes for MH and RH state of Florida reduced number of hours needed in field placement from 100 to 750 so both tracks have removed advanced practicum class, MH will have elective, RH will reduce hours for those students from 66 to 63.

Data Summary: Dispositions – Faculty reviewed dispositions for students who received below a "3" from a faculty and adjunct.

Program Improvement:
It was suggested that faculty will look for patterns of low dispositions over multiple semesters and are encouraged to discuss dispositions with students and faculty advisors early in the semester, so students can remediate prior to the end of the semester when formal dispositions are evaluated.

CMHC:
Data Summary: Analysis & Evaluation: All eleven students passed the final exit exam with a composite score of 7 or higher. This goal was met.

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

Data Summary: 13/13, 100%, successfully passed the Counselor Preparation Comprehensive Examination (CPCE) or the National Counseling Exam (NCE) with a score higher than 70. This goal was met.

Program Improvement: CMHC faculty will begin to look at individual sub-scales on the CPCE and NCE to assess for areas of weakness that could be improved upon in the curriculum.

Data-driving modification: Faculty will review curriculum and decide on any changes to assessment. At this time, the COE programs will be reviewing the feedback from the recent CAEP accreditation renewal and the academic program review (APR) reports. Using the feedback

from CAEP, the academic program review's external review reports, and professional development related to Weave capabilities, new action plans for program improvement will be developed by each program in the college.

SCH:
Data Summary: Analysis & Evaluation: MHS 6421 Group Counseling Skills Practice and Peer Counseling assignment and MHS 6800 Small Group Counseling Tape assignment. MHS 6421; 100% of students scored at least an "emerging" on the FEAP A.3.h.
A.3.h. – Differentiates instruction based on an assessment of student learning and recognition of individual differences in students by organizing and planning a small group counseling session to include opportunities for various learning modalities to be employed (visual, verbal, kinesthetic) in order to accommodate students different learning styles. The goal was met.

Program Improvement:
At this time, the COE programs will be reviewing the feedback from the recent CAEP accreditation renewal and the academic program review (APR) reports. Using the feedback from CAEP, the academic program review's external review reports, and professional development related to Weave capabilities, new action plans for program improvement will be developed by each program in the college.

Data Summary: Analysis & Evaluation: MHS 6423 Classroom Lesson Facilitation assignment and SDS 6820 Classroom Guidance Tape assignment. 100% of students scored at least "emerging" on FEAP A.2.c. – FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

46 students enrolled in SDS 6820 were evaluated on FEAP A.2.i. – Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. 100% of the students scored at least a "satisfactory" on the FEAP A.2.i. This goal was met.

Program Improvement:
At this time, the COE programs will be reviewing the feedback from the recent CAEP accreditation renewal and the academic program review (APR) reports. Using the feedback from CAEP, the academic program review's external review reports, and professional development related to Weave capabilities, new action plans for program improvement will be developed by each program in the college.

CRC:
Data Summary: Analysis & Evaluation:
RCS 6801 Case Assignment 1; 75% exemplary; 12.5% proficient; 12.5% satisfactory (8 students)
In RSC 6801, 100% of candidates scored at least "satisfactory" in Case Assignment 1 Rubric. This goal was met.

Program Improvement:
At this time, the COE programs will be reviewing the feedback from the recent CAEP accreditation renewal and the academic program review (APR) reports. Using the feedback from CAEP, the academic program review's external review reports, and professional

development related to Weave capabilities, new action plans for program improvement will be developed by each program in the college.

Data Summary: Analysis & Evaluation:
RCS 6805 Case Assignment 1; 66% exemplary; 33% proficient (6 students)
RCS 6825 Case Assignment 1; 94% exemplary; 6% proficient (17 students)
In RSC 6805/6825, 100% of candidates scored at least "satisfactory" in Case Assignment 1 Rubric. This goal was met.

CRC – Sixteen (16) students took the CRC examination (fall 2021, spring 2022, summer 2022). Thirteen (13) students passed this examination and three (3) failed the exam. The goal was not met.

Program Improvement:
At this time, the COE programs will be reviewing the feedback from the recent CAEP accreditation renewal and the academic program review (APR) reports. Using the feedback from CAEP, the academic program review's external review reports, and professional development related to Weave capabilities, new action plans for program improvement will be developed by each program in the college.

Data Summary: Analysis & Evaluation:

Program Improvement:
At this time, the COE programs will be reviewing the feedback from the recent CAEP accreditation renewal and the academic program review (APR) reports. Using the feedback from CAEP, the academic program review's external review reports, and professional development related to Weave capabilities, new action plans for program improvement will be developed by each program in the college.

Ph.D. Counselor Education

Ph.D. Counselor Education
Vision

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. 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.

