



Monmouth University School of Education
Educational Counseling Program
CACREP Mid-Cycle Report
September 2020

Respectfully Submitted by:
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Mid-Cycle Reports must be submitted to the CACREP office no later than **September 15, 2020**. Please submit your report via the CACREP website (<https://www.cacrep.org/forprograms/resources-for-applying-for-cacrep-accreditation/report-submissions/>).

I. CHANGES IN PROGRAM OPERATIONS

- *Briefly describe any changes in organizational structure, support services, budget and funding sources, and student enrollment figures since your last on-site visit. Include a brief discussion of the impact of those changes. (Standards: I.C, E, H, K, L, O, T and V and CES I. D-F)*
- *Please describe developments in how the program uses technology for instructional purposes, noting any changes in course delivery methods or options.*
- *If no changes occurred since your last site visit, please simply note “No changes since last full review.”*

Institutional Response for Standards I.C, E, L, O, T, V

There have been no changes since the last full review.

Institutional Response for Standard H

Monmouth University has counseling programs within two schools: The School of Education and the School of Humanities. The School of Education has reached an agreement with Professional Counseling (also a CACREP accredited program) to share the lab space for students in the Educational Counseling Programs. In early spring of 2018, a meeting with the Professional Counseling Department Chair, Professional Counseling Program Director, Educational Counseling Program Director, and Assistant Dean of the School of Education, logistics were discussed and approved to ensure Educational Counseling students have an instructional environment conducive to modeling, demonstrating, supervising, and training. Courses have been scheduled to ensure that Educational Counseling students do not overlap with Professional Counseling students in laboratory usage. Processes have been shared and approved with both Professional Counseling and Educational Counseling faculty and administration. Educational counseling students have had access through their coursework and during open lab hours to this space since January 2018.

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.

Institutional Response

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H1) Students have full access to three observation rooms with one-way mirrors where they can privately practice individual counseling role-plays. Video recorders are set up in each observation room allowing for recording of sessions.

2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.

Institutional Response

H2) Students have full access to three observation rooms with one-way mirrors where they can privately practice supervised small group counseling. Video recorders are setup in each observation room allowing for recording of sessions if needed. In addition, faculty members can observe from the observation control room. Classrooms and a conference room with appropriate technologies are also available.

3. Necessary and appropriate technologies and other observational capabilities that assist learning.

Institutional Response

H3) Classrooms, the conference room, and observation rooms have technologies for recording and playing videos. Video conferencing is available in the conference room and two classrooms.

4. Procedures that ensure that the client's confidentiality and legal rights are protected.

Institutional Response

H4) Students do not counsel clients on the premises of the University. The University has no clinical counseling facilities. Students are taught and made fully aware of confidentiality and the legal rights of their clients, as well as each other. This is considered before partaking in and/or video-recording any counseling session. Furthermore, session recordings from field placement sites which are reviewed in class are destroyed at the end of that semester, ensuring privacy protection of clients at those sites.

Institutional Response for Standard K: The institution would like to report changes to standard K.1. For standards K.2 and K.3 the institution has no changes since the last full review to report.

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1. Each applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.

Institutional Response

K1) The current admissions process has been in effect beginning the Spring semester of 2017. The Educational Counseling Program has initiated a group interview format as part of their admissions process. This six-part process (Appendix 1A) includes a faculty-student welcome, small group round robin dialogue, small group activity, a small group "Who Should Survive?" presentation (Appendix 1B), a Question and Answer session (applicants are dismissed), and a faculty decision discussion. Faculty use a four-point rubric to score each applicant (Appendix 1C) and includes the following criteria: self-disclosure, engagement, listening, affect, group process, group membership, and social justice orientation. Applicants must score a 10 or better to be considered for admission.

II. FACULTY

Faculty make-up:

- *Please provide a table of the program's current core faculty, listing the following for each faculty member (including date of full-time employment to the counseling program and dates and descriptions of activities):*
 - o *Terminal degree and major (Std. I.W.2)*
 - o *Current professional memberships (Std. I.W.4)*
 - o *Current licenses/certifications (Std. I.W.4)*
 - o *Engagement in the counseling profession through a) development/renewal, b) research and scholarly activity, and c) service and advocacy over the last 3 years. (Std. I.W.5)*
- *Please note any changes in the total number of core faculty since the last site visit (Std. I.W.1) and indicate any core faculty members who are new since the last full review and provide their current CVs.*
- *Please also note plans and progress for hiring to fill any currently open positions.*

Institutional Response

The Educational Counseling program is fully staffed with six full-time tenure track faculty with terminal degrees in Counselor Education and Supervision. A table of the program's current core faculty is attached as ***Appendix A New Faculty CVs*** and includes the requirements listed in this standard.

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The total number of core faculty at the time of the site visit was five. Since then, the program has hired two new faculty: Dr. Kathleen Grant and Dr. Stephanie Bobbitt. The new faculty replaced the line that was open at the time of the site visit, and the line that was vacated by Dr. Jose Maldonado.

There are currently no open positions. All positions are filled and the program is fully staffed.

Faculty ratios:

- *For each term in the most recent 12-month period, please provide documentation of the number of course credit hours delivered by noncore faculty and the number by core faculty. If the program is delivered at multiple campus sites and/or via multiple delivery methods, please document course credit hour delivery for each site/method and for the aggregate of all sites/methods. (Std I.M)*

Institutional Response:

Appendix G Course Delivery by Non Core and Core Faculty provides data to demonstrate the program is meeting this standard. Data is provided on the following academic terms: Summer 2019, Fall 2019, Spring 2020, Summer 2020. Courses are broken down by tenure track (Core), non-tenured (non-core) and adjunct (non-core).

- *For each term in the most recent 12-month period, please provide documentation of the program's FTE student to FTE faculty ratio, including and explaining the calculations for both students and faculty. If the program is delivered at multiple campus sites or via multiple delivery methods, please document FTE ratios for each site/method and for the aggregate of all sites/methods. (Std I.N).*

Institutional Response:

The program is delivered at one site on the main campus of Monmouth University. The ratio presented is for all terms offered in the last 12 months. Explanations on how students and faculty are calculated are included in the chart below.

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Ratio of FTE Students to FTE Faculty									
Term	Full-Time Students	Part-Time Credits			# Full-Time T/TT Faculty	FT Nontenure Track Faculty	Load HRs by PT-Faculty	FTE faculty	Ratio
19/SC	0	66	7.3		1	0	3	1.25	1:5.8
19/SE	0	165	18.3		3	0	0	3	1:6.1
19FA	42	201	64.3		5	2	12	8	1:8.0
20/SP	38	162	56.0		6	1	0	7	1:8.0
20/SA	0	9	1.0		1	0	0	1	1:1
20/SB	2	144	18.0		3	1	0	4	1:4.5
FTE students = number of full-time students + part-time credits divided by 9. Nine credits is a full-time load.									
FTE faculty = number of full-time faculty + load hours of part-time faculty divided by 12. Twelve credits would									
be a full-time faculty load. This calculation is one used by Mike Middaugh for the Delaware Study of									
faculty productivity.									

III. CURRICULUM

For each accredited specialty area, please:

- Note any required courses that have been added, dropped, or revised significantly, and explain the rationale for those changes.
- Explain and document where curricular standards are now met if they were formerly covered in a course that has been dropped.
- Note any required courses that have changed in delivery method.
- If no changes occurred since your last site visit, please simply note "No changes since last full review."

Institutional Response: There have been no changes since the last full review.

IV. CLINICAL INSTRUCTION - PRACTICUM AND INTERNSHIP

- Please describe the program's supervision structure (i.e., who provides individual supervision in practicum and internship) and provide documentation of supervision ratios for practicum and internship (Sids I.Q and I.R).

Institutional Response:

Throughout the semester, all interns are supervised by the on-site supervisor for a minimum of one hour per week. Additionally, throughout the semester, students meet a minimum of two times with their faculty practicum supervisor individually. Students in internship meet minimally one time for supervision with their faculty supervisor. Faculty are available throughout the semester for supervision when needed.

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In addition to weekly individual supervision on site, each intern must attend a weekly internship seminar where group supervision is provided by program faculty. Internship seminars meet for one hour and twenty minutes in class to discuss the internship activities with the course instructor and other internship students for peer supervision. The class additionally meets online for one hour and twenty minutes. Each student submits a journal, which is an ongoing correspondence between student and faculty supervisor. Students also post to an online discussion board and communicate as a group with each other and with the faculty supervisor. These seminars allow students to examine their own counseling work, learn from each other, clarify professional goals, and help each other achieve these goals.

Monmouth University does not use students to supervise interns.

The ratio is one faculty instructor up to 10 students; this ratio is for all practicum and internship students.

