Contributors

Education Leadership Faculty

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Counselor Education Faculty

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EDD Program Graduate Assistant

Jan Parker

Advice from EDL Doctoral Program Graduates

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Dr. James Davis
Dr. Cretia Mainous
Dr. Greg Corack
Dr. Thomas H. Hart

Advice from CES Inaugural Class

Josh Elliott
Lauren Downey
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Student Resources

Registration for Classes

Students need to request a registration override prior to their registration for classes. For an override request, please send an email to our Administrative Assistant, Stephanie Boggs, at stephanie.boggs@eku.edu. Upon receiving approval, follow the steps below for registering for classes:

1. Go to https://web4s.eku.edu
2. Click on the "Student Services & Financial Aid" Menu.
3. Click on "Registration."
4. Click "Add/Drop Classes."
5. Select the correct term and click "Submit Term."
6. You are prompted to enter your ALTERNATE PIN. You get this PIN when admitted. If you do not have this PIN, call your advisor. (This is similar to the RAC number you used in the past, except you must re-enter it any time you wish to make changes to your schedule). Enter the 6-digit number. Click "Submit PIN."
7. If you get an error that reads, "Please contact the registration administrator for your time ticket," then check the registration schedule to see when you are able to register. If, according to the schedule, you are able to register, but you still see this message, go back to the registration menu and click "Check Your Registration Status" and review your earned hours. If your earned hours are in the range, contact the registration center at (859) 622-2320.
8. Enter the CRN's you would like to register for. When you have entered all of them, click "Submit Changes" at the bottom of the page.
9. If you would like to look up available classes, click "Class Search" at the bottom of the page.
10. If you have errors click "Help" at the top to the right for assistance.
11. To drop a course (if the class is not listed, you are not registered for the course), click the down arrow to the left of where the class is listed and choose "drop course" then
click "Submit Changes" at the bottom of the page. If it is past the last day to drop the course, you will no longer have the option to drop the course. The option will be "wd-withdraw" and you will receive a W on your transcript for withdrawing from the course.

12. Call (859) 622-2320 if you have any questions or problems with online registration.

**Library Services and Facilities**

Eastern Kentucky University Libraries includes the John Grant Crabbe Main Library, centrally located on University Drive, and two branch locations: the Elizabeth K. Baker Music Library in the Foster Building and the Business Library and Academic Commons in the Business and Technology Complex. EKU Libraries provides help, study spaces, collections, and technology designed around the academic needs of EKU’s students. EKU Libraries supports EKU regional campuses and online students as well and provide a full range of services equivalent to those offered at the Main Library for distance learners.

The Main Library offers a variety of study spaces, ranging from a large collaborative area on the first floor to the Silent Study Zone on the very top floor. To learn more about EKU Libraries’ spaces or to make a reservation, visit [http://library.eku.edu/reserve-rooms](http://library.eku.edu/reserve-rooms). The Main Library is open late during the fall and spring semesters and offers 24 hour study space and extended hours at the end of the fall and spring semesters.

The Main Library also includes the Learning Resources Center in support of the College of Education; the Law Library; [the Noel Studio for Academic Creativity](http://library.eku.edu/); and Special Collections and Archives. EKU Libraries collect resources to best serve students, faculty, and staff. To search the online catalog and discover the collections of libraries worldwide, visit [http://library.eku.edu/](http://library.eku.edu/).

Even if EKU Libraries does not own the item you need, library staff can get it for you when you...
need it. Technology is available throughout the Main Library and branches. The Main Library includes a large computer lab and computers throughout the building, a color printer, a cloud printer, fax machine, and a 3D printer available for student use. Visit library.eku.edu/technology-showcase to explore the emerging technologies EKU Libraries faculty and staff are currently collecting.

There are many ways to get help from librarians. Virtual reference services are available online or in person, and research assistance is available whether you are an online student, located at a regional campus, or taking classes at the Richmond campus. Students are invited to visit one of our Help Desks, call (859) 622-6594, e-mail reference.library@eku.edu tweet @ekulibaskus, or chat with us and also check out frequently asked questions at libanswers.eku.edu.

**Campus Location**

Located in Richmond, Madison County, Kentucky, Eastern Kentucky University has a distinguished record of more than a century of educational service to the Commonwealth. Please visit http://web.eku.edu/map and http://virtualtour.eku.edu to explore EKU’s beautiful campus and a map of it.
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<th>Phone</th>
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<td>Academic Testing Center</td>
<td><a href="http://www.testing.eku.edu/">http://www.testing.eku.edu/</a></td>
<td>859-622-1281</td>
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<tr>
<td>Admissions</td>
<td><a href="http://admissions.eku.edu/graduate">http://admissions.eku.edu/graduate</a></td>
<td>859-622-2106</td>
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<tr>
<td>Education Pays Center</td>
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<td>859-622-6684</td>
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<tr>
<td>Graduate Education</td>
<td><a href="http://gradschool.eku.edu/">http://gradschool.eku.edu/</a></td>
<td>859-622-1742</td>
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<td>Human Resources</td>
<td><a href="http://www.hr.eku.edu/">http://www.hr.eku.edu/</a></td>
<td>859-622-5094</td>
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<td>ITDS Academic Support and Computer Resources</td>
<td><a href="http://www.it.eku.edu/">http://www.it.eku.edu/</a></td>
<td>859-622-3000</td>
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<td>859-622-7275</td>
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<tr>
<td>Payroll Services</td>
<td>Coates Building</td>
<td><a href="http://accounts.eku.edu/payroll">http://accounts.eku.edu/payroll</a></td>
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<tr>
<td>Police Department</td>
<td>Mattox Hall</td>
<td><a href="http://police.eku.edu/">http://police.eku.edu/</a></td>
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<td>Records</td>
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<td><a href="http://registrar.eku.edu/records">http://registrar.eku.edu/records</a></td>
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<tr>
<td>Registration</td>
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<td><a href="http://registrar.eku.edu/Registration">http://registrar.eku.edu/Registration</a></td>
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<tr>
<td>Student Accounting Services</td>
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<tr>
<td>Teacher Education Services</td>
<td>Combs 423</td>
<td><a href="http://tes.eku.edu/">http://tes.eku.edu/</a></td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>317 Lancaster Ave Burnam House</td>
<td><a href="http://va.eku.edu/">http://va.eku.edu/</a></td>
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Financial Aid

Graduate students can find various types of Financial Assistance in the forms of student loans, scholarships, graduate assistantships, and fellowships. Non-degree students are not eligible for graduate assistantships or financial aid offered through the University. To be eligible for financial aid, a graduate student must maintain full-time status. **Full-time** course enrollment for **graduate students** is **9 credit hours** or more.

**Student Loans** – Please check with the Office of Financial Aid to determine your eligibility for these loans prior to registering for graduate courses. You can find more information in EKU Graduate Catalog at [http://catalogs.eku.edu/#Graduate Catalogs](http://catalogs.eku.edu/#Graduate Catalogs)

- The **FEDERAL PERKINS LOAN**
- The **FEDERAL DIRECT UNSUBSIDIZED LOAN PROGRAM**

For information on how to apply, visit the Financial Aid Office online at [https://finaid.eku.edu/](https://finaid.eku.edu/) Students also can contact the Office of Financial Aid by phone at 859-622-2361 or by email at finaid@eku.edu.

**Tuition Waivers** - Kentucky Council of Postsecondary Education Tuition waivers and scholarships:

- Kentucky Council on Post-Secondary Education provides:
  - waiver of tuition and fees for person sixty-five or older conditions
  - free tuition at state-supported school for survivor of police officer, firefighter, or volunteer firefighter killed in line of duty
  - free tuition at state-supported school for survivor of police officer, firefighter, or volunteer firefighter permanently and totally disabled in line of duty
  - in-state tuition for nonresident children and siblings of graduates
• tuition rates for nonresident veterans at Kentucky's public universities
  http://lrc.ky.gov/statutes/statute.aspx?id=45225
• tuition-free courses for supervising teachers and resource teachers
  http://lrc.ky.gov/statutes/statute.aspx?id=4236
• waiver of tuition and mandatory student fees for Kentucky foster or adopted children
  http://lrc.ky.gov/statutes/statute.aspx?id=43492
• scholarships for veterans and their families: war veterans' scholarships granted
  http://lrc.ky.gov/statutes/statute.aspx?id=4302
• scholarships for veterans and their families: scholastic requirements for scholarship
  http://lrc.ky.gov/statutes/statute.aspx?id=4303
• scholarships for veterans and their families: application for scholarship
  http://lrc.ky.gov/statutes/statute.aspx?id=4304
• scholarships for veterans and their families: exemption from matriculation or tuition fee of dependents, widow, or widower of members of the armed forces or of members of the national guard killed while in service
  http://lrc.ky.gov/statutes/statute.aspx?id=4305
• scholarships for veterans and their families: exemption from matriculation or tuition fee for deceased veteran's spouse or child under age 26
  http://lrc.ky.gov/statutes/statute.aspx?id=4306
• scholarships for veterans and their families: tuition waiver for child of disabled veteran
  http://lrc.ky.gov/statutes/statute.aspx?id=4308
• scholarships for veterans and their families: exemption from tuition for spouse or child under age 26 of permanently disabled member of the national guard, war veteran, prisoner of war, or member of the armed services missing in
  http://lrc.ky.gov/statutes/statute.aspx?id=4309
• national guard tuition award program: definitions for krs 164.516 to 164.5169
  http://lrc.ky.gov/statutes/statute.aspx?id=4310
• national guard tuition award program: Kentucky national guard tuition award program administrative regulations
  http://lrc.ky.gov/statutes/statute.aspx?id=4311
• national guard tuition award program: nonresident qualifications
  http://lrc.ky.gov/statutes/statute.aspx?id=4312
- national guard tuition award program: payment of tuition to educational institution http://lrc.ky.gov/statutes/statute.aspx?id=4313
- scholarships and awards for persons who are employed or provide training in child-care and early childhood settings http://lrc.ky.gov/statutes/statute.aspx?id=42139
- Kentucky coal county college completion program http://lrc.ky.gov/statutes/statute.aspx?id=43513

Student Scholarships -

- Dr. Rodney Gross Scholarship – For information please visit https://scholarships.eku.edu/dr-rodney-gross-diversity-scholarship
- Diversity Scholarship - For information please visit http://gradschool.eku.edu/diversity-scholarship

Faculty/Staff Tuition waiver –

An Eastern Kentucky University full-time employee whose status includes participation in the retirement system and health insurance, who is a regular full-time employee, and who is in "Good Academic Standing" as defined by the Graduate Catalog, is eligible to participate in the faculty/staff scholarship program. Eligible Employees cannot have a past due balance at the date of the application for the Tuition Waiver. Temporary or part-time employees as well as retirees are not eligible for a tuition waiver. The tuition waiver may be transferred to the legal spouse and/or dependent children of eligible employees for academic classes taken at EKU and the Kentucky Commonwealth Virtual University.

If you have any questions about employee eligibility, contact the Human Resources Office at 622-6835. The HR office is located in the Jones Building, Room 203. Please see the entire policy located on the Policies and Regulations webpage at www.policies.eku.edu.

Graduate Assistantships -

Graduate Assistantships (GA) are positions given to the most outstanding students of each department. GAs are hired by the individual departments of each college, and all applications and job-specific questions should be directed to the graduate coordinators of that department. Graduate Assistants are required to maintain a minimum of a 3.0 GPA, full-time (9 – 12 hours)
enrollment, and clear admission to a degree-seeking program. If it is your last semester, and you do not have 9 hours left to complete your program, you must notify the Graduate School in order to be eligible. Graduate students holding full-time assistantships and who have completed 18 or more graduate hours in their program with a GPA of 3.5 or higher may be approved for up to 7.5 additional hours/week of on-campus employment. All half-time GA’s are permitted up to 10 additional hours of on-campus employment, subject to approval. Half-time GAs who have completed 18 hours or more in their graduate program with a GPA of 3.5 or higher may have additional on-campus employment up to a maximum of 17.5 hours/week. Permission to work additional hours is granted solely by the Dean of the Graduate School and is not guaranteed. The GA Request for Additional Employment form must be filled out and turned into the Graduate School. The form can be found at http://gradschool.eku.edu/graduate-school-forms

Graduate Assistants are paid a flat stipend per semester that is broken into bi-weekly paychecks, paid on the 15th and 30th of each month. Tuition is not withdrawn from this money. Full-time Graduate Assistants (20hr/wk) will receive a stipend in the amount of $5,600 per semester, while half-time Graduate Assistants (10hr/wk) will receive a stipend of $2,800 per semester. Tuition waivers are given to all Graduate School funded Graduate Assistants; however, departmentally funded positions may or may not offer tuition waivers. Students must check with their department to see if they qualify for a waiver. Full-time Graduate Assistants receive a waiver of six credit hours and half-time Graduate Assistants receive three credit hour waivers. Graduate Assistants must pay additional tuition so they are enrolled in the minimum number of hours to be considered a full time student. The tuition waiver cannot be applied until you are fully enrolled in 9 – 12 hours. It is the student’s responsibility to pay his/her tuition at the start of the semester or work out a payment plan with the Financial Aid Office. For more information please visit http://gradschool.eku.edu/graduate-assistantships.
Technology and Related Resources

IT Help Desk Combs Building 208
Phone: (859) 622-3000
Website: it.eku.edu

- **Passwords & Accounts** are sent by mail to all students when admitted to EKU.
- Students receive a student ID number: this is your I.D. for all official records and your login to EKU Direct. This ID starts with a “900” or “901”.
- Each student also receives an EKU username. The username is based on your first name_last name (i.e.: John Smith=John_Smith). Your username and password provides secure access to Blackboard, EKU myMail, campus computers, and various other electronic resources. **All official university communication should be with your student e-mail account.**
- View all articles related to passwords at it.eku.edu. Type “password” in the search bar.
- MyMail (Student Email) All EKU students receive a web-based email account. The email account provides students with a 25GB mailbox and many more options. Students can keep their EKU myMail account after graduation.
- Microsoft Office 365 PRO is free for all registered students through their official myMail account. Find out more at [https://mymail.eku.edu/](https://mymail.eku.edu/)

THE IT WEBSITE offers more than 150+ support articles about EKU technology. The IT Search is keyword specific. Visit [http://www.it.eku.edu](http://www.it.eku.edu) to view the support articles and find out more about IT at EKU.

- **EKUDIRECT** provides access to a wide range of data for students (pending admit through graduation).

Students register for classes, secure parking permits, check grades and more with EKU Direct. Directions for EKUDirect are at the following link: [http://www.it.eku.edu/ekudirect](http://www.it.eku.edu/ekudirect)
DEGREEWORKS helps students plan an academic roadmap to graduation. DegreeWorks, along with your program advisor, will ensure you are on the right track to graduate. View DegreeWorks Video Tutorials at http://registrar.eku.edu/degreeworks-video-tutorials.

BLACKBOARD is EKU’s course management system. Students are automatically enrolled in Blackboard upon registration. Sites do not appear for students until the instructor opens them. Blackboard is used for all online courses and many on campus courses. Learn more about blackboard at https://learn.eku.edu.

WIRELESS INTERNET ACCESS is available at EKU. Both secured (requires username and password) and unsecured (guest) wireless is available campus-wide. Wireless access is available to all on the EKU campus by connecting to eku_guest. To configure your PC for wireless access visit: http://www.it.eku.edu/support/wireless.

View all articles related to wireless at it.eku.edu. Type "wireless" into the search bar.

COMPUTER LABS are located in the Crabbe Library, Powell Building, Whitlock Building and Combs Building.

IT SERVICE/HELP DESK is the computer user’s first point of contact for all service issues, questions, troubleshooting and consultation. Call 622-3000 for assistance or complete the IT Service Request Form on the IT homepage, http://www.it.eku.edu. Find out more about the IT Service/Help Desk: http://www.it.eku.edu/helpdesk.

Login to EKU is located in the top right corner of the EKU homepage. Select Login to EKU for access to: Blackboard, EKUDirect, myMail, and My Colonel Corner.
PEER-TO-PEER SOFTWARE must be removed before accessing any IT services. Peer-to-peer software including LimeWire, FrostWire, Bit Torrent and Vuze, which are not permitted on the EKU network. Downloading copyrighted materials and illegal downloading of music is prohibited.

The LibGuides are websites that help you find resources on your subject or for your classes. They let you get help fast by giving you access to a librarian via chat and help you get acquainted with the librarian in your subject area. For tutorials

http://libguides.eku.edu/tutorials

Meet our librarian:

Cindy Judd
Librarian- Specialized in Educational Leadership
Office: Crabbe Library 310G
Email: cindy.judd@eku.edu
Phone: 859-622-2289

Reference Management System

Zotero (pronounced "zoh-TAIR-oh") is a free reference management system that can help you collect, manage, cite, and share your research. Zotero allows you to attach PDFs, notes and images to your citations, organize them into collections for different projects, and create bibliographies. Visit

http://libguides.eku.edu/friendly.php?s=zotero
EKU Mission Statement

As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world. Eastern Kentucky University is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.

Core Values

Eastern Kentucky University’s values shall permeate the mission and will be the fiber of the institution for it to achieve its vision. Since its inception in 1874, Eastern Kentucky University has been driven by core values. Although its mission has evolved and expanded to meet the changing needs of citizens of the Commonwealth (and increasingly other places in the world), core values are still an integral part of the University community. Our core values are:

- **Intellectual Vitality**, which is characterized by knowledge, scholarly inquiry, creativity, critical thinking, and curiosity, all with a global perspective;

- **Sense of Community**, which is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose;

- **Cultural Competency**, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas;

- **Stewardship of Place**, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves;

- **Accountability**, which is characterized by fiscal responsibility, operational transparency, and responsiveness to the needs of internal and external stakeholders; and

- **Excellence**, which is achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff.
Welcome to

The EKU Doctor of Education (Ed.D.) Program in Educational Leadership (EDL)
Welcome to the Program

The Doctor of Education (Ed.D.) in Educational Leadership is a terminal degree offered by Eastern Kentucky University for persons seeking to provide leadership for positively impacting schools, communities and post-secondary institutions. 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, program participation will allow for the acquisition of skills to think critically and creatively, to communicate effectively, and to conduct and 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 problems and issues in educational settings, collaborating on research projects, referring individuals to job openings, etc.

From the admissions process to graduation, this handbook is a supplemental resource of information, protocols, processes, contacts, FAQs, and advice from EKU Education Leadership Doctoral Program graduates.
Purpose of Program

We strive to prepare future P-12 and post-secondary education leaders by accommodating the busy schedules of active professionals already in the field. Courses are scheduled as asynchronous online classes, evening classes, blended learning classes and Saturday classes.

We prepare students to become system-level leaders within P-12 educational agencies, post-secondary institutions, state educational agencies, government agencies, and educational nonprofit organizations. We also prepare graduates to become university faculty, researchers, education leaders, and policymakers.

YOUR LEADERSHIP JOURNEY BEGINS HERE...

To get the latest news and updates about our program please visit our Facebook page [https://www.facebook.com/EKUELCE/](https://www.facebook.com/EKUELCE/).
Requirements for Admission

I. Master's degree in education or a related field with a minimum graduate GPA of 3.5

II. Completed application packet which consists of:
   - Completed graduate application
   - Transcripts of all undergraduate and graduate work
   - Resume of professional experience
   - Score reports from the Graduate Record Exam (GRE) or Millers Analogies Test (MAT)
   - A brief essay describing the relationship between the applicant's professional goals and their chosen Ed.D. program concentration area
   - At least three letters of recommendation - including at least one each from a peer, supervisor, and a college/university faculty member.

III. Complete three years of professional experience

IV. Complete the EKU application. Visit at http://gradschool.eku.edu/apply

V. Submit payment for the $35 processing fee.

For questions about the admissions and application process, please contact Stephanie Boggs at stephanie.boggs@eku.edu or charles.hausman@eku.edu.

Instructions

You MUST apply to both the Graduate School (GS) and the Department of Educational Leadership


Items needing to be sent through postal mail:

2. OFFICIAL transcripts for ALL degree-granting institutions attended. You cannot deliver or mail these transcripts. The OFFICIAL transcripts must come directly from the institution.

3. OFFICIAL test score reports: Miller Analogy Test (MAT) OR Graduate Record Examination (GRE)
Send items to:

Eastern Kentucky University

Graduate School

Attention: Holly Michelle Argo

521 Lancaster Ave.
Whitlock (SSB) 310 CPO 68
Richmond, KY 40475

holly.argo@eku.edu

➢ Submit the following items via email or postal mail:

1. **Autobiographical Statement**
   This narrative must be typed and a well-written description of your autobiography, your objectives and future goals of 3 – 4 pages in length. Describe the highlights of your life to date, your future goals, and a description of how the EDL will assist in attaining your goals.

2. **Professional Resume**

3. **Three (3) professional reference letters** from a peer, a supervisor, and a college/university professor.

Send items to:

Easter Kentucky University

**Educational Leadership**

**Attention: Stephanie Boggs**

521 Lancaster Avenue
406 Bert Combs Bldg
Richmond, KY - 40475

OR **stephanie.boggs@eku.edu**

The **EDL** Doctoral Admissions Committee will review the complete application package and make a recommendation to the Graduate School. If the application is reviewed favorably,
then you will be invited to campus for an interview. The Dean of Graduate School makes the final admissions decision and your admission in the EDL program. If you have additional questions regarding the program, please send an email to stephanie.boggs@eku.edu.

When to apply

To ensure your application is complete and reviewed by the committee for admission in time for prompt registration, please submit your applications no later than the following dates for terms (otherwise admission and registration may be delayed):

- To begin in the fall: April 30th
- To begin in the spring: November 30th
- To begin in the summer: March 1st

International Students:

International applicants are encouraged to apply early to all programs due to time constraints of issuing the I-20. Admission applications could be automatically deferred to the following term if the application is received late in the semester. All official documents are required before sending to the department for an admission decision (two week time frame depending on program deadline).

Visit: https://gradschool.eku.edu/graduate-application-deadlines

We look forward to serving your educational needs at Eastern Kentucky University.
Biographies of Faculty Members

Eastern Kentucky University is fortunate to have faculty dedicated to the mission of the doctoral program. Following is a brief biography of each of the EdD faculty members.

**Dr. Hayes** is Associate Dean in the College of Education and Interim Department Chair for the Department of Educational Leadership and Policy Studies. He came to EKU in 1989 and has a bachelor's degree in psychology and a master's degree in rehabilitation counseling for the deaf from Oregon College of Education and a doctoral degree in communication from the University of Arizona. Hayes has been involved in the delivery and education of interpreters in higher education since 1977. As a certified RID interpreter since 1978 and an interpreter educator since 1980, he has extensive experience in curriculum development, research, program development, leadership and forming partnerships to provide unique learning opportunities for deaf students and interpreting students. He also has been involved in the delivery of coursework in France and Spain for EKU deaf and hearing students.

**Dr. A. William Place** is the new Department Chair of Educational Leadership and Counselor Education. Previously he was the Department Chair of Educational Leadership at Saint Joseph’s University in Philadelphia, PA. Dr. Place received his Ph.D. in Educational Administration from The Ohio State University. He is a past National Council of Professors of Educational Administration executive board member (2009-2012) and is a past president of the Mid-Western Educational Research Association. He is former teacher and administrator. Dr. Place has over three dozen papers presented at national refereed conferences and over two dozen refereed publications in some of the most prestigious journals in the field (e.g. *Educational Administration Quarterly* and *Journal of School Leadership*), as well as over two dozen other publications, including books either written or coedited. He authored the book, *Principals Who Dare to Care*. 
Dr. Charles Hausman is an Associate Professor and has served as a public school teacher, administrator, Director of Research and Evaluation, and Associate Superintendent of the Salt Lake City School District (SLCSD). He also has served on the faculties in the College of Education at the University of Kentucky, University of Utah, and University of Maine, receiving awards for outstanding teaching. Dr. Hausman attained his PhD in Educational Leadership and Policy from Vanderbilt University. His areas of academic interests include the educational consequences of school choice for students, families, teachers, and principals; program evaluation and data-driven decision-making; the role of the principal in school improvement; and strategies to close student achievement gaps. He has conducted evaluations funded by the National Science Foundation, Spencer Foundation, and Office of Educational Research and Improvement (OERI). In addition, he has published 25 articles in refereed journals and edited books, and made 45 presentations at national conferences.

Dr. Deborah L. West received her Ed.D. from the University of North Carolina at Greensboro and is now an associate professor in the Educational Leadership and Policy Studies Department at Eastern Kentucky University. She has published in journals such as Education Administration Quarterly, Journal of School Leadership, and Education and Urban Society, and coauthored chapters in the edited volumes, Education and Hope in Troubled Times (Routledge), and International Handbook of Leadership on Learning (Springer). In addition, she has served as the assistant editor of the Journal of School Leadership. She teaches Qualitative Research, Cultural and Contextual Foundations of Leadership, Moral and Ethical Dimensions of Leadership, and Leadership in Rural Settings. Her research focus is on the Principalship and other elements associated with P-12 school leadership.
**Dr. Tara Shepperson** currently teaches rural communities, assessment, field experience, and Moral and Ethical Dimensions of Leadership in the doctoral program at Eastern Kentucky University. Her research interests focus on alternative education programs, evaluation in education, and qualitative and mixed methods research. She earned her Ph.D. in Educational Leadership from the University of Nevada, Reno. She also holds a master’s degree in Anthropology and an undergraduate degree in History. She most recently served as chair of Education and Organizational Leadership graduate programs for Argosy University in Honolulu, Hawaii. Previously, she worked in several capacities at the University of Nevada, Reno; organized a cybercrime unit for the Nevada Attorney General; and ran an educational evaluation consulting firm. Whenever possible, Dr. Shepperson takes to the outdoors for hiking, kayaking, and exploring the small towns of the beautiful Kentucky countryside.

**Dr. Sherwood Thompson** has attained distinction through a lengthy and productive career, directing campus-wide diversity programs for three major Carnegie Foundation Divisions-I Public Research Universities, as well as one regional Polytechnic University. He also serves as the President of The National Academy of Educational Research and executive board member of the Association for the Advancement of Educational Research. Dr. Thompson holds a Bachelor of Arts in Interdisciplinary Studies from the University of South Carolina at Spartanburg; and Master of Education and Doctor of Education from the University of Massachusetts at Amherst. Dr. Thompson holds a faculty appointment as Professor in the College of Education at Eastern Kentucky University in the Department of Educational Leadership and Policy Studies. In addition, Dr. Thompson served as the Assistant Dean of the College of Education and Executive Director of the Model Laboratory School on the campus of Eastern Kentucky University.
Dr. Bill Phillips is a former Dean of the College of Education and Professor at Eastern Kentucky University, Richmond, Kentucky. He has a doctoral degree in Special Education and a minor in Educational Leadership from the University of Southern Mississippi. His research interests are in faculty professional development and in transition of students with disabilities from school to work. His leadership was instrumental in the development of the doctoral program. Under his direction and in conjunction with a strong faculty, the doctoral program is poised to raise the standard of P-12 education, promote student success and help schools and communities in Kentucky, especially the southeastern counties, improve together.

Dr. Roger Cleveland is known for his educational insight in areas such as; diversity, instructional equity, cultural competency, closing achievement gaps, learning styles, transforming school culture, conducting culture audits, and school improvement planning. He has provided staff development and workshops for a number of schools, districts, social service agencies, state educational agencies and universities. He has conducted trainings addressing diversity issues from Alaska to Mississippi. He received his bachelor’s degree at Morehead State University, his Masters Degree at Union College and completed his doctoral work at The University of Cincinnati. He has worked in the Cincinnati Public Schools with the Cincinnati Youth Collaborative. Cleveland was the Director of the Division of Federal Programs & Instructional Equity at the Kentucky Department of Education, prior to joining the faculty at Morehead State University. He has trained educators in student achievement, diversity, leadership skills and development and transforming organizational culture, to name a few. Dr. Cleveland was recently nominated for the Kentucky Human Rights Commission Hall of Fame and The Golden Apple Award at EKU. He is currently an Associate Professor in the College of Education at Eastern Kentucky University.
Dr. Norman Powell, director for diversity initiatives and programs for the College of Education at Eastern Kentucky University. He is associate professor in the Department of Educational Leadership and Policy Studies. Dr. Powell’s Bachelor’s of Arts degree is in Latin American Studies and Spanish from the School of International Service, and his master’s and doctoral degrees are in Special education in emotional behavioral disorders (EBD) with minors in administration and family systems from The American University, Washington D.C. He has served in a variety of professional capacities. These include: special education teacher, trainer, child and youth care worker, and administrator. His research interests include: Youth at risk, diversity, transition, and classroom management. He has continued to work locally, nationally and internationally on behalf of at-risk children, youth and families. He was co-editor of “Choices in Caring: Contemporary Approaches to Child and Youth Care Work,” a book about the field of residential group care and community-based programs for children and youth. He also collaborated in the creation of the N. Southeastern University publication, “The Child and Youth Care Administrator.”
Faculty and Staff Directory

Students can contact a faculty member with an e-mail, phone call, or in person during office hours or at scheduled meetings.

**Dr. Laurence Hayes**

Associate Dean

Office: Combs 420

Email: laurence.hayes@eku.edu

Phone: 859-622-6540

**Dr. A. William Place**

Chair of Educational Leadership and Counselor Education

Office: Combs 405

Email: will.place@eku.edu

Phone: 859-622-8250

**Dr. Charles Hausman**

Department: Educational Leadership

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Phone: 859-622-1129

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Phone: 859-622-8227

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Phone: 859-622-2970

Stephanie Boggs
Administrative Assistant
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Email: Stephanie.boggs@eku.edu
Phone: 859-622-1125
Office Hours: M-F 8:00am-4:30pm
Students may also contact Graduate School staff by phone at 859-622-1742 or e-mail at graduateschool@eku.edu.

For specific areas, please use the following contacts:

**Reception and General Information: Graduate Assistantships, and Graduate Dean:**
Debbie Zabawa  
859-622-1742  
debbie.zabawa@eku.edu

Demita Kubala  
859-622-1744  
demita.kubala@eku.edu

**Graduate Student Support Services Manager:**
Carrie Ernst  
859-622-7973  
carrie.ernst@eku.edu

**Graduation, Degree Audits, Exceptions, Academic Standing, and Thesis:**
Stephanie Cunagin  
859-622-1745  
stephanie.cunagin@eku.edu

**Admissions for College of Education, Non-Degree, and Visiting Students:**
Holly Argo  
859-622-2316  
holly.argo@eku.edu
Phase 1- Pre-Candidacy

Program Planning

At the time of admission to the Graduate School, each student shall be assigned an advisor by the department offering the degree program into which the student plans to matriculate. The student shall take the initiative to become familiar with the objectives of his/her particular degree program and pertinent regulations, as they are described in the Graduate Catalogue, prior to scheduling a meeting with the assigned advisor. Discussion of the student’s personal and program objectives should take place prior to the first registration. During the first term, the student must meet with his/her advisor.
# Timeline of Process & Journey

## YEAR 1
- Admission Process
- Meet with program advisor
- Transfer work acceptance (up to 12 hours)
- Required Coursework

## YEAR 2 & 3
- Required Coursework
- CITI Training
- IRB Application
- Prospectus Writing (Chapter 1-3)
- Collect Data with IRB Approval

## YEAR 3 & 4
- Write Chapter 4-5
- Dissertation Defense
- Prepare Dissertation for Publishing

### Note:
- Students take different numbers of classes each semester so no single timeline works for all students.
- Please see the recent [EKU Graduate Catalog](https://www.uky.edu/gradcatalog) for more information about Transfer of Credit.
General Course Requirements

Graduation from the program is determined not only by completion of specific courses but also by demonstration of established competencies. Each student’s planned program of study will include seven components: a research core, an academic core, a rural studies core, a leadership specialization area, a cognate area, a field experience and the dissertation.

*EDD course revisions will occur Fall 2017. For students admitted Fall 2017 and later.

RESEARCH CORE

- Introduction to Quantitative Research Methods (EDL 810/EDD 902)
- Intermediate Quantitative Research Methods (EDL 812)
- Introduction to Qualitative Research Methods (EDL 811/EDD 903)
- Seminar in Advanced Research Methodology and Design (EDL 910/EDD 904)
- Analysis of Research Literature (EDD 905)
- Dissertation Practicum (EDD 906)

[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.]

ACADEMIC CORE

- Cultural and Contextual Foundations of Leadership (EDL 820)
- Moral and Ethical Dimensions of Leadership (EDL 821)
- Social and Political Dimensions of Leadership (EDL 822)
- Assessment for Educational Leaders (EDL 823)
- Public Policy Development and Assessment (EDL 924)
- Organizational Behavior and Justice in Educational Settings (EDL 925)
- Leadership for Change in Organizations (EDL 826)
- Orientation to Doctoral Studies (EDD 901)

LEADERSHIP SPECIALIZATION

Selected from advanced graduate course offerings and aligned with the students' program
of study to create an individualized track that is both cognizant of background experiences, prior knowledge and relevant to professional objectives.

**COGNATE AREA**

- 6 hours
- Two advanced graduate courses chosen from a department or a program outside the leadership specialization area.

**RURAL STUDIES CORE**

- 6 hours
- Seminar on Rural Schools and Communities (EDL 930)
- Leadership in Rural Settings (EDL 931)

**FIELD EXPERIENCE**

- 6 hours
- Completion of two field experiences (EDL 900) relevant to the student’s planned program of study, supported by skill development through symposia, tutorials, lectures and assessments. The field experience should result in a product with a potential to make a substantive contribution to improving P-12 or postsecondary education.

**DISSERTATION**

- 12 hours

**EXIT REQUIREMENTS**

- 0 hours
- GRD 877P..................Register during semester defending prospectus
- GRD 878Z..................Register during semester defending dissertation

**MINIMUM PROGRAM TOTAL**

- 60 hours
# Program of Study

## PART I: ACADEMIC CORE (MINIMUM = 9 HRS.)

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>EDL 820</td>
<td>Cultural and Contextual Foundations of Leadership</td>
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<tr>
<td>EDL 821</td>
<td>Moral and Ethical Dimensions of Leadership</td>
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<tr>
<td>EDL 822</td>
<td>Social and Political Dimensions of Leadership</td>
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<td>EDL 823</td>
<td>Assessment for Educational Leaders</td>
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<td>EDL 924</td>
<td>Public Policy Development and Assessment</td>
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<td>EDL 925</td>
<td>Organizational Justice in Educational Settings</td>
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<td>EDL 826</td>
<td>Leadership for Change in Organizations</td>
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<tr>
<td>EDD 901</td>
<td>Orientation to Doctoral Studies</td>
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## PART II: RESEARCH CORE (MINIMUM = 9 CREDIT HOURS)

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<tr>
<td>EDL 810/EDD 902</td>
<td>Introduction to Quantitative Research Methods</td>
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<td>EDL 811/EDD 903</td>
<td>Introduction to Qualitative Research Methods</td>
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<tr>
<td>EDL 812</td>
<td>Intermediate Quantitative Research</td>
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<tr>
<td>EDL 910/EDD 904</td>
<td>Seminar in Advanced Research Methodology and Design</td>
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### PART III: LEADERSHIP SPECIALIZATION CORE (12 HRS.)

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<tr>
<td>EDD 905</td>
<td>Analysis of Research Literature</td>
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<td>EDD 906</td>
<td>Dissertation Practicum</td>
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### PART IV: RURAL STUDIES CORE (MINIMUM = 6 HRS.)

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<tr>
<td>EDL 930</td>
<td>Seminar on Rural Schools and Communities</td>
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<tr>
<td>EDL 931</td>
<td>Leadership in Rural Settings</td>
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### PART V: COGNATE CORE (MINIMUM = 6 HRS.)

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### PART VI: FIELD EXPERIENCE (MINIMUM = 6 HRS.)

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<tbody>
<tr>
<td>EDL 900</td>
<td>Ed.D. Field Experience</td>
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<tr>
<td>EDL 900</td>
<td>Ed.D. Field Experience</td>
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Course Descriptions

EDL 810 Introduction to Quantitative Research Methods. (3) A. Introduction to the use of quantitative research methods in education. Topics include measures of central tendency, measures of variability, correlation, regression, testing statistical hypotheses, and research design.

EDL 811 Introduction to Qualitative Research Methods. (3) A. Introduction to qualitative data collection and analysis in educational research. Review of origins, theory, and design of method; issues of validity, reliability, and human subject ethics.

EDL 812 Intermediate Quantitative Research Methods (3) A. Prerequisite: EDL 810 or departmental approval. The emphasis is on research design, the limitations of research design, and the analysis of data. Techniques include ANOVA, regression, and ANCOVA.

EDL 820 Cultural and Contextual Foundations of Leadership. (3) A. Investigation of cultural and social influences on the development of leadership in educational settings. Emphasis is on place and the application of sociocultural concepts to leadership issues and problems in educational settings.

EDL 821 Moral and Ethical Dimensions of Leadership. (3) A. Examination of the moral dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of ethical thinking and concepts to leadership issues and problems in educational settings.

EDL 822 Social and Political Dimensions of Leadership. (3) A. Examination of social and political dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is on the application of relevant theoretical constructs to leadership issues and problems in educational settings.

EDL 823 Assessment for Educational Leaders. (3) A. Study and application of appropriate and effective uses of different types of assessment data in a variety of educational settings to guide leadership practice.

EDL 826 Leadership for Change in Organizations. (3) A. Focuses on the leader’s role in changing educational organizations emphasizing the nature, characteristics, responsibilities, and contextual determinants.

EDL 830 College Teaching. (3) A. An introduction to teaching on the college level focusing on best practices in pedagogy and research.
EDL 899 Thesis for Specialists in Education. (3) A. Prerequisite: departmental approval. Completion and defense of a research thesis in educational leadership, policy studies, or a related field. May be retaken to a maximum of six hours.

EDL 900 Ed.D. Field Experience. (3) A. Prerequisite: departmental approval. Minimum of eighty hours of field experiences relevant to the student’s planned program of study, supported by skill development through symposia, tutorials, lectures, and assessments. May be retaken to maximum of six hours.

EDL 910 Seminar in Advanced Research Methodology and Design. (3) A. Prerequisites: EDL 810 and 811. In-depth study of research methodology and design (qualitative, quantitative, or mixed methods) as related to a specific research project or set of research questions. May be retaken to a maximum of six hours.

EDL 912 Higher Education Leadership (3) A. Designed to introduce major themes of higher education administration, organizational leadership and governance to students with special emphasis on administration and leadership in postsecondary educational settings.

EDL 924 Public Policy & Assessment. (3) A. Content includes the study of forces that influence education policy and decision making. Focus of study will be on policies relevant to P-12 and postsecondary education in the U.S. Students prepare and present policy briefs.

EDL 925 Organizational Behavior & Justice. (3) A. Examines the dynamics of educational organizations including the complex patterns of human dynamics and provides a rationale for principles of situational leadership. Facilitates understanding of organizations, their management, and implications for perceptions of fairness.

EDL 930 Seminar on Rural Schools and Communities. (3) A. Consideration of the relationship between schools and rural communities, including issues related to democratic localism, state and national education agendas, and economic development in rural areas.

EDL 931 Leadership in Rural Settings. (3) A. Analysis of general and specific skills required for leadership in rural schools. Comparisons are made with leadership demands in urban and suburban settings. Examines formal and informal interactions and individual and collaborative leadership needs.
EDL 999 Dissertation. (3) A. Prerequisite: departmental approval. Completion and defense of a research dissertation in educational leadership, policy studies, or a related field. May be retaken to a maximum of twelve hours.

**Doctoral Student Responsibilities**

By choosing to be a doctoral student, you already possess motivation and work ethic. To be successful requires independence, consistent motivation, team-work skills, excellent communication skills, outstanding work ethic, meticulous schedule management to balance course work with existing life commitments, and dedicated time to reading and writing. Obtaining a doctoral degree is unlike any previous degree earned. Be prepared to be proactive in your pursuit through scheduling, time management, degree requirements, relationships, and communication with faculty. Don’t wait for someone to tell you everything that you need to know. The quality of your degree depends on you, your investment, and what you plan to do with it.

- **Before you start**, clarify in your mind why you want this degree and what you plan to do with it once obtained. You are responsible for your own career once you get your degree. Communicate your career goals to your advisor and your course instructors so they can provide you with appropriate guidance.

- **Establish access to all information necessary for advising, registering for classes, degree requirements, and deadlines.**

- **Browse the EKU Education Leadership web site to obtain information on admission requirements, faculty, Blackboard, EKU Direct, and deadlines on a regular basis. It is helpful to bookmark both the EKU homepage and the EKU Ed Leadership Page.**

- **Set up your EKU student email account on your digital devices.** This is the default email used for faculty to communicate with students. You can access this email account from the EKU homepage from the Log In link.

- **Seek out a personal mentor with a doctorate who is willing to answer questions and offer advice during your journey.** Someone within your current career setting or personal life is ideal. Mentors may be professors at the university.

- **Establish relationships with your fellow classmates and professors.** Creating a student collaboration group will provide support and valuable sources of information throughout your journey. A small group of 4-6 fellow classmates in your cohort can
Selection of a Doctoral Research Topic

Perhaps the most difficult part of the dissertation for most students is choosing a topic for their research. Ideally, a dissertation should be the logical culmination of the courses and experiences. Candidates often select doctoral research topics based on professional activities or academic interests. Candidates are encouraged to consider their topics early in their academic program and may consult with their faculty members or other outside scholars at any time regarding potential research topics. The topic is advised to be related to the candidate’s program of study and must be selected with the goal of adding to the body of knowledge in the discipline or contributing to the mission and goals of particular organizations and/or individual careers.

In selecting a topic, candidates may also wish to keep in mind the relevance of their question to their profession, as well as the potential for publication of their work as books, articles, or chapters within academic journals or other scholarly publications or as presentations to professional audiences. Candidates should keep three primary things in mind in the topic selection process. First, the topic needs to be of sufficient interest to them in order to sustain their efforts to produce the best possible product. Second, the topic should be narrow enough to allow candidates to become experts in the topic or field that is selected and the research to be accomplished according to the doctoral research calendar. Finally, the topic and research study should be related to the student’s program of study and contribute to the knowledge base of the profession or goals of the organization selected for the research. Usually, a topic is chosen prior to the EDL 910 Seminar in Advanced Research Methodology and Design, and a first draft of the dissertation prospectus is completed by the end of the seminar.

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The dissertation must be clearly set within a conceptual framework, logic model or theoretical framework and research in the relevant domain. The literature review that forms a significant part of the proposal and the dissertation is intended to establish this context and to place the student’s work clearly in relationship to the body of existing knowledge. The nature of the research can take many forms as long as it is well formulated according to the rules of the research mode in question, and well adapted to the nature of the research topic and question. Regardless of the nature of the research, the ultimate test of a successful dissertation research project is a determination as to whether or not the research adds meaningful information to the established body of knowledge surrounding the issue or problem area. The expectation is that all dissertations will make some contribution, however slight, to collective knowledge, practice and/or theory. Eastern Kentucky University expects the dissertation be of high quality as the dissertation is the ultimate learning outcome of the Ed.D program.

**Establishing a Dissertation Committee**

Whenever you start to think seriously about your dissertation, you also will need to start thinking about choosing a dissertation chair and other members of the committee.

Selecting your committee is a very important step in the process of preparing your dissertation. The chairperson of the committee usually has broad power and influence throughout the process of completing the dissertation. Therefore, the selection of a chairperson for your project is a very important decision. In collaboration with your chair and committee, you will delimit your topic, develop your proposal, conduct your research, and write your dissertation. Ultimately, your committee will judge the quality of your project. Including your chair, your committee is composed of four members, all of whom must hold doctorates. Three must work in university settings.

2 *Chair’s Role:* Before choosing a faculty member as your chairperson, consider the chair’s role. First, the chairperson will approve your dissertation. Second, the chairperson will

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2 This section is from *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*, by Fred C. Lunenburg, Beverly J. Irby. Published by Corwin Press (2008).
approve, in consultation with you, the other committee members. Third, the chairperson will approve every line, section, and chapter of the dissertation. Fourth, the chairperson will determine how committee members will be involved in the dissertation process. Fifth, the chairperson will decide when you are ready to defend your dissertation. And, ultimately, the chairperson, in collaboration with your committee members, will determine whether you will be granted the degree. To pass a defense, you need three of your four committee members’ votes, including the chair.

Criteria to consider in selecting a chair: You must consider the following factors in choosing a chair: (a) expertise, (b) accessibility, (c) feedback, (d) personality style, and (e) attitudes toward methodology. Ideally, it is in your best interest to find a chair with expertise in your topic area. You may want to read some of your potential chair’s publications. Obviously, the closer your chair’s area of expertise is to your topic, the more competent he or she will be to (a) identify difficulties you may encounter as you proceed with your study, (b) direct you toward literature sources pertinent to your topic, and (c) guide your choice of methods for collecting and analyzing data.

Another important factor to consider in selecting a chair is accessibility and feedback. Typically, the chair provides the first line of quality control for the dissertation. And usually the chair will approve the proposal and final version of the project before you will be permitted to forward chapters of the dissertation. Therefore, look for a chair with a reputation for reading, critiquing, and returning written drafts.

Personality styles matter to some people. Writing a dissertation or thesis is a collaborative process between you and your chairperson. Obviously, you want a chair with whom you can work reasonably well. You will need to assess the match between what you expect from your chair and your chair’s notion of the best way to perform his or her role.

Last but not least, faculty members often differ concerning their preferences for a particular research method. You need to examine the match between your preference and your potential chair’s preference for various research methods.
The Dissertation Committee

Be thinking early in the process about who will comprise your dissertation advisory committee. Several months prior to defending your prospectus, solicit your committee members of 4 (including the chair) or more with a minimum of 2 being from the Education Leadership and Policy Studies department.

Advice from doctoral students

- Select committee members with expertise in your topic when possible. Not everyone will have specific experience in your topic as it should be somewhat unique and add to the current body of knowledge. Find at least 1 or 2 who will be able to provide feedback and expertise valuable to your topic. All committee members, in conjunction, will be able to support and cover your topic and methods.
- Committee members should review your outline, research methods, data, and analytic methods.
- Committee members are very busy should be reasonably available for discussions and answering questions when you can’t find the answers yourself. Try to find answers yourself first from EKU’s Ed Leadership website, this handbook, or a fellow student. Your program advisor and/or dissertation chair should be your first point of contact. Establish a communication protocol with your committee members including a plan, timelines for draft submissions, response and feedback timeliness, expectations and general questions. It is important that you meet timelines established with your chair and/or committee.
- Committee members should provide support in the forms of expertise, guidance, and authentic feedback necessary to communicate the standards for your research and communicate where your work lies within the continuum of the standards and expectations. Crucial conversations are valuable when delivered with respect and honesty by those who will advocate for you and your success.
Choose committee members with reputations for professional and scholarly engagement with each other and students. Do not select members who are known to disagree with each other, lack commitment to their scheduled appointments, or are less regularly available to their doctoral students.

Be sure that you and your committee are mutually clear on what you expect of each other to avoid future misunderstandings and stress.

**Preparation of the Prospectus**

Students should work closely with the committee chair and members in preparing the prospectus following a rubric. The complete prospectus should include at a minimum the following elements:

- An Abstract;
- An introduction with a clear definition of the general topic area to be studied;
- Problem Statement - A description of the specific issue or problem to be studied;
- The research question(s);
- A review of the literature - The candidate has thoroughly researched the current status and the historical standing of the issue or problem;
- A conceptual framework - The theory, theories, theoretical models, or logic models have been identified and are relevant to the research questions and associations under study. The concepts and the relationships among the constructs/variables are presented clearly and logically. The Dependent Variables and Independent Variables are clearly assigned in the conceptual framework, and there is clarity of directionality;
- A formal hypothesis or set of hypotheses where appropriate - A candidate must show that the hypothesis is derived from the literature and propose methodology to test the hypotheses. This section should include the specific steps to be followed in the research including sufficient detail to allow the committee to fully evaluate the methodology;
Methodology - A detailed description of any data to be gathered and how that data will be gathered should be included. A full description of any instruments (i.e., questionnaires) or other tools to be used in the research must be included. If indicated, a preliminary test and/or validation of any instruments should be conducted and described. A detailed description of any testing and/or other analysis of the data including qualitative methods and/or any specific statistical or other quantitative tests to be performed along with a justification for the selection of those tests.

Limitations of the Study

The Prospectus Defense

When they believe the research project is ready for execution, candidates submit the prospectus to the committee chair. The committee chair then reviews the proposal and provides preliminary evaluation of the prospectus. That prospectus or a revised version is then sent to the full committee. Based on this evaluation, the committee recommends either additional preparation or scheduling of the prospectus defense.

The prospectus defense is moderated by the doctoral research chair and is attended by the candidate and the committee member(s). At the proposal defense, candidates present a brief overview of their study and respond to a variety of questions from the committee to demonstrate mastery of the proposed study and the related literature that supports it. Candidates are asked to explain the methodology and plans for the implementation and completion of the study.

Possible questions that candidates are expected to answer during prospectus defense are:

1. How does the design clearly relate to the purpose of the study?
2. How does the design adequately address the research questions?
3. What are the data sources? Are they useful, reliable, and sufficient?
4. How is the design feasible within the stated limitations and delimitations and the established timeframe?
5. Is a realistic timeline established?
6. Is the sample clearly defined?
7. How is the methodology appropriate for the research questions, research hypotheses, or other key aspects of the study?
8. How does the study contribute to informed practice/literature in the field/candidate’s career?

The prospectus defense is intended to be formative and a meeting at which students receive input to improve their proposed study so that it is as strong as possible before implementation. The prospectus defense is the critical stage in the doctoral research process, as it establishes and communicates the commitment between the students and the committee. The defense provides an opportunity to discuss issues that require clarification or decisions that need to be supported. Students are expected to demonstrate a mastery of their proposed study and the related literature that supports it. Following the prospectus defense, students receive narrative feedback from their chair explaining the committee’s decision. Once a student passes the prospectus defense, s/he is considered a doctoral candidate.

Prospectus defense last two hours and are usually held in Combs 218. They are open to public. However all visitors must leave the room when the candidate does so that committee members may deliberate and vote privately. **Students must take GRD 877p during the semester when they defend their prospectus.** GRD 877p is an exit requirement but does not generate credit hours or costs tuition.

**CITI (Collaborative Institutional Training Initiative) Training**

**What is CITI?** The Collaborative IRB Training Initiative Program (CITI) is a leading online training program. It offers curricula in human subjects research, animal research, and the responsible conduct of research.

**Who has to take CITI?** The training requirement applies to anyone conducting human subjects research activities at Eastern Kentucky University.
How long is my certification effective? All investigators, key personnel, and faculty advisors are required to complete human subjects research training at least once every three years and provide a copy of training documentation to the Institutional Review Board (IRB) with all applications submitted for review.

Do I need to pay for CITI Training? No. EKU provides a subscription to the Collaborative Institutional Training Initiative (CITI) online training system for free. The Basic Course in Social/Behavioral Research is used to satisfy initial training requirements. At the end of the training, a Completion Report will be issued. This document must be attached to the application at the time of submission for the principal investigator, key personnel, and faculty advisors. After three years, participants complete the Refresher Course, a shorter version than the Basic Course, to stay certified.

Visit [http://sponsoredprograms.eku.edu/citi-training-instructions](http://sponsoredprograms.eku.edu/citi-training-instructions) for instructions on registering and using the CITI training system.

For assistance, you may contact Sponsored Programs (by email to Lisa.Royalty@eku.edu or Tiffany.Hamblin@eku.edu) or the CITI Help Desk (by telephone at 305-243-7970 or e-mail at citisupport@med.miami.edu.)

Institutional Review Board (IRB)

In accordance with federal and institutional regulations, any undertaking in which University faculty, staff, or students investigate and/or collect data on human subjects for research purposes must be reviewed by the Institutional Review Board (IRB). It is the responsibility of each investigator to seek review of any study involving human subjects prior to initiation of the project. All doctoral research requires IRB approval.
**Purpose and Mission**

The IRB is a University committee composed of faculty members who are appointed by the institution and a community representative. The IRB is responsible for reviewing all research activities involving human subjects regardless of the source of funding. The mission of the IRB is to promote and safeguard research activity that involves human subjects within the academic community.

**What is Subject to IRB Review?**

A **human subject** is a living individual about whom an investigator obtains

- Data through intervention: manipulation of an individual’s environment for research purposes (i.e., introduction of new instructional methods)
- Data through interaction: including both communication (written or oral) and interpersonal contact between a researcher and subject (i.e., surveys, interviews, focus groups)
- Private Information: through a third party, with or without the subject’s knowledge (i.e., medical records, assessment results)

**The EKU IRB review and approval is needed prior to executing research and accessing or collecting data. Research cannot begin prior to receiving approval from the EKU’s IRB Committee.** After receiving IRB approval, a candidate can execute his/her research, including data collection and analyses under the guidance of their dissertation chair and committee.

Please visit EKU IRB website for further information:

[http://sponsoredprograms.eku.edu/institutional-review-board](http://sponsoredprograms.eku.edu/institutional-review-board)
<table>
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<tr>
<th>Steps</th>
<th>Steps-Application for IRB Approval</th>
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| **STEP 1** | - Candidate develops the Prospectus during EDL 910
  - Candidate refines the Prospectus under the guidance of the Dissertation Chair |
| **STEP 2** | - Candidate registers to take CITI online
  - Candidate receives CITI Training Completion Certificate
  - Certificate required with IRB application submission |
| **STEP 3** | - Candidate classifies research project as an **exempt**, **expedited**, or **full review** study.
  - Under the guidance of the Dissertation chair, candidate completes the IRB Application materials and all supporting documents |
| **STEP 4** | - All applications for IRB review must be submitted online by the candidate. After completing the application form and all required attachments, access the **online submission portal** [https://eku.infoready4.com/](https://eku.infoready4.com/) |
| **STEP 5** | - If the IRB reviewers have questions or request updates to the application materials, the candidate will be notified by email and asked to resubmit the application online. Once the IRB has approved the application, the candidate will be notified by email. |
| **STEP 6** | - Upon receipt of University IRB approval, candidate can begin the research and data collection process under the guidance of the dissertation chair and committee members |
**Important Note:**

All IRB communication is sent through the online review system to official EKU email accounts. It is the responsibility of the candidate to check email regularly during the review process and respond to inquiries promptly. Delayed responses will always result in a delay in the approval process.


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**DISSERTATION**

**Common Elements of Dissertation**

A common structure of the doctoral dissertation is presented below. Variations will occur, depending on the nature and purpose of the research. The organization of the doctoral dissertation may be divided into the following sections:

1. Front End Material
2. Introduction - The topic to be Studied, Problem Background, Definitions, Significance of the Study, Overview of the sections of the Doctoral Research
3. Review of the Literature
4. Methods
5. Results
6. Discussions, Conclusions and Recommendations
7. Reference List
8. Appendices (e.g., Survey Instruments, Interview Guides, Consent Forms)

While there is no specific length requirement for the doctoral research product, it must be of appropriate length to address the research question and the proposed study and must reflect the rigor and academic quality of the research study.
Front End Material

The following list identifies different types of front end material.

a) Approval Page for the Dissertation with Signature Lines for Committee-- The name used on the approval sheets and title page must be that under which the student is registered at the institution. Black ink is recommended for the original signatures. The number of signature lines must equal the number of committee members. The approval sheet is the first page of the manuscript and is not numbered, or counted in the numbering sequence.

b) Statement of Permission to Use -- The Statement of Permission to Use allows the library to provide academic copies of a thesis without securing further permission from the author. Like the approval sheet, the statement of Permission to use must be submitted to the school in the same base type style. This statement is in addition to optional copyrighting of the thesis. It follows the approval sheet and is not assigned a page number.

c) Title Page for the Dissertation -- Do not use bold, italics, underline, or point size larger than standard text. Center these items in the same way they are centered on the sample page. This page is not numbered, but it is counted as page one of the preliminary pages and is assigned roman numeral "i," although the number does not appear on the page.

d) Copyright Page -- This page should be included due to the option to copyright the thesis/dissertation through the electronic submission process.

e) Dedication Page -- If the student wishes to dedicate the manuscript, the dedication statement is included at this point.

f) Acknowledgments -- This page is to thank those who have helped in the process of obtaining the graduate degree. Permissions to quote copyrighted material are listed here, as well as acknowledgments for grants and special funding.

g) Abstract -- A thesis submitted to the Graduate School must have an abstract. Although the content of the abstract is determined by the student and graduate committee, the following information is appropriate: (1) a short statement
concerning the area of investigation, (2) a brief discussion of methods and procedures used in gathering the data, and (3) a condensed summary of the findings. DO NOT state conclusions reached within your study. Stating conclusions could prevent any patent applications from being accepted for the work. An abstract is required when uploading the thesis to the electronic repository. This abstract should have content agreed upon by the student and their thesis committee. There is no word limit on the abstract appearing in the thesis.

h) **Preface**--A personal statement about the thesis would be included in a preface. The tone of a preface, however, must be academic and appropriate to a scholarly work.

i) **Table of Contents**--The Table of Contents may vary in style and amount of information included. Chapter or Section titles, the Bibliography or List of References, the Appendix(es), if any, and the Vita must be included. Page numbers given for the Bibliography and Appendix should be those assigned to the separation sheet preceding each of those items. Although it is not necessary to include all levels of headings, inclusion must be consistent. If a particular level is included at any point, all headings of that level must be included. No preliminary pages with Roman numerals are included in the Table of Contents; the Table of Contents entries start with page 1. The listed page numbers in the Table of Contents, as well as those given on the List of Tables and List of Figures should be right justified.

j) **Lists of Tables/Figures**--If there are five or more tables or figures, a List of Tables and/or Figures must be included. There must be separate lists for tables and figures. Any tables or figures appearing in the appendix are also included in the appropriate list. Each title must be different from the other titles, and all titles must be entered in the lists worded exactly as they appear on the table or figure. This includes the information up to the first terminal punctuation. Additional explanatory information need not be included in the list. These pages are placed immediately after the Table of Contents in the preliminary pages. Not
every thesis will require the use of tables, etc. Placement of tables, figures, or illustrations will be determined by the student and the graduate thesis committee. If they are included within text they should be placed as closely as possible to their first mention in text. Some students and their committees will elect to place them in the Appendix, especially if they are nonessential to the printed matter. Placement of tables, figures, and illustrations is not an either/or; it is permissible to use some of them within the body of the thesis and include the rest of them in Appendix. All of these elements should be referred to by number. If a table cannot be accommodated in the space remaining on a page, continue the text to make a full page and place the table at the top of the next page, continuing the text from the position at which the table ends. Each table, illustration, etc., must have a title or caption.

k) **List of Symbols/List of Abbreviations/Nomenclature**-- The title of this material should reflect its content and may be included to define specialized terms or symbols.

**Chapter I:**

**The Introduction**

3The introduction and statement of the problem sections present the problem or topic to be addressed by the research. This section should describe the nature and purpose of the study, present the guiding research question(s), provide the definitions of the terms, identify the limitations and delimitations, and explain the significance of and justification for conducting the study. After reading the problem section, the reader should be satisfied that: a case has been made for the existence of a problem or appropriateness of the topic; the problem has been clearly delineated; and the problem or topic is intellectually worthy of doctoral research.

**Chapter II:**

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The Literature Review

The foundation of the research study begins with a review of theories, methodologies, and measurement considerations central to the research question. The review identifies gaps in the literature and how the proposed research adds to the knowledge base. The literature must be evaluated and interpreted, properly referenced, and presented in a manner which develops an argument for the importance of the research and the appropriateness of the methods used in the research. The literature review must: be a selective and analytical summary of the documents essential to the research, be presented in a logical manner to support the candidate’s claim as to the merit of the inquiry, and provide all the substantiation necessary from the literature to proceed with the study.

After completing the literature review section, the candidate should be confident that it:

1. Supports the existence of the problem.
2. Includes contrary or controversial opinions fairly and objectively.
3. Is well organized and written to provide a framework for the proposed study.
4. Is analytical, and not just a presentation of what has been done by others.
5. Discusses how the investigation fills a void in the literature.

Chapter III:

Methodology

The candidate presents the design, procedures, and analysis employed for carrying out the study. Although the headings will differ according to the approach used, the most common sections are:

a) research design;
b) population and sampling procedures;
c) instrumentation;
In this section, the candidate describes the specific design used in the study. The research design section and subsections should specify how each research question and research hypothesis will be studied. All constructs and variables of the study will be operationally defined in this section. In other words, each construct’s or variable’s meaning, the manner in which it will be measured, and the way the data are obtained will be described.

Population and Sampling Procedures

The nature of the study determines what, if any, population and sampling procedure are appropriate. For example, an education study may be best served by either surveying all teachers in one school or a sample of teachers from multiple schools or school districts, depending on the precise research question. Candidates provide a complete description of the target population, their demographics, selection procedures and criteria, and the representativeness of the sample to broader populations.

Instrumentation

The candidate presents a complete description of the instruments, such as tests, surveys, questionnaires, interviews, and observational protocols used in the study. This includes information on their reliability, validity, origin, and appropriateness or rationale for uses in the study. If candidates create unique instruments, they must demonstrate reliability and validity for the population being tested. In addition, any permission granted for use in the research must be included. All instruments used in the study must be included in an appendix.
Procedures

Because the work conducted for the doctoral research must be replicable, the procedures section of Chapter 3 must be very detailed. Therefore, it must include all of the information necessary for others to implement this same research. This includes, but is not limited to: the securing of institutional permission to conduct the investigation, the first contact with the participants, the instructions and materials used in the study, the setting, the development of special instruments, the conducting of pilot studies, and any other information that would allow the study to be replicated from start to finish. If data gathering instruments such as a lesson plan, protocol, script, a set of interview questions, or training manual are used, copies of them should appear in the appendices for the document. If a product of the study is a book, test instrument, training manual or other stand-alone document, the document should be formatted as an Appendix. It should not be integrated into the study description.

Methodological Assumptions, Limitations, and Delimitations

Every methodological approach and research design is bound by its own assumptions, limitations, and delimitations. Consequently, the candidate should include a discussion of issues critical to the study, based on methodological criteria, as well as the unique circumstances of the data-gathering event, with appropriate sources cited and referenced.

Methodological assumptions-- Methodological assumptions refer to the characteristics inherent in the choice of design that guide everything from the choice of participants to interpretation of the data. Quantitative studies should include both a brief discussion of the philosophical assumptions underlying the choice of method and the implications inherent in that choice, providing a clear rationale for the candidate's methodological choice(s). Qualitative studies should discuss the value of a constructivist approach to understanding a phenomenon and the implications inherent in that choice, providing a clear rationale for the candidate’s methodological choice(s). A mixed methods study should include both.
Limitations—Limitations refer to the challenges or flaws inherent in the research study, over which the researcher generally has no control. For quantitative studies, these should be discussed with reference to the relevant threats to internal and external validity. For qualitative studies, these should be discussed with reference to credibility, rigor, representativeness, and alignment with the constructivist view. Mixed methods studies should address both.

Delimitations—Delimitations refer to challenges or flaws that are induced or produced by the circumstances specific to the candidate’s research. The description should address how the study will be narrowed in scope, and should discuss the rationale regarding why some things were done or not done. The focus should be on the conditions and circumstances that the reader would expect to be present that were not present.

Data collection and Analysis

The analysis of the data depends on the research question, the design of the study, and type of data collected (e.g., use of SPSS, content analysis for qualitative data). The structure of the analysis should parallel the structure of the introduction and methodology sections, including hypotheses where employed. Where multiple hypotheses are tested, the normal presentation is to provide the results concurrently with the data analysis.

Chapter IV:

Results

The purpose of a Results section is to present the key results of your research without interpreting their meaning. It is important to determine which results to present by deciding which are relevant to the question(s) presented in the Introduction irrespective of whether or not the results support the hypothesis(es). The Results section does not need to include every result you obtained or observed. Also you should decide whether the data are best presented in the form of text, figures, graphs, or tables. Charts and tables can help you present a large amount of material efficiently. Follow APA Style while creating tables.
Chapter V:

**Discussions, Conclusions, and Recommendations**

In the final section, the candidate persuades the reader of the importance of the work. Included is a discussion of the findings and overall analytical conclusions. Connections to previous studies should be made and how your findings are similar or different. Themes across your findings should be highlighted. The emphasis should be on implications for professional practice, recommendations for policy, and areas for further research.

**Dissertation Defense**

**Students must register for GRD 878Z during the semester when they defense their dissertation.**

**Scheduling the Dissertation Defense**—The student and his or her dissertation committee can schedule the dissertation defense up to two months prior to the defense. To schedule a defense, candidates confirm a two hour time slot on a date that works for all committee members. You then contact Stephanie Boggs at stephanie.boggs@eku.edu. She will reserve a location for the defense and publicize it on the department website.

Since the oral defense is open to the public, EdD program encourages students to participate in oral defenses. You can visit our [Dissertation/Defense Schedule] page to see the recently scheduled defenses. All committee members are expected to be present. Should a committee member be unable to attend physically, participation by teleconference is possible. Three committee members must participate live or via teleconference for the defense to be official.

**Preparing for the Dissertation Defense:** Preparation for the dissertation defense consists of sharing the complete dissertation manuscript and related documents with the committee for their review and feedback. Committee members should receive the final draft of the dissertation no less than 2 weeks prior to the defense date. It is the candidate’s responsibility to ensure that each committee member receives the dissertation.
During the review period, the candidate may be required to make additional revisions or provide clarification. The Dissertation Committee Chair should notify the student when s/he may begin preparing for the defense presentation and help guide content, strategy and/or any presentation documents and materials.

**Dissertation Defense Procedures:**

1. The student and Dissertation Committee Chair should arrive roughly 30 minutes before the defense start time to set up the room and presentation. Committee members and the chair should be seated at a table at the front of the room. Audience members sit behind them.

2. The Dissertation Committee Chair begins the hearing, keeps time, and is responsible for facilitating the question and answer period;

3. At the defense, the candidate should make a formal 20/30 minute presentation of the dissertation, using the necessary technological tools to convey the materials in a professional manner. The focus should include a reminder of the problem and framework, with an emphasis on methods, findings and conclusions. Questions from the dissertation Committee Chair will be followed by questions from the other committee members. Guests may ask questions if time allows. The chair and committee members may question the candidate on all matters about the dissertation. Others who might be in attendance may address questions to the candidate only upon invitation by the chairperson. When all questions and discussions have been exhausted, the members will excuse the candidate and reach a decision on the outcome of the defense. Discussion of the candidate’s performance is initiated after the oral presentation and questioning and after the candidate and all guests have left the room. The discussion should result in either pass or fail. Immediately after the committee has reached a decision, it will inform the candidate of the decision and the essential reasons it has been made. Candidates receiving a minimum of three affirmative votes pass the defense. After the defense, the chair synthesizes all revisions and/or editions the
candidate must make to the dissertation before the chair forwards to the Graduate School to begin the final formatting and digital uploading process.

4. The dissertation should be formatted according to the guidelines provided by Graduate School (https://gradschool.eku.edu/thesis-guidelines). The Graduate School now only accepts theses and dissertations submitted electronically. Students preparing graduate theses should carefully review the Thesis Guidelines and prepare your document according to the specific instructions.

Download Guidelines (PDF Document)

Thesis Guidelines Summary
To help you with the formatting of your thesis, students are strongly encouraged to use the EKU Thesis Template. Everything in red must be filled in by you. This template provides the format for the basic thesis pages; some disciplines may use additional sections. See the Thesis Guidelines for detailed instructions.

5. The Graduate School personnel will review the dissertation, primarily for formatting and copy editing issues, and sign off on the ETD form. The dissertation is archived electronically in Encompass, EKU’s digital archive.

Electronic Submission Instructions
Electronic dissertations will be published with ProQuest® UMI and also in EKU’s institutional repository. Electronic dissertations will be available to other scholars and individuals through the internet. The process for submission and acceptance of electronic dissertations is as follows:

1. Candidates who have successfully completed their defense should complete the ETD Submission form.
2. The original signed Signature Page, Permission to Use, and ETD Submission forms should be uploaded as PDF HERE.
3. The chair of the thesis/dissertation committee should email an electronic Word version of the thesis or dissertation to graduateschooletd@eku.edu.
4. Candidates will be notified by EKU email with instructions to enter biographical information into the ProQuest website.

5. Candidates will be notified via EKU email for formatting changes required before final publication. Candidates are strongly encouraged to use the EKU Thesis Template to minimize formatting or other errors that may delay final publication. You will not be cleared to graduate until your thesis has been approved by the Graduate School and the final submission to ProQuest has been made.

Personal copies can be purchased during the electronic submission process or you order copies by contacting Proquest Author services at disspub@proquest.com. You may also inquire about options and pricing with commercial binder H/F Group at (800) 334-3628.

**Thesis Submission Deadlines for Graduation:** See the Graduate Calendar

- **April 11** - Spring Graduation *(May)*
- **July 2** - Summer Graduation *(August)*
- **November 10** - Fall Graduation *(December)*

**Other Resources that may assist in dissertation development**

**Noel Studio:** The Noel Studio for Academic Creativity, located in the heart of the Crabbe Library, provides graduate consultations for all types of communication projects. Students may bring sections of their thesis or dissertation in for a consultation at any stage of the process. Consultants can provide feedback on global issues in your thesis or dissertation, such as consistency, organization, and coherence. For more information, visit [www.studio.eku.edu](http://www.studio.eku.edu).
Common Knowledge GURUS

Questions and Answers on Copyright for the Campus Community: You will have the option to copyright your document through the electronic thesis submission process. This will provide you with a detailed background of Copyright details.

Phase 3 Steps to Graduation

Application for Graduation

A student planning to receive the doctoral degree must apply for graduation prior to the deadline established by the Office of Graduate Education and Research. Students will be billed a $55.00 graduation fee. This graduation fee only partially offsets the full cost of commencement celebrations and production and mailing of diplomas and certificates. Applications received after the deadline will be assessed a late charge. For application deadlines and late charges see the Graduate School Graduation website: gradschool.eku.edu/graduation-commencement. Candidates for Ed.D doctoral degrees are required to schedule their dissertation defense before applying for graduation. Students will be considered candidates for graduation only if they have an overall and program graduate grade point average of 3.0 or higher at the beginning of the term in which they wish to graduate. The Office of Graduate Education and Research may not accept an application for graduation from a student who is not eligible to be considered for graduation.

Graduation Academic Regalia

Students order and pay for commencement regalia (cap, tassel, hood, and gown) through the EKU Barnes & Noble bookstore (http://registrar.eku.edu/applying-graduation) Students earning University Latin Honors receive a complimentary Honors Sash; this regalia will be available at the Registrar’s table during Grad Fest. Students graduating from the Honors Program will receive a complimentary maroon mortarboard from the Honors Program office. Refer to the Graduation Information website for more details regarding graduation fees and/or commencement.

Diploma

Diplomas are produced and mailed to students after all final grades are reviewed and it has been confirmed that all degree requirements have been met. The graduation confirmation process takes several weeks to complete. Therefore, students should expect to receive their diploma 6-8 weeks
after the end of finals week. Students who are indebted to the University will not have their transcript or diploma released until the debt is paid. Any questions regarding student financial obligations should be directed to EKU Student Accounting Services. Please visit http://registrar.eku.edu/diplomas for further information.

**Graduation Deadlines**

Deadline to submit graduation application and **Doctoral Commencement Participation Form**:

- **January 31st** - Spring Commencement  
- **August 31st** - Fall Commencement

(Submitions after this date cannot guarantee commencement participation due to special ordering of doctoral regalia.)

**Commencement Ceremonies**

Commencement is held twice a year in the Spring (May) and Fall (December). Students who are earning their degree in the summer are encouraged to attend the May commencement. (Excluding Doctoral students who participate only after the degree is completed). Please see the Registrar’s [commencement schedule for days/times of the separate college ceremonies](http://registrar.eku.edu/diplomas).
Advice from Our Graduates

1) Build strong relationships with peers in your cohort. You will be in a number of classes together, so you will find that is great to have a support system through the friendships you build with these individuals. I still consider my cohort members to be good friends, and we keep up with one another as often as we can.

2) My second piece of important advice for students in the doctoral program is to really get to know and bond with your dissertation chair. This person can be your biggest advocate and supporter through the dissertation process, so it’s great if you have a well-established relationship with your chair. My dissertation chair is still a great mentor to me and someone I can call upon when needed.

3) Know your topic early, if possible.

4) Write your papers and complete your projects related to your topic to build your literature review in advance.

5) Select compatible committee members who appreciate and understand the importance of your topic.

6) Set an end date for graduation and work timeline in reverse.

7) Consider an academic editor service for APA formatting and production of document to meet library requirements.

8) Try to pick your dissertation topic early! That way you can be working on different pieces as you go through the program and won’t have as much to do at one time.

9) Also, stay focused! It is easy to put the dissertation off, and there won’t be someone there telling you that it is due. So give yourself deadlines and due dates to keep yourself on track.

10) It is a long road. Think about the topic of your dissertation early in the process. Then, as you conduct research and write papers for courses along the way you can be gathering information to support your dissertation, focusing your dissertation topic, and building pieces of your dissertation along your journey.

11) Try to keep up with two courses per term. If you skip a course or skip a term, you get out of phase with your cohort. That not only complicates your student support network, but it may create an issue with getting the classes you need when you are trying to finish your course work.
12) If you get into trouble with your course work, go talk to your professor. If there is a way to recover, they will have an answer. If you are committed, they are in the business of helping you succeed.

13) If you get hung up on your dissertation research or writing, or just run out of motivation, talk to your committee members, talk to your committee chair. They are a wealth of knowledge, resources, and inspiration – lean on them.
Success Stories from Our Graduates

While all our graduates are success stories, here are examples of careers in which our graduates are actively making a difference.

David McFaddin is the current President of the Richmond Chamber of Commerce, chair of the EKU Department of Communication Advisory Board, and an active board member with Leadership Kentucky and numerous other non-profit organizations. He also co-chaired the 2010 United Way campaign in Madison County, and in 2012 received a United States Presidential Service Award from the White House for his community volunteerism efforts. "As a first-generation college student from Eastern Kentucky, I can personally attest to the fact that EKU can and does make a positive difference in the lives of our students and our communities. I truly believe that at EKU, you can get there from here."

Elaine Farris is Kentucky's former interim commissioner of education. She served as deputy commissioner of the Bureau of Learning and Results Services for the Kentucky Department of Education. She was a public school servant for 30 years serving as elementary school teacher, track coach, assistant principal, principal, elementary director for Fayette County Public Schools and a superintendent for the Clark County School System. Ms. Farris was selected for the first class of interns to participate in KDE's Minority Superintendent Internship Program and later became Kentucky's first African American school superintendent at Shelby County Public Schools.
Recommended Links for Educational Leadership

**Education Research Links**
- National Center for Education Statistics
- Education Resources Information Center

**Kentucky Links**
- Kentucky Department of Education (KDE)
- Kentucky Association of School Administrators (KASA)
- Kentucky School Boards Association (KSBA)
- Kentucky Education Professional Standards Board (EPSB)
- Kentucky Administrative Certificates
- Council on Postsecondary Education (CPE)
- Pritchard Committee
- Office of Postsecondary Education (OPE)

**Kentucky Job Links**
- Kentucky Educator Placement Service
- KYREAP (Centralized application system for many KY schools)
- Kentucky Department of Education Vacancies
- Chronicle of Higher Education

**Journals**
- Educational Policy
- Educational Administration Quarterly
- Journal of Leadership & Organizational Studies
- Educational Leadership
- International Journal of Education Policy & Leadership
- Journal of Research in Rural Education
Organizations of Interest

- American Association of School Administrators (AASA)
- National School Boards Association (NSBA)
- National Council of Professors of Educational Administration
- The Rural School and Community Trust
- The Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics (ACCLAIM)
- Association for the Study of Higher Education (ASHE)
- National Association of Secondary School Principals (NASSP)
- National Association of Elementary School Principals (NAESP)
- Association for Supervision and Curriculum Development (ASCD)
- American Evaluation Association (AEA)
- Association for the Assessment of Learning in Higher Education (AALHE)

University Links

- Graduate Admissions
- Online Course Schedule Book
- Online Course Registration
- Registrar
- Graduate Education and Research
- Campus Parking Permits
- Graduate Catalog
- Encompass- A digital Archive of the Educational Leadership and Policy Studies Theses and Dissertations
Welcome to

The EKU Doctor of Education (Ed.D.) Program in Counselor Education and Supervision
Welcome and Introduction to the Faculty

Welcome to the Counselor Education and Supervision Concentration within EKU’s College of Education Ed.D. (Doctor of Education degree). You have just joined a great team of experienced and highly qualified faculty. We encourage you to become familiar with the faculty as mentoring and faculty-student professional collaborations are an important part of your doctoral education.

**Lawrence Crouch, Ph.D., LPCC**, earned his doctorate from Southern Illinois University Carbondale. Prior to joining the department at EKU, we worked for over a decade at the University of Kentucky where worked in upper level administration dealing with a variety of issues relevant to the functioning of a major university including funding development. For the past ten years he has operated a private practice with offices located in Lexington and Louisville. He is an Assistant Professor and currently serves as the program’s Assessment Coordinator. Classes frequently taught include the master’s level practicum and internship classes as well as career counseling. He is currently interested in working with the homeless and veterans’ issues. Dr. Crouch can be reached at lawrence.crouch@eku.edu.

**Ken Engebretson, Ph.D., LPCC**, has been a counselor educator since 2002 and a professional counselor since 1993. He is proud alum of Wright State University, the University of Dayton and Auburn University (War Eagle!). He joined EKU in 2011 where he is an Associate Professor and currently serves as Director of Counselor Education programs. Dr. Engebretson has a wide range of experience in clinical mental health counseling as well as school
counseling. Examples of his professional experience include work with juvenile justice; partial hospitalization; out-patient therapy for children, adolescents and adults; forensic interviewing; expert witness testimony; disability determination; and commitment hearing witness and advisor among others. In the area of school counseling, he has offered groups in school settings, performed clinical assessments of preschool screening for Head Start, coordinated transitions for children in foster care to new school, served as consultant for implementation of mental health services to school districts, provided diagnostic consultation to over 100 IEP's, and served on county wide treatment teams for children with unique needs. Dr. Engebretson has published multiple articles on ethics, supervision and professional practice in top-tier journals at the national, regional, and state levels. He has presented over 160 workshops, seminars, and professional presentations on advanced ethics, supervision ethics, and developmental supervision for practitioners, clinical assessment and the DSM. Dr. Engebretson is the KCA Ethics Chair, a position he has held since 2009. He has served as President of both Kentucky State ACES and Washington State ACES. In 2008, he received the “Counselor Educator of the Year Award” from the Kentucky Counseling Association (KCA). Additionally, Dr. Engebretson is Kentucky Board of Licensed Professional Counselors certified to provide training for LPCA supervisors in Kentucky. Most importantly, Dr. Engebretson serves as an advocate for the clients that are served by the Clinical Mental Health and School Counselors across the Commonwealth of Kentucky. He is committed to student growth and development and incorporates these models in his teaching and supervision style. While not working at EKU, Dr. E, enjoys spending time with his family and their three dogs and three cats, playing guitar, art, and history. Dr. Ken Engebretson can be reached ken.engebretson@eku.edu.

Charles E. Myers, Ph.D. in Counselor Education and Supervision from The University of North Texas, is an Assistant Professor. He coordinates the play therapy and school counseling programs. Dr. Myers has taught many masters- and doctoral-level courses, including advanced counseling theories, adventure-based counseling, play therapy, research in counselor education, supervision, trauma, and practicum. He has also chaired several master theses and doctoral dissertations. Dr. Myers’ research interests include the use of play therapy and expressive arts in counseling and counselor education and supervision, the
effects and treatment of trauma, and school counseling. His publications include articles in *The International Journal of Play*, *Person-Centered Journal*, *Vistas*, and *Journal of Counseling in Illinois*; two co-edited books on expressive arts; numerous chapters on the use of play and sandtray therapy with various populations, including survivors of sexual abuse and domestic violence; and a training video on Jungian play therapy. Dr. Myers is currently researching school counseling supervision and is preparing to research the use of child-parent relationship training with the LGBT community and with graduate students. Furthermore, he is preparing books on expressive arts in clinical supervision and applied adventure-based counseling. Dr. Myers has made over 100 presentations, many at the national and international level, and recently was the keynote presenter at the European Branch of the American Counseling Association in Geneva, Switzerland. Dr. Myers’ extensive service to the counseling field includes leadership roles in the *American Counseling Association*, *North Central Association for Counselor Education and Supervision*, *Association for Play Therapy*, *Illinois Counseling Association*, *Florida School Counselor Association*, and many others. The Illinois School Counselor Association recognized Dr. Myers with the School Counselor Educator of the Year Award in 2013.

![Kim Naugle, Ph.D., LPCC](image)

**Kim Naugle, Ph.D., LPCC** holds a double major doctorate in the areas of Counseling Psychology and Counselor Education from Indiana University. He served as Associate Dean of the College of Education for nine years and is currently the Program Admissions Coordinator and a Full Professor. In addition, he serves as the universities ADA/Section 504 Coordinator and is an appointed member of the Kentucky ADA Taskforce on Post-Secondary Education. He is licensed by the Kentucky Board of Licensed Professional Counselors as a Licensed Professional Clinical Counselor and has served one term on this board including serving for one year as the Vice Chair of the Board. He is certified by the National Board of Certified Counselors as a Nationally Certified Counselor. Dr. Naugle is published in professional journals and has presented at the state, regional and national level. He is a member of numerous national professional honor societies and professional associations and has earned numerous awards such as the Kentucky Counseling Association’s 2004 Counselor Educator of the Year. Additionally, he has worked in many areas of clinical mental health including working in a crisis...
stabilization unit in a hospital, as a partial hospitalization/therapeutic rehabilitation program director, community mental health center director and counselor before coming to EKU.

Carol A. Sommer, Ph.D., LPCC, earned her doctorate in Educational Psychology with a concentration in Counselor Education from Southern Illinois University Carbondale (CACREP accredited). Prior to earning her doctorate she studied at Boston University and the University of Kentucky where she was initiated as a member of Phi Beta Kappa. She is a Full Professor and serves as the Director of the Counselor Education and Supervision Doctoral Concentration. She has published a dozen national journal articles which have appeared in Counselor Education and Supervision, Journal of Counseling and Development, Journal of Multicultural Counseling and Development, and Journal of Poetry Therapy. Most of her journal publications focus on various aspects of supervision including vicarious traumatization; reflective practices in supervision and teaching that address multicultural understanding; the use of fairy tales and folk stories as heuristic devices; and the mentoring counselor education students. She has also published state journal articles and a book chapter in Group Experts Share their Favorite Activities for Supervision. She has offered close to 50 presentations at the international, national, regional, and state levels. She has served two terms on the Counselor Education and Supervision Editorial Board. She currently serves on the Kentucky Counseling Association Journal Editorial Board and as a guest reviewer for The Clinical Supervisor. She is currently on the ACA Governing Council. She is also a Kentucky Board of Licensed Professional Counselors certified to provide training for LPCA supervisors in Kentucky as well as a National Approve Clinical Supervisor (ACS). Her academic and research interests include qualitative research; creative approached to facilitating groups and teaching group counseling; clinical supervision and vicarious traumatization; and the use of stories as teaching tools across multiple settings. Dr. Sommer has taught a variety of doctoral courses at North Dakota State University, the University of Mississippi, and here at EKU. These courses include qualitative research; advanced counseling theory; advanced group counseling; clinical supervision; teaching and publishing in counselor education; and practicum and internship. She has chaired and served on multiple doctoral dissertation committees. She also holds the LPCC and ACS credentials and prior to her academic career she worked in private practice, at a non-profit sexual violence counseling center, and in a university counseling center. Dr. Sommer can be reached at carol.sommer@eku.edu.
Angela Spiers, Ed.D., LPCC, although originally hailing from Canada, Dr. Spiers moved with her family to the United States ten years ago where she completed her doctoral degree from a CACREP accredited Argosy Counselor Education program in 2014. Her dissertation led to her 2014 publication of “A Qualitative Study of Mother Doctoral Students in Counselor Education: The Impact of Mentoring, Wellness, and Self Efficacy on Persistence and Retention.” Dr. Spiers earned her Master’s degree in Education specializing in Counseling and Adult Education from the Brock University in St Catherine’s Ontario Canada. During this time she piloted a project entitled SMILE (Students Mentoring in Life and Education) program. Dr. Spiers secured grant funding to organize a research team at the largest community college in Canada, Seneca College. Based on her work with this project, Dr. Spiers was nominated for an ACAATO award. Dr. Spiers has continued to present on the topic of mentoring practices aimed at improving retention and attrition in post-secondary education. Dr. Spiers has been a counselor, educator, and mediator supporting clients as well as families since 1993. She continues to work in both clinical mental health and community college settings as a counselor and supervisor for graduate students. She has a private practice “Stable Wellness Center” where she is in network with insurance companies and Employee Assistance Programs supporting clients with multiple clinical issues. In addition, Dr. Spiers is a civil and family mediator supporting local courts throughout Kentucky. She is currently interested in research around issues to improve counseling practices.

Dr. Nathan Underwood, Ed.D. is a new Assistant Professor in the ELCE department. He has 11 years of experience as a school counselor in Illinois,
and is a National Certified Counselor and Licensed Professional Counselor (LPC). He graduated from Northern Illinois University’s Counselor Education and Supervision program. Previously he has co-taught counseling theories, career counseling, supervised several school counseling Practicum and Internship students, and been a guest speaker in several classes. His research interests include counselor wellness, self-efficacy, role stressors, issues for school counselors. For fun he likes to explore with his family. They enjoy kayaking, hiking, or just going for a drive. They have been living in Kentucky for nearly 3 months and have really enjoyed the natural beauty of the region and the friendly people.

Susan Rice is the new Administrative Assistant for Counselor Education. She was born and raised in Winchester, but attended college in Florida. Susan was a dancer at Disney while she worked to receive a degree in English education and communications from Warner University. She enjoys traveling and crafting, but is also a published book author. Susan enjoys meeting new people and learning about others, so feel free to stop by and say hello!
Faculty and Staff Directory

Students can contact a faculty member with an e-mail, phone call, or in person during office hours or at scheduled meetings.

**Dr. Ken Engebretson:**

- Professor of Mental Health, CACREP coordinator
- Department: Counselor Education and Supervision
- Office: Combs 402
- Mailing Address: Combs 429
- Email: ken.engebretson@eku.edu
- Phone: 859-622-1124
- Office Hours: Monday: 1-5; Thursday: 1-5

**Dr. Lawrence R. Crouch:**

- Professor of Mental Health and School Counseling
- Department: Counselor Education and Supervision
- Office: Combs 220
- Mailing Address: Combs 429
- Email: lawrence.crouch@eku.edu
- Phone: 859-622-1124
- Office Hours: Monday 1-5; Thursday 1-5
Dr. Charles Myers:

- Professor of School Counseling, Play Therapy Director, and Unit Coordinator
- Department: Counselor Education and Supervision
- Office: Combs 400
- Mailing Address: Combs 429
- Email: charles.myers@eku.edu
- Phone: 859-622-1124
- Office Hours: Monday 9:00-12:30; Tuesday 9:00-12:30; Wednesday 9:00-12:30

Dr. Kim Naugle:

- Professor of Mental Health and School Counseling; Admissions Coordinator
- Department: Counselor Education and Supervision
- Office: Combs 420
- Mailing Address: Combs 429
- Email: kim.naugle@eku.edu
- Phone: 859-622-1175

Dr. Carol Sommer:

- Professor and Doctoral Program Director
- Department: Counselor Education and Supervision
- Office: Combs 403
- Mailing Address: Combs 429
Email: carol.sommer@eku.edu
Phone: 859-622-1175
Office Hours: Monday 1-5; Tuesday 3-5; Wednesday 1-5; Friday 1-5

Dr. Angela Spiers:

Professor and Clinical Mental Health Program Director
Department: Counseling and Educational Psychology
Office: 428
Mailing Address: Combs 429
Email: Angela.Spiers@eku.edu
Phone: 859-622-1175
Office Hours: Monday 10-4; Tuesday 10-4; Wednesday-Friday by appointment

Dr. Nathan Gene Underwood:

Professor of Mental Health and School Counseling, Coordinator of Assessment
Department: Counselor Education and Supervision
Office: Combs 404
Mailing Address: Combs
Email: Nathan.Unnderwood@eku.edu
Office Hours: Monday 12-3; Wednesday 9-12; Thursday 1-3
Susan Rice:

- Administrative Assistant I
- Department: Educational Leadership and Counselor Education
- Office: Combs 407
- Mailing Address: Combs 407
- Email: Susan.Rice@eku.edu
- Phone: 859-622-1124
The Ed.D. Concentration in Counselor Education and Supervision

Counselor Education and Supervision is a unique area of training that includes doctoral level educational and experiential preparation to prepare graduates for careers such as leaders and administrators in mental health agencies and school settings, advanced clinical practitioners and clinical supervisors, and as educators in higher education in counselor education departments. In the future, the need for well trained professionals in these areas is expected to grow. The doctorate is an advanced professional degree that is designed for students who have completed a 60 hour CACREP accredited master’s degree in counseling (or its equivalent). Preferred students enter the program with some practical work experience and some progress toward professional licensure and certification. The 60 hour doctoral degree (built upon the foundation of the 60 hours of required master’s level training) is designed with working professionals in mind. Students are encouraged to complete the program on a part time schedule taking approximately two classes per semester and usually one course during the summer. At this pace, most students should be able complete the program in four to five years pending satisfactory coursework and the successful completion of the dissertation.

The Ed.D. Counselor Education and Supervision Concentration began as a functioning program in the fall of 2014. The program has been meticulously designed in alignment with the 2016 CACREP Standards for doctoral programs. Our two master’s degree programs in Clinical Mental Health Counseling and School Counseling are currently CACREP accredited and our doctoral degree will be included with our next CACREP self-study and program gram review in 2017-2018. Graduates of our programs will be trained according to the highest standards within a culture that focuses on professionalism and personal attention. This handbook and the associated links will provide you with further information about the program.

The 2016 CACREP standards for doctoral programs include a focus on five (5) specific areas of study. Highlights from the 60 hour program and examples of how some of the Standards are addressed are presented below. Additional information appears on all syllabi:

1. Counseling: All students will complete two theoretical courses in advanced individual theories of counseling (COU 901) and advanced group counseling (COU 902) with a strong emphasis on “ethical and culturally relevant counseling in multiple settings” (CACREP Doctoral Standard B.1.f.). Students will be expected to demonstrate mastery in these areas as they complete practicum (COU 980) and internship (COU 981).
2. Supervision: All students will complete a series of two courses in supervision which emphasize mastery of models and theories of supervision and leadership in counseling settings (COU 986 and COU 987). These newly acquired skills will be demonstrated via supervised supervision of master’s level students. Students will develop mastery of “modalities of clinical supervision and the use of technology” (CACREP Doctoral Standard B.2.g) as well as “culturally relevant strategies for conducting clinical supervision” (CACREP Doctoral Standard B.2.k).

3. Teaching: All students will complete a course that addresses pedagogy and practices related to teaching (COU 910) and all students will co-teach (with counselor education faculty) as part of the 600 hour internship (COU 981). Careful supervision of the teaching experience will ensure that students master “instructional and curriculum design, delivery, and evaluation methods relevant to counselor education” (CACREP Doctoral Standard B.3.d) and “ethical and culturally relevant strategies used in counselor preparation” (CACREP Doctoral Standard B.3.h). Students will demonstrate an effective use of technology through the co-teaching experiences as they work with Blackboard as an important platform for course development.

4. Research and Scholarship: CACREP stipulates that doctoral students receive sound and thorough training and experience in a variety of research methodologies including quantitative research (EDD 902, COU 912); qualitative research (EDD 903, COU 912); as well as grant writing and program evaluation (EDD 904).

5. Leadership and Advocacy: All students will complete a course that addresses leadership and advocacy (COU 909). The CACREP Standards provide structured guidelines for the development of leadership skills as students will be expected to evaluate “theories and skills of leadership” (CACREP Doctoral Standard B.5.a). Specifically, students will master leadership skills related to professional organizations, counselor education programs, counseling organizations, and leadership roles in responding to crises and disasters, leadership in consultation. CACREP specifically expects graduates to value and support leadership strategies that address multicultural and social justice issues and advocacy practices. (CACREP Standards B.5.b.,c.,e.,f.,g.,k., and l.)
**Ethical Practice and Guidelines for Professional Behavior**

Students are reminded that this is a professional training program and the highest level of professional behavior and commitment are expected at all stages of the program. Students are expected to act in accordance with the most recent edition of the American Counseling Association’s Ethical Standards and well as any and all best practices related to counselor education and supervision. Detailed information about this important professional behavior will be discussed in EDD 901 Orientation to Doctoral Studies which you should take at your earliest opportunity. Students should carefully review all information in the EKU Graduate Catalog, the Doctoral Handbook, the ACA 2014 Code of Ethics, Best Practices in Clinical Supervision; and Standards for Counseling Supervisors. Violations of the ethical standards, best practices, or guidelines provided in any of these documents could be grounds for disciplinary action and/or grounds for dismissal from the program.

**Student Liability Insurance (specific to COU doctoral students)**

All doctoral students must have student liability insurance beginning their first semester in the doctoral program. Students will not be allowed to take second semester courses until proof of insurance has been provided. Such insurance can be procured through HPSO and information is available at www.hpso.com. Remember that although you may be already by a Certified School Counselor or Licensed Professional Clinical Counselor and have appropriate insurance coverage for your area, you must also be sure to procure an addendum that indicates you are seeking coverage for advanced training in an educational program.

**Advisor, Chair, and Initial Committee**

Dr. Carol Sommer, the Director of the Doctoral Program, will serve as the advisor for all doctoral students in the Counselor Education and Supervision Concentration. She will be able to assist you with course planning and general advising issues. By the end of the student’s second semester, the student will choose a qualified member from the Counselor Education and Supervision Faculty to serve as the student’s Chair of his or her doctoral committee. Students should familiarize themselves with the faculty and carefully choose a chair who will match the student’s needs for guidance and professional interests. Then, the student and Chair will work together to shape the student’s initial committee which will consist of two additional faculty members.

The relationship between a doctoral student and his or her Committee Chair and Committee is a very important one. The Chair is the primary consultant with whom
the student will work; however, each committee member will be involved in multiple projects. During the second semester, the student will design an internship plan (see Doctoral Program Handbook for Internship Plan Template) in consultation with the Committee Chair. The internship plan will be reviewed and possibly revised by Committee Members. All Committee Members, and possibly additional faculty, will sign off on the internship plan. The Internship Plan constitutes a contract of the work each student will complete for the CACREP required 600 hour internship and represents a similar commitment of the various faculty who agree to supervise or facilitate internship projects.

After the majority of coursework is completed, students will prepare for the preliminary examination, in the spring of either the second or third year of their program. The student will design preliminary exam questions in consultation with his or her Committee Chair and Committee as described in the Doctoral Program Handbook.

After the student has passed the preliminary exam and has advanced to candidacy, the candidate will begin to work with his or her Chair toward completion of the dissertation. The Committee Chair will have primary responsibility for supervising the dissertation process, but all Committee Members will be involved the review and approval of the prospectus and each will read and evaluate the competed dissertation prior to participation in the candidate’s dissertation defense.

The major responsibilities of the student, Committee Chair, and Committee members have been outlined above. Additional mentoring and/or consulting relationships may also be involved. By signing below, all parties acknowledgement the commitment of time and resources involved and all agree to uphold their responsibilities.

**Practicum and Internship**

Practicum: Per CACREP Standards for doctoral programs, students will complete a doctoral practicum COU 980 Doctoral Practicum. The guidelines for doctoral practicum are similar to those for the master’s level practicum in that students complete a 100 hour practicum experience that includes 40 hours of direct counseling experience and 60 hours of indirect experience. Some students may successfully arrange to complete practicum at their current place of employment as long as the practicum experiences are qualitatively different than those previously practiced as a master’s level practitioner. For instance, a student who currently has a caseload of individual clients at his or her place of employment may elect to focus on a new type of counseling (for example, group or couple and family counseling) or a new modality of counseling (for example, learning about and utilizing a new
method or specialized intervention while under supervision). The faculty that facilitates COU 980 will serve as the provider for group supervision as well, in most cases, as the provider of individual supervision for practicum. COU 980 is a three credit hour course and must be completed in one semester.

Internship: Whereas practicum may be somewhat similar at both the master’s and doctoral areas, the CACREP proscribed internship experience is very different. Students, in conjunction with their Chairs and in consultation with their Committees, will develop an Internship Plan during the second semester of study. Students may not register for COU 981 Doctoral Internship until such a plan has been completed. CACREP Standards for doctoral study require students to complete 600 hours in at least three of the following areas: Counseling; Teaching; Supervision; Research and Scholarship; and Leadership and Advocacy. Our program requires all students to complete internship experiences in *four* areas. Teaching is the one internship area that is required for all doctoral interns and COU 910 Teaching and Publishing in Counselor Education must be completed before any hours related to teaching in internship. Other than teaching, the doctoral student in conjunction with his or her Doctoral Committee Chair work together to design an Internship Plan that includes at least three other areas from the CACREP stipulated Counseling; Supervision; Research and Scholarship; and Leadership and Advocacy. All students will complete supervision practice during COU 887 Supervision of Practicum and it is important to note that these hours may not count toward internship. However, many students wish to gain more experience in such an essential area and opt to be involved with additional master’s level practicum and internship courses to fulfill this area. Also, all students will help with the master’s level COU 820 Group Counseling course as part of their own work in COU 902 Advanced Group Counseling. But as before, many students participate in co-teaching COU 820 after they have completed COU 902 as part of their Internship Plan.

Note that the Internship Plan is called a *Plan* for a reason. Originally conceived as a contract, students and faculty realized that at times desired opportunities did not materialize or conversely, that doctoral students had their contracts completed after important internship opportunities arose. The goal is to have a working plan to direct your experiences over the course of semesters for which you are involved in internship opportunities. COU 981 may be taken for variable credit and each time a student is involved in internship activities, he or she must be enrolled in COU 981 in order to count those hours toward internship. This insures that the proper group and individual supervision experiences take place. A total minimum of 6 credit hours/600 hours of internship is required, but some students do complete additional hours.
Each doctoral intern, in conjunction with his or chair, should complete an internship plan that includes the following Teaching and three additional CACREP Internship experience areas. For each internship area, four in total, students should 1) list appropriate experiences along with a brief description of the experience and its importance to the individual’s career goal; 2) an approximate date or timeline, and 3) an individual faculty member (or other previously approved professional with special expertise and qualifications) who will serve as the individual supervisor.

Following are some ideas to help you get started. Other opportunities not listed below may also be appropriate and could be discussed with the Doctoral Program Director or your Committee Chair.

**Teaching:** Interns may teach or co-teach any of the HSR courses offered in our undergraduate Human Services Completer Degree Program. Interns will also be expected to co-teach core CACREP at the master’s level under supervision and guidance from counselor education faculty.

**Counseling:** Interns may participate in a new form or modality of counseling (outside of COU 980) or pursue specialized training as part of a counseling repertoire.