Core Values
• Cooperation and Professional Collaboration • Scholarly Inquiry and Research • Personal Accountability for Providing the Highest Level of Ethical and Competent Counseling Practice • Personal and Professional Development, including Life-long Learning • Social and Cultural Diversity • Social Justice • Ethically Informed Professional Leadership • Advocacy for Clients and the Counseling Profession

Program Objectives	
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. |

Ph.D. Counselor Education
KPIs, Assessment Process, & Results

Counselor Education Core Curriculum KPIs Assessment Process		
KPI-12: Counseling		
6.B.1.b & d *The student will critically analyze and integrate theories relevant to counseling and describe the use of evidence-based counseling practices.*		
Corresponding Measurement	*Data Collection Points*	*Data Analysis*
MHS 7402 Advanced Counseling Theory: Contemporary Therapies: Reflection Papers (b&d)	Second year first semester (fall)- Mid-point project Second year first semester (fall)- Final project	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
Doctoral Comprehensive Examination	After completion of 33 hour of coursework (typically second year second semester)	
KPI-13: Supervision		
6.B.2.d& e. *The student demonstrates skills of clinical supervision and develops a personal style of clinical supervision.*		
Corresponding Measurement	*Data Collection Points*	*Data Analysis*
MHS 7809 Advanced Supervision in Counseling – Observations and Summary assignments (d& e.)	Second year first semester (fall)- Final project	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 7942 Doctoral Practicum: Practicum Portfolio Assignment (d& e.)	Second year first semester (fall)- Final project	
KPI-14: Teaching		
6. B.3.d& e. *The student engages in instructional and curriculum design, delivery, and evaluation methods relevant to counselor education, including effective approaches for online instruction.*		
Corresponding Measurement	*Data Collection Points*	*Data Analysis*
MHS 7611 e-Learning Group Project (d&e)	First year first semester (fall)- Final project	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 7942 Doctoral Practicum: Practicum Portfolio Assignment (d&e)	Second year first semester (fall)- Final project	

MHS 7945 Doctoral Internship: Internship Portfolio Assignment (d&e)	Third year third semester (summer)- Final project	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.

KPI-15: Research and Scholarship		
6.B.4 a, b, c, d *The student demonstrates an understanding of research designs appropriate to quantitative and qualitative research questions, univariate and multivariate research designs and data analysis methods, qualitative designs and approaches to qualitative data analysis, and emergent research practices and processes.*		
Measurements	*Data Collection Points*	*Data Analysis*
MHS 7730 Advanced Research in Counseling – Literature Review and Presentation (a, b, c, d)	Second year first semester (fall)- Final project	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 7714 Outcome Assessment and Evaluation – Outcome Research Paper & Seminar Presentations (b,c,d)	Second year second semester (spring)- Final project	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 7714 Dissertation Methods Proposal and Presentation (a,b,c)	Second year second semester (spring)- Final project	

KPI-16: Leadership and Advocacy		
6.B.5.i. & l. *The student understands the role of counselors and counselor educators advocating on behalf of the profession and professional identity and ethically engages in leadership and advocacy practices, in a culturally relevant and respectful manner.*		
Measurements	*Data Collection Points*	*Data Analysis*
MHS 7942 Doctoral Practicum portfolio assignment (i.&l)	Second year first semester (fall)- Final project	Aggregate data from course rubrics, collected via LiveText, is compared against criterion, as well as year-over-year performance.
MHS 7945 Doctoral Internship: Internship Portfolio Assignment (i.&l)	Third year third semester (summer)- Final project	

Counselor Education Core Curriculum KPIs Programs Results		
KPI	**Result**	
12	MHS 7402 Advanced Counseling Theory: Contemporary Therapies: Reflection Papers (b&d): Offered every other year. Combined cohorts took this class in Fall 2020 with 100% exemplary for that academic term.	

	Four (4) students completed the doctoral comprehensive exams during the 2021-2022 academic year. All students received either a pass or high pass on their responses.
13	MHS 7809 Advanced Supervision in Counseling –Observations and Summary assignments (d& e.): Offered every other year. Combined cohorts took this class in Fall 2020 with 100% exemplary for that academic term. MHS 7942 Doctoral Practicum: Practicum Portfolio Assignment (d& e.): 100% exemplary (12 students)
14	MHS 7611 e-Learning Group Project (d&e): 92% exemplary; 8% proficient (12 students) MHS 7942 Doctoral Practicum: Practicum Portfolio Assignment (d& e.): 100% exemplary (12 students) MHS 7945 Doctoral Internship: Internship Portfolio Assignment (d&e): 73% exemplary; 27% proficient (11 students)
15	MHS 7730 Advanced Research in Counseling – Literature Review and Presentation (a, b, c, d) -100% exemplary (12 students) MHS 7714 Outcome Assessment and Evaluation – Outcome Research Paper & Seminar Presentations (b,c,d): 82% exemplary; 18% proficient (11 students) Dissertation Defense and Presentation (a,b,c): During the 2021-2022 academic year, seven (7) students completed their Dissertation Proposal Defense. All were approved, 2 with modifications.
16	MHS 7942 Doctoral Practicum: Practicum Portfolio Assignment (d& e.): 100% exemplary (12 students) MHS 7945 Doctoral Internship: Internship Portfolio Assignment (d&e): 73% exemplary; 27% proficient (11 students)

