Perceived leadership preparation in counselor education doctoral students who are members of the American Counseling Association in CACREP-accredited programs: a survey examining the next generation of leaders in the profession

Fred W. Lockard
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A Dissertation

Entitled

Perceived Leadership Preparation in Counselor Education Doctoral Students who are Members of the American Counseling Association in CACREP-Accredited Programs: A Survey Examining the Next Generation of Leaders in the Profession.

By

Fred W. Lockard III

Submitted as partial fulfillment of the requirements for the Doctor of Philosophy in Counselor Education

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December 2009
The purpose of this investigation was to examine the perceived leadership development, training, and education of counselor education doctoral students enrolled in CACREP-accredited universities and colleges. Participants of this study were 228 members of the American Counseling Association (ACA) who were doctoral students enrolled in CACREP-accredited counselor education programs in the United States. The participants were chosen using a database of names obtained from the ACA.

The general research questions investigated were: To what degree do counselor education doctoral students believe they are being prepared in the domains of leadership? Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domains of leadership as listed? To what degree do counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed? Is there a
relationship between the number of courses completed and the degree to which counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed? What do counselor education doctoral students think are important influences in their leadership development? What do counselor education doctoral students think are the most important influences in their leadership development? What do counselor education doctoral students think can be done to better prepare them for the roles of leadership? Do the sexes differ on what they think they need in terms of formal leadership training? Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and what they think they need in terms of formal leadership training and education? Do years of clinical experience predict the student’s response to survey items 10-14?

The respondents indicated they were confident in their ability to provide leadership in the six commonly cited domains of leadership in counselor education. They were less confident in their knowledge and ability to provide leadership in the three domains of leadership proposed by the investigator. A majority of respondents acknowledged they were being taught leadership according to the CACREP standards. The study demonstrated current doctoral students’ perceived leadership ability was attributed in large measure to leadership experience and education received prior to their admittance into a doctoral program. Respondents also reported a strong desire to have more leadership training and education afforded them during their doctoral studies. Students believed their career goals and the advancement of the counseling profession could be positively impacted by the addition of leadership training and opportunities.
DEDICATION

This is dedicated to the memory of my mother, Barbara Ann Lockard. Mom you inspired me to be more than I ever thought I could be. Your memory will always live in me. I miss you every day and I wish you could see your son as a doctor.
ACKNOWLEDGEMENTS

First and foremost I acknowledge The Lord God Almighty who has blessed me beyond measure.

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I express my deepest thanks and regards to John Laux. John has been my advisor, supervisor, friend, and mentor during my entire program. He recruited me into the program, encouraged me, and was always there when needed. I never had to wait more than a day or two to get a response to even the wildest e-mail question or request! My deepest thanks to you John. You are a superb educator, leader, mentor, and all around good guy. On top of all of this you are an ardent Buckeye fan which makes you a great guy! More importantly, you are what I aspire to be as a counselor; wise, honest, intelligent, and approachable.

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help for guidance even though he was the department chair and always busy. Martin provided me with the inspiration for this dissertation in my very first doctoral class. Thanks Martin and cheers!

Though we never agreed on anything politically, Nick Piazza never held that against me! Nick you always provided me with the guidance and help I needed, especially early in my doctoral studies.

Jean Haefner influenced me greatly as a student and as a counselor. Jean you allowed me to work at the University Counseling Center for nearly my entire program and the experience was invaluable. I grew tremendously as a counselor during my time there and I appreciate the opportunity.

I thank the members of my program committee; Kathleen Salyers and Paula Dupuy. Thank you both for the time you took out of your busy schedules to help when I asked. Thanks Kathleen for helping us get the Veterans Affairs Task Force up and running. The experience served me well.

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and advice. You made my nearly two years at the counseling center fun, informative, and a real learning experience.

