

FLORIDA BOARD OF GOVERNORS

October 21, 2004

SUBJECT: Implementation Authorization for a Ph.D. in Counseling at Florida Atlantic University

PROPOSED BOARD ACTION

Consider implementation authorization for a Ph.D. in Counseling (CIP 13.1101) at Florida Atlantic University.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7 (d), Constitution of the State of Florida

BACKGROUND INFORMATION

Florida Atlantic University is requesting to implement a Ph.D. in Counseling. The graduates of this program will be prepared to assume a variety of professional positions, including faculty positions; administrative positions in government, not-for-profit, and for-profit organizations; and in clinical practice. This program would be the first Ph.D. in Counseling offered in South Florida. The other two doctoral programs in the state are at the University of Florida and Florida State University.

FAU has provided a convincing argument of the need for more doctoral-level graduates in counseling, and evidence of the anticipated demand. The proposed program could be important for the large school districts in the area. Doctorates in counselor education are necessary for students who aspire to train, supervise, coordinate, and direct counseling programs and services. The proposed program aims to address the demand for Ph.D. counselors and to enhance the quality and effectiveness of counseling services at the state and national levels.

The proposed program's cost per student FTE is similar to that of other education programs in the SUS which was \$21,464 (as calculated using the 2002-03 Expenditure Analysis). There are currently ten faculty who would participate in the program by Year Five, and the University plans to hire two additional faculty. FAU faculty have the research and instructional experience necessary to implement the program, and the infrastructure is in place.

The program consists of a minimum of 60 post-master's graduate credits. Expected learning outcomes appropriate to the discipline are listed in the proposal and discussed in some detail. These outcomes are based on Council for the Accreditation of Counseling and Related Education Programs standards, and include knowledge and skills in the areas of clinical practice, evaluation of counseling, and teaching/supervision skills. The College of Education intends to pursue accreditation as soon as possible.

The FAU Board of Trustees approved the proposal for the Ph.D. in Counseling at its March 21, 2003 meeting. If the Board of Governors approves the proposal, the University plans to implement the program fall 2005.

Supporting Documentation Included:

Staff Analysis

Facilitators / Presenters:

Chancellor Austin / R. E. LeMon
FAU Representatives

Ph.D. DEGREE PROPOSAL STAFF ANALYSIS
Counseling
Florida Atlantic University

Estimated costs:

	Total	% & \$ Current	% & \$ New	% & \$ C&G	Cost per FTE	SUS 02-03 Average Costs
Year 1	\$157,551	81%, \$127,421	19%, \$30,130	0%, \$0	\$35,011	\$21,464 for CIP 13
Year 5	\$387,383	81%, \$314,795	19%, \$72,588	0%, \$0	\$17,489	

NOTE: SUS Average Costs are calculated using the 2002-03 Expenditure Analysis.

Projected FTE and headcount are:

	Projected Headcount	Student FTE
First Year	6	4.5
Second Year	13	9.75
Third Year	23	17.75
Fourth Year	33	24.75
Fifth Year	24	18

On April 30, 2003, the Florida Board of Governors approved eight criteria, divided into the two categories of Readiness and Accountability, by which implementation authorization of new doctorates were to be assessed. The following is an analysis of the University's proposal based on further delineations of those eight criteria.

Evidence that the proposed program is listed in the current State University System Master Plan, and/or that the goals of the proposed program relate to the institutional mission statement as contained in the Master Plan

The program is listed in the Master Plan. It is consistent with the economic development and professionalism components of the University's mission, and it is reflective of the mission's call for innovative curricula and research to meet the changing needs of the region and the State. The program is responsive to the Florida Board of Governors' and the State Board of Education's call for more people to be trained as school psychologists (because the program will train people who train these psychologists).

Evidence of a relationship to specific institutional strengths

The proposal cites faculty productivity as evidence of strength. In addition, it is noted that FAU counseling education faculty have been invited to provide professional development and consultation services to schools throughout the region, state, and nation. Also, members of the department faculty have been invited to train educators in U.S. schools overseas, as well as educators from foreign countries. Recently, the College Board and U.S. Department of State established a collaborative relationship with the FAU Department of Counselor Education to provide professional development training to school counselors in American International Schools.

