

APSU Counseling Program 2025-2026 Annual Report



Department of Psychological Science and Counseling

Table of Contents

Section 1: Admission, Enrollment, Demographics _____	3
Section 2: Academic Quality Indicators _____	4
Section 3: Reflective Analysis _____	10
Section 4: Program Changes _____	12
Section 5: Professional Development _____	14
Section 6: Program, Student, & Faculty Awards, Achievements & Accomplishments _____	15
Appendix _____	16

APSU Counseling Program 2025-2026 Annual Report



Section 1: Admission, Enrollment, Demographics

2025 Admissions Cycle

Applications Received: 90
Invitations to Interview: 52
Admitted and Enrolled: 25
 CMHC: 19
 SC: 4
Average Undergrad GPA: 3.50

Total Enrollment (Fall 2025)

CMHC: 36
SC: 11
NDS: 4

TOTAL: 51

Student Demographics

(2025 cohort: based on 24 survey responses)

CACREP 2.E.3

Gender Identity:

Woman: 77.3% (17/24)
Man: 9.1% (2/24)
Non-Binary: 12.5% (3/24)
Transgender: 4.2% (1/24)
Questioning or unsure: 4.2% (1/24)

Disability Status:

Yes: 20.8% (5/24)
No: 62.5% (15/22)
Prefer not answer: 16.7% (4/24)

Family Educational History:

No parental college: 54.2% (13/24)
Some parental college: 0%
Parental bachelor's degree: 25% (6/24)
Parental advanced degree: 20.8% (5/24)

Race:

Asian: 0%
Black or African American: 33.33% (8/24)
Hispanic or Latino/a/x: 9.1% (2/24)
Native Hawaiian or Other Pacific Islander: 0%
Native American or Alaska Native: 0%
White: 54.17% (13/24)
Biracial/multiracial: 4.17% (1/24)
International Students: 0%

Military Affiliation:

Currently serving: 9.1% (2/24)
Previously served: 9.1% (2/24)
Family of current military member: 0%
Family of previous military member: 9.1% (2/24)
No military affiliation: 75% (18/24)

Section 2: Academic Quality Indicators

Includes information about completion rate, graduation rates, employment rates, procession through milestone decision points, student disposition assessment, clinical placement evaluations, exit exam pass rate, exit exam (CECE) scores, and student learning outcome evaluation. More information about these assessment measures can be found on the Counseling program website (<https://www.apsu.edu/mscounseling/>).

2025-2026 Graduation Rate

CMHC: 100% (15/15); Goal: 90%

SC: 100% (4/4); Goal: 90%

Total: 19

*Fall 2025 thru Summer 2026

Employment/Doctoral Admissions Rate

CACREP 2.E.2c

(for students seeking employment or doctoral admissions post-graduation)

CMHC: 67% (10/15; 5 unknown); Goal: 100%

SC: 100% (4/4); Goal: 100%

Completion Rate

CACREP 2.E.2b

(for students who started in 2024)

CMHC: 82% (out of 17 students: 6 continuing enrollments, 3 withdrawals, 8 graduates); Goal: 90%

SC: 67% (out of 9 students: 2 continuing enrollment, 4 graduates, 3 withdrawals); Goal: 90%

Clinical Placement Evaluation

(final scores only)

CMHC (on a scale of 1 to 5):

- Fall 2025: Avg. = 4.04, SD = 0.43
- Spring 2026: Avg. = 4.18, SD = 0.43
- Summer 2026: Avg. = 4.56, SD = 0.42

SC (on a scale of 1 to 5):

- Fall 2025: Avg. = 3.53, SD = 0.19
- Spring 2026: Avg. = 4.19, SD = 0.59

Milestone Decision Points

CACREP 2.C.1e

(as of 08/2026)

Students are tracked across four milestone decision points during their time in the program. Knowledge acquisition and competency development are assessed using key assessments. These key assessments, overall academic performance, and student dispositions inform student attainment of each milestone.

