

Eastern Kentucky University
Department of Educational Leadership and Counselor Education



Ed.D. Doctoral Student Handbook

****For Students admitted Fall 2017 and thereafter**

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Student Resources

Academic Testing Center	Whitlock Room# 340	http://testing.eku.edu/	859-622-1281
Admissions	Whitlock Room# 112	https://admissions.eku.edu/graduate	859-622-2106
Career Services	Whitlock Room# 468	www.career.eku.edu	859-622-1296
Class Registration & override	Comps room# 409	Stephanie.boggs@eku.edu https://Web4s.eku.edu	
Computer Help Desk	Combs Room # 209	http://it.eku.edu/help-desk	859-622-3000
Co-op Education Office	Whitlock Room# 468	http://www.coop.eku.edu	859-622-1296
Disabilities Office	Whitlock Room# 361	http://www.disabilities.eku.edu/	859-622-2933
Diversity Office	Jones 407	http://www.diversity.eku.edu	859-622-6587
Education Pays Center	Weaver 202	http://epe.eku.edu/	859-622-6684
EKU Bookstore	Keen Johnson	http://www.bookstore.eku.edu	859-622-2696
Financial Assistance	Whitlock 251	http://finaid.eku.edu/	859-622-2361
Graduate Education	Whitlock 310	http://gradschool.eku.edu	859-622-1742
Human Resources	Jones 203	http://hr.eku.edu/	859-622-5094
ITDS Academic Support and computer Resources	Combs 209	http://www.it.eku.edu/	859-622-3000
International Education	Whitlock 468	http://www.international.eku.edu/	859-622-1478
Library services	Crabbe Library	Reference.library@eku.edu/	859-622-6594
Parking Services	Commonwealth Hall	http://www.parking.eku.edu/	859-622-7275
Payroll Services	Coates Building	http://accounts.eku.edu/payroll	859-622-1810
Police Department	701 Vickers Drive	http://police.eku.edu/	859-622- 1111
Police Department Emergency Only	701 Vickers Drive	http://police.eku.edu/	911
Records	Whitlock Room# 239	http://registrar.eku.edu/records	859-622-2320
Registrar	Whitlock Room# 239	http://registrar.eku.edu	859-622-2320
Registration	Whitlock Room# 239	http://registrar.eku.edu/registration	859-622-2320

Scholarship Office	Whitlock Room# 251	http://scholarship@eku.edu	859-622-2361
Student Accounting Services	Whitlock Room# 210	http://studentaccounting.eku.edu/	895-622-1232
Teacher Education Services	Combs Room# 423	http://tes.eku.edu	859-622-1544
Veterans Affairs	Burnam House Room# 317	http://va.eku.edu/	859-622-2345

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.

Welcome to Ed.D. Department of Educational Leadership and Counselor Education



Welcome to the program

Welcome! You have just joined a great team of experienced and highly qualified faculty. In the Department of Educational Leadership and Counselor Education, we offer one doctorate, the Ed.D. There are two distinct concentrations: 1) Educational Leadership, 2) Counselor Education and Supervision. Each Concentration shares seven common courses with the prefix EDD. These courses are EDD 901, EDD 902, EDD 903, EDD 904, EDD 905, EDD 906, and EDD 999.

Admissions

Requirements for Admission

You **MUST** submit an application to both the **Graduate School (GS)** and the **chosen departmental concentration**.

- I. We prefer a Master's degree in education (Educational Leadership concentration) or a Master's degree in clinical mental health or school counseling from a CACREP accredited program (Counselor Education & Supervision concentration). Applicants are expected to have a graduate GPA of 3.5. Applicants with a GPA below 3.5 must take the GRE.
- II. The Education Leadership & policy only Admits in the Fall semester.
- III. Counseling Education & Supervision has rolling Admissions.

Visit: Graduate School [Application Deadlines](#)

We look forward to serving your educational needs at Eastern Kentucky University

Faculty & Staff Department of Educational Leadership & Counseling Education

Educational Leadership Faculty & Staff

Core Faculty Members	Highest Degree & Field	Institution
Burns, Ann	Ed.D; Educational Leadership and Policy Studies	Eastern Kentucky University
Biggin, Robert	Ph.D; Curriculum and Instruction	University of Pittsburgh
Cleveland, Roger	Ed.D; Educational Foundations, Area of Concentration: Social and Cultural Foundations of Education	University of Cincinnati
Hausman, Charles	Ph.D; Education and Human Development, specialization in Educational Leadership	Vanderbilt University
Phillips, Bill	Ed.D Special Education	University of Southern Mississippi

Powell, Norman	Ed.D Special Education/ Emotional and Behavioral Disorders, Learning Disabilities	The American University
Shelton, Thomas	Ph.D; Educational Leadership & Organizational Development	University of Louisville
Shepperson, Tara	Ph.D; Educational Leadership	University of Nevada
Thompson, Sherwood	Ed.D; Education Leadership	University of Massachusetts Amherst
West, Deborah	Ed.D; Educational Leadership and Cultural Foundation	University of North Carolina Greensboro

Counseling Education & Supervision Faculty & Staff

Core Faculty Members	Highest Degree & Field	Institution	CACREP Accredited Program	Full Time Employment (before 7.1.13)
Crouch, Lawrence R.	Ph.D. in Counseling Psychology, Student Personnel, and Community College Administration	Southern Illinois University	Yes	Yes
Engebretson, Ken	Ph.D. in Counselor Education	Auburn University	Yes	Yes
Myers, Charles E.	Ph.D. in Counseling	University of North Texas	Yes	Yes
Naugle, Kim	Ph.D. in Psychology and Educational Psychology	Indiana University	No	No
Sommer, Carol	Ph.D. in Educational Psychology area specialization: Counselor Education and Supervision	Southern Illinois University	Yes	Yes
Spiers, Angela	Ed.D. in Counselor Education and Supervision	Argosy University, Sarasota Branch	Yes	No

Underwood, Nathan	Ed.D. in Counselor Education and Supervision	Northern Illinois University	Yes	No
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DOCTOR OF EDUCATION (Ed.D.) Concentration 1: Educational Leadership & Policy Studies

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.

Ed.D. Core*30 hours minimum

EDD 901, 902, 903, 904, 905, 906 18 hours

EDD 999 (Dissertation).....12 minimum hours – 24 maximum hours

No other course may be substituted for a core course.

Concentration 1: Leadership and Policy Studies.....30 hours

Discipline Specific Concentration *18 hours

EDL 940, 941, 942, 943, 944, 945

Electives12 hours

Select from EDL 950, 951, 952, 953, 954, or 955

Candidates adding Superintendent Licensure will take the following discipline specific and elective courses: EAD 839 (instead of EDL 940), 849, 859, and 879 (instead of EDL 943), and six hours from the electives list.

Exit Requirements.....0 hours

GRD 877P (Qualifying/Preliminary Exam) and GRD 878Z (Dissertation Defense)

Minimum Program Total.....60 hours

Selection of a Doctoral Research Topic (Concentration 1: Educational Leadership & Policy Studies)

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.

^[1]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. 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 (Concentration 1: Educational Leadership & Policy Studies)

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 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

The committee must have a minimum of 3 members who have graduate faculty status and are tenure or on the tenure track position at ECU. Additional members are allowable. The maximum number for a committee is 4.

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 ECU'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 (Qualifying Exam Process for Concentration 1: Educational Leadership & Policy Studies)

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 (Concentration 1: Educational Leadership & Policy Studies)

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.

DOCTOR OF EDUCATION (Ed.D.) (Concentration 2 Counselor Education & Supervision)

Ed.D. Core*30 hours minimum

EDD 901, 902, 903, 904, 905, 906 18 hours

EDD 999 (Dissertation).....12 minimum hours – 24 maximum hours

No other course may be substituted for a core course.

Concentration 2: Counselor Education and Supervision.....30 hours minimum

Discipline Specific Concentration

COU 901, 902, 909, 910, 912, 986, 987, 980, COU 981 Internship (minimum of 6 hours)

Exit Requirements.....0 hours

GRD 877P (Qualifying/Preliminary Exam) and GRD 878Z (Dissertation Defense)

Minimum Program Total..... 60-63 hours

Ed.D. Concentration in Counselor Education & 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 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 Ed.D. Core (30 hours)

EDD 901: Orientation to Doctoral Studies (3)

EDD 902: Quantitative Research (3)

EDD 903: Qualitative Research (3)

EDD 904: Applied Research, Grant Writing, & Program Evaluation (3)

EDD 905: Analysis of Literature Review (3)

EDD 906: Dissertation Practicum (3)

EDD 999: Dissertation (12-24)

The Counselor Education & Supervision Concentration (30 hours)

The 2016 CACREP standards for doctoral programs include a focus on five (5) specific areas of study (Counseling, Supervision, Teaching, Research & Scholarship, and Leadership & Advocacy). 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.)

Practicum and Internship (9 hours)

Practicum (3): 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 3-credit hour course and must be completed in one semester. The Practicum Plan and Tracking Form can be found in Appendix A and B.

Internship (6): 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 COU 986 Advanced Clinical Supervision and COU 987 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. The Internship Plan can be found in Appendix C, and the Internship Semester Goals and Activities Form is in Appendix D.

Each doctoral intern, in conjunction with his or her chair, should complete an internship plan that includes 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.

The 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 Human Services (HSR) courses offered in our undergraduate Human Services Completer Degree Program. Interns will also be expected to co-teach core CACREP classes 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: Supervision of Practicum, but this does not apply towards internship hours. 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 conference 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.

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 this Doctoral Handbook as well as the following: [EKU Graduate Catalog](#), the [ACA 2014 Code of Ethics](#), [ACES Best Practices in Clinical Supervision](#); and [ACES 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. Although the

Professional Counselor Performance Evaluation ([PCPE](#)) is not automatically completed during specific courses, a faculty member may complete a PCPE if the need arises. Any student who receives a score of 0 on any item will be required to meet with faculty to discuss the situation. A remediation plan will be developed by faculty and discussed with the student if needed.

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 and submitted to the department. Such insurance can be procured through HPSO and information is available at www.hpsso.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 (Concentration 2: Counselor Education & Supervision)

The Director of the Counselor Education and Supervision Doctoral Concentration will serve as the advisor for all doctoral students in this concentration area. The director will 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 completed dissertation prior to participation in the candidate's dissertation defense.

Preliminary Exams for Concentration 2: Counselor Education & Supervision

(*please see Educational Leadership & Policy Studies' qualifying exams section below if you are an Educational Leadership & Policy Studies 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 is 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:

1. 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.
2. 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.
3. 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.

Grading rubric for Ed.D concentration in Counselor education

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 successfully pass the preliminary exam are now considered doctoral candidates. Students who do not pass the oral preliminary exam will be required to repeat the process the following year.

Dissertation (Concentration 2: Counselor Education & Supervision)

The dissertation is the culminating experience in the Ed.D. 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 do 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.

Students begin work on the dissertation after advancing to candidacy by completing the four questions that comprise the Concentration 2 preliminary process. At this point, candidates develop a brief prospectus to share with their committee. Once this is approved, the doctoral candidate in conjunction with the chair and committee work together to develop the Dissertation Proposal, consisting of the first three chapters. Once candidates have committee approval for their proposal, they then submit an IRB proposal. Once approved by IRB, candidates may begin to gather data and work on Chapter 4 and 5. Once Chapters 1 through 5 have been thoroughly reviewed and edited, the completed dissertation is submitted to the committee. A dissertation defense is scheduled where the candidate presents his or her work for committee approval. If approved, the dissertation is submitted to the Graduate School. A candidate should carefully study all Graduate School formatting guidelines and deadlines to make sure the dissertation defense is scheduled in time to qualify for the desired graduation date. **Students must register for GRD 878Z during the semester when they defend their dissertation.**

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.

CITI (Collaborative Institutional Training Initiative) Training

(Both Concentrations 1 & 2)

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> for instructions on registering and using the CITI training system. For assistance contact [Sponsored Programs](#) 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 ECU IRB review and approval is needed prior to executing research and accessing or collecting data. Research cannot begin prior to receiving approval from the ECU'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 ECU IRB website for further information:

<http://sponsoredprograms.ecu.edu/institutional-review-board>

Steps-Application for IRB Approval

STEP 1	<ul style="list-style-type: none"> • Candidate develops the Prospectus during EDL 910 for Concentration 1: Educational Leadership & Policy Studies. • Candidates in Concentration 2: Counselor Education & Supervision fully develop a Dissertation Proposal consisting of their first 3 chapters during EDD 999 prior to being approved for IRB submission. • Candidate refines the Prospectus/Proposal under the guidance of the Dissertation Chair
STEP 2	<ul style="list-style-type: none"> • Candidate registers to take CITI online • Candidate receives CITI Training Completion Certificate • Certificate required with IRB application submission
STEP 3	<ul style="list-style-type: none"> • Candidate classifies research project as an <u>exempt, expedited, or full review</u> study. • Under the guidance of the Dissertation chair, candidate completes the IRB Application materials and all supporting documents
STEP 4	<ul style="list-style-type: none"> • All applications for IRB review must be submitted online by the candidate. After completing the application form and all required attachments, access the <u>online submission portal https://ecu.infoready4.com/</u>

STEP 5	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 ECU 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. Visit <http://sponsoredprograms.ecu.edu/irb-submission-procedures-andapplication-forms> for further information.

Dissertation Common Structure

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

The 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:

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;
- D. Procedure;
- E. Methodological assumptions, limitations, and delimitations;
- F. Data collection and analyses.

Research Design

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 defend 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, Ed.D. program encourages students to participate in oral defenses. You can schedule Academic Defense with your Academic Advisor or visit [Dissertation Forms](#). 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](https://gradschool.eku.edu/thesis-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. (tease out the dissertation guidelines for each concentration)

Appendix

A: Ed.D. Practicum Plan Contract

Eastern Kentucky University Counselor Education and Supervision

Name _____ Faculty Supervisor Name _____

Student ID _____ Semester/Year _____

Doctoral students wishing to enroll in COU 980: Doctoral Practicum must meet with their faculty supervisor to review their practicum plan prior to requesting an override. Students will need to identify a placement as well as counseling services which are qualitatively different than previous practicum work or work experience. For example, a counselor who has expertise in trauma-informed care and works with adults may choose to center their practicum hours around running a group for adolescents.

Complete the following information for your faculty supervisor:

Practicum Placement:	
Practicum Activities Planned:	
Site Supervisor Signature & Date:	

Doctoral students must also complete the following checklist before enrolling in COU 980:

_____ Provide a copy of liability insurance to faculty supervisor **and** COU office.

_____ Read the current American Counseling Association (ACA) Code of Ethics.

_____ Provide contact information for site supervisor and placement to faculty supervisor.

** This contract and information must be submitted to the COU Office by October 15th to enroll in Practicum for the following Spring and by March 15th to enroll in Practicum for the following Fall.

*** Please read carefully:

By completing the information above, I hereby agree that I have obtained and submitted appropriate liability insurance and read the ACA Code of Ethics. I agree to abide by the code of ethics and conduct myself in a professional manner. Any unethical behavior could result in a failing grade in Practicum and possible removal from the doctoral program.

I agree to abide by the rules and regulations of my Practicum site. I understand that I am responsible for keeping my faculty supervisor informed of my practicum activities and experiences. I understand that in order to pass Practicum, I must meet all the requirements outlined by my faculty supervisor, including the demonstration of appropriate counseling skills, knowledge, and competence.

Student Signature: _____

Date: _____

Faculty Supervisor Signature: _____

Date: _____

Doctoral Program Coordinator Signature: _____

Date: _____

B: Ed.D. Practicum Tracking Form
Eastern Kentucky University Counselor Education and Supervision

Name _____ Faculty Supervisor Name _____

Student ID _____ Semester/Year _____

Placement Site _____ Site Supervisor Name _____

The following form will be utilized to track your practicum hours and activities over the course of the semester. At the end of the semester, you will review your completed hours and submit a copy to your faculty supervisor. In addition, you will include a copy in your doctoral portfolio.

Date & Time	Counseling Activities	Number of Hours
Example: April 18, 2015; 3:00-4:30PM	Led DBT group for adolescents.	1.5

C: Ed.D. Internship Plan

Eastern Kentucky University Counselor Education and Supervision

Name: _____

Doctoral Chair: _____

Student ID: _____

Student Signature: _____

Semester/Year: _____

Date: _____

This plan should be reviewed and completed with your doctoral program coordinator before enrolling in any internship credits. You will also need to review this plan with each individual supervisor. For example, your supervisor in the area of supervision may be different from your supervisor in teaching. You will need to set aside time to plan internship activities with each before enrolling for internship credits. A well-written internship plan will cover at least four of the five CACREP core doctoral foci in order to expand your knowledge base and make you a well-rounded counselor educator.

This contract will be filed in your folder in the COU office, but you should keep a copy for your doctoral portfolio. The following examples reflect a 3 credit hour/300 contact hour internship plan for one semester.

****You must complete COU 910: Teaching, Research, and Scholarship in Counselor Education prior to completing any teaching internship hours.**

****You must complete COU 986: Advanced Clinical Supervision & COU 987: Supervision of Practicum prior to completing any supervision internship hours.**

Semester & Year	Total Number of Credits Enrolled	Teaching Internship Category/Specific Activities	Number of Hours Estimated	Supervisor Signature
Example: Fall 2014	3.0	Teaching Assistant in COU 820: Group Counseling	100	
Semester & Year	Total Number of Credits Enrolled	Supervision Internship Category/Specific Activities	Number of Hours Estimated	Supervisor Signature

Example: Fall 2014	3.0	Supervision of Master's level counseling practicum students in COU 880/Provide Triadic and Group Supervision	70	
Semester & Year	Total Number of Credits Enrolled	Counseling Internship Category/Specific Activities	Number of Hours Estimated	Supervisor Signature
Example: Fall 2014	3.0	Leading an adolescent group utilizing TF-CBT at Northkey.	50	
Semester & Year	Total Number of Credits Enrolled	Research & Scholarship Internship Category/Specific Activities	Number of Hours Estimated	Supervisor Signature

Example: Fall 2014	3.0	Submit a conceptual manuscript on counselor education to CES.	50	
Semester & Year	Total Number of Credits Enrolled	Leadership & Advocacy Internship Category/Specific Activities	Number of Hours Estimated	Supervisor Signature
Example: Fall 2014	3.0	Serve as treasurer for KSCA.	30	

D: Ed.D. Internship Semester Goals and Activities
Eastern Kentucky University Counselor Education and Supervision

Name _____ Faculty Supervisor Name _____

Student ID _____ Semester/Year _____

In order to register for COU 981: Doctoral Internship and insure your spot in class, you must have an approved internship goal form each semester. Please complete the form by the following deadlines: March 15th for the Fall semester, October 15th for the Spring semester, and March 15th for the Summer semester.

Please complete the activities and the estimated number of hours for the indicated semester. This form will be filed in your folder in the COU office, but you should keep a copy for your doctoral portfolio.

Number of Credits Enrolled	Internship Category/Specific Activities	Supervisor & Contact Information	Number of Hours Estimated
Examples: 1.0	Teaching Assistant in COU 820: Group Counseling	Dr. Carol Sommer, carol.sommer@eku.edu	60
1.0	Supervision of Master's level counseling practicum students in COU 880/Provide Triadic and Group Supervision	Dr. Ken Engebretson, ken.engebretson@eku.edu	50

Student Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Doctoral Program Coordinator Signature: _____

Date: _____

E: PLANNED PROGRAM FORM (Concentration 1)

Ed.D Concentration in Educational Leadership & Policy Studies

EKU Graduate School
SSB CPO 68, 521 Lancaster Ave
Richmond, KY 40475-3101
859-622-1742 | Fax: 859-622-2975

Educational Leadership & Counselor Education
Combs 406, 521 Lancaster Ave
Richmond, KY 40475-1301
859-622-1124 | Fax: 859-622-1126

Student Name	ID Number	Street	City	State	ZIP
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EKU Graduate Credit

Course Number and Title	Credit Hours	Grade	Date Completed	Changes/Comments
EDD 901	3			
EDD 902	3			
EDD 903	3			
EDD 904	3			
EDD 905	3			
EDD 906	3			
EDD 999	12			
Discipline Specific Concentration see list below				
EDL 940 Social & Political Dimensions	3			
EDL 941 Diversity and Cultural Competency	3			
EDL 942 Leadership and Counselor Education	3			
EDL 943 Capacity Building, Organizational Improvement & innovation	3			
EDL 944 Public Policy & Politics	3			
EDL 945 Ed.D. Field Experience	3			
See list below for approved electives.				

EDL 950 Educating and Serving Students at Risk	3			
EDL 951 Higher Education Administration and Leadership	3			
EDL 952 Intermediate Quantitative Research Methods	3			
EDL 953 Advanced Qualitative Research Methods	3			
EDL 954 Foundations & Current Issue in Educational Leadership	3			
EDL 955 Field Experience Elective	3			
Total Doctoral Program Hours	60			

GRD 878P

GRD 878Z

Advisor _____ **Date** _____

This planned program is a curriculum contract. Retain a copy for your career file.

F: Educational Leadership and Policy Studies Course Description

EDD 901 Orientation to Doctoral Studies (3) A. A required orientation course that introduces students to programs, faculty, resources, and expectations for individual and group scholarship.

EDD 902 Introduction to Quantitative Research Methods (3) A. This course is an 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.

EDD 903 Qualitative Research (3) A. Orientation to philosophical foundations, major theoretical approaches, methodology, and analysis in qualitative research.

EDD 904 Applied Research: Program Evaluation, Surveys, and Grant Writing (3) A. Applications of research methods to include elements of program evaluation, survey design, and grant writing approaches. The course emphasizes the development of specific program planning and evaluation concepts, research design, survey development and grant writing as related to the program planning process.

EDD 905 Analysis of Research Literature (3) A. A core doctoral course designed to instruct students on writing well-structured, critical literature reviews. The course covers topic selection, searching and managing literature data, note-taking techniques, assessing and synthesizing extant literature, and writing, editing, and proofreading strategies.

EDD 906 Dissertation Practicum (3) A. Prerequisite: Admission to the doctoral program in educational leadership or counselor education, EDD 901, 902, 903, 904, and 905; or department approval. Intended for advanced educational leadership and counselor education students, this course focuses on applying research methods and critiquing relevant literature for designing the doctoral dissertation proposal.

EDD 999 Dissertation (3) A. Prerequisite: Departmental approval. Completion and defense of a research dissertation in counselor education and supervision. Course is repeatable for a maximum of 12 hours.

EDL 940 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, emphasizing and examining the shape of education in the United States, and the effect of these forces

EDL 941 Diversity and Cultural Competency. (3) A. Examines education as a social and cultural phenomenon. Students will gain skills to critically analyze educational practice, promote inclusion in schools, lead for cultural competency within organizations, and work with varied communities to better serve marginalized students.

EDL 942 Leadership Theory and Practice (3) A. Analyses of skills required for successful leadership in educational organizations. Students evaluate established theories, compare management from leadership, and examine ethical decision-making in complex educational dilemmas. Aligning leadership to individual strengths and values will be considered.

EDL 943 Capacity Building, Organizational Improvement and Innovation (3) Focuses on the leader's role in changing educational organizations emphasizing the nature, characteristics, responsibilities, and contextual determinants of change. Course considers leadership practices used to build organizational capacity.

EDL 944 Public Policy & Politics. (3) A. The course focuses on education policy formation, application, and impact on both P-12 and postsecondary education. The interaction between policy and politics is emphasized. Students will research and prepare policy briefs.

EDL 945 Ed.D. Field Experience (3) A. A diverse field experience relevant to the student's planned program of study and research focus, supported by a mentor through site visits, interviews, field investigations and peer information sharing.

EDL 950 Educating and Serving Students at Risk. (3) A. This course examines best practice approaches for educating and serving students marginalized due to environmental, developmental or behavioral conditions and circumstances. Improvement plans will be developed. Strength based leadership models will be analyzed.

EDL 951 Higher Education Administration and Leadership (3) This course is designed to examine major themes of higher education administration, organizational leadership, and governance with special emphasis on contemporary leadership challenges in postsecondary educational settings.

EDL 952 Intermediate Quantitative Research Methods (3) A. Prerequisite: EDD 902 or departmental approval. Examination of intermediate quantitative research methods including multiple regression, analysis of variance and covariance, discriminant analysis, and factor analysis. This course emphasized practice and application of statistical analysis for evidence-based decisions and research.

EDL 953 Advanced Qualitative Research Methods. (3) A. Examination of intermediate qualitative research methods. Emphasis is on advancing techniques for data collection, data analyses, and write up with emphasis on practice and application. Includes practice with Qualitative Data Analysis (QDA) software.

EDL 954 Foundations & Current Issues in Educational Leadership. (3) A. Students analyze leading theorists, historical development, legal and policy precedence, and contemporary issues in American P-20 education with emphasis on the examination of leader roles. Students will integrate theoretical, legal, and historical context to interpret current issues.

EDL 955 Field Experience Elective (3) A. A field experience relevant to the student's planned program of study and research focus, supported by a mentor through site visits, interviews, field investigations and peer information sharing.

EDD 998 Dissertation (1-3) A. Prerequisite: Departmental approval. Completion and defense of a research dissertation in counselor education and supervision or Educational Leadership and Policy Studies. To be taken after twelve hours of EDD 999 have been registered. May be retaken until dissertation is completed.

G: PLANNED PROGRAM FORM (Concentration 2)
 EDD Concentration in Counselor Education & Supervision

EKU Graduate School
SSB CPO 68, 521 Lancaster Ave
Richmond, KY 40475-3101
859-622-1742 | Fax: 859-622-2975

Educational Leadership & Counselor Education
Combs 406, 521 Lancaster Ave
Richmond, KY 40475-1301
859-622-1124 | Fax: 859-622-1126

Student Name ID Number Street City State ZIP

EKU Graduate Credit

Course Number and Title	Credit Hours	Grade	Date Completed	Changes/ Comments
EDD Core	3			
EDD 901 Orientation to Doctoral Studies	3			
EDD 902 Introductions to Quantitative Research Methods	3			
EDD 903 Qualitative Research	3			
EDD 904 Applied Research: Program Evaluation, Surveys, and Grant Writing	3			
EDD 905 Analysis of Research Literature	3			
EDD 906 Dissertation practicum	3			
EDD 999 Dissertation	12			
Concentration	30			
COU 901 Advance Counseling theories	3			
COU 902 Advance Group Counseling	3			
COU 909 Leadership & Social Justice Advocacy	3			
COU 910 Teaching, Research, & Scholarship in Counselor Education	3			
COU 912 Research Issues in Counselor Education	3			
COU 980 Doctoral Practicum	3			

