

1. Mission

Describe specific objectives and measurable contributions the program will make to the university's mission, paying particular attention to the program's consistency with the university's focus statement and priorities. Such objectives and contributions may include:

- serving a distinct student population;
- occupational and student demand for the program;
- meeting the needs of business, employers, and/or society;
- collaborating with and/or supporting other programs at the institution; and
- increasing the number of graduates in a high demand or emerging field of study.

The proposed doctorate in Counselor Education and Supervision specifically meets the values and goals, identified below, associated with the university mission. These values and goals are followed by a narrative explaining how the program will help Governors State University (GSU) meet the needs of its student population, the demand for the program, how it will meet the needs of the region, and the demand for graduates from such a doctoral program.

Mission: Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

Value I: Provide Opportunity and Access: At GSU, those traditionally underserved by higher education and residents of our surrounding communities has access to a first-class public education.

Value II: Serve as an economic catalyst: At GSU, we are committed to the citizens of the State of Illinois and our region to serve as an economic catalyst, so that our communities grow and flourish.

Value IV: Demonstrate Inclusiveness and Diversity: At GSU, we embrace diversity among students, staff, and faculty as well as members of the broader community, and we encourage acceptance of wide-ranging perspectives.

Goal 4: Visibility, Outreach, and Economic Catalyst: Pursue initiatives that make GSU a preferred destination in the region, that create a vibrant public dialogue, and that increase the university's effectiveness as an economic catalyst in the region.

Goal 3: Continuous Process Improvement: Develop and sustain a climate of continuous improvement that is defined by evidence-based decision-making focused on enriching the student experience.

Goal 6: Financial Growth and Sustainability: Diversify GSU's revenue streams to ensure resources that are necessary for institutional growth and fiscal sustainability.

The proposal for an accredited Ed.D. in Counselor Education and Supervision meets both GSU's mission and the policy areas described in the Illinois Board of Higher Education's policy statement, *Illinois 2011*. The doctorate will provide accessible, high quality education with an emphasis on social justice and advocacy. Accessibility, quality education, social justice, and advocacy are all major tenets of GSU's mission, values, and goals.

The need for qualified doctoral-level practitioners with counseling-related degrees within the GSU region remains significant, and state and national trends also validate the viability of such a program. Diversity, leadership, advocacy, critical inquiry, research and scholarship are hallmarks of Ed.D. level programs in Counselor Education and Supervision. As can be seen from the subsequent data and research, the presence of such a program at GSU would allow for professional partnerships to flourish within the GSU region as doctoral students and candidates engage in educational and internship-based experiences that would place them into local area schools, community counseling agencies, private practice arenas, and neighboring community colleges. These partnerships are in direct accordance with what the mission statement proposes as benchmarks for success among students, faculty and the society they are aimed to serve. It demonstrates a direct connection between student learning and the serving of community needs. An analysis of data and research that documents the increasing needs of professional service within the nation, state and region further emphasizes these points.

The Counselor Education and Supervision program was created to meet the needs of students, agencies, schools, and universities in the service area of GSU, and of any students nationally and internationally that are looking for a quality, accessible, efficient doctoral program that is created in-line with the doctoral standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). **According to the standards, doctoral degree programs will have a minimum of 96 semester hours, which includes entry-level preparation (masters degree), and a minimum of two additional years of study to earn a doctorate.** The Counseling Program intends to apply for accreditation of the doctoral program by CACREP. The three masters-level sequences (community, marriage and family, and school) at GSU are already accredited.

The proposed doctoral program in Counselor Education and Supervision at GSU will have 48 credit hours and will require a 48 hour masters degree that meets the requirements of the entry-level program for CACREP (the entry level program and doctoral requirements would meet the requirement of 96 semester hours for the doctoral degree). In addition to credit hour requirements, the accreditation standards require that doctoral programs address the professional leadership roles of counseling, supervision, advanced counseling practice, and research competencies associated with doctoral graduates. Doctoral students, no matter where they intend to be employed after graduation, have to learn theories related to the principles and practices of counseling, theories and practice of supervision, instructional theory related to teaching, pedagogy related to advocacy and diversity, models and methods of clinical assessment, and design and implementation of qualitative and quantitative research. Per CACREP, there is no

distinction between practitioner and researcher; it is up to programs to choose their emphasis, but every advanced practitioner is expected to be instructed in scholarly pursuits. The objectives of the proposed doctoral program include an emphasis on becoming an advanced practitioner in the context of scholarly work.