Milestone I Provisional: 5

Milestone II Clinical Status: 4

Milestone III Advanced Clinical Status: 22

Milestone IV Induction Status: 19

2025-2026 Clinical Placement Rate

CACREP 2.E.4

Practicum

CMHC: 100% (12/12); Goal: 100%

SC: 100% (4/4); Goal: 100%

Internship

CMHC: 100% (12/12); Goal: 100%

SC: 100% (4/4); Goal: 100%

2025-2026 Exit & Licensing Exam Pass Rate

CACREP 2.E.2a

(first or second attempt)

CECE Exit Exam: 100% (16/16); Goal: 100%

PRAXIS II (SC): 100% (4/4); Goal: 100%

NCE (CMHC): 80% (4/5); Goal: 85%

Student Progress & Disposition Assessments

CACREP 2.C.2; 2.E.1c

Each semester, students are evaluated using the Student Progress & Disposition Assessment to assess their performance on key dispositions related to interpersonal skills, professionalism, academic performance, and their future as counselors. Students are scored on a scale from 1 to 5 (1: needs significant improvement, 2: below average, 3: average, 4: above average, and 5: superior). Scores of 3 and above demonstrate adequate disposition development.

Fall 2025

Interpersonal Skills: Avg.=3.89, SD=0.37
Demonstration of Professionalism: Avg.=3.92, SD=0.51
Academic Performance: Avg.=3.89, SD=0.49
Future as a Counselor: Avg.=3.87, SD=0.46
Overall Average: Avg.=3.89, SD=0.39

Spring 2026

Interpersonal Skills: Avg.=4.37, SD=0.74
Demonstration of Professionalism: Avg.=4.43, SD=0.50
Academic Performance: Avg.=4.40, SD=0.50
Future as a Counselor: Avg.= 4.45, SD=0.41
Overall Average: Avg.=4.39, SD=0.50

Spring/Summer 2026 CECE Exit Exam Scores

Sixteen (16) final year students took the CECE in March 2026. Sixty-nine percent (69%) 11/16) of the students passed the exam on their first attempt, 100% (5/5) of the students passed an alternative exam on their second attempt.

CONTENT AREA	APSU MEAN	APSU SD	NAT'L MEAN	NAT'L SD
C1. Human Growth and Development	8.69	2.44	9.41	2.46
C2. Social & Cultural Diversity	10.81	2.54	11.23	2.23
C3. Counseling & Helping Relationships	9.06	2.52	9.78	2.81
C4. Group Counseling & Work	10.06	2.59	9.71	2.44
C5. Career Development	9.43	2.02	9.94	2.70
C6. Assessment & Testing	9.34	1.75	8.03	2.56
C7. Research & Program Evaluation	5.8	1.76	7.40	2.83
C8. Professional Counseling Orientation & Ethical Practice	7.8	2.56	8.88	2.62
OVERALL	68.56	11.13	74.36	15.21

2025-2026 Key Performance Indicators (KPIs)

CACREP 2.E.1a

The program utilizes a systematic assessment process aligned with CACREP standards to evaluate student progress in knowledge and clinical skill development. The process includes 11 Key Performance Indicators (KPIs) and multiple assessment measures. KPIs are assessed through course-embedded Key Assessments and designated sections of the Counselor Education Comprehensive Examination (CECE).

The Assessment Crosswalk serves as the framework for aligning the 11 KPIs with CACREP curricular areas, specialty practice areas, and program objectives. Each KPI is directly linked to a program objective, allowing KPI assessment to also serve as a measure of program objectives. KPIs and program objectives are assessed within a systematic five-year cycle to support ongoing evaluation and data-informed program improvement.

The tables below illustrate the assessed KPIs and program objectives for the 2025-2026 academic year.

