FACULTY SEARCH REQUEST FORM

COLLEGE: COLLEGE OF EDUCATION

DEPARTMENT/DISCIPLINE: **Two separate but related Master’s Degree Programs: One in School Counseling and one in Mental Health Counseling**

*POSITION INFORMATION*

REPLACEMENT POSITION (Y/N): No NEW POSITION(Y/N): Yes
POSITION NUMBER: RANK: Coordinator (9115) ½ time 20 hours per week.
FORMALLY FILLED BY (NAME): New Position POSITION TITLE: **Counseling CLINICAL**

 **COORDINATO**REASON FOR LEAVING FGCU: None ANTICIPATED SALARY RANGE: 21,000

 **12 MONTH CONTRACT FOR 20 HOURS PER WEEK.**

VISITING ON LINE(Y/N): N
 NAME: DATES OF APPT:
REQUESTED RANK: **Clinical Coordinator (9115)**POSITION TITLE: **Clinical Coordinator**

SALARY ON LINE: **None**ANTICIPATED STARTING SALARY:

**HIGHEST DEGREE EARNED IN THE FIELD (MASTER’S OR DOCTORATE)**

*CONTRACT INFORMATION*

CMYA xxx FMYA NUMBER OF YEARS 1

12 MONTHS IN-UNIT : Yes OUT-OF-UNIT No

*FACULTY ACTIVITY*

Proposed effort distribution (%): \_\_50\_\_ Internship Supervision

\_ 0\_\_\_ Research/Scholarly/Creative Activity

\_\_50\_\_ University & Professional Service/Outreach (Including clinical

coordination for program)

\_\_0\_\_ Externally Supported Activities (identify actual source)

**NOTE: MASTER’S LEVEL THIS POSITION WOULD BE ASSIGNED TO BE A CLINICAL COORDINATOR FOR 25% AND WOULD BE ABLE TO SUPERVISE STUDENT PRACTICA OR INTERNSHIP SECTIONS FOR 25%. ASSIGNMENT ONLY AS CACREP STANDARDS, AS WELL AS SACS RESTRICTIONS ALLOW MASTER’S FACULTY TO ONLY WORK WITH FIELD EXPERIENCES AND NOT TO TEACH PRIMARY CONTENT COURSES.**

**If replacement position**, describe the current effort distribution and position responsibilities based on the last three annual activities reports/evaluations.

List of courses expected to be taught over the next two years with indication of frequency of offering, average enrollment, as well as course type (Gen Ed, Major, non-major, or Elective).

**Clinical Coordination**: Site selection, site and student liaison, student application processing; recording student hours and site placements; training site supervisors at least on an annual basis as required by CACREP; reviewing and monitoring site supervisor credentials.

**CLINICAL SUPERVISION:** As a field supervisor this person can supervise or primarily supervise sections of Practicum, Advanced PRACTICUM, Internship (for school counseling students) and/or clinical internship (for mental health counseling students.) CACREP accreditation standards limit section sizes to 1:6 students or 1:6 supervisors in Practicum and 1:12 in internships when site supervisors serve as primary supervisors. (Each field experience requires small group and individual meetings of an average of 1.5 hours per week).

Identify expectations of research/scholarly/creative activity, and possible collaborations: As an clinical coordinator, there would be no contractual expectation of research or scholarly work.

Identify service and/or outreach expectations: Program and College service as well as significant work on clinical component of program training; internship manual; site database; and participation in preparing for accreditation and program approval efforts, community outreach, liaison with current and potential internship sites. Management of the database regarding practicum and internship locations, supervisors, and hours.

*RATIONALE AND JUSTIFICATION (must be completed)*

Provide a justification for the requested position and a rationale for the rank. Data shall include changes in the academic program, evidence of student or disciplinary need, current faculty credit hour production, changes in current faculty population, average class sizes, and projected impact on other departments/programs within the unit. (NOTE: proportionality to growth in and of itself does not constitute an adequate justification)

1. The “counseling program” is actually two distinct master’s program which require either 48 credits (Plan I School Counseling) 57 credits (Plan II School Counseling), and 60 credits (Mental Health Counseling) for graduation. These are completed on a 2/3 FTE time basis over 2 1/2 to 3 years including the summers. Program growth over the last two years has necessitated an increased number of sections and the splitting of course that were at one-time cross-listed. This has left the program with many sections taught by adjuncts including the supervision of field experiences.