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Table of Contents

Abstract iii

Dedication v

Acknowledgments vi

Table of Contents ix

List of Figures xiv

List of Tables xv

Chapter I: Introduction 1

   Background of the Problem 2

   Statement of the Problem 7

   Purposes of the Study 7

   Research Questions 8

   Significance of the Study 9

   Definition of Terms 10

   Organization of the Chapters 13

   Summary 13

Chapter II. Review of the Literature 14

   Overview 14

   What is leadership? 14

   Personal Qualities of Effective Leaders 18

   Can Leadership be Learned? 19

   Leadership in Counselor Education – Domains of Expected Leadership 23
<table>
<thead>
<tr>
<th>Professional Identity, Advocacy, and Leadership</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Themes</td>
<td>28</td>
</tr>
<tr>
<td>Other Domains of Leadership: Managing People</td>
<td>29</td>
</tr>
<tr>
<td>and Organizations, Motivating Others</td>
<td></td>
</tr>
<tr>
<td>Learning to be Leaders in Counselor Education:</td>
<td>32</td>
</tr>
<tr>
<td>How do Counselor Education Doctoral Students</td>
<td></td>
</tr>
<tr>
<td>Learn to Become Leaders?</td>
<td></td>
</tr>
<tr>
<td>CACREP Standards and Leadership</td>
<td>38</td>
</tr>
<tr>
<td>The State of Leadership Training and Education</td>
<td>39</td>
</tr>
<tr>
<td>in Counselor Education Doctoral Programs</td>
<td></td>
</tr>
<tr>
<td>The University of Arkansas</td>
<td>40</td>
</tr>
<tr>
<td>Auburn University</td>
<td>40</td>
</tr>
<tr>
<td>George Washington University</td>
<td>41</td>
</tr>
<tr>
<td>Georgia State</td>
<td>41</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>41</td>
</tr>
<tr>
<td>North Carolina State University</td>
<td>41</td>
</tr>
<tr>
<td>Oakland University</td>
<td>42</td>
</tr>
<tr>
<td>The University of Mississippi</td>
<td>42</td>
</tr>
<tr>
<td>Southern Illinois University Carbondale</td>
<td>42</td>
</tr>
<tr>
<td>The University of New Mexico</td>
<td>43</td>
</tr>
<tr>
<td>The University of Alabama</td>
<td>43</td>
</tr>
<tr>
<td>The University of Florida</td>
<td>43</td>
</tr>
<tr>
<td>The University of Maryland</td>
<td>43</td>
</tr>
<tr>
<td>The University of Nevada Reno</td>
<td>44</td>
</tr>
<tr>
<td>The University of North Carolina – Charlotte</td>
<td>44</td>
</tr>
<tr>
<td>The University of Iowa</td>
<td>44</td>
</tr>
<tr>
<td>Western Michigan University</td>
<td>44</td>
</tr>
<tr>
<td>Problems with Leadership Training and Development in Counselor Education</td>
<td>45</td>
</tr>
<tr>
<td>Preparing Advocates for the Profession</td>
<td>47</td>
</tr>
<tr>
<td>A Lack of Unity with What is Needed and What is Being Taught</td>
<td>50</td>
</tr>
<tr>
<td>The Need for Strong Leaders in Counseling</td>
<td>51</td>
</tr>
<tr>
<td>The Needs Assessment</td>
<td>54</td>
</tr>
<tr>
<td>Conclusion</td>
<td>55</td>
</tr>
</tbody>
</table>

**Chapter III. Method**

| Overview of Method                | 57 |
| Research Design                   | 57 |
| Description of Participants       | 58 |
| Sampling Procedures               | 60 |
| Instrumentation                   | 62 |
| Research Questions Addressed and Described | 65 |
| Analysis of Survey Data           | 74 |
| Statement of Limitations          | 75 |
| Informed Consent                 | 77 |
| Appendices                        | 77 |
| Summary                           | 77 |