The model at GSU will be one of practitioner-scholar, rather than scholar-practitioner. Although the doctoral program in Counselor Education and Supervision at GSU will be focused toward practitioners, CACREP standards require that students be trained in clinical practice, advocacy, supervision, teaching, and research. The identities are intertwined rather than distinct. The belief is that in order to be an excellent practitioner, one need be versed in the ways of supervision, teaching, and research. As a doctoral degree holder in Counselor Education and Supervision, one may be called to fulfill any of these interconnected roles. Coursework emphasizes practice, supervision, teaching, and the consumption and production of scholarly work. Because the program will be practitioner-oriented, the capstone project will be oriented toward exploration of clinical questions and work.

2. Need

Explain how the program will meet regional and state needs and priorities.
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The proposed doctoral program meets the Illinois 2011 goals of affordability, diversity, attainment, and efficiency. Currently, there are no doctoral level programs in Counselor Education and Supervision available for students in our region. The closest public or private university programs are at Northern Illinois University (NIU) and Southern Illinois University (SIU). Both are distance and cost prohibitive for serving the population designated in GSU's mission.

A doctoral program serving the immediate five county areas and training students who intend to remain in said area would provide a reliable source of much needed service providers. The Counseling Program at GSU has one of the most diverse student bodies in the nation, which lends both credibility and sensitivity to addressing the needs of minority groups. Students attending the doctoral program would know the needs of minority groups within the area because they have lived within it for much of their lives. They have attended the public schools and worked with many of the community institutions that are currently struggling to find appropriate experts to fill their job vacancies. Unlike many universities that struggle to recruit women and minority students, GSU works from an applicant pool that already has a significant amount of such students who are competent, eager, and willing to receive doctoral training.

The specific need for minorities to be represented within the doctoral field, especially within the academic venue (Bradley & McCoy, 2004) is also what makes the potential applicant pool for this program important. Bradley and McCoy (2004) managed to identify only 49 African American faculty members within 125 CACREP-accredited programs in counseling out of an existing pool of 159 programs. Of this sample, 19 of these individuals were women and 22 were men. The only comparable statistic last collected about CACREP-accredited Counseling Education programs was by Hollis

(2000) who found that the total number of faculty members within all programs comprised 1,207 individuals. The six year averages demonstrate that 46% of counseling students were minorities. The university not only has the opportunity to address the critical need for such individuals to continue their education, but also serves as a model for other programs to do so.

3. Illinois 2011
 Demonstrate how the proposed program will support one or more goals of *Illinois 2011*, the Illinois Board of Higher Education’s Strategic Initiative. Programs do not have to contribute to every goal, but must contribute to at least one.

Goal	How met
<p>1. AFFORDABILITY – To help ensure college is affordable for all Illinoisans, particularly low-income students.</p>	<p>Students will take 6 credit hours a trimester (3 trimesters a year for a total of 8 trimesters).</p> <p>GSU tuition and fees for 48 credit hours (8 trimesters)=\$19,680 (\$2,100 per six credit hours; \$360 fees per six credit hours) -NIU tuition and fees for 75 credit hours=\$26,108 (\$1,524 in tuition per six credit hours hour; \$507 fees per 6 credit hours) SIU tuition and fees for 70 credit hours=\$32,717.49 (\$1,883.40 in tuition per 6 credit hours; \$ 922.56 fees per 6 credit hours)</p>
<p>2. ATTAINMENT – To improve educational attainment for all Illinois students, through a seamless P-20 system of high quality teaching and learning, through an increased focus on outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.</p>	<p>The program will support the statewide goal of quality education by providing increased opportunities for continuing education and professional advancement for school counselors. Counseling is one of the academic programs that responds to high need areas and provides resolutions to educational personnel shortage issues. This program will provide an opportunity for master’s level counselors in Chicago, South Cook County, Will, Kankakee, Kendall and Iroquois counties, and in central Illinois to achieve an Ed.D. in Counselor Education and Supervision at a time when there is a growing demand for both Master’s and doctoral level training in this field.</p>

	<p>There is not a single doctoral level program in Counselor Education and Supervision available for students in our region. The closest public or private university programs are at Northern Illinois University (NIU) and Southern Illinois University (SIU). Both are distance and cost prohibitive for serving the population designated in GSU's mission. The cost for the Ed.D. in Counselor Education and Supervision at Governors State University is considerably less than at NIU or SIU. Comparisons were made for total credit hours in the program and taking 2 classes per semester (3 semesters a year). GSU has 48 hours (compared to 70-75) because only essential courses needed to meet accreditation standards were included in the required courses and credit hours needed for internship and the capstone project were streamlined in order to reduce the number of credit hours needed to complete these experiences. Students may choose, if they wish, to add credit hours to their program in order to specialize in certain areas/topics.</p>
<p>3. DIVERSITY – To increase access and success in more diverse college student body and faculty ranks, including those with disabilities.</p>	<p>The Ed.D. in Counselor Education and Supervision will be designed as a unique quality program focusing on diverse educational leadership for student development in school, family, community and cultural contexts.</p> <p>Graduates of the GSU Ed.D. in Counselor Education and Supervision will contribute to the base of minority faculty in education. Approximately 46% (6 year average) of our M.A. level students in the counseling program are non-White. Many outstanding minority students are denied doctoral level opportunities because of lack of mobility, accessibility and resources.</p>

<p>4. EFFICIENCY – To promote efficiency and accountability in higher education operations.</p>	<p>The GSU program is designed to maximize student learning while minimizing costs to the student and the university. The program is designed to meet both IBHE and CACREP standards. Students will be trained in advanced counseling, university-level teaching, supervision, and research. The program will be self-sustaining through tuition, yet still cost students less in money and time than other comparable programs.</p>
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<p>4. Similar Programs</p>
<p>Identify similar programs and sponsoring institutions in the state. Compare these programs with the proposed program. Discuss the possible impact of the proposed program on the existing similar programs.</p>

Currently there are 49 CACREP-Accredited, doctoral level Counselor Education and Supervision programs in the United States. **In Illinois there are only two CACREP-accredited doctoral Counselor Education and Supervision programs** despite the fact that there are 12 masters level programs with 25 sequences in counseling. A summary of schools in Illinois, a summary of all CACREP programs, and a list of all CACREP doctoral programs are listed in the tables below.

<p>List of accredited masters in Illinois:</p>
<ol style="list-style-type: none"> 1. Argosy University, Schaumburg: Community Counseling, M.A. 2. Bradley University, Peoria: Community Counseling, School Counseling, M.A. 3. Chicago State University, Chicago: Community Counseling, School Counseling, M.A. 4. Concordia University, River Forest: Community Counseling, School Counseling, M.A. 5. Eastern Illinois, University, Charleston: Community Counseling, School Counseling, M.A. 6. Governors State University: Community Counseling, School Counseling, Marriage and Family Counseling, M.A. 7. Northeastern Illinois University: Community Counseling, Marriage and Family Counseling, School Counseling, M.A. 8. Northern Illinois University, DeKalb: Community Counseling, School Counseling, M.S.Ed. 9. Roosevelt University, Chicago: Community Counseling, Mental Health Counseling, M.A. 10. Southern Illinois University, Carbondale: Community Counseling, Marriage and Family Counseling, School Counseling, M.S.Ed. 11. University of Illinois at Springfield: Community Counseling, School Counseling, M.A. 12. Western Illinois University, Moline: Community Counseling, School Counseling, M.S.Ed.
<p>List of accredited doctoral programs in Illinois:</p>

1. Northern Illinois University, DeKalb: Counselor Education and Supervision, Ed.D.
2. Southern Illinois University, Carbondale: Counselor Education and Supervision, Ed.D.

The doctoral program at GSU will have minimal impact on the two other doctoral programs in Illinois. Both programs are out of GSU's service area. There are 12 accredited masters programs in Illinois (plus non-accredited counseling programs) feeding into two doctoral programs. It is most likely that GSU will attract mostly regional students who do not currently have an accessible counselor education doctoral degree.

5. Future Employment Opportunities

Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified above. Where appropriate, provide documentation by citing data from such sources as employer surveys, current labor market analyses, and future workforce projections (whenever possible, use state labor projections).

Though this program will have appeal to students from outside of the region, one of the particular strengths this program presents to GSU is its ability to serve the immediate service region. There is a need for advanced practitioners, supervisors, and counselor educators in the state and in the nation. The State of Illinois's Occupational Employment Projections for long-term data ranging from 2004-2014 specifically indicate that the field of counseling within the state is expected to have an average annual job opening of 2,391 positions, with 1,128 of these positions resulting from expected growth and 1,263 positions resulting from replacements. This is an expected change of 17.09%. Mental health counseling is expected to have an average annual job opening of 118 positions, with 52 of these positions resulting from expected growth and 66 resulting from replacements. This is an expected change of 18.07%. School counseling is expected to have an average of 254 positions, with 79 of these positions resulting from expected growth and 175 resulting from replacements. This is an expected change of 10.35%. There clearly is a need for counselor educators and supervisors within the state that will continue to grow on a consistent yearly basis.

Within Cook County, similar trends are noted by the State of Illinois's Occupational Employment projections from 2004-2014. The field of counseling is expected to have an average annual job opening of 1,148 positions, with 584 of these positions resulting from expected growth and 564 positions resulting from replacements. This is an expected change of 19.81%. Mental health counseling is expected to have an average annual job opening of 56 positions, with 24 of these positions resulting from expected growth and 32 positions resulting from replacements. This is an expected change of 17.04%. School counseling is expected to have an average annual job opening of 112 positions, with 41 of these positions resulting from expected growth and 71 positions resulting from replacements. This is an expected change of 13.11%. In addition, there is a lack of highly qualified minority professionals in the field, and particularly within the region of Governors State University.

There is also a need at national and individual level for a doctoral program. The U.S. Department of Labor (2006) has also stated that employment of Psychologists and Counselor Educators is expected to grow faster than average for all occupations through 2014 because of increased demand for psychological and educational services within schools, hospitals, social service agencies, mental health centers, substance abuse treatment clinics, consulting firms, and private companies. In addition, at the individual level, students who are currently enrolled within our Counseling program have informally been surveyed about their interests regarding a Ed.D. program in Counselor Education and Supervision. Over 25% (50 students) emailed to express their interest in pursuing a doctorate at GSU. In addition, we have had inquiries from professionals in the area and inquiries from students at the national counseling convention. In addition, faculty from Chicago State have contacted us to inquire about the possibility of having a partnership with their masters program for their students who are interested in pursuing a doctorate. They stated that there are no easily accessible and affordable doctoral programs in counselor education for their students.

There are approximately 300 postings for counseling positions involving opportunities to serve as directors of mental health centers, university counseling centers, and various other agencies. The increased earning potential and diversity of jobs one may attain with a doctoral degree in Counselor Education and Supervision may be a motivating factor for students to pursue a doctoral degree. The establishment of such a program at GSU would allow for partnerships with such agencies within the GSU region to form and strengthen as students seek internship training and future employment from such places.

6. Background

Describe the development of the program, including historical and institutional context of the program's development. Also discuss any special needs for this program as expressed by state agencies, industry, research centers, or other educational institutions.
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The doctoral program in Counselor Education and Supervision has emerged from a successful masters program that has existed for over twenty years. Recently, the masters program went through the re-accreditation process through CACREP and passed with no stipulations. In addition, the site visitors documented in their report that GSU had one of the premiere training programs for counseling. The counseling program has three sequences: community, marriage & family, and school. Each one of these sequences were re-accredited. While masters program has approximately 200 students and is quite successful, in recent years there has been more demand for continued education and training through doctoral work. Governors State University has recently begun to offer professional doctoral programs and the Counseling Program is a strong candidate for such a program.

The profession of counseling and Counselor Education and Supervision has transformed over recent years to meet the needs of individuals requiring consultation, supervision, and program development issues related to human growth, development, achievement, and success (Erford, 2003; Kampwirth, 2006). These needs are expressed by community

members, businesses, school systems, mental health agencies, and state and federal institutions (ACA, 2006; APA, 2006; ASCA, 2006). Though a master's level degree allows for counselors to perform some of the aforementioned services, the expertise and specific training of individuals at the doctoral level affords graduates more diverse career opportunities and increases their earning potential. For example, graduates interested in teaching in tenure-track positions in Counselor Education and Supervision will, beginning in 2011, be required to have earned a doctorate in a CACREP-accredited Counselor Education and Supervision program. In addition, doctoral level prepared practitioners can be reimbursed at a higher level and have more opportunities for administrative and supervisor positions in agencies and universities.

An Ed.D. program in Counselor Education and Supervision allows for Governors State University to be in the vanguard of where the counseling profession appears to be headed. There has been a tremendous push for Counselor Educators to assume responsibilities within the field of education and counseling, especially for academic services. Starting in 2011, CACREP is planning to allow only individuals with doctoral degrees in Counselor Education and Supervision to teach within masters and doctoral degree level programs with such accreditation. There are only 52 Counselor Education and Supervision doctoral programs that currently exist within the United States, and only two that currently exist within the state of Illinois. Because of the likelihood that many faculty from the Baby Boom generation are apt to retire around 2011, coupled with the anticipated restrictions of who will be able to fill these vacancies, it is clear that a Ed.D. program in Counselor Education and Supervision at Governors State University would be advantageous for students who wish to seek academic positions. However, the flexibility and diversity of the degree would also allow for graduates of this program to successfully find positions within private, school-based and community-based practice agencies that are also gravitating toward hiring individuals who have Counselor Education backgrounds.

In addition, there is a need for Counselor Educators at the national and local level (see page 11 for statistics). The need for Psychologists and Counselor Educators is expected to grow faster than average through 2014 (U.S. Department of Labor, 2006). Only two other Universities in Illinois (Southern Illinois University and Northern Illinois University) offer a CACREP-accredited doctoral degree. Taking into account GSU's social justice mission, the doctoral degree here would be more affordable and take less time than any other CACREP-accredited doctoral program currently being offered in the United States, while at the same time not sacrificing quality.