Ph.D. Counselor Education Demographics

Combined Entry Level Programs Demographics and Doctoral Graduate Surveys
Narrative

Ph.D. FY21 Enrollment
Fall 21

Gender Race/Ethnicity	Female #	%	Male #	%	Total #	%
Black	2	8.3%	2	8.3%	**4**	**16.7%**
Hispanic	4	16.7%	1	4.2%	**5**	**20.8%**
Two or more races	1	4.2%			**1**	**4.2%**
White	12	50.0%	2	8.3%	**14**	**58.3%**
Total	**19**	**79.2%**	**5**	**20.8%**	**24**	**100.0%**

Spring 22

Gender Race/Ethnicity	Female #	%	Male #	%	Total #	%
Black	2	9.5%	2	9.5%	**4**	**19.0%**
Hispanic	3	14.3%	1	4.8%	**4**	**19.0%**
Two or more races	1	4.8%			**1**	**4.8%**
White	10	47.6%	2	9.5%	**12**	**57.1%**
Total	**16**	**76.2%**	**5**	**23.8%**	**21**	**100.0%**

Summer 22

| Gender | Female | | Male | | Total | |
Race/Ethnicity	#	%	#	%	#	%
Black	2	11.1%	2	11.1%	4	22.2%
Hispanic	1	5.6%	1	5.6%	2	11.1%
Two or more races	1	5.6%			1	5.6%
White	9	50.0%	2	11.1%	11	61.1%
Total	13	72.2%	5	27.8%	18	100.0%

Ph.D. Counselor Education Stakeholders

Ph.D. Counselor Education Program Stakeholders	
Process	
Consistent with the Department's total quality management philosophy, there is a plan for the regular and ongoing evaluation of the doctoral program. The plan calls for the ongoing collection of data from all stakeholders involved with the doctoral program: students, faculty, supervisors, administrators, graduates, and employers of graduates. Data collected is reviewed and forms the basis for program revision. These revisions are implemented and later evaluated in a cyclical fashion. Data from these evaluations are used to evaluate the following:	
Program Objectives	
Program Objective 1	To acquire, integrate, and apply empirical and theoretical knowledge of the field of counseling.
Program Objective 2	To develop leadership skills in counselor education, supervision, advanced counseling practice, and research.
Program Objective 3	To apply advanced skills and competencies in field-based settings.
Program Objective 4	To conduct research and generate new knowledge in counseling.
Program Objective 5	To design, adapt, and evaluate curricula in the field of counseling.
Program Objective 6	To develop depth and breadth in professional growth and continued life-long learning.
Program Objective 7	To examine the influence of social context and policy variables on human behavior.
Program Objective 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.
Results	
Ph.D. Program Student Survey results: Overall, all respondents endorsed being very satisfied with the doctoral program.	

Very Satisfied accounts for the majority of 'Please rate how satisfied you are with the FAU doctoral program (0verall level)'.

Site Supervisor Survey 2021-2022:
On a scale of 1-10, with 1 being the worst and 10 being the best,
 how would you rate the students from FAU's Counseling Program in regards to preparedness for the counseling field?
8.5
how would you rate the level of professionalism from FAU counseling students?
9.5
how easy is it for you to provide feedback about students or get ahold of the student's supervisor on campus when issues arise?
8
how likely are you to chose another FAU intern over a similar accredited counseling program in the area?
9
based on experiences with past FAU interns, how likely is it that you would hire a graduating FAU intern?
9.5
What do you see as this program's major strengths?
Good reputation for high standards
Emphasis on Advocacy

Ph.D. Counselor Education

Recommendations & Modifications

Counselor Education Recommendations & Modifications
Narrative

Data Summary: Analysis & Evaluation: Four (4) students completed COMP exams during the 2021-2022 academic year. One Hundred percent of candidates scored at least a pass on all sections of the comprehensive exam. As 100% of candidates scored at least a pass on all sections of the comprehensive exam, the criterion for success was exceeded.

Program Improvement:
At this time, the COE programs will be reviewing the feedback from the recent CAEP accreditation renewal and the academic program review (APR) reports. Using the feedback from CAEP, the academic program review's external review reports, and professional development related to Weave capabilities, new action plans for program improvement will be developed by each program in the college. CAEP and APR report is attached.

Data Summary: During the 2021-2022 academic year, 7 students completed their Dissertation Proposal Defense. Seventy-two percent of PhD Counseling candidates were approved (no modifications), while twenty-eight percent of candidates were approved with modifications. The criterion for success was met as 100% of candidates were approved while 72% were approved with no modifications.

Program Improvement:
Dissertation reporting guidelines based on JARS presented to faculty and feedback was provided. This will help with future publication and some of the variability of dissertations that come out of the college.

Data Summary: Review of Ph.D. program graduate survey results, overall very positive, but low response rate was noted.

Data-driven modification:
Discussed increase in marketing and research opportunities for doctoral students

Data-driven modification:
We will keep the students together for the fall 22 semester and revisit for spring/summer 23.