The program will have close research, training, and clinical training links with the University's biomedical and health programs, as well as with the A. D. Henderson University School (a K-8 laboratory school) and the University Counseling Center.

Evidence that planning for the proposed program has been a collaborative process involving academic units and offices of planning and budgeting at the institutional level, as well as external consultants, representatives of the community, etc.

The proposal provides evidence of cooperation within the College of Education's Counselor Education Department and a significant amount of research in the planning process. Programs (including innovative curricula in the field) at other institutions were studied. The proposal lacks evidence of any of the planning process occurring outside the Department—for example, there is no mention of contact with personnel in other parts of the College or with personnel outside the College, such as in the Department of Psychology.

Evidence of an appropriate timetable of events leading to the implementation of the proposed program

The University has plenty of time to be put the program into place before the scheduled fall 2005 start-up date. A logical sequence of events leading up to the implementation date is provided in the proposal. The timetable includes such items as accommodating accreditation timetables, implementing advertising/marketing plans, and recruiting and hiring new faculty.

Evidence that progress has been made in implementing the recommendations from program reviews or accreditation activities in the discipline pertinent to the proposed program

The counseling education programs (bachelor's and master's) were reviewed by the National Council for Accreditation of Teacher Education (NCATE), the Florida Department of Education, and the Florida Board of Regents in 2000, as part of an overall review of the College of Education. The College received a positive review, and the Department of Counselor Education was cited as a strength of the unit by the NCATE review team.

Evidence of an appropriate, sequenced, and fully described course of study; evidence of specific learning outcomes and industry-driven competencies for any science and technology programs

The curriculum was designed in accordance with the standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the specialized accrediting board in the field. Students admitted to the program must have completed studies that meet the CACREP professional entry-level standards and provide evidence of a knowledge base of a professional counselor, such as certification in school counseling or rehabilitation

counseling, or licensure in mental health counseling or marriage and family therapy.

The program consists of a minimum of 60 post-master's graduate credits. This credit-hour requirement is consistent with other major university programs in counselor education, including the one at the University of Florida. The curriculum includes requirements in counselor education (pedagogy), applied counseling methods, research, clinical experiences, and specialization areas and electives. Many, if not most, of the courses include a rigorous clinical component. The program includes requirements to work in a "research group" focusing on a single area, as well as a dissertation requirement.

Expected learning outcomes appropriate to the discipline are listed and discussed in some detail. These outcomes are based on the CACREP standards, and include knowledge and skills in the areas of clinical practice, evaluation of counseling, and teaching/supervision skills.

Evidence that, if appropriate, the bachelor's and master's degree programs associated with the program are accredited and that the institution anticipates seeking accreditation for the proposed program if available

As mentioned previously, the FAU counseling education programs (bachelor's and master's) were reviewed by the National Council for Accreditation of Teacher Education (NCATE), the Florida Department of Education, and the Florida Board of Regents in 2000, as part of an overall review of the College of Education. The College received a positive review, and the Department of Counselor Education was cited as a strength of the unit. The proposal indicates that the Department has "met and exceeded" all state and national certification, licensing, and accreditation (CACREP) requirements.

Evidence that the proposed institution has analyzed the feasibility of providing all or a portion of the proposed program through distance learning technologies via its own technological capabilities, as well as through collaboration with other universities

Given that there is an intensive clinical component to this program, the fact that some courses will be offered by distance technology is sufficient to meet the criterion. In addition, the program will offer, when appropriate, courses in an intensive, on-campus modular format. Because a good deal of the program will be offered in this unusual fashion, University personnel determined that sharing courses with another institution would generally not be feasible for this program.

Evidence that there is a critical mass of faculty available to initiate the program based on estimated enrollments

The accomplishments of the faculty (including publications), as well as their numbers, indicate they are ready to run this program. In addition, the program is scheduled to begin with a headcount of six students taking a strict sequence of courses during the first year, so the one FTE faculty assigned to the program the first year will be completely sufficient. There are currently ten faculty who would participate in the program by Year Five, and the University plans to hire two additional faculty. Faculty members are scheduled to be added according to a sequence that takes workload and specialty considerations into account.