Spring 20 Course	Faculty	Students
EDC600A practicum Faculty: Student Ratio: 1:5	Professor Cindy O'Connell	Eric Diaz Matthew Fletcher Amy Scarpulla Elizabeth Giron Lindsey O'Brien

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<p>EDC 601A Internship I</p> <p>Faculty: Student Ratio: 1:10</p>	<p>Professor Cindy O'Connell</p>	<p>Michelle Sholk</p> <p>Erin Alutto</p> <p>Jessica Rodriquez</p> <p>Danielle Slater</p> <p>Jennifer Ruland</p> <p>Noelle Stueck</p> <p>Gabrielle Fallon</p> <p>Sara Dokhgan</p> <p>Allyson Fry</p> <p>Melissa Ladd</p>
<p>EDC 601A Internship I</p> <p>Faculty: Student Ratio: 1:10</p>	<p>Dr. Kathleen Grant</p>	<p>Erin Maloney</p> <p>Shannon Foley</p> <p>Fortune Mosseri</p> <p>Samantha J. Broo</p> <p>Emma Stark</p> <p>Tara Hollywood</p> <p>Kendall LaValle</p> <p>Melissa Rybczynski</p> <p>Nicollette Morales</p> <p>Kathryn Kasser</p>

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EDC 602A Internship II Faculty: Student Ratio: 1:9	Dr. Kathleen Grant	Cody K. Wight Stephanie Farnkkopf Jenna Flemming Brigitte Antocnocci Krystle Ruggerio Elana Mitev Marina Melillo Kaitlin Gilbride Dana Hembling
EDC 602B Internship Faculty: Student Ratio: 1:8	Dr. Alyson Pompeo-Fagnoli	Chelsey Peniston Kristen Gadomski Natalie Quinones Jihad Johnson Lauren Hughes Samantha Caponegro David Schenk Christine Oller

- *For the following elements of clinical instruction, please note any changes since your last on-site visit and provide documentation to show that the changes include continued compliance with related CACREP Standards. If no changes have been implemented since your last site visit, simply note "No changes since last full review":*
 - o Practicum and internship site placements generally (Related Standard: III.G)*
 - o Supervisor qualifications and requirements (Related Standards: III.C)*
 - o Clock hour requirements (Related Standards: III.F and III.G)*

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Institutional Response: No changes since last full review

V. PROGRAM ASSESSMENT AND EVALUATIONS

- *Please provide the most recent official report that documents outcomes of your program's systematic program evaluation (AA.1-5). In addition, please provide documentation that the program distributes the report to the program's constituent groups. (Stds I.AA.6, CES I.L)*
- *Please outline the next scheduled program evaluation activities, indicating when they will take place, the process involved, and how results are used for program development. (Stds I.P, AA.1-5, CES I.L)*

Institutional Response:

The official report is published on our counseling program website (<http://www.monmouth.edu/academics/departments/edleadership/counseling.asp>). Recently the institution has been updating and improving the website which should be completed by the end of the Fall 2020 semester. The latest series of data will be uploaded with the new website additions. The program constituents are emailed the link to this webpage that allows them access to review the report. The constituents consist of school counselors, student affairs professionals, directors of school counseling services, school administrators, university administrators, site supervisors, faculty, students, and alumni. Feedback has been provided by site supervisors and their directors in regards to the preparation and disposition of students. The feedback has been positive and is supported by their continued collaboration and placement of Monmouth University's counseling students. Feedback is being gathered via email bi-weekly as indicated in our interim report 2018 and verbally during site visits and the counselor-in-training placement process. There has been no change in this process since our last interim report.

The Educational Counseling program faculty meets bi-weekly during the academic year and once during the summer for a two day retreat to discuss the program objectives, course syllabi, survey data, advisement issues, and to review CACREP core area assessments. During these meetings, program faculty members assess and evaluate courses and curriculum changes necessary for the success of the program. During the site visit documentation of minutes were provided. In addition, the faculty reviews data and program changes at their annual two-day retreat. There is no change in this process.

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Additionally, once a month, core program faculty review each student's clinical skills, counseling dispositions, and development in the program. Program faculty documents these concerns and gathers information to outline the appropriate plan of action. Once a concern has been identified, a plan will be set into action.

The Educational Counseling program works in conjunction with the School of Education to administer exit, alumni, and employer surveys. The Educational Counseling program has configured the exit survey to target feedback about program curriculum, program faculty, adjunct faculty, policies and procedures, and general comments. The information from this exit survey will be discussed and utilized to make program and curriculum changes that merit modification. In addition, the results from this exit survey will allow program faculty to reflect on innovative instructional methods in counselor education. The results from the exit survey will be discussed by the administration whereby recommendations will be implemented to improve the program. A copy of the exit survey and the results from 2019 and 2020 can be found in *Appendix E*.

The Educational Counseling program also works in conjunction with the School of Education to administer employer surveys. The School of Education has determined that it would be more effective to have individual program employer surveys be administered at the school level instead of program level. The most recent employer survey data can be found in *Appendix F*.

The next distribution of alumni surveys will take place in the Fall of 2020. The most recent was shared in the interim report provided with the interim report.

In addition to employer, alumni and exit surveys the program tracks the number of candidates recommended for licensure in the State of NJ. The following represent the numbers of those recommended for licensure for school counseling in New Jersey the past three academic years:

2017-18 - 24 candidates

2018-19= 23 candidates

2019-20= 27 candidates

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Counselor Preparation Comprehensive Exam (CPCE) is also given each semester by our Program Faculty. The following represents the pass rate for students who take the assessment.

Spring 2020: 94%

Fall 2019: 94%

Spring 2018: 88.2%

Fall 2017: 91.3%

Spring 2017: 93.6%

Fall 2016: 100%

Finally, all outcomes data are reviewed on an ongoing basis. Data collected is also shared via the annual CACREP report where required outcomes are reported.

VI. PROGRAM IMPROVEMENT AND INNOVATION (FACULTY)

CACREP encourages creativity within the standards on the part of program faculty. Please share any innovations either recently implemented or under consideration by your program(s) that are designed with program development and improvement in mind.

Institutional Response

Over the past several years, the EDC program has initiated and implemented the inclusion of the MCCS within their curriculum. All courses in the programs curriculum included intentional activities, readings, and lesson plans that aligned with the counseling and advocacy stage of the competencies while including all key CACREP competencies related to multiculturalism and social justice. The program continues to keep a shared document with all faculty included activities and readings for their courses to avoid overlap across curriculum. In addition, updates on the MCSJ competency plan is discussed regularly in program meetings to allow for ongoing dialogue throughout the academic year. During our annual retreat, faculty collectively reviewed and discussed all identified social justice projects in their respective courses to ensure a connection to competencies and how they linked from course to course—from the start of our curriculum to the end.

The Educational Counseling program also utilizes the Intercultural Development Inventory (IDI) in the EDC500 (Introduction to Professional Counseling) taken in a student's first semester and

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EDC602 (Internship in Counseling II) taken in a student's final semester to assess the effectiveness of the social justice competencies throughout the program.

Educational Counseling Group Interview Format

- I. Faculty & Student Welcome (5 min.)
 - a. Students-Name; Program of interest
- II. Small Group Round Robin Dialogue (20 min.)
 - a. Question 1
 - i. What is the difference between equality and equity?
 - ii. Social justice serves as the foundation of our program and is infused throughout our curriculum. What does social justice mean to you?
 - b. Question 2
 - i. As counselors, self-care is critical. In what ways do you currently participate in self-care and how can this practice be helpful during your time as a graduate student?
 - ii. How do you use self-care strategies when faced with social justice realities?
 - c. Question 3
 - i. Stigmas still exist related to counseling and help-seeking. As a social justice advocate and future counselor, what are your thoughts about attending counseling and how would you assist in breaking the stigma?
 - d. Question 4
 - i. Our program is not only about the coursework, but about the professionalism we as future counselors embody. What does professionalism mean to you as a social justice advocate and future counselor?
 - ii. Regarding professionalism and your role as a social justice advocate and future counselor, what areas of necessary growth and/or areas of challenge do you foresee for yourself?
- III. Small Group Activity (4 groups of 5)—“Who Should Survive?” (30 min.)
- IV. Small Group “Who Should Survive?” Presentations (20 min.)
- V. Q&A Session (10 min.); Students dismissed
- VI. Faculty Decision Discussion (30 min.)

Who Should Survive?

A severe storm has crippled a small ship, the S.S. Justice, and the only remaining lifeboat has room for only 5 people. You have no hope of reaching civilization, but there's a fairly good chance that you can make it to one of many small, uncharted, and unpopulated islands in the area. You may have to remain on such an island for years. Your task is to choose which 5 people should be allowed on the lifeboat, and hence, be allowed to survive. You must also consider the creation of a just society.