**CACREP requires that at least 50% of the courses are instructed by core Counseling Program faculty. Please see the chart below which indicates that the program failed to meet this standard this year and is perilously close to failing next year (2011-2012).**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year/Semester** | **Number Content Course/ Number of Non-Core Faculty Instructors** | **Number of Field Experience Courses/ Number of Non-core Faculty Instructors** | **Percentage of Courses Taught by Non-core Faculty** |
| Fall 2010 | 7 | 2 | 6 | 2 | 4/13 = 31% |
| Spring 2011 | 8 | 4 | 6 | 4 | 8/14 = 57% |
| Summer 2011 | 5 | 3 | 6 | 5 | 8/11 =73% |
| Total for the Year | 20 | 9 (45%)  | 18  | 11 (61%) | 20/38 = 53% |
| **Year/Semester****(Projection based on current enrolment and additional faculty member returning from administration )** | **Projected Number of Content Course/ Number of Non-Core Faculty Instructors** | **Projected Number of Field Experience Courses/ Number of Non-core Faculty Instructors** | **Projected Percentage of Courses Taught by Non-core Faculty** |
| Fall 2011 | 7 | 0 | 8 | 5 | 5/15= 33% |
| Spring  | 9 | 3 | 13 | 6 | 9/22=41% |
| Summer  | 6 | 2 | 4 | 4 | 6/10= 60% |
| Total for Year  | 24 | 5 (21%) | 25 | 15 (60%)  | 20/49=41% |

1. Both programs are accredited by CACREP (the Council for the Accreditation of Counseling and Related Educational Programs.) This accreditation is required for state mental health licensure. This program has doubled its enrollment over the past two years. CACREP will be revisiting FGCU in two years with next year as the self-study year (2011-2012).
2. CACREP requires that one Core Faculty member must be designated as a Clinical Coordinator who can identify and be a liaison with school and mental health field sites, train supervisors, manage the student application process for field experiences, and manage the required record-keeping for field experiences.
3. Each student completes two practicum courses and three internships for School Counseling (600 hours) and five internships for Mental Health (900 hours). Thus the need for a substantial number of approved sites with appropriately trained and vetted site supervisors grows as the programs grow.
4. Current program credit hour and FTE production for 2010-2011 Summer/Fall/Spring = 1943 with 61 FTE. \* Projected credit hour production for 2011-2012 Summer/Fall/Spring = 2550 with 80 FTE and 4 full-time faculty.
5. The program originally had five full time faculty with 60 FTE students when initially accredited by CACREP seven years ago. The current configuration is with four full-time faculty with a total student enrollment of 135. CACREP requires faculty ratio to students of 1:10. (They also mandate that a Core Faculty member be assigned to manage the program with release time and that there be program coverage and leadership on a 12 month basis.
6. While program growth isn’t the only reason to add this additional faculty resource, the school counseling program has grown by an average of 25% in recent years and the mental health counseling program has more than doubled. (Undergraduate COE programs where there are several internships and field experiences are assigned three faculty whose jobs are to help coordinate these field experiences and faculty are assigned no more than five students per section of internship. Counseling Faculty, by way of contrast, have no administrative or clerical help nor dedicated faculty assignments to perform a similar function with students who complete between 3-5 field experiences with a ratio of 1:12 in their three years of study at FGCU.)
7. CACREP’s latest standards have been revised to allow master’s trained/licensed/experienced instructors to both coordinate field experiences AND supervise sections of internship and practicum.
8. National projections hold that there will be great demand for Mental Health Counselors and that School Counselors will be needed to replace a large number of retirements of the Baby boom Generation. Thus, neither program projects a reduction of enrollments for the foreseeable future.
9. Aside from internships whose class sizes are controlled by accreditation standards and workload; Counseling sections have been combined between both programs when sufficient numbers of students were not enrolled creating class sizes of 20-30 from single sections of fewer than 20. In the last year; several sections have been split when they exceeded 35. During 2010-11 the following were average class sizes by student cohort year and program:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Spring 2010** | **Summer 2010** | **Fall 2010** | **Spring 2011** |
|  | **# of Sections** | **Avg class size** | **# of Sections** | **Avg class size** | **# of Sections\*** | **Avg** **class** **size** | **# of Sections** | **Avg class size** |
| **Year 1 Cohort** | 5 | 26 (one 40 section split in two) | 2 | 38.5 | 2 | 43 | 6 | 29 |
| **Year 2 Cohort** | 3 | 13 | 3 | 23 | 4 | 18(one section split into two) | 3 | 27 |
| **Year 3 Cohort** | 1 | 16 | 1 | 7 | 1 | 19 | 1 | 19 |
| Internship Sections | 3 (one section was combined) | 11 | 1 | 7 | 5 | 11 | 3 | 9 |
| Total sections required/ # faculty required at 3 courses & 1 summer | 12/4.0 |  | 7/7 |  | 12/4 |  | 13/4.1 |  |
| Number of credits produced/FTE | 609/19 |  | 461/14.4 |  | 606/18.94 |  | 876/27.38 |  |
|  |  |  |  |  |  |  |  |  |