**Chapter IV. Results**

<p>| Introduction                     | 79 |</p>
<table>
<thead>
<tr>
<th>Section/Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA Random Sample</td>
<td>79</td>
</tr>
<tr>
<td>Years of Counseling Experience</td>
<td>80</td>
</tr>
<tr>
<td>Sex</td>
<td>81</td>
</tr>
<tr>
<td>Results of Demographic Information Items</td>
<td>81</td>
</tr>
<tr>
<td>Results of Descriptive and Statistical Analysis</td>
<td>89</td>
</tr>
<tr>
<td>Summary</td>
<td>149</td>
</tr>
<tr>
<td>Chapter V. Discussion</td>
<td>152</td>
</tr>
<tr>
<td>Background of the Problem and Overview</td>
<td>152</td>
</tr>
<tr>
<td>General Observations and Summary of Results</td>
<td>154</td>
</tr>
<tr>
<td>Discussion of Research Findings</td>
<td>156</td>
</tr>
<tr>
<td>Implications and Recommendations for Counselor Educators</td>
<td>165</td>
</tr>
<tr>
<td>Limitations</td>
<td>170</td>
</tr>
<tr>
<td>Recommendations for Future Research</td>
<td>172</td>
</tr>
<tr>
<td>Conclusions</td>
<td>174</td>
</tr>
<tr>
<td>References</td>
<td>175</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Appendix A: CACREP Standards for Leadership in Counselor Education Doctoral Programs</td>
<td>197</td>
</tr>
<tr>
<td>Appendix B: List of CACREP Accredited Counselor Education Programs</td>
<td>199</td>
</tr>
<tr>
<td>Appendix C: Survey Instrument</td>
<td>203</td>
</tr>
<tr>
<td>Appendix D: Institutional Review Board Approval</td>
<td>212</td>
</tr>
<tr>
<td>Appendix E: Cover Letter/Initial E-mail Request</td>
<td>214</td>
</tr>
<tr>
<td>Appendix F: Cover Letter/Follow up E-mail Request</td>
<td>216</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>G</td>
<td>Consent Letter</td>
</tr>
<tr>
<td>H</td>
<td>Mission Statements, Program Goals and Objectives and Course Listings from Selected Counselor Education Programs</td>
</tr>
<tr>
<td>I</td>
<td>Definitions Posted with the Survey</td>
</tr>
</tbody>
</table>
List of Figures

<table>
<thead>
<tr>
<th>FIGURE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIGURE 1:</td>
<td>Response to Survey Item 2</td>
<td>82</td>
</tr>
<tr>
<td>FIGURE 2:</td>
<td>Response to Survey Item 5</td>
<td>84</td>
</tr>
<tr>
<td>FIGURE 3:</td>
<td>Response to Survey Item 6</td>
<td>85</td>
</tr>
<tr>
<td>FIGURE 4:</td>
<td>Response to Survey Item 7</td>
<td>86</td>
</tr>
<tr>
<td>FIGURE 5:</td>
<td>Response to Survey Item 8</td>
<td>87</td>
</tr>
<tr>
<td>FIGURE 6:</td>
<td>Response to Survey Item 12</td>
<td>120</td>
</tr>
<tr>
<td>FIGURE 7:</td>
<td>Response to Survey Item 13</td>
<td>121</td>
</tr>
</tbody>
</table>
List of Tables