Program Objective	Academic Quality Indicator	Minimum Thresholds	Data	How & When Data Collected
4. Career Development: <i>To equip students with culturally responsive counseling skills, demonstrate mastery of career development theories, assessment strategies, and interventions, enabling them to effectively guide diverse clients through career-related challenges while advocating for equitable access to educational and occupational opportunities in an evolving global workforce.</i>	KPI 4: Career Development <i>Students will develop culturally responsive counseling skills, demonstrate mastery of career development theories, assessment strategies, and interventions, enabling them to effectively guide diverse clients through career-related challenges while advocating for equitable access to educational and occupational opportunities in an evolving global workforce.</i>	'3' on Counseling Program Competency Rubric - COUN 5600 KA: 16-20 - CECE subsection: at or within 1 standard deviation of national average	- Career Autobiography Paper (COUN 5600 KA) - CECE Lifestyle Career Development subsection	- COUN 5600: Theories and Counseling in Career Development (Su1) - CECE Lifestyle Career Development subsection (Sp2)

Outcome Assessment Method 1

Students enrolled in COUN 5600: Theories and Counseling in Career Development during the summer semester of the M.S. in Counseling program will demonstrate competency in applying career development theories. Competency will be assessed through the Career Autobiography Paper assignment. Students must write a self-reflective paper that discusses their career development process and applies appropriate theories. Assessment data from all students enrolled in COUN 5600 during the summer semester will be included in the analysis. Student performance will be evaluated using the Career Autobiography Paper Rubric, and aggregated rubric scores will be used to assess program-level competency.

Criteria for Success 1

Students will demonstrate competency by completing the Career Autobiography Paper and earning a score of 16 out of 20 points (80%) or higher, as measured by the Career Autobiography Paper Rubric. A score of 16/20 or higher indicates that students have developed the knowledge and skills necessary to effectively guide diverse clients through career-related challenges. The program's benchmark is for 100% of students to achieve this level of competency.

Findings:

Twenty-one students completed the Career Autobiography Paper during the 2025-2026 SLO period. Of the 21 students who completed the assignment, 20 (95%) scored 80% or better at the time of assessment.

Outcome Assessment Method 2

Counseling students in their final year in the program will further demonstrate competency in the area of career development theories through their performance on the Counselor Education Comprehensive Exam (CECE), specifically their scores on the Lifestyle Career Development subscale. This is a norm-referenced, standardized multiple-choice exam that covers the CACREP core areas and is used as this program's comprehensive exam. The students take the CECE during the Spring of their final year.

Criteria for Success 2

Students will demonstrate competency by achieving a score no more than one standard deviation (SD) below the National mean on the CECE Lifestyle Career Development subscale. The program's benchmark is for 80% of students to achieve this level of competency. Note: exact score requirements vary each year based on current National mean scores.

Findings:

Sixteen counseling students in their final year in the Counseling program took the Counselor Education Comprehensive Exam (CECE) during the 2025-2026 SLO period. The mean score for APSU students on the Lifestyle Career Development subscale was 9.43 and the national mean was 9.94. Of the 16 students who completed the CECE during the 2025-2026 SLO period, 10 out of 16 (63%) earned a score no more than one standard deviation below the mean, with 8 scoring above the National mean. Six students (37%) earned a score greater than one standard deviation below the national mean.

Program Objective	Academic Quality Indicator	Minimum Thresholds	Data	How & When Data Collected
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7. Assessment and Diagnostic Processes <i>Equip students to ethically apply culturally responsive, evidence-based assessment and intervention strategies to inform diagnosis, referral, and advocacy, while promoting client well-being and equitable access to mental health services across diverse global contexts.</i>	KPI 7: Assessment & Testing <i>Students will ethically apply culturally responsive, evidence-based assessment and intervention strategies to inform diagnosis, referral, and advocacy, while promoting client well-being and equitable access to mental health services across diverse global contexts.</i>	'3' on Counseling Program Competency Rubric • COUN 5080: 70-100 • COUN 5190: 70-100 • CECE subsection: at or within 1 standard deviation of national average	• Diagnostic Assessment and Treatment Planning Movie Project Presentation (COUN 5080 KA) • Comprehensive Assessment Report (COUN 5190 KA) • CECE Appraisal subsection	• COUN 5080: Diagnosis and Psychopathology (Sp1) • COUN 5190: Psychological Assessment and Appraisal (F2) • CECE Appraisal subsection (Sp2)
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Outcome Assessment Method 1

Students enrolled in COUN 5080: Diagnosis and Psychopathology during the spring semester (1st year) of the M.S. in Counseling program will demonstrate competency in applying evidence-based assessment strategies to inform diagnosis. Competency will be assessed through the Diagnostic Assessment and Treatment Planning Movie Project Presentation assignment. Students will work in treatment teams to create a diagnosis, an intake summary, and plan an initial session for a character in a popular movie. Assessment data from all students enrolled in COUN 5080 during the spring semester (1st year) will be included in the analysis. Student performance will be evaluated using the Diagnostic Assessment and Treatment Planning Movie Project Presentation Rubric, and aggregated rubric scores will be used to assess program-level competency.

Criteria for Success 1

Students will demonstrate competency by completing the Diagnostic Assessment and Treatment Planning Movie Project Presentation and earning a score of 70 out of 100 points (70%) or higher, as measured by the Diagnostic Assessment and Treatment Planning Movie Project Presentation Rubric. A score of 70/80 or higher indicates that students have developed the knowledge and skills necessary to effectively apply evidence-based assessment strategies to inform diagnosis. The program's benchmark is for 100% of students to achieve this level of competency.

Findings:

Nineteen students completed the Diagnostic Assessment and Treatment Planning Movie Project Presentation assignment during the 2025-2026 SLO period. Of the 19 students who completed the assignment, 19 (100%) scored 70% or better at the time of assessment.

Outcome Assessment Method 2

Counseling students in their final year in the program will further demonstrate competency in the area of group counseling through their performance on the Counselor Education Comprehensive Exam (CECE), specifically their scores on the Appraisal subscale. This is a norm-referenced, standardized multiple-choice exam that covers the CACREP core areas and is used as this program's comprehensive exam. The students take the CECE during the Spring of their final year.

Criteria for Success 2

Students will demonstrate competency by achieving a score no more than one standard deviation (SD) below the National mean on the CECE Appraisal subscale. The program's benchmark is for 80% of students to achieve this level of competency. Note: exact score requirements cannot be determined at this time as National mean scores are not yet available.

Findings:

Sixteen counseling students in their final year in the Counseling program took the Counselor Education Comprehensive Exam (CECE) during the 2025-2026 SLO period. The mean score for APSU students on the Appraisal subscale was 9.34 and the national mean was 8.03. Of the 16 students who completed the CECE during the 2025-2026 SLO period, 10 out of 16 (63%) earned a score no more than one standard deviation below the mean, with 3 scoring above the National mean. Six students (37%) earned a score greater than one standard deviation below the national mean.

Section 3: Reflective Analysis

Professional Dispositions (CACREP 2.E.1c)

Another important factor is students' ability to develop key student dispositions. During the 2025-2026 academic year, information from the Student Progress and Disposition Assessments indicate that students were on average scoring in acceptable ranges related to these dispositions. Students who score below a "3" on any items on the assessment receive additional feedback related to those scores and possible ways of improving. Multiple scores below a "3" or an overall score below "3" trigger additional support and/or remediation plans to promote student access to resources and feedback that can empower them to continue growth in needed areas. The majority of students who receive plans are able to progress forward and complete the plan requirements within 1-2 semesters.

Graduate Outcomes (CACREP 2.E.2)

Graduate outcomes are assessed through credentialing examination pass rates, degree completion rates, and employment and doctoral admission rates. All school counseling graduates successfully passed the required credentialing examination. Although the credentialing examination is optional for clinical mental health counseling students prior to graduation, 80% of students who tested successfully passed the examination. Among students who entered the 2024 cohort, 82% of clinical mental health counseling students and 67% of school counseling students have completed the program. Among 2026 graduates, 100% of school counseling graduates are working as counselors, while 67% of clinical mental health counseling graduates are known to be employed as counselors.

Although the program has set higher goals, overall graduate outcomes indicate strong credentialing and employment success. The program will continue to monitor completion and employment trends to identify opportunities for continued improvement.

Clinical Placement Rates (CACREP 2.E.4)

All students in both concentrations are able to obtain placements for practicum and internship. Additionally, site supervisor evaluations reflect a pattern of clinical readiness and professionalism within the field.

Program Evaluation (CACREP 2.F.1)

During Spring 2026, the program collected data from program graduates through an emailed survey designed to assess alumni perceptions of their counselor preparation, including coursework, practicum, and internship experiences. Each survey item was directly aligned with a program objective. Thirteen alumni completed the survey, resulting in a mean rating of 4.41 on a 5.0 scale, indicating that graduates felt well prepared by the program.

During Spring 2026, the program collected data from employers through an emailed survey designed to solicit employer perceptions of graduate career readiness. Each survey item was directly aligned with a program objective. Three employers completed the survey, resulting in a mean rating of 4.34 on a 5.0 scale, indicating that employers felt the program effectively prepared their employees.

Student Feedback

Advising (CACREP 1.Q)

During Fall 2025, the program collected data from current students through an emailed survey designed to provide feedback on their advising experience. Thirty-four students completed the survey, resulting in a mean rating of 3.80 on a 4.0 scale, indicating that, overall, students had a positive advising experience.

Field Placement Process (CACREP 4.L)

During Fall 2025, the program collected data from current fieldwork students through an emailed survey designed to provide feedback on their fieldwork placement experience. Fourteen students completed the survey, resulting in a mean rating of 3.59 on a 4.0 scale, indicating that, overall, students had a positive fieldwork placement experience.

Student Performance

KPI 4: Career Development (Program Objective #4: Career Development)

The results of Measure 1 (Career Autobiography Paper) indicate that most students (95%) successfully developed the knowledge and skills to apply career development theories. However, the results of Measure 2 (CECE Lifestyle Career Development subsection) indicate that students struggle more with the standardized examination of the material.

KPI 7: Assessment & Testing (Program Objective #7: Assessment & Diagnostic Processes)

The results of Measure 1 (Diagnostic Assessment and Treatment Planning Movie Project Presentation) indicate that all students (100%) successfully developed the knowledge and skills to apply evidence-based assessment strategies to inform diagnosis. However, the results of Measure 2 (CECE Appraisal subsection), indicate that students struggle more with the standardized examination of the material.

Section 4: Program Changes

Each year, Counseling Program faculty intentionally integrate information from program outcome measures with student, faculty, and community partner feedback to assess the overall effectiveness of the program and its students/graduates. Programmatic and curricular changes are made based on this information. Notable changes that have been informed by research and program assessment include the following:

Curriculum Modifications & Program Improvements (CACREP 2.F.3b)

Career Development (KPI 4; Program Objective #4): Faculty will continue to monitor student performance and enhance opportunities for deeper application of career developmental theories in counseling contexts. Additionally, to better support student success on the required standardized exam, instructors will integrate more specific conversation and practice opportunities for content and questions covered by the exam within the course content.

Assessment & Testing (KPI 7; Program Objective #7): To better support student success on the required standardized exam, instructors will intentionally and consistently integrate more practice opportunities for questions covered by the exam within the course content.

Program Changes (CACREP 2.F.3c)

During the Spring 2026 advisory committee meeting, members reviewed and provided feedback on key program components. Advisory committee members formally voted on these revised program objectives and the updated objectives have been added to the website.

Drs. LeAnn Wills (school counseling) and Sarah Mendoza (clinical mental health) started their first year as tenure-track, core faculty in the APSU Counseling program, replacing Dr. Mariama Sandifer and Dr. Jessica Fripp. Dr. Lara Strate (clinical mental health) joined the team as a Visiting Professor for a one-year term, replacing Dr. Kim Coggins. The faculty conducted a search process during the 25-26 academic year and offered Dr. Strate a tenure-track position for the 26-27 year.

Dr. Mendoza chose to resign her position at the end of the Spring 2026 semester. We have been approved to fill her tenure-track positions and will begin the search process during the 2025-2026 academic year.

The program physically moved from the Clement Building during the summer of 2025. The program is now housed in the new Health Professions Building, a 114,600-square-foot facility opened in Fall 2025 that supports interprofessional education across multiple health-related disciplines. Within this facility, the counseling program utilizes both shared instructional spaces

and dedicated training environments. Classroom spaces on the first and second floors support didactic instruction, while a dedicated Counseling Lab suite provides specialized environments for skills development.

The Counseling Lab includes six individual counseling rooms (approximately 8x6 feet) designed to replicate professional counseling offices, one group counseling room, two conference rooms that can be used for supervision and meetings, a student computer lab, a graduate assistant workspace, and faculty offices. A dedicated play therapy room further supports specialized training. The playroom is located outside the suite, but it is only used by the Master's in Counseling program.

The Counseling Lab and associated resources are equipped with clinical materials, including a curated collection of counseling texts, training media, and assessment instruments, further enhancing the instructional environment. These combined physical resources ensure that students have consistent access to environments that support skill development prior to practicum.

Section 5: Professional Development

Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Student Professional Involvement Activities (CACREP 1.L):

- Madison Eldridge, Kara Mosier, and Shante Reagan volunteered at the Tennessee Licensed Professional Counselors Association conference
- Madison Elridge and Alexandra Estrada-Marín presented at the Tennessee Licensed Professional Counselors Association poster competition
- Jessie Meehan & Hailey Mason presented at the Tennessee Licensed Professional Counselors Association conference
- Elizabeth Carter & Jada Hoskins attended a Middle Tennessee Counseling Association professional development workshop on solution-focused counseling
- Elizabeth Carter & Katie Estell pursued EMDR certification
- Jessie Meehan & Madison Eldridge served as the Tennessee Licensed Professional Counselors Association Student Representatives
- Baylee Hughes & Sydney Gregory attended a sand tray training
- Katelynn Baranosky attended the national American Counseling Association conference
- Jordan Smith & Jada Hoskins attended the national American School Counselor Association conference
- Cassie Welch presented to the Clarksville Young Professionals organization

The program is in the process of re-establishing its chapter of Chi Sigma Iota (CSI), the international counseling honor society. On January 15, 2026, the program received signatures from the department chair and college dean on the CSI chartering agreement and began the process of applying for reinstatement of the APSU chapter. Once reinstated, this organization will provide additional opportunities for students to engage in leadership, scholarship, service, and professional networking within the counseling profession.

The program also engaged in community-building and supportive learning events. During the Spring 2026 semester, the program hosted two “Peayce of Mind” student engagement events that focused on wellness and professional connection within the counseling student community. Attendees rated these events positively (12 students attended). Additionally, the program hosted four optional comprehensive exam study sessions (one in Fall and three in Spring) designed to foster collaboration, peer support, and shared professional learning among students. Ten students attended these sessions.

Site Supervisor Professional Development Opportunities (CACREP 4.K):

To support the professional development of site supervisors, the M.S. Counseling program co-hosted a continuing education training sponsored by the Middle Tennessee Counseling Association on May 19, 2026, titled “Creating Solutions in Counseling & Supervision.” This training introduced participants to the

core principles and practical applications of a solution-focused approach in counseling and supervision. Site supervisors were invited to participate and received CE credits upon completion.

Section 6: Program, Student, & Faculty Awards, Achievements & Accomplishments

The APSU Counseling Program strives to foster excellence in students and faculty and celebrates the accomplishments of members of the program community. During the 2025-2026 AY, we honor the following accomplishments:

Student Awards (CACREP 2.F.3c):

- M.S. in Counseling Program Honor Awards: Kat Barnosky & Dayna Thomas
- Anthony Rinella Scholarship: Jada Hoskins

Faculty Accomplishments (CACREP 2.F.3c):

- 15 international, national, state, & local presentations (complete listing included in appendix)
- 1 local professional development presentation (complete listing included in appendix)
- 6 invited talks (complete listing included in appendix)
- 3 new publications (complete listing included in appendix)
- Participation in 2 research grants (complete listing included in appendix)
- 17 leadership positions at the national, regional, state, and university levels (partial listing included in appendix)

Faculty Awards (CACREP 2.F.3c):

- Chamber of Commerce Distinguished Faculty Award (August 2025): Eva Gibson

Appendix

Faculty Presentations

- Rinehart, K., & **Wills, L. N.** (2026, May). *Cultivating Resilience: An Integrated Framework for Enhancing Farmer Well-Being*. American Association of Agricultural Education (AAAE), St. Petersburg, FL.
- Wills, L. N.** & Rinehart, K. (2026, April). *From Stress to Strength: An Interdisciplinary Model for Supporting Farmer Well-Being* [Conference session]. Association for International Agricultural and Extension Education (AIAEE) Conference, San Jose, Costa Rica.
- Wills, L. N.** (2026, March). *Strengthening Rural Student Mental Health: A Place-Based Approach for Sustainable Well-Being* [Conference session]. APSU Center for Rural Education Annual Conference. Online.
- Wills, L. N.** (2026, March). *Sustaining Wellness in the Helping Professions*. Mindful Futures Symposium. Austin Peay State University, Clarksville, TN.
- Niles, J., & **Wills, L. N.** (moderators). (2026, January). *Pathways to Leadership in the Counseling Profession* Webinar moderated for *Chi Sigma Iota Webinar Series (virtual)*.
- Jangha, A., Cashwell, C., Gonzales-Wong, C., **Wills, L. N.**, & Colburn, A. (2026, January). *Introducing The ASERVIC (2025) Spiritual and Religious Best Practices*. Webinar for the *American Counseling Association Webinar Series*.
- Gibson, E. M.**, Brant-Rajahn, S. N., & Sandifer, M.I.C. (2025, October 9-11). *School counseling students on the job: enhancing clinical readiness* [Poster presentation]. Association for Counselor Education and Supervision Conference, Philadelphia, PA, United States. <https://acesonline.net/aces-national-conference/>
- Wills, L.** & Sauboulle-Camacho, B. (2025, October 9-11). *Victories and Opportunities: An Exploration of Professional Counseling Advocacy and Legislative Interventions* [roundtable]. Association for Counselor Education and Supervision Conference, Philadelphia, PA, United States. <https://acesonline.net/aces-national-conference/>
- Wills, L.** (2025, October 9-11). *Beyond City Limits: A Scoping Review of School Counseling Service Delivery in Rural Schools* [Poster presentation]. Association for Counselor Education and Supervision Conference, Philadelphia, PA, United States. <https://acesonline.net/aces-national-conference/>
- Wills, L.** (2025, September). *Getting the Experts' Edge: Using the Delphi Method in Counseling Research* [Roundtable]. Association for Assessment and Research in Counseling Conference, Daytona Beach, FL.
- Wills, L.** & Makupson, M. (2025, September). *Inclusive Insights: Research That Respects & Reflects* [Roundtable]. Association for Assessment and Research in Counseling Conference, Daytona Beach, FL.

Strate, L., Michael, T. (2025, September). *Alexithymia in College Students: Exploring the psychometric properties of the TAS-20, PAQ, and BVAQ* [Conference Session]. Association for Assessment and Research in Counseling, Daytona Beach, Florida, United States.

Gibson, E.M., Rollins, K., & Sandifer, M. I. (2025, July 12-15). *Create partnerships for student success*. [Conference session]. American School Counselor Association Conference, Long Beach, CA, United States. <https://www.ascaconferences.org/>

Gibson, E.M., Rollins, K., Parreco, L., & Dale, A. (2025, July 12-15). *Supervision supports for interns & new school counselors* [Conference session]. American School Counselor Association Conference, Long Beach, CA, United States. <https://www.ascaconferences.org/>

Morgan, O., & **Gibson, E.M.** (2025, July 12-15). *ASCA student standards fast facts*. [Conference session]. American School Counselor Association Conference, Long Beach, CA, United States. <https://www.ascaconferences.org/>

Faculty Professional Development Presentations

Gibson, E.M. (2025, June 5). *Site supervisor training* [Virtual In-service training]. Clarksville-Montgomery County School System, Clarksville, TN, United States.