- Dr. Dane: thirty-seven, White, no religious affiliation, Ph.D. in history, college professor, in good health (jogs daily), hobby is botany, enjoys politics, married with one child (Bobby).
- Mrs. Dane: thirty-eight, White, Jewish, rather obese, diabetic, M.A. in psychology, counselor in a mental health clinic, married to Dr. Dane, has one child.
- Bobby: ten, White, Jewish, mentally challenged with IQ of 70.
- Mrs. Garcia: twenty-three, Latina, Catholic, ninth-grade education, cocktail waitress, worked as a prostitute, married at age sixteen, divorced at age eighteen.
- Jean Garcia: three months old, Spanish-American, healthy.
- Mary Wong: eighteen, Asian, Protestant, trade school education, wears glasses, artistic.
- Mr. Newton: twenty-five, Black power advocate, starting last year of medical school, identifies as homosexual, music as a hobby, physical fitness nut.
- Mrs. Clark: twenty-eight, Black, Protestant, daughter of a minister, college graduate, electronics engineer, single now after a brief marriage, identifies as "pro life"
- Mr. Blake: fifty-one, White, Mormon, B.S. in mechanics, married with four children, enjoys outdoors, much experience in construction, quite handy, empathizes with anti-Black views.
- Father Frans: thirty-seven, White, Catholic, priest, active in civil rights, former college athlete, farming background, often criticized for liberal views.
- Dr. El-Amin: sixty-six, Arab American, doctor in general practice, two heart attacks in the past five years, loves literature and quotes extensively.

Note: Be prepared to share your group's decision-making process with the larger group.

Appendix C Faculty Make-up

Name	Terminal Degree/ Major	Professional Memberships	Licenses and Certifications	Professional Engagement through Development and Renewal	Professional Engagement Through Research and Scholarship	Professional Engagement through Service and Advocacy
Stephanie Bobbitt Date of Full time Employment: 8/29/18	Ph.D Counselor Education and Supervision	ACA, ACES, AMCD, CSI, CSJ (Counselors for Social Justice), NARACES (North Atlantic Region Association for Counselor Education and Supervision), NCACES (North Central Association for Counselor Education and Supervision), NCDA (National Career Development Association), NJCA (New Jersey Counseling Association)	LPC (Licensed Professional Counselor)	Bobbitt, S.R., Bobbitt, M.D., & Sholk, M. (2019). Successful integration of social justice advocacy in supervision. Presented at the Association for Counselor Education and Supervision Conference. Seattle, Washington. Bobbitt, S.R. (2019). Social justice in the classroom: Creative strategies for teaching. Presented at The New Jersey Future Educators Association Statewide Conference. Long Branch, New Jersey. Bobbitt, S. Bobbitt, M.D., & Bobbitt, S.R. (2019). Incorporating social justice advocacy into counseling practice and counselor education. Presented at the New Jersey Counseling Association Statewide Conference. Lincroft, New Jersey. Bobbitt, S.R. (2017). The use of personal grief experiences in counseling. Presented at the Association for Counselor Education and Supervision Conference. Chicago, Illinois	Bobbitt, M.D. & Bobbitt, S.R. (Under Review). Incorporating social justice advocacy into counseling practice and counselor education. Book chapter in Group Development and Group Leadership in Student Affairs (2020) titled "Current Issues and Future Trends"	Chi Sigma Iota Faculty Advisor, SOE Women's Leadership Committee, SOE Social Justice Committee, New Jersey Counseling Association Conference Proposal Committee, Grief Counseling Committee Task Force (ACA), First to Fly Faculty Mentor at MU, Student Athlete Faculty Mentor at MU,
Kathleen Grant Date of Full- Time Employment: 8/29/18	Ph.D Counselor Education	ASA, ASCA, NJASCA	New Jersey Director of School Counseling Services - Certificate # 978489 New Jersey School Counselor - Certificate # 731516	Attended numerous professional association meetings (ACES, NARACES, White Privilege Conference, etc)	Developed five scholarly manuscripts, seven scholarly presentation	Advisor to ECSA, served as a guest lecturer, on FAMCO (Monmouth Faculty Union) diversity and inclusion committee

Appendix C Faculty Make-up

Tina Paone Date of Full-Time Employment: 8/29/06	Ph.D. Counselor Education and Supervision	ACA, ACES, Association for Specialists in Group Work, Association for Play Therapy, Counselors for Social Justice	LPC (Licensed Professional Counselor), Approved Clinical Supervisor, Registered Play Therapist, Nationally Certified Counselor, National Certified School Counselor, School Counseling K-12 (PA)	<p>Paone, T. R. (2019, November). Awareness to Advocacy: Creative Educational Experiences to Engage Students in Antiracism Advocacy. Panel session presented at the Interdisciplinary Conference on Race. West Long Branch, NJ.</p> <p>Paone, T.R. & Malott, K.M. (2019, October). The Inclusivity Audit: Critically Assessing (and Changing) your Organization. Paper Presented at Let the Voices be Heard! An International Conversation on Counselling, Psychotherapy, and Social Justice. Belfast, Northern Ireland.</p> <p>Grant, K., & Paone, T.R (2019, October). Walking–The–Walk: Preparing Future School Counselors for Social Justice Advocacy in Schools. Paper presented at the Association for Counselor Education and Supervision Conference. Seattle, WA</p> <p>Shannon, J., Paone, T. R., & Malott, K. M. (2019, October). From Awareness to Commitment and Action: Longitudinal Impact of a Race-Based Counseling Course. Paper presented at the Association for Counselor Education and Supervision Conference. Seattle, WA</p> <p>Malott, K.M. & Paone, T. R. (2018, April). What's Your Superpower?: Finding Your Antiracist Mojo Using a Strengths Based Approach. Workshop presented at White Privilege Conference, Grand Rapids, MI.</p> <p>Paone, T. R. (2017, November). Beyond the Classroom: Teaching Our Students to Become</p>	<p>Pulliam, N., Paone, T. R., Malott, K.M. & Shannon, J. (2019). The Experiences of Students of Color at a Predominately White Institution (PWI): Implications for Counselor Training. <i>Journal for Multicultural Counseling & Development</i>. doi: 10.1002/jmcd.12156. Paone, T. R., Malott, K.M., Pulliam, N., & Shannon, J. (2019). Experiences of Counselor Students of Color in the Classroom: A Qualitative Study. <i>Journal for Race, Ethnicity, & Education</i>. doi: 10.1080/13613324.2019.1579186. Malott, K.M., Schaeffe, S., Paone, T.R., Cates, J., & Haizlip, B. (2019). Challenges and Coping Mechanisms of Whites Committed to Antiracism. <i>Journal for Counseling & Development</i>, 97, 86-97. doi: 10.1002/jcad.12238. Paone, T. R., Malott, K.M., Pulliam, N., & Gao, J. (2018). Use of Photovoice in Processing Race-Based Topics in a Multicultural Counseling Course. <i>Journal of Creativity in Mental Health</i>, 13:1, 92-105.. doi: 10.1080/15401383.2017.1294517</p>	<p>Paone, T. R. (2019, November). Awareness to Advocacy: Creative Educational Experiences to Engage Students in Antiracism Advocacy. Panel session presented at the Interdisciplinary Conference on Race. West Long Branch, NJ.</p> <p>Paone, T.R. & Malott, K.M. (2019, October). The Inclusivity Audit: Critically Assessing (and Changing) your Organization. Paper Presented at Let the Voices be Heard! An International Conversation on Counselling, Psychotherapy, and Social Justice. Belfast, Northern Ireland.</p> <p>Grant, K., & Paone, T.R (2019, October). Walking–The–Walk: Preparing Future School Counselors for Social Justice Advocacy in Schools. Paper presented at the Association for Counselor Education and Supervision Conference. Seattle, WA</p> <p>Shannon, J., Paone, T. R., & Malott, K. M. (2019, October). From Awareness to Commitment and Action: Longitudinal Impact of a Race-Based Counseling Course. Paper presented at the Association for Counselor Education and Supervision Conference. Seattle, WA</p> <p>Malott, K.M. & Paone, T. R. (2018, April). What's Your Superpower?: Finding Your Antiracist Mojo Using a Strengths Based Approach. Workshop presented at White Privilege Conference, Grand Rapids, MI.</p>
Alyson Pompeo Fargnoli Date of Full time employment: 8/30/16	Ph.D. Counselor Education and Supervision	AMERICAN COUNSELING ASSOCIATION 2007-Present ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (ACES) 2009-Present ASSOCIATION OF ADULT DEVELOPMENT AND AGING (AADA) 2009-2011 AMERICAN COLLEGE COUNSELING ASSOCIATION (ACCA) 2008-Present ASSOCIATION FOR SPIRITUAL, ETHICAL, AND RELIGIOUS VALUES IN COUNSELING (ASERVIC) 2010-2012 CHI SIGMA IOTA, THE COUNSELING	Licensed Professional Counselor, # 37PC00440200 New Jersey, January 2012-Present Licensed Professional Counselor, #9246 North Carolina, March 2012-2017 Licensed Professional Counselor, #5442 South Carolina, September 2012-2016 National Certified Counselor, # 224939 National Board for Certified Counselors, June 2007-Present Substance Abuse and Addictions Counselor Certification, May 2007-Present Federal Bureau of Investigation (FBI) Certificate: Identifying Signs of School and Campus Violence. Certificate of College	<p>Pompeo-Fargnoli, A. (Accepted, May, 2020). I Can See Clearly Now the Stigma is Gone: Mental Health Stigma Misperceptions and Implications for Minority College Students. The New Jersey Counseling Association (NJCA) Conference</p> <p>Pompeo-Fargnoli, A. & Fargnoli, A. (Accepted, May, 2020). The Heart-Mind Connection: Considerations for Counselors, Supervisors, and Counselor Educators. The New Jersey Counseling Association (NJCA) Conference</p> <p>Pompeo-Fargnoli, A. (February, 2020). Misperceptions of Mental Health Stigma: Implications for Minority College Students. American College Counseling Association National Conference.</p> <p>Pompeo-Fargnoli, A. (Oct. 2019). The Future Scholars Program: A Counselor Education Community Partnership to Create Systemic Social Change. Association for Counselor Education and Supervision (ACES) Conference.</p> <p>Pompeo-Fargnoli, A. & Fargnoli, A. (April, 2019). At the Heart of Healthcare Innovation: Opportunities for Counselors, Supervisors, and Counselor Educators. The New Jersey Counseling Association (NJCA) Conference</p> <p>Pompeo-Fargnoli, A. (Sept. 2018). Cyber-Counseling and Avatars: Teaching Innovative Uses of Technology for Counseling Student Veterans. North Atlantic Region Association for Counselor Education and</p>	<p>Pompeo-Fargnoli, A., Pulliam, N., Lapa, A., & Dutil, J. (In Press). Experiential and Transformative Learning for School Counselors: Impacts of Counseling First-Generation, Low-Income, College-Bound Students. The Journal of Counselor Preparation and Supervision</p> <p>Pompeo-Fargnoli, A. (In press). Magic mirror on the wall: Counseling self-reflection as an ethical obligation. In Dean, C. & Stewart-Spencer, S. (Eds.), <i>Metaphors and therapy: Enhancing clinical supervision and education</i> (Vol. II). Baton Rouge, LA: Independent Therapy Ink, LLC.</p> <p>Pompeo-Fargnoli, A. (2020). Mental Health Stigma among College Students: Misperceptions of Perceived and Personal Stigmas. <i>Journal of American College Health</i>. https://doi.org/10.1080/07448481.2020.1784904</p> <p>Pompeo-Fargnoli, A. & Fargnoli, A. (2020). The mental health impact of the COVID19 crisis: The battle ahead for inpatient survivors. <i>Psychosomatics</i>. https://doi.org/10.1016/j.psych.2020.04.001</p> <p>Pompeo-Fargnoli, A. (2019). Intersections of counseling, psychiatry, cardiology, and pharmacology to assist in depression and cardiac function. <i>Heart and Mind</i>.</p> <p>Pompeo-Fargnoli, A., Lapa, A., & Pellegrino, C. (2019). Telemental health and student veterans: A practice perspective through voices from the field. <i>Journal of Technology in Human Services</i>. 1-18.</p> <p>Pompeo-Fargnoli, A. & Fargnoli, A.S. (2019). Mental health treatment to assist in heart disease improved outcomes. <i>Journal of Health Psychology</i>.</p> <p>Grant, K. & Pompeo-Fargnoli, A. (2019). The Current Climate of the College Admissions Process: Implications for the Counseling</p>	<p>Elected-MU GEOC Committee- 3 year term. , Monmouth University 2018-Antis. 2021 Chair, General Education Committee Area IV, Monmouth University 2018-Antis. 2021 Faculty Mentor for new faculty member 2019-2020 MU Scholarship Week University-Wide Planning Committee 2019-2020 MU Scholarship Week Department Champion 2019-Present School of Education 128-120 credit Reduction Committee 2019-Present New Faculty Search Committee, Speech-Language Pathology 2019-2020 Faculty Judge, MU Scholarship week 2019 MU General Education Area IV Chair (Elected-3 yr. term) 2018-Present Member, Online Teaching Improvements Committee, MU School of Education 2018-Present Faculty Judge, MU Scholarship week 2018 Coordinator, Monmouth Future Scholars Program, MU 2017-Present National Certified Counselor Examination (NCC), Coordinator 2017-Present MU Scholarship Week Department Champion 2018-2019 Lead for CPCE special paper/pencil to online</p>