TABLE 1: Participants Responses to Survey Item 3 83
TABLE 2: “Other” Masters Degree Discipline 88
TABLE 3: Participant’s Responses to Survey Item 10 a – d 89
TABLE 4: Participant’s Responses to Survey Item 10 e – h 91
TABLE 5: Participant’s Responses to Survey Item 10 i 93
TABLE 6: Distribution of Agreement with Leadership in Clinical Counseling across Number of Courses Completed 94
TABLE 7: Specific Research Question 10 Results- Chi-Square 95
TABLE 8: Distribution of Agreement with Leadership in Research Across Number of Courses Completed 96
TABLE 9: Specific Research Question 11 Results- Chi-Square 96
TABLE 10: Distribution of Agreement with Leadership in Teaching Across Number of Courses Completed 97
TABLE 11: Specific Research Question 12 Results- Chi-Square 97
TABLE 12: Distribution of Agreement with Leadership in Supervision Across Number of Courses Completed 98
TABLE 13: Specific Research Question 13 Results- Chi-Square 98
TABLE 14: Distribution of Agreement with Leadership in Writing Across Number of Courses Completed 99
TABLE 15: Specific Research Question 14 Results- Chi-Square 99
TABLE 16: Distribution of Agreement with Leadership in Professional Advocacy Across Number Of Courses Completed 100
TABLE 17: Specific Research Question 15 Results- Chi-Square 100
TABLE 18: Distribution of Agreement with Leadership in Leading Others Across Number of Courses Completed 101
TABLE 19: Specific Research Question 16 Results- Chi-Square 101
TABLE 38: Participant’s Agreement Regarding Advocate for the Profession Across Courses Completed 118

TABLE 39: Specific Research Question 32 Results- Chi-Square 119

TABLE 40: Participant’s Agreement Regarding Formal Leadership Classes Required Across Sex 124

TABLE 41: Specific Research Question 38 Results – Chi-Square 124

TABLE 42: Participant’s Agreement Regarding Formal Leadership Classes Elective Across Sex 125

TABLE 43: Specific Research Question 39 Results – Chi-Square 125

TABLE 44: Participant’s Agreement Regarding Attendance at Leadership Conferences Across Sex 126

TABLE 45: Specific Research Question 40 Results – Chi-Square 127

TABLE 46: Participant’s Agreement Regarding Increasing Leadership Training to Advance the Profession Across Sex 128

TABLE 47: Specific Research Question 41 Results – Chi-Square 128

TABLE 48: Participant’s Agreement Regarding More Leadership Experience Across Sex 129

TABLE 49: Specific Research Question 42 Results – Chi-Square 130

TABLE 50: Participant’s Agreement Regarding Formal Leadership Classes Required Across Type of Master’s Degree 131

TABLE 51: Specific Research Question 43 Results- Chi-Square 132

TABLE 52: Participant’s Agreement Regarding Formal Leadership Classes Elective Across Type of Master’s Degree 133

TABLE 53: Specific Research Question 44 Results- Chi-Square 133

TABLE 54: Participant’s Agreement Regarding Attendance at Leadership Conferences Across Type of Master’s Degree 135

TABLE 55: Specific Research Question 45 Results- Chi-Square 135
| TABLE 56: | Participant’s Agreement Regarding Increasing Leadership Training to Advance the Profession Across Type of Master’s Degree | 137 |
| TABLE 57: | Specific Research Question 46 Results- Chi-Square | 137 |
| TABLE 58: | Participant’s Agreement Regarding More Leadership Experience Across Type of Master’s Degree | 139 |
| TABLE 59: | Specific Research Question 47 Results- Chi-Square | 139 |
| TABLE 60: | Participant’s Agreement Regarding Formal Leadership Classes Required Across Months Experience | 141 |
| TABLE 61: | Specific Research Question 48 Results- Chi-Square | 142 |
| TABLE 62: | Participant’s Agreement Regarding Formal Leadership Classes Elective Across Months Experience | 143 |
| TABLE 63: | Specific Research Question 48 Results- Chi-Square | 143 |
| TABLE 64: | Participant’s Agreement Regarding Attendance at Leadership Conferences Across Months Experience | 145 |
| TABLE 65: | Specific Research Question 50 Results- Chi-Square | 145 |
| TABLE 66: | Participant’s Agreement Regarding Increasing Leadership Training to Advance the Profession Across Months Experience | 147 |
| TABLE 67: | Specific Research Question 51 Results- Chi-Square | 148 |
| TABLE 68: | Participant’s Agreement Regarding More Leadership Experience Across Months Experience | 149 |
| TABLE 69: | Specific Research Question 52 Results- Chi-Square | 149 |
Chapter I