COU 981 Doctoral Internship	3			
COU 986 Advance Clinical Supervision	3			
COU 987 Supervision of Counseling Practicum	6			
Total Graduate Program Hours	60			
Actual Total				

**GRD 877P Written and oral qualifying exams

**GRD 878Z Oral defense exam

**The EDD may be taken for additional 12hrs if needed.

Advisor _____ **Date** _____

This planned program is a curriculum contract. Retain a copy for your career file.

H: Counseling Education & Supervision Course Description

EDD 901 Orientation to Doctoral Studies (3) A. A required orientation course that introduces students to programs, faculty, resources, and expectations for individual and group scholarship.

EDD 902 Introduction to Quantitative Research Methods (3) A. This course is an 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.

EDD 903 Qualitative Research (3) A. Orientation to philosophical foundations, major theoretical approaches, methodology, and analysis in qualitative research.

EDD 904 Applied Research: Program Evaluation, Surveys, and Grant Writing (3) A. Applications of research methods to include elements of program evaluation, survey design, and grant writing approaches. The course emphasizes the development of specific program planning and evaluation concepts, research design, survey development and grant writing as related to the program planning process.

EDD 905 Analysis of Research Literature (3) A. A core doctoral course designed to instruct students on writing well-structured, critical literature reviews. The course covers topic selection, searching and managing literature data, note-taking techniques, assessing and synthesizing extant literature, and writing, editing, and proofreading strategies.

EDD 906 Dissertation Practicum (3) A. Prerequisite: Admission to the doctoral program in educational leadership or counselor education, EDD 901, 902, 903, 904, and 905; or department approval. Intended for advanced educational leadership and counselor education students, this course focuses on applying research methods and critiquing relevant literature for designing the doctoral dissertation proposal.

EDD 999 Dissertation (3) A. Prerequisite: Departmental approval. Completion and defense of a research dissertation in counselor education and supervision. Course is repeatable for a maximum of 12 hours.

COU 901 Advanced Counseling Theories (3) A. Prerequisite: Admission to the doctoral program. An examination of the philosophical foundations of counseling theory construction.

COU 902 Advanced Group Counseling (3) A. Prerequisite: Admission to the doctoral program. (3 hours) Theoretical foundations of advanced group counseling (includes supervised experiential component via facilitation of master's level groups for in COU 820 course).

COU 909 Leadership and Social Justice Advocacy (3) A. Orientation to leadership styles and issues relevant to counselor education and advanced application of social justice advocacy in counselor education.

COU 910 Teaching, Research, and Scholarship in Counselor Education (3) A. Prerequisite: Admission to the doctoral program. Pedagogical foundations of teaching and conducting scholarly activity as counselor education faculty.

COU 912 Research Issues in Counselor Education (3) A. This course deals with advanced quantitative and qualitative research methodology in the social sciences, specifically methodology to be used in advanced research in counselor education.

COU 980 Doctoral Practicum (3) A. Prerequisite: Admission to the doctoral program. A supervised doctoral-level practicum experience in individual, group, and/or career counseling. (variable credit 1 - 3 hours)

COU 981 Doctoral Internship (3) A. Prerequisite: Admission to the doctoral program. A 600 hour internship to include professional work specified by CACREP standards such as Counseling; Teaching; Supervision, Research and Scholarship; and Leadership and Advocacy. (May be taken for variable credit from 1 – 6 hours)

COU 986 Advanced Clinical Supervision (3) A. Prerequisite: Admission to the doctoral program. Advanced, integrative study of theories, models, and current issues in clinical supervision.

COU 987 Supervision of Counseling Practicum (3) A. Prerequisite: Admission to the doctoral program. Supervised practice of supervision of doctoral level counseling practicum students.