Appendix C Faculty Make-up

Nicole Pullium Date of Full-Time Employment: 8/27/14	Ph.D. Counselor Education			American College Counseling Association Conference, San Diego, CA (2019), White Privilege Conference (2018; 2019) Association for Adult Development & Aging National Conference, Arlington, VA (2018), Association for Counselor Education and Supervision National Conference, Chicago, IL (2017), National Association of Student Personnel Administrators (2017; 2018) American Counseling Association National Conference, San Francisco, CA (2017), Tri-State Consortium of Opportunity Programs Conference, Atlantic City, NJ (2017), NJ-ACE Network (American Council on Education) Women of Color Conference, Mahwah, NJ (2018)	<p>(Published Articles) • Davis, E. S., Smith, V. L. S., Smith, S. M., Haberin, S., Wolgemuth, J. (2020). Being a stay-at-home dad: Implications for mental health profession. The Family Journal: Counseling and Therapy for Couples and Families, 1-9, DOI: 10.1177/1066480720906121 • Davis, E. S., Wolgemuth, J., Haberin, S., Smith, V. L. S., & Smith, S. M. (2019). Stay-at-home dads' experiences with their children's elementary schools. Journal of School Counseling, 17:15, 1-35 • Tan, T. X., Smith, V. L. S., & Norton, A. L. (2017). Adoption of Black children by White parents in heterosexual and homosexual relationships: Exploring mental health trainees' explicit and implicit attitudes. Journal of Gay & Lesbian Social Services, 29:3, 233-251, DOI: 10.1080/10538720.2017.1320256 (In Progress Articles) • Smith, V. L. S., Smith, S. M., Bethell, D.S., & Lapa, A. (forthcoming). Parent involvement factors during high school from the perspective of academically successful Black male college students: Implications for School Counselors (Accepted with final revisions) • Smith, V. L. S., Rodriguez-Campos, L., Smith, S.M., & O'Brien. L. (forthcoming). Using A Collaborative Approach for Evaluating Parent Involvement Programs to Support Black Males Academic Achievement. International Journal of Advanced Research (Accepted) • Smith, V.L.S., Smith, S.M., & O'Brien. L. (2020). Monmouth's Empowering Young Black Males Leadership Mentoring Program: A Catalyst for Retention, Access & Student Success (Manuscript submitted) (In Progress Conference Proceedings) • Smith, S.M., & Smith, V.L.S. (2020-Fall). Experiences of Parents Seeking Services for Child with Autism Spectrum Disorder in The Bahamas. International Conference on Urban Education, Nassau, Bahamas (Publish Proceedings proposal submitted) (In progress Encyclopedia Entry) • Greason, W. D., Pulliam, N., & Smith, V. (forthcoming) David Roediger, Critical Whiteness Encyclopedia, Brill (Accepted) • Greason, W. D., Pulliam, N., & Smith, V. (forthcoming) Racial Consciousness, Critical Whiteness Encyclopedia, Brill (Accepted)</p>	<p>Smith, V. (2020, June 29–July 1). "I Don't Belong Here": Impostorism in First-generation Students of Color. NASPA Conferences on Student Success in Higher Education, Baltimore, MD. (Conference Cancelled). Pulliam, N., & Alexander, L. (2020, April). Impostorism or Oppression?: Unpacking Feelings of Invalidation in Predominantly White Spaces. White Privilege Conference, Mesa, AZ. (Conference Cancelled). Pulliam, N., & Smith, V.S. (2019, February). Enhancing inclusive counseling interventions: Understanding the role of parents in the success of Black male college students. American College Counseling Association Conference, San Diego, CA. Pulliam, N. (2018, July). Success or fraud?: Impacts of the impostor phenomenon among high achieving racial/ethnic minority and first-generation college students. Association for Adult Development & Aging National Conference, Arlington, VA. Roland, C., Lambert, S., Brawner, R., Pulliam, N., & Kooyman, L. (2018, July). Mentorship Panel. Association for Adult Development & Aging National Conference, Arlington, VA. Pulliam, N., Havlik, S., & Steen, S. (2017, October). Preparing school and college counselors to support the needs of first-generation college students. Association for Counselor Education and Supervision National Conference, Chicago, IL.</p>
Vernon Smith Date of Full-time Employment: 8/30/17	Curriculum & Instruction, Counselor Education and Supervision	ACA, ACES, NARACES	Graduate Certificate in Evaluation (2016), Graduate Certificate in HE Leadership (2016)	New Jersey Counseling Association Conference 2020; American Counselor Education and Supervision (ACES), Seattle, Washington, USA 2019; American Counseling Association Conference, New Orleans, Louisiana, USA 2019; American College Counseling Association Conference, San Diego, California, USA 2019; North Atlantic Region for Counselor Education and Supervision (NARACES), Burlington, Vermont, USA 2018; NASPA Closing the Achievement Gap: Student Success in Higher Education Conference, Columbus, Ohio, USA 2018; Interdisciplinary Symposium for Qualitative Methodologies, Florida, USA 2018.	<p>(Published Articles) • Davis, E. S., Smith, V. L. S., Smith, S. M., Haberin, S., Wolgemuth, J. (2020). Being a stay-at-home dad: Implications for mental health profession. The Family Journal: Counseling and Therapy for Couples and Families, 1-9, DOI: 10.1177/1066480720906121 • Davis, E. S., Wolgemuth, J., Haberin, S., Smith, V. L. S., & Smith, S. M. (2019). Stay-at-home dads' experiences with their children's elementary schools. Journal of School Counseling, 17:15, 1-35 • Tan, T. X., Smith, V. L. S., & Norton, A. L. (2017). Adoption of Black children by White parents in heterosexual and homosexual relationships: Exploring mental health trainees' explicit and implicit attitudes. Journal of Gay & Lesbian Social Services, 29:3, 233-251, DOI: 10.1080/10538720.2017.1320256 (In Progress Articles) • Smith, V. L. S., Smith, S. M., Bethell, D.S., & Lapa, A. (forthcoming). Parent involvement factors during high school from the perspective of academically successful Black male college students: Implications for School Counselors (Accepted with final revisions) • Smith, V. L. S., Rodriguez-Campos, L., Smith, S.M., & O'Brien. L. (forthcoming). Using A Collaborative Approach for Evaluating Parent Involvement Programs to Support Black Males Academic Achievement. International Journal of Advanced Research (Accepted) • Smith, V.L.S., Smith, S.M., & O'Brien. L. (2020). Monmouth's Empowering Young Black Males Leadership Mentoring Program: A Catalyst for Retention, Access & Student Success (Manuscript submitted) (In Progress Conference Proceedings) • Smith, S.M., & Smith, V.L.S. (2020-Fall). Experiences of Parents Seeking Services for Child with Autism Spectrum Disorder in The Bahamas. International Conference on Urban Education, Nassau, Bahamas (Publish Proceedings proposal submitted) (In progress Encyclopedia Entry) • Greason, W. D., Pulliam, N., & Smith, V. (forthcoming) David Roediger, Critical Whiteness Encyclopedia, Brill (Accepted) • Greason, W. D., Pulliam, N., & Smith, V. (forthcoming) Racial Consciousness, Critical Whiteness Encyclopedia, Brill (Accepted)</p>	<p>Graduate Program Director, Educational Counseling: Monmouth University (July 2019-Present) • Counseling Education and Supervision Ph.D Development Committee Member: Monmouth University (Fall 2019 -Present) • Higher Education Track Ed.D Development Co-Chaired the Committee: Monmouth University (Fall 2019-Summer 2020) • Developed and Implemented "Empowering Young Black Males Leadership Mentoring Program: Monmouth University, Big Brothers Big Sisters and Neptune High School" (Fall 2019-Present) • Empowering Young Black Males Summit: Monmouth University (March 2020) • Established the "Empowering Young Black Males Summit": Monmouth University (March 2019) • Monmouth University & Morgan State University Faculty Mentoring Initiative for future Faculty of Color (2018-2019) • University Athletic Advisory Committee: Monmouth University (Fall 2019-Present) • Inaugural Faculty Athlete Mentor Program: Monmouth University (Fall2019-Present) • Monmouth University Alternative Route K-12 (Summer 2020) Racial Justice in Classrooms • Smith, V.S., Burrel, A. (2019). Equality vs Equity in Education (Invited Presenters at the New Jersey Future Educators Association Conference "NJFEA") • Smith, V.S.</p>

