

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate (Stephen Everse, Co-Chair)
Date: April 8, 2022
Re: Approval of a Proposal for a New PhD Program in Counselor Education and Supervision

The Curricular Affairs Committee unanimously approved a proposal from the College of Education and Social Services (CESS) for a new Ph.D. program in Counselor Education and Supervision from the Department of Leadership and Developmental Sciences at our April 7th meeting. Previously the Graduate College Executive Committee reviewed and unanimously approved the proposal at their December 16th, 2021 meeting. The CESS Curricular Affairs Committee unanimously approved the proposal at their November 12th, 2021 meeting. The proposed start date for the program is Fall 2023.

Program Description and Rationale

The Doctor of Philosophy degree program in Counselor Education and Supervision (CES) is intended to prepare critically conscious graduates who are grounded in social justice principles to work as counselor educators, supervisors, researchers, and practitioners in institutions of higher learning, schools, and community mental health and social service agency settings. Faculty note the following need to prepare counselor educators and supervisors with strong clinical, pedagogical, and research skills. Such training would respond to the need to align evidence-based clinical practice with social justice and pedagogical principles that influence clinical, research, and pedagogical practices in the field (Field, Snow, & Hinkle, 2020; Okech & Rubel, 2018). Graduates of this program will be equipped to address the academic, cultural, and clinical training, practice, and service needs of counselors and the communities they serve. Graduates will predominately acquire faculty positions in institutions of higher learning and assume leadership positions in schools, community mental health and social service agencies

Justification and Evidence for Demand

The doctoral program is intended to fill a gap in counselor educators in the northeast with Ph.D. preparation. Faculty provide the following justification for the program:

- There is only 1 other similar program currently operating in the northeast U.S., and a total of 86 CACREP accredited doctoral programs in the U.S.
- Faculty cite challenges in the supply of doctoral-level counselor educators in recent lecturer searches to staff existing master's program, turning to candidates prepared in other related areas.
- Focus on social justice and its investment in training future leaders and advocates in social service agencies
- As the mental health needs in the state of Vermont expand, a program that is grounded in training researchers who examine the efficacy of individual, group, and community-based interventions to enhance the mental health needs of Vermonters and the region could not be better timed.

Relationship to Existing Programs

Master's Degree Programs in Counseling

The Department of Leadership and Developmental Sciences (DLDS) currently offers two 60 credit master's degree programs in Counseling, a Clinical Mental Health Counseling Program, and a School Counseling Program. The department also offers a Dual Option which integrates the requirements of both the School Counseling and the Clinical Mental Health Counseling Programs. This program will build on this foundation and the existing program alumni will serve as a recruitment foundation.

Shared Coursework

The program will also collaborate with the existing Ed.D. and Ph.D. programs in Educational Leadership and Policy Studies (EDLP) through existing EDLP research courses, which will serve to increase the enrollment rates in these courses and not require additional offerings.

Curriculum

The Ph.D. curriculum includes a combination of theoretical and leadership courses in the field, practicum experiences, and research methods. The total number of credits required to fulfill the Ph.D. degree requirements is 75. The program includes 25 credits of core curriculum, 15 credits of research methods, 6 credits of internship, 5 credits of elective, and 21 credits of dissertation research.

Required Courses

Number	Course Name	Credits
EDCO 410*	Seminar Course 1: Professional Identity, Roles & Responsibilities Related to Educating Counselors	1
EDCO 404*	Principles of Diversity, Equity & Intersectionality in Counselor Education	3
EDCO 406*	Advanced Counseling Theory & Research Course	3
EDCO 480*	Doctoral Counseling Practicum	3
EDHI 387	Teaching and Learning in Higher Education	3
EDCO 421*	Supervision Theory & Practice	3
EDCO 405*	Advancing Diversity, Leadership & Advocacy in Counselor Education	3
EDCO 401*	Doctoral Seminar Course 2: Current Topics and Politics in Counseling	1
EDCO 420*	Advanced Group Counseling Theory, Practice, & Supervision	3
EDHI 393	Pedagogy of Care and Antiracist Teaching in Higher Education	3
EDCO 490*	Doctoral Internship 1 & 2	6
EDCO 402*	Doctoral Seminar Course 3: Grant Writing, Professional Writing, and Conference Proposals	1
EDCO 411*	Doctoral Seminar Course 4: Dynamics of Diss Completion, Job App, Interviews, and Path to the Professoriate	1
EDCO 491*	Doctoral Dissertation Research	variable

*Indicates New Course

Research Courses (16 credits total)

Number	Name	Credits
EDLP 409	Qualitative Educational Research	3
EDLP 419	Applied Quantitative Research	3

EDLP 429	Advanced Quantitative Research	3
EDLP 459	Mixed Methods Research	3

Admission Requirements and Process

The program’s admission criteria will include Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements for admissions in doctoral programs, and our own unique requirements for the kinds of doctoral students who will aid us in actualizing our program’s mission. CACREP requires the following standards which we have expanded with our own unique requirements:

- (a) a master’s degree in Counseling from a CACREP accredited program or equivalent for international students;
- (b) demonstration of academic aptitude for doctoral-level study;
- (c) previous professional counseling experience and appropriate certifications and eligibility for licensure in Vermont;
- (d) fitness for the profession, including self-awareness and emotional stability;
- (e) oral and written communication skills;
- (f) emerging critical consciousness, cultural sensitivity and awareness; and
- (g) potential for scholarship, professional leadership, and advocacy.

During the doctoral program admissions process, CACREP requires that students’ curricular experiences will be evaluated to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, clinical mental health counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral- level counselor education coursework. The latter pertains to international students who might not be graduating from CACREP accredited programs.

Anticipated Enrollment and Impact on Current Programs

The Ph.D. in CES will utilize a cohort model and enroll 5-7 students a year. It is anticipated that 5 will be full-time students and 2 will be part-time students. It is expected that the program will have a total of 28 (20 full-time and 8 part-time) when it reaches capacity.

Students in the new program would add to the enrollments of six Leadership and Policy Studies (EDLP) and Higher Education (EDHI) courses, generally increasing the enrollment in these courses by about a third. The six courses cited in the proposal are EDLP 409, EDLP 419, EDLP 429, EDLP 459, EDHI 387, and EDHI 393.

Intended Start Date

Fall 2023 (pending Board of Trustees approval)

Advising

Matriculated doctoral students will be assigned to program faculty for advising as part of their workload. Faculty advisers will be responsible for ensuring that the students’ Program of Study is completed and that the students set up graduate education committees. Additionally, they will advise the students through the process of practicum and internship site selection and Dissertation Committee selection process. The advisers will ultimately be responsible for ensuring that the students understand degree requirements and that they follow program protocol and procedures in meeting these requirements.

Supervision of dissertations will be conducted by six core program faculty. External Chairs will be recruited from the other two departments in CESS and collaborators across UVM. Academic advisers who will tend to have a research focus aligned with that of the students will be assigned as academic

advisers upon students' matriculation into the program. All academic advising responsibilities will be conducted by program faculty. The six-program faculty will each supervise 2-3 doctoral students at any given time given the expectation that the program will have a total of 28 (20 full-time and 8 part-time) when it reaches capacity.

Assessment Plan

The program will ensure that it is meeting the standards required by the CESS Strategic Plan Pathway 2 on Research and Scholarship, and Pathway 3 on Graduate Education; CESS DEI Action Plan, DLDS Mission, the Counseling Program Student Learning Outcomes, UVM's Academic Program Review (APR) and also the standards for training outlined by the Council for Accreditation of Counseling Programs and Related Educational Programs (CACREP). The program will complete a self-study after the first two years and seek accreditation from CACREP. The self-study will be submitted on August 1, 2025, with an anticipated site visit during the Spring of 2026.

The program will undergo the academic program review (APR) process under the Department of Leadership and Developmental Sciences

Staffing Plan, Resource Requirements, and Budget

The proposal identifies the following new roles and positions in support of the new program:

Director, if any: This position will be held by a tenured senior faculty member in the program. During the initial two years of implementing the program and development of a CACREP self-study, the Director will receive a two-course release during the first two years of implementation of the program as they develop a CACREP self-study report. During that period, they will be expected to teach at least two courses in the doctoral program. The director will also carry an advising load of doctoral students and supervise dissertation writing.

Other positions: The program is currently conducting a search for three tenure track faculty positions. One of those positions will be hired at an Associate Professor rank and will provide the program with additional opportunity to select a tenured senior faculty member as Director of the Doctoral Program. Teaching of the research core course will draw from the Department of Education's EDLP and HESA program faculty. The pedagogical training courses will be taught by an instructor affiliated with the UVM Center for Teaching and Learning (CTL) in collaboration with the Higher Education and Student Affairs (HESA) program.

No new physical space would be required, either for classrooms or offices.

The proposers of the program have consulted with the UVM Libraries to determine what resources are available and would be needed to support the new program.

Evidence of Support

There is a growing demand for the doctorate in CES. From 2012 to 2018, the number of CES doctoral programs accredited by the CACREP increased by 50%, with a 43.8% increase in student enrollment. This growing demand for counselor educators and supervisors is fueled by an expanding interest in CACREP accredited masters' counseling programs and programs scrambling to hire appropriately trained educators within its programs. For example, in the Spring 2021 admissions cycle, the Graduate Counseling Programs at UVM received 131 applications, marking a 47.19 % increase from 2020 and a 25.96 % increase from 2016. This increasing demand for degrees in counseling programs is consistent with national trends. Additionally, counselor preparation 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.

Letters of support from the Dean of the College of Education and Social Services (CESS) and from the Dean of the Graduate College were included with the proposal.

Summary

The proposal is thoroughly elaborated and complete. The proposers have demonstrated the need for the new program to support both the counseling profession and the academic field and have shown the support of the owning college and the Graduate College. We recommend approval of the proposal.