**Supervision:** All students will participate in supervision via COU 987, but interns may choose to assist with additional master’s level practicum and internship courses or they may help provide site supervisor training as qualified.

**Research and Scholarly Activity:** Interns may develop ideas for conferences proposals and presentations and/or work on manuscripts either alone or in co-authorship with faculty.

**Leadership and Advocacy:** Interns may be involved in Chi Sigma Iota and other leadership and advocacy opportunities at the state, regional, or national level. Local advocacy projects will also be considered.

Remember the Internship Plan should be completed by your second semester in the program and must be completed before you may register for COU 981 Doctoral Internship.

**Preliminary Exams** (*please see EDL prelims section if you are an EDL doctoral student*)

Students in the Counselor Education and Supervision Concentration will complete a preliminary examination as an important step in the completion of the doctoral
degree. It serves as a measure that demonstrates breadth of knowledge in the field of counselor education and especially depth of knowledge in your chosen areas of specialization. Once the preliminary exam is passed, a student advances to the level of doctoral candidate versus doctoral student. There is one opportunity per year to complete the preliminary examination, so please carefully review the schedule outlined below. Please note that students in a different concentration may complete a qualifying/preliminary exam that is different than the one outlined below. The process outlined below if specific to the Counselor Education and Supervision Concentration and is based on CACREP Standards.

The preliminary examination has been designed to be both a comprehensive measure of your knowledge and also a useful tool to assist you in the completion of your dissertation. The exam is closely tied to the student’s personal internship experience. Each student will have included supervision in his or her internship plan. Three additional areas were also chosen from the following: counseling; teaching; research and scholarship; and leadership and advocacy. As the internship consisted of four areas, so too will the preliminary examination.

In conjunction with the committee chair and members of the committee, each student will design a question that addresses supervision and a question that addresses the three remaining areas of internship. Therefore, there will be a total of four (4) preliminary questions. These questions should focus on demonstrating knowledge at the highest three levels of Bloom’s taxonomy. Knowledge, comprehension, and application are appropriate for the master’s level student. A doctoral student should focus on analysis, synthesis, and evaluation. Therefore, utilize question designs that reflect these three highest levels of Bloom’s taxonomy. As students design questions, a list of references should also be generated to be included for faculty review. After the student has designed the four questions in consultation with the committee chair and members, the student will request a meeting with his or her committee for final approval of the questions. At this meeting, there should be discussion among committee members and the student regarding the questions and final adjustments will be made.

The timeline for the process will be as follows:

During the fall semester, prior to the spring in which the student plans to take the preliminary exam, the student designs the four questions and related references and consults with his or her committee chair and members regarding the questions.
Between mid-November and the end of the fall semester, students should meet in person with the full committee to receive final adjustments and approval of the questions.

The student will write answers to each of the four questions allotting approximately seven (7) pages for each answer. Students should use seven (7) previously approved references to support the answers to each question. Students will submit completed responses during the first week of the spring semester. One full copy of responses and references should be provided to each committee member.

All references must be from scholarly peer-reviewed journal articles that have been published within the past ten (10) years.

Committee members will review the student’s answers and assign an evaluation to each response as follows:

4 – Exceeds expectations. Utilizes the literature (7 references) to analyze, synthesize, and evaluate the content of the question. Response utilizes impeccable grammar and APA writing style. Outstanding writing that is clear, crisp, and precise.

3 – Meets expectations. Utilizes the literature (7 references), but relies heavily on excessive lengthy quotes rather than referencing the literature and including personal analysis, synthesis, and evaluation. Response utilizes impeccable grammar and APA writing style.

2 – Marginally meets expectations. Response utilizes some literature but does not include the seven (7) required sources. The response addresses lower levels of understanding such as comprehension and application but does not include analysis, synthesis, and evaluation. Includes grammatical errors or APA writing style errors.

1 – Fails expectations. Insufficiently responds to question. Does not utilize appropriate levels of Bloom’s taxonomy; fails to use the appropriate type and number of references; and exhibits poor writing that includes multiple grammatical errors. Does not meet APA writing style requirements.

After each committee member reviews and evaluates the responses according to the above noted scale, the committee members will turn in all responses to the student’s committee chair. The committee chair will tabulate an average (mean) score for each response. Committee members are to turn graded responses into chairs by mid-February. Averaged scores will be reported to students by March 1.
In order to receive a full pass, students must have at least three averaged ratings of 3 or higher (exceeds or meets expectations) and no more than one rating of two (marginally meets expectations). Students receiving either 1) an averaged rating of 2 (marginally meets expectations) on more than one question or 2) a rating of 1 (fails expectations) on any question, will fail the written portion of the preliminary exams.

Students who receive a full pass move on to candidacy.

Students who do not receive a full pass must then prepare an oral presentation on the questions that received a rating of 2 or lower. These presentations are to include a Power Point slide component as well as an oral defense of the answer(s). This must take place by April 1. Oral responses are graded according to the above-noted scale. A student must receive a minimum rating of 3 on all oral responses in order to pass to candidacy. Students who do not pass the oral preliminary exam will be required to repeat the process the following year.

**DISSERTATION**

The dissertation is the culminating experience in the Ed.D. Counselor Education and Supervision Concentration and is one that is required of CACREP accredited programs. The idea behind the dissertation is to show that the doctoral candidate has completed work that shows an original contribution to the field of counseling or counselor education and supervision. Doctoral students will complete a minimum of twelve hours of dissertation. Although students to not begin to complete dissertation hours until they have passed the preliminary exam as described above and advanced to candidacy, the wise doctoral student will begin to think about his or her dissertation early in the program. Coursework is designed to assist you in this area, including COU 906 Dissertation Practicum.

Students will have their committees in place early in their program as the Doctoral Committee Chair and Committee Members serve important roles in the creation of the Internship Plan and Preliminary Examination. At this time, however, a fourth Committee member may be chosen from another department at EKU or as someone with a doctorate degree outside of the university who has special insight or experience on the chosen topic. A fourth person is not required, but as the EKU Graduate Catalogue states is “acceptable.”

Doctoral candidates should carefully review the section of the EKU Graduate Catalogue on Theses and Dissertations found within the Degree Completion Requirements section of the catalogue.
Conclusion

We hope the above information will help to guide you through your program. Please remember that Dr. Carol Sommer, in her role as Director of the Counselor Education and Supervision Concentration of the Ed.D. is always available to consult with you in an advisory role. All faculty welcome the opportunity to assist you on your educational journey and we wish you the best.
**Department of Educational Leadership and Counselor Education**  
**Doctorate of Education**  
**COUNSELOR EDUCATION & SUPERVISION CONCENTRATION**

**Name:** 
**Department:** COU  
**Major:** Counselor Education

**Student ID:**  
**Email:**

**Address:**  
**City/State/Zip:**

**Home Phone:**  
**Work Phone:**  
**Cell Phone:**

**LPCA/LPCC:**  
**Certified School Counselor:**

**Professional Certifications:**

---

**A. Students accepted into the doctoral Program will have completed a 60 hour CACREP accredited Master’s degree or its equivalent. Any deficiencies are to be noted below.**

<table>
<thead>
<tr>
<th>Deficiencies to Complete:</th>
<th>None _____</th>
<th>As listed below_____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td>Name of Course</td>
<td>Credit Hours</td>
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</tbody>
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**B. Counselor Education Knowledge Basis**

1. **Professional Identity (3 hours)**

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
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</thead>
<tbody>
<tr>
<td>EDD 901</td>
<td>Orientation to Doctoral Studies</td>
<td>3</td>
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</table>

2. **Advanced Counseling Skills (9 hours)**

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 901</td>
<td>Advanced Counseling Theories</td>
<td>3</td>
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<tr>
<td>COU 902</td>
<td>Advanced Group Counseling</td>
<td>3</td>
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<tr>
<td>COU 980</td>
<td>Doctoral Practicum</td>
<td>3</td>
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</table>

3. **Leadership/Advocacy/Service (3 hours)**

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 909</td>
<td>Leadership &amp; Social Justice Advocacy</td>
<td>3</td>
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</table>
### 4. Supervision (6 hours)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 986</td>
<td>Advanced Clinical Supervision</td>
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<tr>
<td>COU 987</td>
<td>Supervision of Practicum</td>
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<td></td>
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</tbody>
</table>

### 5. Teaching (3 hours)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>COU 910</td>
<td>Teaching and Publishing in Counselor Education</td>
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</table>

### 6. Research (18 hours)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 902</td>
<td>Quantitative Research Methods</td>
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<tr>
<td>EDD 903</td>
<td>Qualitative Research Methods</td>
<td>3</td>
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<tr>
<td>EDD 904</td>
<td>Applied Advanced Research Methods</td>
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<tr>
<td>EDD 905</td>
<td>Analysis of Research Literature</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDD 906</td>
<td>Dissertation Practicum</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>COU 912</td>
<td>Research Issues In Counselor Education</td>
<td>3</td>
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</table>

### 7. Electives (3 hours minimum)

### 8. Internship in Counselor Education (6-9 hours)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
</tr>
</thead>
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<td>COU 981</td>
<td>Doctoral Internship</td>
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</table>

Note: Doctoral Internship comprises of teaching, supervision, research, advanced clinical counseling and professional leadership as determined by program committee.

### 9. Dissertation (12 hours minimum)

<table>
<thead>
<tr>
<th>Course#</th>
<th>Name of Course</th>
<th>Credit Hours</th>
<th>Transfer/Previous Credit</th>
<th>Semester Planned/Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 999</td>
<td>Dissertation</td>
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</tr>
<tr>
<td>EDD 999</td>
<td>Dissertation</td>
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<tr>
<td>EDD 999</td>
<td>Dissertation</td>
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</tbody>
</table>
Total Program Hours  _____ hours (60 hours minimum)

C. APPROVED SIGNATURES (min. 3)

Committee Chair: ____________________________  Date: ________________

*Committee Co-Chair: ____________________________  Date: ________________

Committee Member: ____________________________  Date: ________________

Committee Member: ____________________________  Date: ________________

Committee Member: ____________________________  Date: ________________

Student Signature: ____________________________  Date: ________________

*= when applicable
Recommended Links for Counselor Education

National:

American Counseling Association
Association for Adult Development and Aging
Association for Assessment and Research in Counseling
Association for Child and Adolescent Counseling
Association for Creativity in Counseling
American College Counseling Association
Association for Counselor Education and Supervision
Association for Humanistic Counseling
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling
Association for Multicultural Counseling and Development
American Mental Health Counselors Association
American Rehabilitation Counseling Association
American School Counselor Association
Association for Spiritual, Ethical, and Religious Values in Counseling
Association for Specialists in Group Work
Counselors for Social Justice
Military and Government Counseling Association
National Career Development Association
National Employment Counseling Association
National Board for Certified Counselors
Center for Credentialing and Education
ACA Code of Ethics
International:

International Association for Addictions and Offender Counselors
International Association of Marriage and Family Counselors

State:

Kentucky Counselor Association
Kentucky School Counselor Association
Kentucky Board of Licensure for Professional Counselors
Kentucky Revised Statutes
Kentucky Administrative Regulations

Regional:

Southern Association for Counselor Education and Supervision
Western Association for Counselor Education and Supervision
North Atlantic Region Association for Counselor Education and Supervision
North Central Association for Counselor Education and Supervision
Rocky Mountain Association for Counselor Education and Supervision

Additional Resources:

Council for Accreditation of Counseling and Related Educational Programs
Healthcare Providers Service Organization
EKU Libraries
APA Style
Purdue Online Writing Lab
Advice from the Inaugural Class

- “Organization and time-management are key skills that need to be honed in order to excel in the program. Deconstructing tasks/projects into smaller, more achievable steps is helpful when feeling overwhelmed. I also encourage new students to actively seek mentorship from not only program faculty, but also counseling leaders in the state. Having the support of the Kentucky Counseling Association has been tremendously helpful in terms of applying myself as a leader in the profession. Invest your time in perfecting APA and writing style early in the program, as this will be very useful when writing papers and completing your preliminary examinations. I also encourage students to "work smarter, not harder!" You will be tasked with many papers and presentations in your classes and can easily enhance some of those projects for future conference presentations, newsletter articles, and manuscripts. Lastly, I recommend that students perceive their doctoral work as a journey that will inevitably present struggles and barriers. Engaging in regular self-care and reminding yourself of your end goals can help to mitigate the stress of feeling overburdened. Know your limits and do not be afraid to say "no" to additional opportunities/tasks. Prioritization is of utmost importance.”

- “Really pace yourself in the program. When I first began I was so excited and eager. You take in so much meaningful and resourceful information over the course of a semester that it is important to not take on too much at one time.”

- “Connect with your cohort and find a faculty mentor. Doctoral work is rewarding, challenging, and stressful. You need individuals who will look at your work with a critical eye, push you to your creative limits, and also provide support in the process.”
Accomplishments and Honors from our Students

Joshua Elliott:
Josh has presented at one international, three national, one regional, and six state/local conferences. He has had 7 newsletter articles published and received an honorable mention for the 2016 ACA Student Essay competition. Josh was also selected as an inaugural member of the 2015-2016 KCA Dr. Bill Braden Mentoring Leadership Academy and asked to serve as a mentor for the 2016-17 cycle. He was honored to receive the 2016 KCA Outstanding Graduate Student of the Year award. He has also completed certification as a Trauma-Focused CBT therapist. He has served as the Vice President (15-16) and President (16-17) of the Kentucky Association for LGBT Issues in Counseling. Josh has also taught/co-taught 10 courses (undergraduate level HSR and graduate level COU).

Lauren Downey:
Lauren has had 2 state conference presentations, 1 regional conference presentation, and 1 national conference presentation. Lauren has research interests in Trauma-based CBT, Counselor self-care, and professional identity. She became the 4th District President for KCA in 2015-2016 and 2016-2017, a KCA Inaugural Mentee 2015-2016 for the Bill Barden Mentor Academy, and an Approved Clinical Supervisor (ACS).

Jan Parker:
Jan has 4 national conference presentations, 1 regional presentation, 5 state conference presentations, and 1 international conference presentation which took place in Oxford, England. She has a couple of state newsletter articles, and was accepted as an ACES editorial fellow for the 2017-2018 year. During her doctoral studies, she served as Chi Sigma Iota treasurer, worked as a teaching assistant, and achieved her Approved Clinical Supervisor (ACS) credential.