Stephanie Rochelle Bobbitt

Assistant Professor
Department of Educational Counseling and Leadership
Monmouth University
sbobbitt@monmouth.edu
732-571-4486

Education

Ph.D. in Counselor Education and Supervision, CACREP Accredited

Western Michigan University, Kalamazoo, Michigan, June 2018

- **Dissertation Title:** The Role of Personal Experience with Death Related Grief Among Counselors Working with Grieving Clients
- **Dissertation Committee:** Dr. Mary L. Anderson (Chair), Dr. Stephen Craig, Dr. Jody Brylinsky

M.S.Ed. College Mental Health Counseling

The College of Saint Rose, Albany, New York, August 2013

B.S. Environmental Biology

The College of Environmental Science and Forestry, State University of New York, May 2011

- In Association with Syracuse University, Syracuse, New York

Licenses and Professional Affiliations

Licensed Professional Counselor (LPC). Licensed by the State of Michigan Department of Licensing and Regulatory Affairs. (License #6401016050)

Professional Affiliations

American Counseling Association (ACA)
Chi Sigma Iota (CSI)
Association for Counselor Education and Supervision (ACES)
Association for Multicultural Counseling and Development (AMCD)
National Career Development Association (NCDA)
North Atlantic Region Association for Counselor Education and Supervision (NARACES)
North Central Association for Counselor Education and Supervision (NCACES)
Counselors for Social Justice (CSJ)
New Jersey Counseling Association (NJCA)

Teaching Experience

Introduction to Professional Counseling – Spring 2019, Summer 2019, Summer 2020,
Monmouth University

Counseling Theory and Practice – Fall 2018, Spring 2019, Spring 2020, *Monmouth University*

Research Methodology and Applications -Fall 2018, Spring 2019, Fall 2019, Spring 2020, *Monmouth University*

Counseling and Ethical Practice – Fall 2018, Fall 2019, *Monmouth University*

Assessment for Counseling – Summer 2019 *Monmouth University*

Career Development and Counseling – Summer 2019, Summer 2020, *Monmouth University*

Group Dynamics – Spring 2018, Fall 2017, Spring 2017, Fall 2014, *Western Michigan University*

Career Counseling - Spring 2016, Fall 2015, *Western Michigan University*

Foundations of College Counseling - Fall 2015, *Western Michigan University*

Counseling Practicum and Practicum Supervisor - Spring 2015, *Western Michigan University*

Counseling Techniques - Summer 2014, *Western Michigan University*

Publications

Bobbitt, M.D. & **Bobbitt, S.R.** (Under Review). Incorporating social justice advocacy into counseling practice and counselor education.

Webber, J.M., Mascari, J.B., Kitzinger, R. & **Bobbitt, S.R.** (2020). Current issues and future trends. In Killam, W., Carter, A., & Degges-White, S. (Eds). *Group Development and Group Leadership in Student Affairs*, Rowman & Littlefield Publishers.

Bobbitt, S.R. & Sholk, M. (2019). Alumni spotlight – Where are they now? *Mu Beta Chapter of Chi Sigma Iota Spring Newsletter*.

Burns, S.T., Garcia, G., Smith, D., & **Goodman, S.** (2014). Adding career biographies and career narratives to career interest inventories. *Journal of Employment Counseling*, 3 (53), 98 - 111. doi:10.1002/joec.12032

Publications in Progress

Bobbitt, S.R. The current status of the doctoral degree in counselor education.

Bobbitt S.R., Bobbitt M.D., & Sholk, M. Integration of social justice advocacy in counseling supervision.

Bobbitt, S.R. The role of personal grief experience in the counseling relationship.

Bobbitt, S.R. Theories of grief: A practical review for counselors and counselor educators.

Professional Presentations

Bobbitt, S.R. (2019). Intentional integration of social justice advocacy in education. Presented at The Equity through Empowerment Social Justice Symposium. Long Branch, New Jersey.

Bobbitt, S.R., Bobbitt, M.D., & Sholk, M. (2019). Successful integration of social justice advocacy in supervision. Presented at the Association for Counselor Education and Supervision Conference. Seattle, Washington.

Bobbitt, S.R. (2019). Social justice in the classroom: Creative strategies for teaching. Presented at The New Jersey Future Educators Association Statewide Conference. Long Branch, New Jersey.

Bobbitt, M.D., & **Bobbitt, S.R.** (2019). Incorporating social justice advocacy into counseling practice and counselor education. Presented at the New Jersey Counseling Association Statewide Conference. Lincroft, New Jersey.

Bobbitt, S.R. (2017). The use of personal grief experiences in counseling. Presented at the Association for Counselor Education and Supervision Conference. Chicago, Illinois.

Anderson, M.L., Goodman, J., **Goodman, S.R.** (2015). Transitioning through the Lifespan: Facilitating Resilience, Coping and Well Being. Presented at the National Career Development Association's World Conference. Denver, Colorado.

Invited Presentations

Bobbitt, S.R. (2019). New faculty perspectives – One year later. Presented at New Faculty Orientation at Monmouth University.

Bobbitt, S.R. (2019). Faculty spotlight – Academic Session. Presented at New Student Orientation at Monmouth University.

Bobbitt, S.R. (2016). Promoting Safety and Inclusion on Campus. Presented at Western Michigan University's College Student Development Class.

Bobbitt, S.R. (2016). Learning and Inclusion through Mobile Technology. Presented at Western Michigan University's College Student Development Class.

Bobbitt, S.R. (2016). The T.A. Perspective: Classroom Climate and Engaging Students Through Active Learning. Graduate Student Teaching Credential Intensive 2016, Western Michigan University.

Goodman, S.R. (2013). Becoming an Empowered Bystander. The College of Saint Rose Athletics Department.

Professional and University Service

Chi Sigma Iota, Mu Upsilon Omega Chapter, Monmouth University
Co-Faculty Advisor, 8/18 – Present

School of Education Women's Leadership Committee, Monmouth University
Co-Facilitator, 2/19 – Present

School of Education Social Justice Committee, Monmouth University

Member, 3/19 – Present

Association for Multicultural Counseling and Development Conference, *AMCD*

Proposal Reviewer, 2019 – 2020

North Atlantic Region Association for Counselor Education and Supervision Conference, *NARACES*

Proposal Reviewer, 2019 - 2020

New Jersey Counseling Association Proposal Committee, *NJCA*

Member, 9/19 – Present

Grief Counseling Committee Task Force, *American Counseling Association*

Member, 3/19 – Present

Center for Excellence in Teaching and Leadership - Faculty Learning Circle, *Monmouth University*

Member, 1/20 – Present

Athletics Department Faculty Mentor – Women's Cross Country Team, *Monmouth University*

Faculty Mentor, 8/19 - Present

First to Fly – Faculty Mentor, *Monmouth University*

Faculty Mentor, 11/18 - Present

Chi Sigma Iota, Mu Beta Chapter, *Western Michigan University*, 9/13 – 6/18

Secretary and Treasurer, 5/17 – 4/18

Doctoral Student Representative, 5/16 – 4/17

Professional Advocacy Committee Chair, 5/16 – 4/17

President, 5/14 – 4/16

Social Committee Chair, 5/14 – 4/16

Newsletter Editor, 9/13 – 4/14

Graduate Student Committee, *North Central Association for Counselor Education and Supervision*, 8/15 – 5/17

Graduate Student Association, *Western Michigan University*, 7/14 – 4/16

Parliamentarian, 5/15 – 4/16

Events Chair, 7/14 – 4/15

Ambassador for Outreach and Retention, 7/14 – 4/15

Awards

Thelma M. Urbick Outstanding Doctoral Student in Counselor Education Award, 2018

Department of Counselor Education and Counseling Psychology, Western Michigan University

Graduate Research and Creative Scholar Award, 2017

*Nominated by the Department of Counselor Education and Counseling Psychology
Graduate College, Western Michigan University*

Graduate Teaching Effectiveness Award, 2016

*Nominated by the Department of Counselor Education and Counseling Psychology
Graduate College, Western Michigan University*

Robert and Diane Betz Award for Doctoral Study in Counselor Education, 2016

Department of Counselor Education and Counseling Psychology, Western Michigan University

Make a Difference Award, 2016

Graduate Student Association, Western Michigan University

Excellence in Teaching Award Nomination, 2016

Midwestern Association of Graduate Schools, Council of Graduate Schools

- One nomination allowed from Western Michigan University.

Outstanding Doctoral Student, 2013 – 2014.

Chi Sigma Iota, Mu Beta Chapter, Western Michigan University.

Clinical Experience

Supervision Practicum, 1/15 – 5/15

Center for Counseling and Psychological Services, Western Michigan University

Supervision in Counseling and Psychotherapy, 5/14 – 8/14

Center for Counseling and Psychological Services, Western Michigan University

Advanced Individual Practicum, 1/14 – 5/14

Center for Counseling and Psychological Services, Western Michigan University

Rape Crisis Counselor, 7/12 – 8/13

Albany County Crime Victim and Sexual Violence Center

Counseling Intern, 8/12 – 5/13

Beard Wellness Center, State University of New York at Cobleskill

Specialized Training

LeapFrog's CourseLeaf Curriculum Inventory Management Webinar (2019). Center for
Excellent in Teaching and Learning, Monmouth University.

Research Design and Qualtrics (2019), Center for Excellent in Teaching and Learning,

Monmouth University.

Integrating Scholarship Week in Syllabi (2018), Center for Excellent in Teaching and Learning, Monmouth University.

Teaching to Write (2017), Office of Faculty Development, Western Michigan University.

Safe on Campus Training (2017), Office of Lesbian, Bisexual, Gay and Transgender Student Services, Western Michigan University.

Human Trafficking: Warning Signs and Responding (2016), Department of Counselor Education and Supervision, Western Michigan University.

Graduate Student Teaching Intensive Credential Program (2015), Office of Faculty Development, Western Michigan University.

Multicultural Mindedness Facilitator (2015), Office of First Year Experience, Western Michigan University.

Military Sexual Trauma Workshop (2014), Battle Creek Veterans Affairs Medical Center.

Additional Experience

Part-time Instructor, *Western Michigan University*, 8/14 – 6/18

- **First Year Seminar** - Fall 2017, Fall 2016, Fall 2015, Fall 2014
- **Academic Recovery** – Spring 2018, Spring 2017, Spring 2016, Spring 2015

Graduate Assistant Academic Advisor, *Office of Exploratory Advising, Western Michigan University*, 8/14 – 6/18

Doctoral Associate Research and Teaching Assistant, *Department of Counselor Education and Counseling Psychology, Western Michigan University*, 8/13 – 7/14

KATHLEEN L. GRANT

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EMAIL: KGRANT@MONMOUTH.EDU

EDUCATION

Ph.D. 2018	Montclair State University , Montclair, NJ (CACREP Accredited) Counselor Education
M.A. 2009	The College of New Jersey , Ewing, NJ (CACREP Accredited) Counseling/School Counseling Concentration
B.S. 2002	Wagner College , Staten Island, NY Biology

CERTIFICATIONS

New Jersey Director of School Counseling Services - Certificate # 978489

New Jersey School Counselor - Certificate # 731516

TEACHING EXPERIENCE

Assistant Professor

Monmouth University

EDC 510: Human Growth and Development

EDC 525: Assessment in Counseling

EDC 555: School Counseling Program Planning and Consultation

EDC 601A: Internship in Counseling I: School Counseling

EDC 602A: Internship in Counseling II: School Counseling

EDL 601: Research Methods & Application

Adjunct Instructor

Montclair State University

COUN 654: Internship in Counseling I

COUN 674: Internship in Counseling II

COUN 584: Group Counseling: Theory & Practice

COUN 531: Counseling Across the Lifespan

Invited Guest Lectures:

Montclair State University

Grant, K., Pinto, S., & Duchaine, C. (2019, Spring). *Qualitative research panel*. COUN 822: Research Seminar in Counseling

Crawford, C., Grant, K., & Pinto, S. (2017, Fall). *Dissertation proposal writing*. COUN 822: Research Seminar in Counseling.

Cleveland, A., Conway, T., & Grant, K. (2016, Fall). *Insights from the field - life as a professional school counselor*. COUN 583: Counseling in Schools - I.

Monmouth University

Grant, K. (2020, Spring). *Portraiture in Qualitative Research*. EDD 756: Qualitative Research.

PUBLICATIONS AND SCHOLARLY PRESENTATIONS

Peer-Reviewed Journal Articles:

Grant, K. (In-press). *Experiences of adolescents as they navigate the competitive college-going culture*. Journal of School Counseling.

Herr, K., Grant, K., & Price, J. (In-press). *Sex-segregated schools to challenge gender and racial bias*. C. Mayo (Ed.). Oxford Encyclopedia of Gender and Sexuality in Education. Oxford University Press.

Grant, K., Tuttle, M., Springer, S., & Reno, M. (Revise and resubmit). *Targeted group counseling to support career exploration in rural middle-school students*. Journal of Specialists in Group Work.

Grant, K. & Pompeo-Fargnoli, A. (2019). *The current climate of the college admissions process: Implications for the counseling profession*. North Atlantic Region Association Counselor Educators and Supervisors Newsletter.

Burlew, L. D., Pulliam, N., & Grant, K. L. (2014). The mental health and counseling needs of gay men, adolescents, and boys. In M. Kocet (Ed.), *Counseling gay men, adolescents, & boys: A strengths-based guide for helping professionals and educators*. New York, NY: Routledge.

Peer-Reviewed Scholarly Presentations:

Grant, K. & Paone, T. (2019, October). *Walking-the-walk: Preparing future school counselors for social justice advocacy*. Presentation at the Association for Counselor Educators and Supervisors biannual meeting, Seattle, WA.

Grant, K. (2019, October). *The unintended consequences of the competitive college admissions Process*. Presentation at the New Jersey School Counselor Association Annual Meeting, Edison, NJ.

Grant, K. (2019, May). *The single-gender classroom: Increasing opportunities or reinforcing stereotypes?* Presentation at the New Jersey Future Educators Association Conference, West Long Branch, NJ.

Grant, K. (2018, September). *Baby on board: Motherhood in counselor education doctoral study*. Presentation at North Atlantic Region Association for Counselor Education and Supervision's biannual meeting, Burlington, VT.

Grant, K., Levitt, D., & Pinto, S. (2018, September). *Merging the art and science of counseling: Portraiture as a qualitative method of inquiry*. Presented at North Atlantic Region Association for Counselor Education and Supervision's biannual meeting, Burlington, VT.

Grant, K. (2018, March). *Privileged but pressured: Mental-health issues among affluent adolescents*. Presentation at New Jersey Counseling Association's annual meeting, Lincroft, NJ.

Cinotti, D., Grant, K., & Springer, S. (2017, March). *Promoting the role of the school counselor in bullying prevention and intervention*. Presented at the ACA Conference & Expo in San Francisco, CA.

Burlew, L., Pulliam, N., & Grant, K. (2012, April). *Counseling gay men*. Presentation at New Jersey Counseling Association's annual meeting, Lincroft, NJ.

Grant, K. (2009, April). *Children of parents with multiple sclerosis: Issues to consider and intervention strategies*. Poster presentation at New Jersey Counseling Association's Annual Meeting, Long Branch, NJ.

Invited Scholarly Presentations:

Springer, S., Grant, K., Cozzolino, L., and Tortorello, S. (2020, October). *Examining shame resilience: Applying Brené Brown's theory to personal and professional counselor development*. Presentation at the 2020 Current Topics in Counseling Conference at Monmouth University, West Long Branch, NJ.

Grant, K. (2019, November). *The impact of the extreme achievement orientation on adolescent mental health*. Presentation at the 2019 Current Topics in Counseling Conference at Monmouth University, West Long Branch, NJ.

Andrisani, F. & Grant, K. (2014, April). *Successful job searching and interview skills for future school counselors*. Presentation at the 6th annual counseling conference at Caldwell College, Caldwell, NJ.

Roland, C., Grant, K., & Lehembre, M. (2011, December). *Who is the bully: Insights from research and practice*. Presentation at Montclair State University's annual bullying workshop, Montclair, NJ.

CURRENT RESEARCH STUDIES

Exploring Students' Experiences with a Shame Resilience Curriculum in a Counseling Elective Course: Courageous Connections. Recipient of \$1000 CETL grant.

The Impact of Monmouth Future Scholars Program on Social Justice Awareness and Advocacy in Graduate Student Counseling Trainees.

SERVICE TO THE DEPARTMENT

Website Liaison, (2019-present)

Advisor to Educational Counseling Student Association (2018- present)

Co-coordinator, MLK Day of Service (2019)

SERVICE TO THE SCHOOL OF EDUCATION

Dissertation Chair, Leah Purpuri, *The Effectiveness of Individual Clinical Counseling Utilizing a Private Practice Model in Secondary Public Education: A Multiple Measures Approach* (2019-present)

Transformative Grant Review Committee (2019)

Search Committee Member for Tenure-Track Assistant Professor, Department of Curriculum and Instruction (2019)

Women's Leadership Committee (2019 – Present)

Facilitator, Social Justice Roundtable at the New Jersey Future Educators Association Annual Conference. Monmouth University, West Long Branch, NJ (2019, May)

SERVICE TO THE UNIVERSITY

Program in Gender and Intersectionality Studies, Member (2020)

FAMCO, Steering Committee Member, Tenure-Track Faculty Representative (2020)

FAMCO, Diversity and Inclusion Committee (2019 – present)

FAMCO, Contract Action Team Member (2019 – present)

Contributor, First to Fly Academic Discipline Resource Project. (Summer, 2019)

Planning Committee Member, *The Intersection: A Conversation About #MeToo, Title IX, Sexual Assault and College Campuses*. (2019)

Invited Reader, T. Thomas Fortune Foundation's 1st Annual African American Author Read-In, Red Bank, NJ (2019, February 23 - 24)

SERVICE TO THE PROFESSION

Peer Reviewer, New Jersey Counseling Association's Annual Meeting (2019)

Peer Reviewer, Association for Counselor Education and Supervision's Annual Conference (2019)

PROFESSIONAL COUNSELING EXPERIENCE

- | | |
|---------|--|
| 2010-15 | School Counselor, Verona High School, Verona, NJ
Responsibilities included providing individual and group counseling to students in grades 9-12. Supported academic, social/emotional, and career development of students through programming aligned with ASCA National Model. Served as school Anti-Bullying Specialist (ABS) responsible for investigating all reported cases of harassment, intimidation, and bullying. Served as chairperson of the multi-disciplinary School Safety Team; generated recommendations to improve school climate and culture. Advisor to Gay-Straight Alliance. |
| 2009-10 | School Counselor, Leave Replacement, Glen Ridge High School, Glen Ridge, NJ
Responsible for academic, social/emotional, and career counseling for 7th and 8th-grade students. Taught daily character education class. Led weekly groups on a range of developmental issues. Received grant from Montclair State University to participate in an action research study on bullying prevention. |

RELEVANT COMMUNITY SERVICE

- | | |
|---------|--|
| 2020 | Chaplain, Beacon Universalist Unitarian Congregation, Summit, NJ |
| 2007-11 | Mentor, Minds Matter, New York, NY
Mentored high school students in non-profit academic program for high-achieving, economically disadvantaged students. Supported development of writing and critical thinking skills through a range of small-group and individual activities. Attended cultural events with mentees to support learning and development. Assisted mentees in applying |

to academic summer programs and college; provided support in the financial aid and scholarship application processes.

TRAININGS/ADDITIONAL RELEVANT CERTIFICATIONS

Summer Online Teaching Academy, Monmouth University (2020)

Climate Reality Leadership Corps Training (2020)

Spiritual Care Training for Congregational Leaders, Universalist Unitarian Leadership Institute (2020)

PROFESSIONAL ASSOCIATIONS

American Counseling Association (ACA)

American School Counselor Association (ASCA)

Association for Counselor Education and Supervision (ACES)

New Jersey School Counselor Association (NJSCA)

Monmouth County School Counselor Association (MCSCA)

Appendix E: 2019 and 2020 Exit Survey Data
Monmouth University School Counseling Program

	2019 N=17	2020 N=14
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of skills in the social arena]	4.73	4.64
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of skills in the career arena]	4.60	4.57
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of skills in the personal arena]	4.53	4.71
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of the New Jersey HIB law as it pertains to schools (K12) and/or universities]	3.80	4.21
Professional Orientation Subscore	4.42	4.54
Consultation. Do you feel exiting MU's Counselor Preparation Programs that you are able to: [Create a classroom guidance lessons or workshops]	4.33	4.14
Consultation. Do you feel exiting MU's Counselor Preparation Programs that you are able to: [Consult teachers/professors and administration to improve student success]	4.33	4.57
Consultation. Do you feel exiting MU's Counselor Preparation Programs that you are able to: [Consult parents and families in regards to student success as needed]	4.00	4.36
Consultation Subscore	4.22	4.36
Counseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Effectively use active listening skills to work with students]	4.73	4.77
Counseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Incorporate a theoretical orientation displayed in counseling/advising sessions]	4.40	4.46
Counseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Use effective clarification and questioning techniques]	4.60	4.62
Counseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Effectively respond to crisis and trauma]	4.27	4.38
Counseling Subscore	4.50	4.56
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Self-reflect]	4.79	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Maintain accurate records.]	4.36	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Collaborate with colleagues to improve counseling/advising practices.]	4.50	4.77
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Contribute professionally to the school/district and/or university]	4.57	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Respect privacy and confidentiality.]	4.79	4.77
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate commitment to continuous lifelong learning.]	4.79	4.54
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate honesty, enthusiasm, sensitivity, and dedication.]	4.77	4.77
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate leadership abilities.]	4.64	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate thoughtful and responsive listening.]	4.71	4.69

Appendix E: 2019 and 2020 Exit Survey Data
Monmouth University School Counseling Program

Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate cultural sensitivity.]	4.79	4.69
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Interact with students in developmentally appropriate ways.]	4.57	4.54
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate flexibility and responsiveness.]	4.71	4.69
Professionalism Subscore	4.67	4.66
Overall Means	4.54	4.58

Subscale Scores	2019	2020
Professional Orientation Subscore	4.42	4.54
Consultation Subscore	4.22**	4.36**
Counseling Subscore	4.50	4.56
Professionalism Subscore	4.67*	4.66*

Scale: 5: Strongly Agree: 5; Agree: 4, Neutral :3, Disagree: 2; Strongly Disagree: 1

*Subscale High Scores: 2019 & 2020 Professionalism

**Subscale Low Scores: 2019 & 2020 Consultation (However well above "agree")

2019 Are there any additional comments you would like to share about your experiences in the Counseling programs at Monmouth University?

The only thing I felt was lacking now that I'm working full time is learning more about academic counseling (such as working with failing students or students who don't complete homework)

More education on mental health and and crisis scenarios so counselors can be better prepared on how to handle specific situations is there is no SAC in the building.