\*NOTE: School counseling students who do not have prior teaching credentials enter in the Fall and enroll in up to 9 credits of additional coursework taken from outside of the Counseling Core. These courses and FTE are not included. School Counselors who have prior teaching credentials enter the program in the Spring.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Projected Summer 2011** | **Projected Fall 2011** | **Projected Spring 2012** |  |
|  | **Number of Sections** | **Avg class size** | **Number of Sections** | **Avg class size** | **Number of Sections** | **Avg class size** | **Anticipated credit hour and FTE production 2011-12** |
| **Year 1** | 4 | 30 | 2 | 30 |  6 | 30 |  |
| **Year 2** | 3 | 25 | 4 | 30 | 4 | 30 |  |
| **Year 3** | 2 | 20 | 3 | 27 | 3 | 27 |  |
| **Internship Sections** | 1 | 7 | 8 | 10 | 6 | 10 |  |
| **Total sections required/ # faculty required at 3 courses & 1 summer** | **10/10 faculty needed** |  | **17/5.6 faculty needed** |  | **19/6.3 faculty needed** |  | **2860/89.41** |

Describe the critical nature of this position/hire to specific aspects of the mission and success of the unit and the institution; where applicable, include specific strategic goals that are addressed.

CACREP requirements include a program leader (including for summer) who gets release time to manage the program; a clinical coordinator to manage the recruitment and training of sites and supervisors as well as on-going liaison with students and their sites; and specific ratios which cannot be exceeded for the program’s field experience components. While the program leader may also coordinate field experiences, this would reduce the number of courses such a person could reasonably instruct or field experiences which could reasonably be supervised. Thus even with four faculty full time in the program; at least one faculty member is required to receive a summer administrative assignment and release time during the year to manage the program. While we may be able to “squeak by” with CACREP for the short term and get a limited reaccreditation and have to make up our deficiencies, the other associated teaching, research, and accreditation tasks for CACREP, NCATE, and DOE could seriously affect our program and its quality.

The position sought will be responsible for the continued development and monitoring of the school and mental health clinical field placements that form a significant element in the preparation of school counselors and mental health counselors. In addition to reviewing the existing settings, the clinical coordinator will have the responsibility of developing additional settings, managing placement and site databases; communicating with sites, supervisors and student interns, placing students, assigning faculty supervisors, and orienting school and agency supervisors to the requirement of the program. This latter duty will involve on-going training in supervision techniques that are necessary to meet the needs of our students.

What does not show in our numbers above are the requirements for practicum supervision which is 1:6. We have been hiring many master’s trained practicum supervisors who are coordinated by a full-time faculty member. This is required during the spring term and has become a difficult process to manage and to find sufficient client hours for our growing number of students.

Delaying this position to be hired when we are going through reaccreditation and site visit will significantly impact faculty who have to handle the marked increase of students, site coordination, class sizes, advising, program administration, preparation of self-study documents; and mentoring part-time faculty. This will all be occurring in the fall of 2011. Help is needed immediately.

The Dean has authorized a temporary “fix” for a half-time temporary position for 2011-12 as an OPS employee. This request is to make that position a permanent one in 2012-13 when our largest enrollment bump will be in their third year of the program and completing substantial field experiences in both spring and fall terms.

Approvals:

Department Chair: Date:

Dean: Date: