

Statement of Need and Demand for the Program

As part of the initial planning process, ECU faculty sought input from stakeholders within the service region to assess student demand for the proposed program. A total of 90 stakeholders were surveyed in Fall 2008 concerning the perceived need for this doctoral program. Survey data of currently-enrolled Master's students was extracted from that of currently employed school counselors.

QUESTIONS	Current Master's Students	Currently Employed Counselors
1. There is a need for a terminal degree in Counselor Education in the eastern region of Kentucky	96.3%	81.8%
2. I personally would be interested in such a program.	85.2%	57.1%

Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in ECU's service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The data compiled for this report also noted the disparity between the American School Counseling Association's suggested 1: 250 ratio of counselors to students in P-12 settings and the numbers reported in Kentucky, as summarized below:

Ratio	Percentage Response Rate
1: 250 or fewer students	3.5%
1: 251-299	10.7%
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Furthermore, students who have achieved the Master's degree in Mental Health Counseling in the ECU service region face documented (Engbretson, Schmuldt & Hall, 2008) difficulties in finding an appropriate individuals to provide the supervision required for licensure as an LPCC in Kentucky. The need for doctoral-level counselor educators is further exacerbated by changes to the Council for Accreditation in Counseling and Related Education Programs (CACREP) standards for 2009, whereby all faculty teaching in Counselor Education programs must have an earned doctorate degree in Counselor Education. This coincides with the projected need for Counselor Education faculty, based on both growth and expansion of programs as well as an estimated 50% of current faculty members planning to retire within a ten-year period (Leinbaugh, Hazler, Bradley & Hill, 2003). Given the Department of Labor's (Bureau of Labor Statistics, 2008-09) anticipated job growth for counselors as "much faster than average" in

comparison to all other occupations, (34% growth by 2016) the need to train new faculty for such positions is readily apparent.

The shortage of mental health workers in the region is well-documented. A review indicates that the 22-county service region of Eastern Kentucky University falls well below the national average in terms of licensed clinical professional counselor (LPCC) to resident ratio. Data indicates 91 LPCCs work in the ECU service region (total population 592,848), which roughly equals one licensed counselor for every 6,514 residents. A breakdown of each county by population and number of counselors is listed below:

County	Population	Number of LPCCs
Bell	30600	7
Boyle	27687	4
Casey	15447	0
Clay	24456	3
Estill	15307	2
Garrard	14792	3
Harlan	33202	2
Jackson	13495	0
Knox	31795	2
Laurel	52715	13
Lee	17916	0
Leslie	12401	0
Lincoln	23361	0
Madison	81103	18
McCreary	17080	1
Owsley	4858	0
Perry	29390	9
Powell	13237	2
Pulaski	59202	7
Rockcastle	16852	6
Wayne	19923	6
Whitley	38029	5

Specific Mental Health Issues

The shortage of trained mental health clinicians in the ECU service region should be considered in concert with the depth and breadth of mental health issues. Among these, domestic violence, substance abuse and severe psychological distress are particularly prominent in the region.

Domestic Violence

Statistics for 2002 (the most recent year for which data was collected) reflect a state-wide total of 41,583 domestic violence-related phone calls to authorities. The average number of women sheltered in residences specifically designated for protection from domestic violence was 2,125. Additionally, 2,002 children resided in domestic violence shelters during that year. An additional 22,155 individuals were non-sheltered victims of domestic violence (meaning these individuals received legal, advocacy and/or counseling

services relevant to domestic violence. Finally, the Kentucky State Police report that during 2001 (the most recent year for which data was available), 29, 779 Emergency Protective Orders and 15,444 Domestic Violence Orders were issued. The issue of domestic violence is severe and pervasive in the ECU service region, with a pronounced shortage of professionals available to assist those in need.

Substance Abuse

Statistics from the United States Department of Health and Human Service paint a fairly bleak picture of substance abuse services in Kentucky. During 2005, an estimated 334,000 Kentuckians met the diagnostic criteria for a substance abuse, dependence or addiction. Based on Kentucky’s estimated population (4,206,074 residents), approximately 1 in 13 Kentuckians is afflicted with abuse, addiction or dependency. Yet, the number of residents who received substance abuse treatment during the same year was estimated only at 10,000.

Psychopathology

Mental Health Indicator	Percentage of Kentuckians	Ranking
<u>Serious Psychological Distress</u>	11.65%	4th of 51
<u>Adult physical disabilities</u>	7.9%	3rd of 54
<u>Disability prevalence</u>	24.8%	2nd of 54
<u>Low-Income Subsidy Eligible Medicare PDPs</u>	24	19th of 51
<u>Needing Treatment for Drug Use</u>	2.89%	13th of 51
<u>Prevalence of Poor Mental Health</u>	27.1 %	46th of 50
<u>Resident population with serious mental illness</u>	170,710	25th of 52
<u>Resident population with serious mental illness (per capita)</u>	0.409 per 10 people	9th of 52

In comparison to the 50 states, Kentucky ranks 4th for adults experiencing “serious psychological distress” (11.65%), according to the Center for Disease Control. Kentucky also ranks 2nd and 3rd in the nation in terms of “adult physical disability” and “disability prevalence”, respectively. Mental health issues in Kentucky are also severe, according to the study. The prevalence of “poor mental health” among Kentuckians is estimated at 27.1%. Those individuals whose mental illness is described as “severe” in terms of debilitation is approximately 170,710, which ranks Kentucky as 25th overall. In comparison to the rest of the country, Kentucky ranks 9th in terms of “serious mental health needs” per capita, with 0.409 per 10 people meeting this qualification.

Considered together, the data describe a sharp contrast between the availability of mental health professionals relevant to the mental health needs of the region. ECU is in the unique position of serving a vast, diverse rural population with specific and severe mental health needs. The proposed doctorate degree in Counselor Education at Eastern Kentucky

University will focus on the needs specific to the Appalachian region, thereby seeking to improve the quality of life for Eastern Kentuckians.

Counselor Education and Supervision at EKU: A Relevant and Informed Approach

The primary purpose of EKU's proposed doctoral program in counselor education and supervision is to improve school and mental health counseling services in Kentucky. We shall accomplish this through two complementary emphases: (1) counselor education and supervision training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs counselor education and supervision to improve school and mental health counseling services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national school counseling, mental health counseling and counselor education groups, we will develop, maintain, and continually update a research agenda.

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation "boot camps," etc. We will work with other universities to provide technology and policy support to make it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.

Discuss following at meeting:

1. The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these communities and schools requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate. Our Ed.D. program will fulfill this purpose primarily through two distinct but complementary emphases: (1) developing counseling, counselor supervision and research capacity, and (2) research development and dissemination. We will build leadership and research capacity in participants through a rigorous sequence of coursework augmented by relevant clinical experiences. Research development and dissemination will

include doctoral students, in collaboration with and under the direction of faculty advisors, producing research that is (1) high quality, and (2) intended to inform counselor education and supervision relevant to the needs of the region. Students will be encouraged to develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact.

2. ECU is committed to regional stewardship, and the Ed.D. program should reflect that commitment. Our doctoral program will be implemented with a conscious and deliberate recognition that rural schools and communities—the schools and communities in which most program participants will likely serve—face unique challenges and possess unique strengths with which to face those challenges. We believe that sustaining and improving rural mental health and school counseling services thus requires unique knowledge bases and specific technical and practitioner skills. With that in mind, the ECU doctoral program will include a Rural Studies Core Component (with a particular emphasis on Appalachian Kentucky), and will imbed rural educational, cultural, and organizational content within other coursework as appropriate. In developing curricula, delivering instruction, and conducting and fostering research, the program will cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

Program Title:

Doctor of Education (Ed. D.) in Counselor Education & Supervision

Federal CIP Code: 13.0401

Proposing Institution:

Eastern Kentucky University

Primary Institutional Contact:

William Phillips
Dean of the College of Education
Eastern Kentucky University

Inside/Outside Institutional Band of Authority: Inside

Degree Designation: Doctoral

Doctor of Education – Counselor Education & Supervision

Purpose and Overview

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Participation in this doctoral program will lead to enhanced understanding and practical capacity with regard to human learning, educational institutions, and the interaction of the larger society with educational, financial, and governmental entities and processes. Likewise, participation will allow for the acquisition of skills to conduct and successfully apply research. Course work will be built on a knowledge base that reflects current research, theory, and practice; and doctoral faculty will serve as ongoing mentor resources – answering questions, helping to resolve administrative problems, collaborating on research projects, referring individuals to job openings, etc.

Program Admission

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in education or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience and must demonstrate competency

in educational research and statistics. (See section below regarding *graduate coursework in education research and statistics*.)

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee¹ will select those applicants to be interviewed. The one-day interview will include:

- A review of the candidate's professional portfolio, using a rubric to be established by the Doctoral Program Committee
- A problem-solving exercise to be completed by the candidate and evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members
- An interview with the Dean or Associate Dean

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Additional requirements regarding graduate coursework in educational research:

To be approved for full admission into the doctoral program, students must meet the following requirement:

The student must have successfully completed (with a grade of B or higher) a graduate level course in educational research and statistics and/or successfully completed and defended a thesis or specialist project demonstrating research proficiency within the last four years, counting from the semester of admission.

Students who do not meet the above requirement may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

Admission to Candidacy

Students are admitted to candidacy for the Ed.D. after they have accomplished the following:

- Completed approved course work satisfactorily
- Passed a comprehensive examination
- Formed a Dissertation Committee that includes the dean's representative
- Secured the Committee's approval of a dissertation topic
- Made formal and successful application for candidacy

CURRICULUM REQUIREMENTS

Delivery Model

The ECU doctoral program in counselor education and supervision studies will employ a modified cohort model. Students will enter, continue, and finish the program with a group of colleagues. Some advantages of this model are these:

- Cohorts allow students to know the design and program of from the outset.
- Cohorts enable students to support each other as a group while accomplishing the major milestones of the program including the comprehensive examination and the dissertation.
- Cohorts allow high levels of ongoing support for individual student work and research development.
- Cohorts serve as a basis for continued collegial support after graduation.

The cohort model is modified in that it allows some coursework to be individually chosen, thus permitting students to individualize their programs of study to a degree, and allowing flexibility for students who wish to pursue the degree on a full-time basis.

To accommodate students' professional responsibilities, cohort classes will be scheduled for evenings and weekends during the summer, fall, and spring semesters. In the first two years, students will generally complete twelve courses: two each in the summer, fall, and spring sessions. Two additional field-based experiences will generally be completed concurrently with the coursework. The third year will typically consist of three courses – two in the summer and one in the fall, along with the comprehensive examination and the dissertation. Note: doctoral students must maintain continuous enrollment subsequent to passing the comprehensive examination. (See section on continuous enrollment.)

Program of Study

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. In consultation with the student's adviser, revisions can be made to the program of study. All revisions must have the approval of the student's program advisory committee, the Dean of the College of Education, and the Dean of the Graduate School.

Program Advisory Committee

The student's Program Advisory Committee will consist of no fewer than five members: three will possess expertise in the student's major area of concentration and will be selected by the student in consultation with his/her adviser and the Doctoral Program Director. The remaining two committee members will be appointed, one each by the Dean of Graduate School and the Dean of the College of Education. The Education Dean's appointee will possess expertise in professional education and represent the interests of the graduate faculty in the College of Education. The Graduate Dean's appointee will be chosen from graduate faculty outside of the field of professional education but from a field related to the student's research interest and will represent the interests of the university graduate faculty at large. No committee is considered constituted without the final written approval of the Dean of the Graduate School.

Membership of the Program Advisory Committee may be changed if either the candidate or a member of the advisory committee feels that such a change is appropriate and if the requested change is subsequently approved by Doctoral Program Director, the Dean of the College of Education, and the Dean of the Graduate School.

Comprehensive Examination

The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be *program*-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Program Advisory Committee will be responsible for designing, preparing, and scoring the examination. Faculty members from cognate fields related to the program of study may be consulted as needed.

The Program Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated² by the Advisory Committee members, who will submit their evaluations to the student's advisor within ten working days following the examination. An oral defense will be scheduled for a date no later than twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

² Using the following rubric: 5 - Extremely strong response, considerably above average, likely to be attained by only a small minority of examinees; 4 - Above average, somewhat above what one would expect of an examinee; 3 - Adequate and reflects an average level of performance commensurate with the expectations of the Committee (minimum pass); 2 - Below the quality expected but with some positive indicators; 1 - Substandard and totally fails to reflect the quality one expects of an applicant for the doctoral degree.

Dissertation

Students are required to enroll in a minimum of twelve semester hours of dissertation credit. There is no fixed length for the dissertation manuscript. Rather than concentrating on the size of the document, students are well advised to consider the following purposes of a dissertation:

- To demonstrate technical mastery of the student's field
- To originate new knowledge or to advance or modify the present knowledge base in counseling, counselor education and counselor supervision
- To demonstrate the ability to conceptualize and complete a project of focused inquiry

The dissertation typically follows a five-chapter format. The most recent edition of the *Publication Manual of the American Psychological Association* will serve as the official style guide. The Dissertation Committee may approve another style should that format better suit the needs of organizing and presenting the research. In either case, the dissertation is evidence that the student is an expert in the chosen topic area. Students must work closely with their adviser in determining the topic and in formulating the research design.

In order to insure a high-quality product, a proposal consisting of the first three chapters of the dissertation is developed and presented to the Dissertation Committee for approval. Once accepted, the student will begin the actual research. Students are encouraged to work closely with the advisers while writing the dissertation.

Dissertation Committee: The Dissertation Committee and the Program Advisory Committee are not necessarily comprised of the same people. The doctoral student selects the dissertation chairperson from the Graduate Faculty according to faculty expertise and research interest and submits a request to the departmental chairperson. Once approved by the departmental chairperson, the dissertation chairperson consults with the student in recommending committee appointments to be approved by the Program Director, the Dean of the College of Education, and the Dean of Graduate School. The Dissertation Committee consists of five members:

- Dissertation chairperson
- Counselor Education & Supervision Faculty Member
- Counselor Education & Supervision Faculty Member
- College of Education Dean's Representative
- Graduate School Dean's Representative

Dissertation Proposal: Specifically, the proposal is a detailed plan for conducting the investigation and should communicate to the Dissertation Committee precisely what the student plans to do, as well as why, how, when, and where the student plans to do it.

The proposal is significant. It becomes a contract between the student and committee. Any significant changes or deviation in the proposal will require committee approval.

The more accurate, complete, and detailed the proposal, the more efficient the process of completion. The format typically followed for an empirical research problem includes five parts:

Chapter I contains a clear and concise statement of the problem (*what* is to be studied), justification for the study (*why* it is important to investigate this particular problem), the conceptual or theoretical perspective from which the problem will be investigated, the objectives and hypotheses to be tested or the questions to be pursued, and a definition of terms.

Chapter II focuses on a complete critical review of the literature related to the problem statement and conceptual framework.

Chapter III describes *how* the study is to be produced (i.e., procedures). Included in this section are a detailed description of *how* the hypotheses will be tested or questions answered, a description of the population and sample, the instrument(s) used to gather data, and the treatment or analysis of the data. If the study involves human subjects, requirements for human subjects review must be satisfied.

The Appendix contains questionnaires or other instruments used to gather data for the purpose of carrying out the research.

The section entitled References (or Bibliography) includes all sources cited in the proposal.

The use of non-quantitative methodologies (e.g., historical, philosophical, theoretical, ethnographic) typically leads to a proposal somewhat different in structure from the example provided above. In such a situation, the student is expected to confer with the adviser and the Dissertation Committee to establish understandings about format.

Human Subjects Research - Review Guidelines: In accordance with federal and institutional regulations, any undertaking in which a member of the University faculty, staff, or student body investigates and/or collects data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). Each investigator has the responsibility to seek review of any study involving human subjects before initiation of the project. See http://www.sponsoredprograms.eku.edu/IRB_SITE/

The Dissertation Proposal Defense: Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. The Dissertation Committee must receive the proposal at least two weeks in advance of the defense. Two copies of the proposal and a signed signature page of approval must be on file in the Center office; in addition one copy should be submitted to the Graduate School prior to beginning the dissertation. One copy and the signature page will be placed in the student's file. A second copy is for a library of sample proposals. Data collection may proceed only with unanimous approval of the five-member dissertation committee.

The candidate will be notified in writing of the Committee's decision regarding the proposal. The Committee may accept the proposal in its current form, require changes to be incorporated into the dissertation itself, or require that the proposal be revised and resubmitted for approval. After the candidate has successfully defended the dissertation proposal, he/she may develop, with the supervision of the Committee, a completed dissertation.

The Dissertation: Once approved by the committee, the proposal becomes the framework for the first three chapters of the dissertation. The student proceeds to gather data and reports the results in Chapter IV, with the summary, discussion, and recommendations composing Chapter V.

Continuous Enrollment: Once doctoral students have passed the comprehensive examination and enrolled for dissertation credit, they must maintain continuous enrollment with a minimum of one semester hour of dissertation credit during each regular semester, including at least one summer term each year, until the dissertation has been accepted by the Graduate Dean.

Time to Degree: All requirements for the doctoral degree must be completed within a period of four years from the semester in which the student passes the comprehensive examination. Students exceeding the time limit may be required to repeat the comprehensive examination, replace out-of-date credits with up-to-date work, and/or show other evidence of being current with regard to their program of study.

Students who have not completed the dissertation within four years from the semester in which they passed the comprehensive examination have two options to extend the time:

- Those who have completed a dissertation proposal that has been accepted by the Committee before the expiration date will be granted a one-year extension upon Committee approval.
- For those who have not had a proposal approved by their Committee, a two-year extension may be granted contingent upon Committee approval with the completion of additional prescribed course work and a retake of the written comprehensive examination.

Name	Representative Courses	Relevant Academic Degrees
Connie Callahan (F/T)	TBD	Ph.D. (Counseling Psychology), University of New Mexico
Aaron Thompson (F/T)	Introduction to Qualitative Research Methods; Advanced Research Methodology	Ph.D. (Sociology), University of Kentucky
Kim Naugle (F/T)	TBD	Ph.D. (Counseling Psychology), Indiana University
Stephanie Hall (F/T)	TBD	Ph.D. (Counselor Education & Supervision), University of New Orleans
Deneia Thomas (F/T)	TBD	Ph.D. (Educational Psychology), University of Kentucky
Laura Schmuldt (F/T)	TBD	Ph.D. (Counselor Education & Supervision), University of Central Florida
Bianca Puglia (F/T)	TBD	Ph.D. (Counselor Education & Supervision), Old Dominion University
Sue Strong (F/T)	TBD	Ph.D. (Counselor Education), Southern Illinois University
Ann Chapman (F/T)	TBD	Ph.D. (Educational Psychology), University of Kentucky
Muriel Stockburger (F/T)	TBD	
James Wells (P/T)	Introduction to Quantitative Research Methods; Seminar in Advanced Research Methodology	Ph.D. (Research, Measurement, and Statistics) Georgia State University

New Faculty	TBD	
New Faculty	TBD	

Draft Questions
Counselor Education Program (EdD) Applications

1. Have you indicated a strong need for the program—not just that people want the degree, but how it will impact the success of the K-12 population in your area?

Need. Currently, Kentucky is at the bottom of states in our region in terms of the number of doctoral degree-granting public universities – Ohio (13), Illinois (11), Florida (9), Alabama (6), Indiana (6), Missouri, (6), North Carolina (6), Tennessee (6), Virginia (6), Georgia (5), Louisiana (5), Mississippi (4), South Carolina (3), Arkansas (2), Kentucky (2 with the new addition of Ed.D. Higher Ed programs at EKU, NKU, WKU there are now five doctoral degree institutes with 3 institutes in KY only granting 1 degree at this time), West Virginia (2).

As part of the initial planning process, EKU faculty sought input from stakeholders within the service region to assess student demand for the proposed program. A total of 90 stakeholders were surveyed in Fall, 2008 concerning the perceived need for this doctoral program. Survey data of currently-enrolled Master’s students was extracted from that of currently employed school counselors.

QUESTIONS	Current Master’s Students	Currently Employed Counselors
3. There is a need for a terminal degree in Counselor Education in the eastern region of Kentucky	96.3%	81.8%
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Numerous survey respondents indicated that their co-workers and colleagues enroll in doctoral programs in nearby states due to lack of an accessible program in Kentucky that meets their needs. Individuals wishing to complete doctoral studies in Counselor Education in EKU’s service region are faced with commutes of 2-3 hours in order to attend institutions granting this degree. The data compiled for this report also noted the disparity between the American School Counseling Association’s suggested 1: 250 ratio of counselors to students in P-K-12 settings and the numbers reported in Kentucky, as summarized below:

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The proposed Doctor of Education (Ed.D.) program at EKU will engage participants in high-quality, reflective research, and will develop competencies and strategies critical to inspiring counselor education excellence and equity in the commonwealth.

2. Is your proposed program aligned with the guidelines for the master's degree program in counseling? Does it go beyond these in rigor and relevance since this is a higher degree?

Program Alignment

In terms of content and pedagogy, several key foci are common to both the master's and newly designed doctoral program:

- A focus on linking theory with practice;
- A focus on understanding public schooling and mental health agencies as *open systems* that influence and are influenced by the external environment
- A focus on providing students with structured field experiences that are job-imbedded, explicitly linked to program curricula, and result in measurable outcomes;
- A focus on developing leaders who are efficient and critical interpreters of data;
- A focus on developing leaders who are well-versed in and skilled at applying leadership "best practices," but are also responsive to the particularities of place and cognizant of specific needs associated with diversity, organizational culture, etc.

In terms of program design, the doctoral program will feature a counseling core common to all program participants, followed by specialized work in one of two tracks (e.g., school counseling or mental health counseling). The specialized leadership tracks will

allow students to begin focusing their learning activities at an earlier stage, thus allowing for more intensive levels of engagement with relevant knowledge bases and skill sets. In addition, students will complete and defend a dissertation relevant to his/her track as part of the planned program. The dissertation is intended to provide students with an opportunity to enhance knowledge bases and build research capacity. It is expected that students completing and defending a doctoral dissertation will gain preparation for clinical work, administrative roles in school and mental health settings, and preparation for academe.

Going Beyond for Rigor and Relevance

In designing our doctoral program in Counselor Education, numerous nationally accredited models were examined and synthesized into our model. In addition, this model was designed to surpass the minimum counseling standards set by the National Council for Accreditation for Counseling and related Educational Programs (CACREP). To meet the researched needs of the Commonwealth and the ECU service region, this program provides an emphasis in rural education and service delivery.

- 3. How would you describe your university-district partnerships, and how have the districts been involved in this planning for a new doctoral program? Whom have you partnered with? Do you have formal memoranda of agreement with these districts? Have you discussed joint ownership of the candidates and how they will be supported?**

We have partnered with the Kentucky Board for Licensed Professional Counselors, the Kentucky Counseling Association and the Southeast/South Central Co-Op at Eastern Kentucky University to obtain their input and support for a doctoral program in counselor education. We have formal memoranda of agreement with these organizations/programs. The Center for Education Research in Appalachia's (CERA) mission is to provide leadership and counseling for our 70 school districts in Kentucky. With an Ed.D. in Counseling, we could provide additional rich resources for each of the communities in our service region. During the research and dissertation phases of the doctorate in counseling, rich research questions will be addressed to enhance the counseling culture in Appalachia. With this in mind, CERA totally supports the rapid expansion of the programs at ECU. We also have the support of the Advisory Board for the Department of Counseling and Educational Psychology at Eastern Kentucky University. This advisory board is comprised of mental health associates, school associates, and community persons outside the university.

- 4. How have you added "rigor and relevance" to the candidate selection process? How does it go beyond the traditional methods? What kind of candidate are you looking for? Are the practitioners planning this process with you? Have you asked for their perspective?**

**Rigor occurs through our interview process in which
ADMISSION REQUIREMENTS**

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission, the applicant must meet the minimal criteria identified below.

The applicant should note, however, that the decision to admit students to the doctoral program is a collective judgment of the faculty and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

In order to be considered for admission to the program, an applicant must have completed a master's degree in counseling or a related field with a minimum graduate GPA of 3.5, with a review of admission status triggered by any grade of C or below. Applicants must have completed three years of professional experience (preference will be given to those with leadership experience).

A completed application packet will include:

- Completed graduate application
- Transcripts of all undergraduate and graduate work
- Graduate degree must include 48 hours from a CACREP program or other nationally accredited program.
- Resume of professional experience
- Score reports from the Graduate Record Examination or Miller Analogies Test
- Short essay (500-700 words) describing the relationship between the applicant's professional goals and the Ed.D. program
- At least three positive letters of recommendation – including at least one each from a peer, a supervisor, and a college/university faculty member

After a holistic review of the application packets, the Doctoral Program Committee will select those applicants to be interviewed.

- A demonstration of the candidate's technology skills, to be evaluated using a rubric established by the Doctoral Program Committee
- A demonstration of the candidate's written and oral communication skills, to be assessed using a rubric established by the Doctoral Program Committee
- A dispositions evaluation of the candidate to be conducted by one or more members of the Doctoral Program Committee using an established format/protocol
- An interview with Doctoral Program Committee members

The committee will review all available data to assess the overall potential of the candidate for success in the program before making a final decision about acceptance.

Students who do not meet the above requirements may be admitted provisionally and required to complete successfully one or more introductory graduate level educational research courses.

The decision to admit a student to doctoral work constitutes a major commitment from the faculty in the form of advising, teaching, chairing and serving on the committee, preparing and evaluating examinations, and guiding the dissertation to successful completion. To be considered for admission to the Ed.D. program at Eastern Kentucky University, the applicant must meet the minimal criteria identified below. The final decision to admit students to the doctoral program is a collective judgment of the faculty, however, and represents their determination of the likelihood of the candidate's success in all major phases of the degree program. These judgments will take into account the candidate's professional experiences, communication and thinking skills, and other relevant capabilities. Thus, a candidate is not automatically admitted on the basis of meeting the minimal criteria.

Kind of candidate. We will work to assemble a diverse group of students whose current positions and professional objectives represent various points of entry for impacting the teaching and learning/ counseling process—i.e., school counseling experience, mental health counseling experience from a variety of backgrounds, classroom teaching, school, district, regional, and state leadership, policy development and analysis, research, etc.

5. What is the vision for your doctoral program? Are you preparing the next generation of school leaders/ mental health counselors or university professors for Kentucky? This can best be determined by analyzing the courses you plan to offer.

The primary purpose of EKU's proposed doctoral program in counselor education is to improve school counseling and mental health counseling services in Kentucky. We shall accomplish this through two complementary processes: (1) leadership training and building research capacity, and (2) actual research development and dissemination of findings. We shall build capacity through rigorous coursework augmented by relevant clinical experiences. Research development and dissemination will include doctoral students and faculty conducting research that informs policy and practice to improve the administration of school practitioners in counseling and mental health services in the Commonwealth. Toward that end, and in collaboration with the Legislature, the Department of Education, and relevant state, regional, and national education groups, we will develop, maintain, and continually update a research agenda.

The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these schools

requires a unique knowledge base as well as specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate. In developing curricula, delivering instruction, and fostering research, we shall cultivate relationships with regional and national organizations such as The Center for Rural Development, The Rural School and Community Trust (www.ruraledu.org), and The Appalachian Regional Commission (www.arc.gov).

The Program

Students will complete a minimum of 54 hours of course work beyond the master's degree, distributed across the following areas:

- An academic core includes coursework in assessment, organizational theory, and advanced counseling skills.
- A research core will enhance competencies as critical interpreters of data, as well as developing the research skills necessary for conducting original research.
- In the rural education core, a rural sociology course establishes a knowledge base related to rural schools and communities, and a seminar on rural leadership will position that knowledge within the context of leadership theory and practice.
- Completion of a structured set of field experiences relevant to the student's planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.
- Following successful completion of the coursework, students will demonstrate mastery in the program areas through a comprehensive examination with written and oral components. They will then complete an original research project that culminates in a doctoral dissertation relevant to the improvement of school or mental health counseling services in rural Kentucky.

In analyzing the courses this program has to offer, we have a multidisciplinary approach in the sharing of five courses with the ECU Educational Leadership Ed.D. program and with the rest of the courses derived from national accreditation standards in counseling. These courses teach advanced clinical, research, and leadership skills to prepare the next generation of counseling leaders in the Commonwealth. The field experiences and rural focus will enhance the abilities of doctoral level practitioners in the schools and communities.

6. Will your program look at learning competencies and performance-based assessment as opposed to with whom the doctoral student is studying?

Student performance in meeting course objectives will be evaluated as part of a continuous authentic assessment processes.