Introduction

Providing effective leadership is important for any organization that wants to remain relevant and continue to advance (Allio, 2009). Strong, effective, and forward-thinking leadership can provide organizations and professions with opportunities to become more attractive to the consumer (Bryant, 2003). The federal government, as of the latest available statistics from 2006, employs 5,896 social workers, 3,988 psychologists, and 883 counselors (www.bls.gov). Of the myriad parts of the federal government, the Veterans Administration (VA) is one of the largest employers of mental health professionals (www.va.gov). A review of available positions posted on the VA jobs web site revealed that as of December 29, 2008, the VA listed 134 open positions for social workers, 170 for psychologists and 6 for counselors (http://jobsearch.usajobs.opm.gov/a9va.asp). Many of the positions open only to social workers list providing mental health counseling as one of the primary responsibilities in the duty description. The situation is starting to change slowly, however, as the VA is beginning to implement procedures to hire more licensed counselors. The profession must be ready to take advantage of this and future opportunities for counselors to join service providers previously closed to the profession. Counselor educators, by virtue of their leadership in the profession, have a primary place in the leadership development of future counselors, and are thus a very integral part of the continued success of the
profession. Leadership development and advocacy for the profession are central to the preparation of counselors.

This researcher examined the perceived leadership training of counselor education doctoral students and what students believe about their leadership preparedness and ability to handle positions in which leadership skills are vital. The results of this assessment may lead to better preparation of leaders in counselor education which in turn can advance the profession and put it on an equal footing with psychology and social work; both in regards to governmental hiring practices and as an equal competitor in other job markets. The results may also show that counselor education needs to do more to train its doctoral students in the domains of leadership.

**Background of the Problem**

Leadership comprises a unique set of traits and abilities. In counselor education, the model for defining leadership is rooted in the historical influence of several prominent counselor educators and is currently laid out by the Council for Accreditation and Related Educational Programs Standards (CACREP) (2009). The following provides the reader with a review of the developmental history of leadership in the field of counselor education as well as the current model for leadership training as prescribed by CACREP.

Leadership development in counselor education traces its roots back to the formation of The Association for Counselor Education and Supervision (ACES), and the subsequent ACES guidelines for doctoral students published in 1978 (Smith, 2004). The guidelines denoted the primary objective of the doctoral program in Counselor Education was for the preparation of leaders in the discipline. CACREP has operated as the primary
accrediting body for the counseling profession since 1981 (Schmidt, 1999). The CACREP (2009) standards have maintained the leadership tradition in the current doctoral standards by identifying leadership as one of the primary foci of counselor education doctoral programs. The standards dictate that students will “understand theories and skills of leadership and demonstrate the ability to provide leadership or contribute to leadership efforts” (pp. 56-57). With such an emphasis on leadership and leadership development by the accrediting body for doctoral programs, it is safe to assume that upon graduation a counselor education doctoral student will be well prepared to be a leader in the profession (West, Bubenzer, Osborn, Paez, & Desmond, 2006).

Many authors of counseling literature address the importance of leadership and leadership development in the profession (Carlson, Portman, & Bartlett, 2006; Casto, Caldwell, & Salazar, 2005; Choate, Smith, & Spruill, 2005; Christenson, 2008; Curtis & Sherlock, 2006; Eriksen, 1999; Hanna & Bemak, 1997; Magnuson, Wilcoxon, & Norem, 2003; Myers & Sweeney, 2004; Myers, Sweeney, & White, 2002; Nelson, Oliver, & Capps, 2006; Niles, Akos, & Cutler, 2001; Shecter, 1990; Smith, 2004; Spruill & Benshoff, 1996; West, Bubenzer, Brooks, & Hackney, 1995; West et al., 2006; West, Osborn, & Bubenzer, 2003; Zimpfer, Cox, West, Bubenzer, & Brooks, 1997). According to Sears and Davis (2003) there are five domains of expected leadership for counselor educators;

Professional clinical counseling - This is a broad area of learning and includes teaching advanced skills in the art and science of counseling others, advanced knowledge about personality development, broad perspectives in different theoretical approaches to
counseling, and the importance of environment and heredity on personality functioning (Corey, 2001).