Evidence that the faculty in aggregate have the necessary experience and research activity to sustain the program

The current faculty has an impressive research and service record. Faculty members serve as

officers in several statewide professional associations. One faculty member has served as a trainer for the American Counseling Association, and the Department has collaborative agreements with The College Board and the United States Department of State's Office of Overseas Schools to provide counselor training. Since achieving department status in 1994, the Department has been awarded over \$1,000,000 in outside training and research grant funds. The Department's placement record in the master's program indicates they are experienced and successful in training professionals in the field.

Evidence that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments

The evidence of commitment to hire faculty in the future is clear, and the number of faculty (and their productivity) is sufficient to run the program with the estimated enrollments.

Evidence that library volumes and serials are sufficient to initiate the program

The library's own resources (serials in particular), along with its technological capabilities, make for an excellent resource. The University's libraries (located on several campuses) held 14,471 volumes as of November 2000 (the last time such a comprehensive survey of holdings was done). The libraries provide 22 electronic resources for counselor education research, as well as six electronic journal collections. The University libraries collectively subscribe to over 300 journals in counselor education and related fields.

The Department of Counselor Education also maintains its own resource library in the College of Education. The resource library includes a collection of textbooks, as well as multimedia, monographs, and periodicals.

Evidence that classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary for the proposed program is sufficient to initiate the program

The physical resources are more than adequate to conduct this program. The space allotted to the Department includes six clinical offices, a clinical director's office, a group counseling room, and a play-therapy room.

Evidence that necessary and sufficient equipment to initiate the program is available

The equipment owned by the Department is more than adequate for the programs' needs, with computers in all faculty offices and multi-media equipment in all classrooms.

Evidence that, if appropriate, fellowships, scholarships, and graduate assistantships are sufficient to initiate the program

The proposal indicates that the College of Education will commit four graduate assistantships to this program. This number is considered more than adequate, because some of the students in the program will be part-time students who are already employed in the field.

Evidence that, if appropriate, clinical and internship sites have been arranged

The program already has an excellent roster of internship and clinical sites. CACREP standards allow students who are already working in professional settings to intern at these work sites, as long as the internship experience itself is different from their normal duties.

Evidence that there is a need for more people to be educated in this program at this level

The authors of the proposal aver that a doctoral program is necessary for the South Florida area to have the number of professionals needed to provide counseling training for the mental health counselors in the region. A doctorate in counseling is not required to be a counselor, but the doctorate is preferred for those who train them, especially at institutions of higher education. In addition to the licensed mental health counselors residing in the University's service area, there is a large group of master's-level counselors certified and employed in school counseling, who may need and/or desire further training.

Evidence that the proposed program does not duplicate other SUS or independent college offerings or, otherwise, provides an adequate rationale for doing so

This would be the first Ph.D. in Counseling offered by a public institution in South Florida. In fact, it would be the first Counseling Ph.D. in South Florida, public or private. The other two doctoral programs in the state are at the University of Florida and Florida State University.

Evidence of reasonable estimates of student headcount and FTE who will major in the proposed program, and commitment to achieve a diverse student body

The headcount/FTE ratio throughout the five-year period covered in the proposal seems reasonable, given the need and demand figures. For example, in Year Five, the numbers are 24 headcount and 18 FTE, which are reasonable and which indicate that the average student load will be .75 FTE. There was a signed EEO statement in the proposal.

Evidence of a budget for the program that is complete, reasonable, comparable to the budgets of similar programs at other SUS institutions, and reflective of the proposal's text

The proposal does provide a complete and reasonable budget for the program that reflects, and is supported by, the text of the proposal. The addition of faculty and other resources is rational and thoroughly planned out. The costs for the program are in line with other programs in education (CIP 13) in the SUS which were \$21,464 (as calculated using the 2002-03 Expenditure Analysis). The costs per FTE decrease from Year One to Year Five.

Evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education

The proposal indicates that the addition of graduate assistants will have a positive effect on both the master's and bachelor's programs in terms of instruction and mentoring.

Evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service

The master's and bachelor's programs are considered successful programs, because of the placement rates and satisfaction of employers.