Invited Talks

Wills, L. N. (2026, March 4). *Maintaining a Group*. [Presentation]. CPSY 8040 – Advanced Group Theories & Techniques. Austin Peay State University. Clarksville, TN.

Wills, L. N. (2026, January 26). *Sustainable Practice Begins With You: Building a Holistic Self-Care Plan*. [Guest Recorded Lecture]. SW 3510: Positive Social Work, Compassion Fatigue and Resiliency Theories. Austin Peay State University. Clarksville, TN

Gibson, E.M. (2025, November 5). *Graduate school prep* [Campus talk]. Dr. Emily Pica, Austin Peay State University, Clarksville, TN

Earnest, D.; **Gibson, E.M.,** & **Wills, L.N.** (2025, November 4). *APSU graduate programs*. [Panel]. Dr. Kevin Harris, Austin Peay State University, Clarksville, TN

Wills, L. N. (2025, October 23). *The Power to Transform Student Lives: Professional School Counseling* [Presentation]. Professors and Pastries. Austin Peay State University, Clarksville, TN.

Gibson, E.M. (2025, August 7). *Intentional andragogy: Antiracist teaching in graduate counselor education* [Invited talk]. Counselor Education Doctoral Bootcamp, Virtual, United States.

Faculty Publications

Gibson, E.M., Bedford, W., & Webb, T. (2026). Emotional and behavioral disorders. In M.E. Gold

(Ed.), *Introduction to special education: A spectrum of exceptionalities* (2nd) (pp. 167-182). Kendall Hunt Publishing Company.

Wills, L. N., Gibbons, M. M., Taylor, S. F., & Makupson, M. (2025). Beyond city limits: A scoping review of school counseling service delivery in rural schools. *Professional School Counseling*, 29(1), 1-18. <https://doi.org/10.1177/2156759X251365250>

Wills, L. N., & Saubolle-Camacho, B. (2025). An Exploration of Professional Counseling Advocacy and Legislative Interventions. *The CSI Exemplar*.
https://cdn.ymaws.com/www.csinet.org/resource/resmgr/publications_exemplar/Fall_2025_Exemplar.pdf

Faculty Grants

Wills, L. N., & Gibson, E. M. (2025-2026). *Assessing Student Mental Health Needs in Middle Tennessee: A Survey of School-Based Providers* (Internal Research Support Grant [Grant]. Austin Peay State University.

Wills, L. N., Strate, L. & Gibson, E. M. (2025-2026). *Peayce of Mind Wellness Series* (ENGAGE!) [Grant]. Austin Peay State University.

Faculty Service Positions (partial listing):

Gibson

- Reviewer for *Professional School Counseling* journal
- Trainer for American School Counseling Association
- Technology Advisory Committee
- Advisory Council: Kirkwood Middle School
- College of Behavioral and Health Sciences Gonfalon Carrier (Fall 2025)
- APSU Student Organization Advisor: Zeta Phi Beta Sorority, Inc- Gamma Nu chapter

Mendoza

- CoBHS College Honors & Awards Committee
- NCE Liaison

Strate

- Ad Hoc Reviewer for the *Journal of Counselor Leadership and Advocacy* (JCLA)
- International Committee, Association for Assessment and Research in Counseling
- Diversity Committee, International Association for Wellness in Counseling (IAWC)

Wills

- President of Middle Tennessee Counseling Association
- Reviewer for the Professional School Counseling Journal
- Ad Hoc Reviewer for *Counselor Education and Supervision Journal*
- Advisory Council: Kirkwood Middle School
- Chi Sigma Iota Excellence in Counseling Research and Grants Reviewer
- Chi Sigma Iota Leadership and Professional Advocacy Committee