In the initial stages of the program, assessments will be primarily based on the activities/projects that demonstrate mastery of content, research skills, writing skills, and presentations skills, as appropriate for individual courses.

Following successful completion of coursework, students will apply to take the comprehensive examination. The purpose of the comprehensive examination is to assess the candidate's knowledge in the field, skill in problem solving, ability to organize material, and effectiveness of written expression. Students should complete the comprehensive examination following the last semester in which the student is enrolled in coursework and before submission of the dissertation proposal.

The comprehensive examination will be designed as follows:

- Content for the examinations will be program-oriented rather than course driven.
- The student will be responsible for the content in the total program of study.
- The student's Advisory Committee will be responsible for designing, preparing, and scoring the examination.

The Advisory Committee will develop four questions, one from each of the following program areas: research, academic core, leadership, and rural education.

The written component of the comprehensive examination will be conducted in four sessions of three hours each (one session for each of the four questions), and will take place over two consecutive days (two sessions each day). The Department of Counseling and Educational Psychology will provide students with an appropriate workspace and a computer for each session.

Written responses will be evaluated by the Advisory Committee members, who will submit their evaluations to the student's advisor. An oral exam will be scheduled for a date no later than twenty working days following the examination.

Any failed portion must be rewritten as an independent research project under the direction of the Program Advisory Committee. The Program Advisory Committee will then evaluate the quality of the independent research project and determine whether additional coursework is needed before the student can proceed in the program.

Following successful completion of the comprehensive examination, students will initiate work on the dissertation. The purposes of a doctoral dissertation are to demonstrate technical mastery in the student's field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to

demonstrate the ability to conceptualize and complete a project of focused inquiry. Additionally, we expect that students completing dissertations in this program will generate research findings with the potential to inform policy and practice to improve educational or mental health outcomes.

Presentation and defense of the dissertation proposal serves as an interim assessment en route to finishing the dissertation. Defense of the proposal has the format of a seminar open to faculty and graduate students. The Department of Counseling and Educational Psychology will schedule the required defense. Data collection may proceed only with unanimous approval of the dissertation committee.

Presentation and defense of the completed dissertation follows a similar format to the proposal defense. Unanimous approval of the dissertation committee is required before a recommendation can be made to the graduate school for the awarding of the degree.

As the culminating experience of the program, students will complete and successfully defend a doctoral dissertation. The purposes of the doctoral dissertation are to demonstrate technical mastery in the student's field of study; to originate new knowledge or to advance or modify the present knowledge base in relevant subjects/disciplines; and to demonstrate the ability to conceptualize and complete a project of focused inquiry.

Doctoral students will be encouraged to identify and develop research projects and dissertation topics from among agenda items, thus ensuring that their work will have an immediate audience and potential for impact.

7. How will you provide real-world experiences for these newly selected candidates? Who will be the next generation of counseling leaders? Is there any way these programs will meet the needs of the Kentucky practitioner? Are there options for meaningful action research based on real school or mental health problems? Do you have adequate faculty, with the appropriate background and experience, to direct research into these practical school problems? If not, what do you plan to do about it?

Real world experiences. Field-based experiences (individualized to meet students professional objectives and aligned with school or community needs) are a required element in the program of study.

Meeting practitioner needs. Yes, doctoral students will be able to use doctoral level experience to obtain administrative positions in school and mental health settings. Action research. Ongoing collaboration with local school districts and interaction with ECU's Southeast/ South central Cooperative and regional and national organizations will insure that students are encouraged to conduct meaningful research. Indeed, it is an expectation of the program that students will generate research findings with the potential to inform policy and practice to improve educational and mental health outcomes.

Yes. This can be demonstrated with a faculty roster and CV's.

8. Are you open to considering joint programs with accessibility, opportunity, and full transferability? Is it feasible to ask all five institutions who might eventually be offering doctoral programs in counseling to sign agreements with one another to allow access to courses at any of the universities and to share resources to make this happen?

We will collaborate with other Kentucky universities to leverage the resources of the broader commonwealth to provide students with the richest possible learning opportunities. Examples of possible collaboration include co-hosting of doctoral student symposia, dissertation “boot camps,” etc. We will work with other universities to provide technology and policy support to make it possible for their students to access specialized course offerings from our curriculum, and for our students to access specialized curricular offerings from others. However, because of the special needs in our region for expertise in issues of rural and Appalachian schools, we must have specialized courses and experts in this area. This need for special courses and expertise as well as our desire to serve the needs of our students in the most effective manner and with the highest level of quality dictates that this program be specific to this university and under its sole management.

9. Are all of the institutions accredited at Level V by SACS-COC?

Yes, ECU is a Level V Institution.

10. How will the curriculum be different from the present master's degree courses? Do you have sample syllabi and an overall detailed plan for this? How will you assess competency in all of the standards areas?

Students must have a master's degree which includes the following courses.

Entry Level Core.....48 hours (to be transferred in from master's degree)

Professional Orientation and Ethics in Counseling (COU 813)

Counseling Theory and Practice (COU 840)

Process and Basic Techniques of Counseling (COU 846)

Lifestyle and Career Counseling (COU 822)

Mental Health Counseling OR Developmental Guidance (COU 803 or COU 825)

Group Counseling (COU 820)

Counseling Diverse Populations (COU 804)

Child and Adolescent Counseling (COU 848)

Crisis and Abuse Counseling (COU 847)

Diagnosis and Treatment in Counseling (COU 855)

Practicum in Counseling (COU 880)

Internship in Counseling (COU 881)

Research in Education (EPY 869)

Tests and Measurements (EPY 816)

Human Development and Learning (EPY 839)

****Entering doctoral students who have not completed these courses prior to enrollment will be required to complete them as a part of the doctoral planned program.**

Doctoral Program

Each student will complete a detailed program of study in consultation with his/her program advisory committee. The program of study will be designed to ensure breadth of professional knowledge and an appropriate specialization area. Each student's individualized program of studies will be planned within the following curriculum framework:

Academic Core24 hours

- COU 900: Advanced Counseling Theories
- COU 901: Supervised Experience in Group Work
- COU 902: College Teaching
- COU 903: Advanced Multicultural Counseling
- COU 904: Advanced Counseling Interventions
- COU 905: Advanced Marriage and Family Counseling
- COU 906: Advanced Supervision in Counseling

Courses in the academic core are designed to accomplish several goals: 1. These courses will enhance existing master's level counseling skills so that the practitioner will be able to go into Kentucky communities and provide a higher standard of care in both educational and clinical settings. 2. New supervision skills will allow these practitioners to share their new knowledge and skill bases with others to enhance existing state programs and to promote licensure among practitioners. 3. Kentucky state law requires specialized training for those who will provide supervision to new counselors seeking licensure. This doctoral program in Counselor Education will provide that needed training to graduates, which addresses the deficit in qualified licensure supervisors in Kentucky. There is no other educational program in Kentucky that is providing this sort of training.

Research Core 9 hours

- EDL 810: Introduction to Quantitative Research Methods
- EDL 811: Introduction to Qualitative Research Methods
- EDL 812: Seminar in Advanced Quantitative Methods

Note: additional coursework in these areas may be required if the student has not completed coursework in statistics and research methodology or successfully completed and defended an appropriate thesis or specialist project.

These doctoral level research courses are advanced research courses that build on basic research knowledge to teach students ways to develop, utilize and apply research. Themes for research will be developed based on the needs identified by CERA, Southeast/South Central Educational Cooperative, the Kentucky Counseling Association and ECU's Advisory Board for Counseling and Educational Psychology.

Rural Studies Core..... 6 hours

- COU 910: Program Evaluation
- EDL 930: Seminar on Rural Schools and Communities
- EDL 931: Leadership in Rural Settings

There is a documented need for services in rural Appalachia. These particular courses will enhance the knowledge and awareness of issues specific to rural communities and will help develop practitioners who can meet those needs.

Field Experience6 hours

- COU 907: Advanced Practicum
- COU 908: Advanced Internship

Completion of a structured set of field experiences relevant to the student’s planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. The field experience will result in a product with the potential to make a substantive contribution to improving counseling services in Kentucky.

Dissertation 9 hours

The dissertation will be an individual endeavor approved by the student’s dissertation committee to add to the existing knowledge base of the field of counseling and it will include a rural studies component to address a specific need.

Minimum Program Total.....54-57 hours

Syllabi. Draft syllabi for all courses are complete and available for review (see degree proposal).

Assessing competency. See #6 above ... see also below

Course design and delivery will be built around the conceptual framework of the College of Education:



The complete text for the conceptual framework can be found at:
http://www.coe.eku.edu/coefactbook/DataManagement/Unit_Gov_Res/conceptualframework/

11. Do you have a sense for serving a variety of communities—urban, suburban, and rural?

Ours will be a rural focus. The Ed.D. program will be developed and implemented with a conscious and deliberate recognition that rural schools and communities – the schools and communities in which most program participants will likely serve – face unique challenges and possess unique strengths with which to face those challenges. Sustaining and improving these schools and mental health issues in rural Kentucky requires unique knowledge bases and specific technical and practitioner skills. With that focus in mind, the program will include a Rural Studies Core with a particular emphasis on Appalachian Kentucky and will imbed educational, cultural, and sociological content within the coursework as appropriate.

12. Are you leveraging all of the resources the university has to offer this new type of program? Have you considered using resources from outside of the college of education, such as faculty from business, law, urban planning, etc.?

A guiding principle in the development of this program was the belief that an advanced graduate program should not rely solely on a single academic department to deliver instruction, but should draw on the strengths of the college, the university, P-K-12 education, and relevant regional, state and national agencies. This Ed.D. program allows for individualized programs of study with regard to field placement and research agenda. In addition, the Department of Counseling and Educational Psychology is partnering with the Department of Educational Leadership and Policy Studies in delivering the research core and part of the rural studies core for the doctoral program.

Faculty from outside the Department of Counseling and Educational Psychology with expertise in disciplines supporting the content objectives of the doctoral program will also serve on planned program, comprehensive exam, and dissertation committees for the program as affiliate doctoral faculty.

13. Who will mentor these candidates? How will they be chosen, trained, rewarded etc?

Students will be mentored through the program by designated doctoral faculty.

This department will follow the CACREP standards set forth regarding student instructor ratios. We will build the program gradually with one new cohort each year.

Doctoral Faculty Appointment Guidelines

Current faculty holding full graduate faculty status will be eligible to be considered for appointment as *doctoral faculty*. Procedures and requirements related to graduate faculty status are described in the [Faculty Handbook](#).

Faculty members assigned to provide instruction in the doctoral program will have received approval from the Dean of the Graduate School based on a recommendation from the Doctoral Program Coordinator and the Dean of the College of Education. Doctoral faculty members will be selected based upon their expertise and relevant qualifications within their specific discipline. Faculty who wish to apply for consideration as doctoral faculty will submit to the Dean of the College of Education evidence of (1) effective graduate-level teaching, (2) high quality scholarship, and (3) relevant service to the university, community, and profession.

14. A detailed program of study is required. Please be specific about what you will have in this program of study, who will teach it, how competency will be assessed, what real-world components will be included, and what culminating experiences are required.

The program and the syllabi answer all this.

15. Please be very specific about program content and be prepared to respond to the categories listed on the evaluation form.

The proposal that will be submitted to CPE is aligned with the categories on the evaluation form.

16. Look carefully at your capacity to have not only library resources but also people resources to get the job done.

In order to offer a quality doctoral program, Eastern Kentucky University Libraries is committed not only to maintaining a strong collection of resources to support research, but also to providing excellent instructional services to faculty and students. The library recognizes the importance of information literacy for all students. The library currently employs two full-time reference and instruction librarians dedicated to the college of education who collaborate with faculty to design assignments and instruction sessions that meet the research needs of students and faculty.

