


# PhD in Counselor Education and Supervision-NewPrg-2016-08-23

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **Bachelors Degree Criminology-NewPrg-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word DRAFT is in yellow at the top of the proposal

**Fourth Step:** Click on “EDIT CONTENTS.”(not EDIT) and start completing the template. When exiting or when done, click “SAVE” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

<b>Proposer*</b>	Kim Desmond	<b>Proposer Email*</b>	kdesmond@iup.edu
<b>Contact Person*</b>	Kim Desmond	<b>Contact Email*</b>	kdesmond@iup.edu
<b>Proposing Department/Unit*</b>	Department of Counseling	<b>Contact Phone*</b>	724-357-2306

<b>Course Level:*</b>	graduate-level
-----------------------	----------------

**Rationale for Program Creation**

(A) Why is the program being proposed?\*

## Sustainable Needs Analysis

The proposed Ph.D. in CES would provide advanced training for professional counselors beyond the entry-level master's degree. It would enable graduates to have preparation in research, scholarship, counselor supervision, and college level teaching. In the counseling profession, the doctoral level practitioners are the scholars, researchers, and supervisors/trainers. At the master's level, many practitioners are licensed by the state as professional counselors and provide direct service to clients. To date, all 50 states have licensure for professional counselors. The US Department of Labor and Statistics (2014) is predicting that by 2016 the need for counselors and those who train them (Ph.D. Counselor Educators) will increase by 34% and 23% respectively (<http://www.dol.gov/dol/topic/statistics/>).

## Profession, Labor, and Employment Trends

With only five CACREP accredited Counselor Education doctoral programs in the North Atlantic Region, the need for additional program choice for students is paramount. Two of these programs are private institutions and none of the programs listed can match IUP in terms of affordability, particularly for Pennsylvania residents. According to the Occupational Information Network (O\*NET), Clinical Mental Health Counselors and School Counselors are classified as Bright Outlook Occupations. More specifically, employment in these occupations is projected to grow much faster than average with 100,000 or more job openings over the period of 2010-2020. This directly impacts doctoral level Counselor Educators as they will be called on to respond to the increase in program enrollment. Past president of the North Atlantic Region of the Association for Counselor Education and Supervision (NARACES), Dr. Holly Branthoover, stated, "The Association for Counselor Education and Supervision (ACES) is divided into five regions and NARACES has the least number of CACREP accredited doctoral programs of any region (only five). With almost 160 master's level counselor training programs within NARACES alone, there is certainly a need for trained Counselor Educators in the North Atlantic Region. It is important to increase the number of accredited doctoral training programs in order to attract and retain counselor educators and supervisors to the North Atlantic region. Such an increase would benefit all stakeholders through representation and advocacy." IUP would be positioned to meet this demand.

With the implementation of the Affordable Care Act, millions of Americans who were previously uninsured now have access to mental health services. Thus, the need for mental health service providers is projected to increase by 29% or more (O\*NET data). Doctoral graduates from CACREP programs will be needed to train Master's degree students to respond to the projected increased counseling needs. In a five year analysis of job postings in Counselor Education (Bodenhorn, et al., 2014) found 424 faculty openings in Counselor Education. Sixty one of these positions were in the North Atlantic region. In addition, the Mental Health America (MHA) Association (2015) reported nationally, there is only 1 mental health provider for every 790 individuals indicating a significant lack of availability of mental health service providers. *Meeting the 2013 Standard: An Initial Look at the Demand for Counselor Educators* (Minton, et.al, 2012) identified an expanding market for Counselor Educators noting that "there will be a need for more counselor educators as there will be more positions." In part, this can be attributed to an increase in individuals accessing mental health services.

## Student Demand

The profession of Counselor Education has changed dramatically in the past fifteen years, with the most recent changes taking place at the national accreditation level. CACREP has become a powerful defining force in the content and delivery of licensable school and clinical mental health counseling professionals at the master's level and academic positions in Counselor Education and Supervision at the doctoral level.

Beginning in 2013, masters' and doctoral counseling programs that are accredited by CACREP are required to hire faculty who have earned a doctoral degree in counselor education and supervision, preferably from a CACREP-accredited program. This has increased the marketability of graduates of CACREP accredited doctoral programs. Thus, the need for Ph.D. level graduates from a CACREP accredited doctoral program in Counselor Education and Supervision will continue to grow for many years to come.

Additionally, preliminary data from a survey of IUP students, students enrolled at other universities, counseling professionals, and IUP alumni (n=228) revealed a strong interest (71.5%) in applying for a doctoral program in Counselor Education and Supervision at IUP. In addition, 61% identified a need for more competently trained doctoral level counselors and professors in the region.

**(B) Identify the Program Student Learning Outcomes**

**(SLO). Mark any SLOs that are changing as a**

**part of the Program Revision.\***

## Identify Student Learning Outcomes for the Program

The outcomes to be developed for the proposed program will be consistent with CACREP standards for doctoral programs in Counselor Education. The focus of the training program will be to prepare educators and practitioners through rigorous coursework, relevant practica, well-planned internships, and research-based empirical dissertations. CACREP identifies 5 key areas and corresponding objectives in doctoral level preparation: Counseling, Supervision, Teaching, Research and Scholarship, Leadership and Advocacy. These standards are provided in Table 2 below.

Table 2.

Area	knowledge/outcome objective
Counseling	<ul style="list-style-type: none"> <li>• Advanced study in counseling theories</li> <li>• Integration of counseling theories</li> <li>• Conceptualization of clients from multiple theoretical perspectives</li> <li>• Evidence-based counseling practices</li> <li>• Methods for evaluating counseling effectiveness</li> <li>• Ethically and culturally relevant counseling in multiple settings</li> </ul>
Supervision	<ul style="list-style-type: none"> <li>• Purposes of clinical supervision</li> <li>• Theoretical frameworks and models of clinical supervision</li> <li>• Roles and relationships related to clinical supervision</li> <li>• Skills of clinical supervision</li> <li>• Opportunities for developing a personal style of clinical supervision</li> <li>• Assessment of supervisees' developmental level and other relevant characteristics</li> <li>• Modalities of supervision and the use of technology</li> <li>• Administrative procedures and responsibilities related to supervision</li> <li>• Evaluation, remediation, and gatekeeping in supervision</li> <li>• Legal issues and responsibilities in supervision</li> <li>• Ethically and culturally relevant strategies for conducting supervision</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Roles and responsibilities related to educating counselors</li> <li>• Pedagogy and methods relevant to counselor education</li> <li>• Models of adult development and learning</li> <li>• Instructional and curriculum design, delivery, and evaluation methods relevant to counselor education</li> <li>• Effective approaches for online instruction</li> <li>• Screening, remediation and gatekeeping functions relevant to teaching</li> <li>• Assessment of learning</li> <li>• Ethical and culturally relevant strategies used in counselor preparation</li> <li>• The role of mentoring in counselor education</li> </ul>
Research and Scholarship	<ul style="list-style-type: none"> <li>• Research designs appropriate to quantitative and qualitative research questions</li> <li>• Univariate and multivariate research designs and data analysis methods</li> <li>• Qualitative designs and approaches to qualitative data analysis</li> <li>• Emergent research practices and processes</li> <li>• Models and methods of instrument design</li> <li>• Models and methods of Program evaluation</li> <li>• Research questions appropriate for professional research and publication</li> <li>• Professional writing for journal and newsletter publication</li> <li>• Professional conference proposal preparation</li> <li>• Design and evaluation of research proposals for a human subjects/institutional review board review</li> <li>• Funding and grant proposals</li> <li>• Ethically and culturally relevant strategies for conducting research</li> </ul>
Leadership and Advocacy	<ul style="list-style-type: none"> <li>• Theories and skills of leadership</li> <li>• Leadership and leadership development in professional organizations</li> <li>• Leadership in counselor education programs</li> <li>• Knowledge of accreditation standards and processes</li> <li>• Leadership, management, and administration in counseling organizations and other institutions</li> <li>• Leadership roles and strategies for responding to crises and disasters</li> <li>• Strategies of leadership in consultation</li> </ul>

A full listing of the 2016 doctoral CACREP standards can be found at: <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

<p><b>(C)</b>  <b>Implications</b>  <b>of the change</b>  <b>on the</b>  <b>program, other</b>    <b>programs</b>  <b>and the</b>  <b>Students:*</b></p>	<p>The only program that is parallel to this one is the PsyD. We have received an email from Dr. David LaPorte affirming that our doctoral program will not compete with theirs in anyway. A copy of his email is in the supporting documents.</p>
--	--

**Proposed Program Information**

<p><b>(D)</b>  <b>Prop</b>  <b>osed</b>  <b>Progr</b>  <b>am</b>  <b>Title*</b></p>	<p>Doctor of Philosophy in Counselor Education and Supervision</p>
---	--

**(E)  
Proposed  
Narrative**

The Ph.D. program in Counselor Education and Supervision is designed to be completed in 2-3 years of study beyond the 60 credit Master's degree in counseling. This Ph.D. program is designed for a full time residential cohort with coursework in the fall, spring, and summer semesters. The curriculum requires a minimum of 48 semester hours of acceptable graduate credit beyond the Master's degree. Each student must complete the following 1) all required and elective course work 2) comprehensive examinations 3) dissertation proposal and its defense 4) dissertation and its defense.

**Catalog  
Description\***

*If copying  
pastin  
g from  
a current*

*catalog  
entry,  
please  
paste  
into*

*Word  
or  
Notepad  
ad first  
to*

*eliminate  
potential  
issues  
with*

*formatting  
or  
special  
characters*

*in  
the  
text.*

Coursework	Credits
<b>CACREP Core w/o Research &amp; Scholarship</b>	<b>15 cr.</b>
COUN 860 Counselor Education and Supervision Professional Identity – 3 credits	
COUN 870 Advanced Counseling – 3 credits	
COUN 880 Leadership and Advocacy in the Counseling Profession – 3 credits	
COUN 900 Teaching in Counseling – 3 credits	
COUN 910 Counseling Supervision and Consultation – 3 credits	
<b>Research &amp; Scholarship</b>	<b>12 cr.</b>
COUN 890 Quantitative Research and Statistical Analysis in Counselor – 3 credits	
COUN 920 Qualitative Methodology in Counselor Education – 3 credits	
COUN 940 Conducting Research in Counselor Education and Supervision – 3credits	
COUN 950 Research Specialty: Advanced Research in Counselor Education– 3 credits	
<b>Clinical – Practicum &amp; Internship</b>	<b>9 cr.</b>
COUN 930 Doctoral Practicum in Counseling – 3 credits	
COUN 960 Doctoral Field Experience in Counselor Education – 6 credits	
<b>Dissertation</b>	<b>12 cr.</b>
COUN 995 Dissertation in Counselor Education and Supervision - 12 credits	
<b>Total</b>	<b>48 cr</b>

<b>(F) Proposed Program Requirement s*</b>	<p>Program Entrance Requirements</p> <p>Students seeking admission to the program must meet the following criteria:</p> <ol style="list-style-type: none"> <li>1. Have earned a master's degree in counseling from a CACREP accredited institution OR</li> </ol> <p>Have earned a master's degree in counseling or a closely related field. Students whose master's degree is NOT from a CACREP accredited program must complete the additional coursework necessary to meet CACREP 2016 standards under Section 2 Professional Counseling Identity as well as Section 3 Professional Practice. In addition, Section 5 Entry Level Specialty Areas for either Clinical Mental Health Counseling or School Counseling standards must be met.</p> <ol style="list-style-type: none"> <li>2. Have a minimum graduate grade point average of 3.5</li> </ol> <p>The doctoral coordinator, after consulting with the department screening committee, will submit a recommendation regarding applicants to the Graduate School and Research. The following criteria will be reviewed:</p> <ul style="list-style-type: none"> <li>• All official college/university transcripts</li> <li>• Two letters of academic or professional recommendation</li> <li>• Goal Statement: A summary of relevant educational/work experience; reasons for wanting to earn a Ph.D. in CES (career goals); reasons interested in IUPs Ph.D. program (no more than 2-3 pages)</li> <li>• Resume/Vita</li> <li>• GRE</li> <li>• Example of written work (optional)</li> </ul>
--	---

<b>(G) Supporting Documents*</b>	<p>Please attach a document with a summary of all proposals.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">File</th> <th style="text-align: center;">Modified</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><a href="#">Microsoft Word Document Doctorate in Counselor Education and Supervision Proposal.docx</a></td> <td style="text-align: center;">Aug 24, 2016 by Claire J. Dandeneau</td> </tr> <tr> <td style="text-align: center;"><a href="#">File Dr Laporte email Counselor Education And Supervision PhD.eml</a></td> <td style="text-align: center;">Aug 24, 2016 by Claire J. Dandeneau</td> </tr> <tr> <td style="text-align: center;"><a href="#">Microsoft Word Document Doctorate in Counselor Education and Supervision Proposal 9-2-16.docx Addresses State System Meeting Feedback</a></td> <td style="text-align: center;">Sep 02, 2016 by Claire J. Dandeneau</td> </tr> <tr> <td colspan="2"><a href="#">Download All</a></td> </tr> </tbody> </table>	File	Modified	<a href="#">Microsoft Word Document Doctorate in Counselor Education and Supervision Proposal.docx</a>	Aug 24, 2016 by Claire J. Dandeneau	<a href="#">File Dr Laporte email Counselor Education And Supervision PhD.eml</a>	Aug 24, 2016 by Claire J. Dandeneau	<a href="#">Microsoft Word Document Doctorate in Counselor Education and Supervision Proposal 9-2-16.docx Addresses State System Meeting Feedback</a>	Sep 02, 2016 by Claire J. Dandeneau	<a href="#">Download All</a>	
File	Modified										
<a href="#">Microsoft Word Document Doctorate in Counselor Education and Supervision Proposal.docx</a>	Aug 24, 2016 by Claire J. Dandeneau										
<a href="#">File Dr Laporte email Counselor Education And Supervision PhD.eml</a>	Aug 24, 2016 by Claire J. Dandeneau										
<a href="#">Microsoft Word Document Doctorate in Counselor Education and Supervision Proposal 9-2-16.docx Addresses State System Meeting Feedback</a>	Sep 02, 2016 by Claire J. Dandeneau										
<a href="#">Download All</a>											

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>