I more than loved my time at Monmouth University. I found the School Counseling program to be top-notch, and it more than prepared for my current role as a professional school counselor. I have found myself, in times of both personal and professional reflection, immensely grateful for the program, professors, internship experiences, and friends I made along the way. My internship experiences, especially, built upon the knowledge learned within the classroom through lectures, discussions, and experiential-based activities. My internship supervisors themselves were profoundly knowledgeable, supportive, and helpful. A year out from graduation, and I still find myself reaching out to them for consultation or just to chat. I am a better counselor not only because of their leadership and guidance, but because of Monmouth as a whole. There are many experiences I had at Monmouth that I would not have had elsewhere (e.g. time in the Monmouth Future Scholars Program, which resulted in my experiencing 4 internships; leadership roles in ECSA; and two graduate assistantships in relevant roles - Special Education and Career Services). Whenever I meet someone interested in school counseling, I cannot recommend the program enough.

This program was outstanding. It made me the counselor I am today. My former professors were helpful, inspiring and knowledgeable. The only suggestion I have as a school counselor is to have more learning on tasks that are in the role. For example, HIB investigations, 504s, testing, school safety team, climate and culture, etc. Although all of these are not counseling tasks, most school counselors have this as their responsibility.

The program is great, however I would like to see a course for scheduling.

2020 Are there any additional comments you would like to share about your experiences in the Counseling programs at Monmouth University?

Overall my experience was fantastic at MU!!! However I would like to point out a few of things that really bothered me about the program while I attended.

1. I would have appreciated better academic advising and not feel like I was that check in the box in getting it done and over and documented for a "file". I wish someone had of talked to us in person about continuing on with the University to achieve a 60 credit degree.... while making ourselves more employable and valuable upon leaving the University. I now have to do 4 Masters Level Classes to achieve the 60 credits so I can take the NCE.
2. Our program revolved around social justice and equity however it was not always demonstrated within the University. Specifically an internship was offered to a select few students while I had to wait 6 months to resume my degree for the classes I needed to complete my Masters. There was no notification or opportunity to take advantage of that unbelievable opportunity. Consequently I had to continue working a poorly paying job for 6 months, not graduate for an additional 6 months when it was the most opportune time to apply for school counseling jobs that were open for September 2019. Since we graduated Dec 2019, we now are still looking for jobs for Sept 2020.
3. Our expected commencement ceremony was lumped into the Summer commencement which consequently never happened due to the Corona Virus Pandemic anyway. I felt that was wrong and most of the students said if they had to wait they probably would not be at the graduation due to work commitments, relocation for jobs and just the feeling of joy of our hard work would have dissipated by June. So this would take away from the celebratory experience I so anticipated. Just disappointing.

Being a part of this program was one of best decisions that I have made. Everything that I have learned I hope to take with me in my future career.

more focus on student development and student intervention; make advance topics be an intro course before students are placed in practicum; combine certain classes and focus alot on multiculturalism rather than just race; have more classes on professional development as well as interviewing skills; no cpce or better way to assess how we have learned; do not have school counseling things mandatory for student affairs; have professors who have either worked in student affair settings or actually know what it entails; no racial immersions because you cannot grade me on how 'uncomfortable' i am and it is wrong to invade a minority race's safe space--i am not learning how to be a better professional or to effectively do student interventions in relation to race; GA's that can count as internship, more reflection and less books in internship about what student affairs is since that is taught in 541; no mandatory counseling to be down before being placed at sites-unethical; career counseling could involve more case studies or actual scenarios rather than the 3 classes going over the tests high school students take; counseling throughout grad school/mental health should be discussed more for students

This has been a great experience for me. I feel lucky to have had this opportunity and to meet such wonderful professionals. My faculty and advisors have been amazing mentors and I hope to stay in touch with them after graduation.

I've had a wonderful experience here at Monmouth and through this program, I feel fully prepared to enter the field.

The program could use some refinement in regards to both policy and procedure. The idea is to be a cohort model, but it doesn't always feel that way. Also the way that some of the classes are designed don't seem to benefit the students. The new hybrid model of the courses is not ideal as it shortens the class period time and puts too much responsibility on students to "self-teach" which is problematic when preparing for exams such as CPCE. Also, the CPCE should not be the determining factor of student graduation it should be utilized to assess student progress but not help or hinder their graduation.

This is a well-renowned program for a reason.

Appendix F
2020 Employer Survey Results

Skill	Mean (N=10)
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Knowledge of the counseling profession]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Knowledge of professional roles and functions of a counselor]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Knowledge of counselor roles and responsibilities]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Skills in advocacy of all students]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of skills in the social arena (ASCA Model)]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of skills in the career arena (ASCA Model)]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of skills in the personal arena (ASCA Model)]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of the New Jersey HIB law as it pertains to schools (K12) and/or universities]	5
Professional Orientation Subscore	5
Consultation. Graduates of MU's Counselor Preparation Programs are able to: [Create classroom guidance lessons or workshops]	4.6
Consultation. Graduates of MU's Counselor Preparation Programs are able to: [Consult teachers/professors and administration to improve student success]	4.8
Consultation. Graduates of MU's Counselor Preparation Programs are able to: [Consult parents and families in regards to student success as needed]	5
Consultation Subscore	4.8
Counseling. Graduates of MU's Counselor Preparation Programs: [Effectively use active listening skills to work with students]	5
Counseling. Graduates of MU's Counselor Preparation Programs: [Incorporate a theoretical orientation displayed in counseling sessions]	5
Counseling. Graduates of MU's Counselor Preparation Programs: [Use effective clarification and questioning techniques]	5
Counseling. Graduates of MU's Counselor Preparation Programs: [Effectively respond to crisis and trauma]	5
Counseling Subscore	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Self-Reflect]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Maintain accurate records]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Collaborate with colleagues to improve counseling/advising practices]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Contribute professionally to the school/district and/or university]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Respect privacy and confidentiality]	5

Appendix F
2020 Employer Survey Results

Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate commitment to continuous lifelong learning]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate honesty, enthusiasm, sensitivity, and dedication]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate leadership abilities]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate thoughtful and responsive listening]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate cultural sensitivity]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Interact with students in developmentally appropriate ways]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate flexibility and responsiveness]	5
Professionalism Subscore	5

Professional Orientation Subscore	5
Consultation Subscore	5
Counseling Subscore	5
Counseling Subscore	5

Scale: Strongly Agree: 5; Agree: 4; Neutral: 3; Disagree: 2; Strongly Disagree: 1

Appendix G Course Delivery by Core and Non-Core Faculty

Fall 2019

Faculty Type	Number of Course Credits Credits Taught	Number of Faculty Load Hours	Student Credit Hours (Course credits x number enrolled)
Tenured/ Tenure Track	39	39	300
Nontenure Track FT	15	15	150
Adjunct	9	9	72

All courses were hybrid with the exception of one on-line course taught by a Tenured/Tenured Track faculty member (3 credits, 3 load hours, 15 student credit hours). Additionally, one adjunct taught an independent study (3 credits, 0 load hours, 6 student credit hours).

Spring 2020

Faculty Type	Number of Course Credits Credits Taught	Number of Faculty Load Hours	Student Credit Hours (Course credits x number enrolled)
Tenured/ Tenure Track	54	54	426
Nontenure Track FT	6	6	45
Adjunct			

All courses were hybrid except for one (taught by T/TT faculty member, 3 credits, 3 load hours, 27 student credit hours). Additionally, there were 3 independent studies, taught by 2 adjuncts (9 credits, 0 load hours, 24 student credit hours).

Summer C 2019

Faculty Type	Number of Course Credits Credits Taught	Number of Faculty Load Hours	Student Credit Hours (Course credits x number enrolled)
Tenured/ Tenure Track	3	3	27
Nontenure Track FT			
Adjunct	3	3	21

The course by the Tenured/tenure track faculty member was hybrid, the adjunct's course was lecture style.

Summer E 2019

Faculty Type	Number of Course Credits Credits Taught	Number of Faculty Load Hours	Student Credit Hours (Course credits x number enrolled)
Tenured/ Tenure Track	12	12	150
Nontenure Track FT			
Adjunct			

All courses were hybrid.

Summer A 2020

Number of Course Credits	Number of Faculty	Student Credit Hours
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Appendix G Course Delivery by Core and Non-Core Faculty

Faculty Type	Credits Taught	Load Hours	(Course credits x number enrolled)
Tenured/ Tenure Track			
Nontenure Track FT			
Adjunct			

There was one independent study, taught by a Tenured/Tenure Track faculty member, 3 credits, 0 load hours, 9 student credit hours.

Summer B 2020

	Number of Course Credits	Number of Faculty	Student Credit Hours
Faculty Type	Credits Taught	Load Hours	(Course credits x number enrolled)
Tenured/ Tenure Track	12	12	90
Nontenure Track FT	3	3	51
Adjunct			

All courses were on-line.

Additionally, one independent study was taught by a specialist (nontenure) faculty (3 credits, 0 load, 3 student credit hours).