We currently have strong collections to support master's level programs in education and other academic disciplines relevant to the new program. These collections include journals and books in print and online formats. Listed below are a few examples of the libraries' databases that support relevant instructional and research activities:

- *Academic Search Premier*: “8,224 Abstracted and Indexed Journals; 4,486 Full Text Journals; 7,132 Peer-Reviewed, Abstracted and Indexed Journals; 3,718 Peer-Reviewed, Full Text Journals.” A subset of this database is the Professional

Development Collection, which includes full text for nearly 520 high-quality education journals.

- *ERIC*: “World’s largest digital library of educational literature.” We provide access via EBSCO host and CSA to allow for more flexibility to meet our clients’ research needs.
- *Web of Science Social Science Citation Index*: “Provides access to current and retrospective bibliographic information, author abstracts, and cited references found in over 1,700 of the world's leading scholarly social sciences journals”
- *Sociological Abstracts*: “abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences; provides abstracts of journal articles and citations to book reviews drawn from over 1,800+ serials publications, and also provides abstracts of books, book chapters, dissertations, and conference papers.”
- *JSTOR Arts and Sciences Collections (I, III, IV)*: This large collection “represent(s) the building blocks of an interdisciplinary archive of over six hundred journals in the arts, humanities, and social sciences.” Titles focused on in the collections we subscribe to include history, sociology, law, psychology, public policy and administration, business, education titles.

With our ongoing commitment to electronic books, our print collection of education and social titles, and our archival holdings in databases like JSTOR and Project Muse, students have a strong base for their research needs. Students also may make use of automated interlibrary loan services, which allow them to easily request materials not available in our library. This invaluable loan service is especially useful to graduate students seeking more in-depth information for their research.

To meet future needs for the Ed.D. program, the library will use allocated funds to purchase additional materials that will support faculty and student research. The librarians assigned to collection development responsibilities for education and the social sciences will work closely with the Ed.D. faculty to assess needs based on curriculum changes and the research interests of students and faculty. Online resources will be selected as necessary in order to facilitate access by students who do not live in close proximity to ECU’s main campus. The funds allocated for library resources in support of this program will be ongoing since the costs associated with subscriptions to high-quality online journals and databases are recurring costs. Librarians will also provide excellent services to Ed.D. students and faculty, such as course- and assignment-specific instruction sessions and individual research appointments. All services will be available in person as well as by telephone and online communication methods (e.g. chat sessions, instant messaging, and email)

Sufficient resources have been allocated to support the library/learning resource objectives outlined above.



**Eastern Kentucky University
Graduate School**

Doctoral Program of Study

Required at the end of the first year of study for programs without a Qualifying Examination

Submit original and one copy

Name			
Student ID		Program	
Date		Sem/Yr Plan of Study Began	

Nomination of Special Advisory Committee			
Committee requires three or more members (depending on program requirements)			
Major Professor		Committee Member	
Committee Member		Committee Member	
Committee Member		Committee Member	

Curriculum:

1. Attach a list of degrees held with institutions and dates.
2. Attach a list of graduate credits completed at ECU, a list of credits in progress at ECU, and a list of credits completed at other institutions which are pertinent to the doctoral program.
3. Attach a list of credits to be taken.

Summary in Semester Hours	
Credits earned and in progress at ECU	
Credits earned elsewhere	
Credits to be taken	
Total	

Program of Study approval:

Date

Student's Signature

			Counseling	
	COU 840	3	Counseling Theory and Practice	
	COU 846	3	Process and Basic Techniques of Counseling	
	COU 822	3	Lifestyle and Career Counseling	
	COU 803 or COU 825	3	Mental Health Counseling/ Developmental Guidance K-12	
	COU 820	3	Group Counseling	
	COU 804	3	Counseling Diverse Populations	
	COU 848	3	Child and Adolescent Counseling	
	COU 847	3	Crisis and Abuse Counseling	
	COU 855	3	Diagnosis and Treatment in Counseling	
	COU 880	3	Practicum in Counseling (100 hours)	
	COU 881	3	Internship in Counseling (900 hours)	
	EPY 869	3	Research in Education	
	EPY 816	3	Tests and Measurements	
	EPY 839	3	Human Development and Learning	

COUNSELING DOCTORAL PROGRAM OF STUDY

Academic Core (21 Credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 900	3	Advanced Counseling Theories	
	COU 901	3	Advanced Group Counseling	
	COU 902	3	College Teaching	
	COU 903	3	Advanced Multicultural Counseling	
	COU 904	3	Advanced Counseling Interventions	
	COU 905	3	Advanced Marriage and Family Counseling	
	COU 906	3	Advanced Supervision in Counseling	

Research Core (18 Credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	EDL 810	3	Introduction to Quantitative Research Methods	
	EDL 811	3	Introduction to Qualitative Research Methods	
	EDL 812	3	Advanced Quantitative Methods	

Rural Studies Core (9 Credits)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 910	3	Program Evaluation	

	EDL 930	3	Seminar on Rural Schools and Communities	
	EDL 931	3	Leadership in Rural Settings	

Field Experience (6 hours)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 907	3	Advanced Practicum in Counseling (100 hours)	
	COU 908	3	Advanced Internship (600 hrs)	

Dissertation (9 hours)				
✓ T/CE/N	Prefix & Course #	Hrs	Course Title	Date Completed/ Grade
	COU 909	9	Dissertation	

Summary in Semester Hours	
Credits earned and in progress at EKU	
Credits earned elsewhere	
Credits to be taken	
Total (must be a minimum of 102)	

Any changes to the program of study must be approved in writing by my doctoral advisor.

Signature of Student
Date

Date

Signature of Advisor

Signature of Chair Date