**Research** - The domain of research includes not only teaching students how to conduct research correctly, but also the importance of producing new and original research that will advance the profession of counseling (West, Bubenzer, Brooks, & Hackney, 1995).

**Teaching and supervision** – Teaching and supervision include a diverse range of leadership possibilities. It is in the area of teaching in a classroom or practicum supervision that most doctoral students get their initial leadership experience in the profession (Choate et al., 2005). Learning how to become an effective supervisor is important to the profession because supervisors are responsible for the clinical development of the next generation of counselors (Bernard & Goodyear, 2004).

**Writing and publishing** – Writing and publishing quality manuscripts is important for any profession (Boyle, Beardsley, & Holdford, 2007). Publishing original, innovative, and scientifically credible research helps the profession of counseling to continue to advance (West et al., 2006).

**Professional advocacy** – Professional advocacy is very important for counseling because the profession suffers from a lack of a clear identity (Sears & Davis, 2003). Leaders in counseling are practiced at what it takes to be a professional advocate and know how to address the problems that face the profession (Spruill & Benshoff, 1996).

When other professions’ definitions of leadership are reviewed and combined with that which is offered by CACREP (2009), the result is a broader and more comprehensive definition of the construct. Motivating people towards mission
accomplishment is mentioned frequently in business, medical, psychological, military, and other organization’s leadership literature (Carr, Liedtka, Rosen, & Wiltbank, 2008; Department of the Army, 2006; Kanungo, 1998; Leet, 2008; Schachter, 2009; Schmid, 2006; Seltman, 2009; Trinka, 2004; & Xavier, 2007). In addition to motivating people, business leadership journals and publications regularly discuss the importance of how effective leadership traits are used to lead and manage both the employees and the organization itself (Altman, 2008; Bourne, & Walker, 2004; Douthitt, 2009; Matos, 2008; Sarkar, 2009; Saucier, 2003; Shoham, 2008; Starr, 2004; & Tan, 1998).

For the purpose of this investigation, this broadened perspective of leadership in counselor education is proposed to include those variables prescribed by Sears and Davis (2003) and CACREP (2009) as well as the following traits proposed by the investigator; The ability to lead and advance the profession by inspiring people to accomplish the organizational goals and objectives and to promote effective team and group performance, which in turn enhances the well-being of the organization, the employees/students, and the profession.

The mission of a professional counselor can be diverse depending on the occupation and is composed of different domains or missions. Counselor educators are thus expected to be able to lead by being experts in many different areas. The domains of expected leadership in the profession, which all fall under the umbrella of effective leadership as currently defined by Sears and Davis (2003) are; (a) Professional clinical counseling, (b) Research, (c) Teaching, (d) Supervision, (e) Writing and publishing, and (f) Professional advocacy. The author proposes adding three domains; (g) Leading and managing people, (h) Leading and managing organizations, and (i) Motivating people.
This researcher examined leadership in the profession from this broader approach in an effort to answer important questions regarding the type of training that current doctoral students enrolled in counselor education programs receive. These questions include: How well are counselor education programs preparing their students to be leaders in the profession? Is the profession of counseling doing all that it can in regards to developing effective leaders? Are counselor education doctoral students actually receiving the leadership training and education needed to advance the profession?

Doctoral students enrolled in programs accredited by CACREP receive education and training in how to publish, teach, supervise clinically, and conduct research, but this may not encompass all the types of leadership training necessary to help students become the leaders needed to manage people and organizations and advocate for systematic change for the profession. Even supervision in the clinical counseling context is not necessarily leadership. Thus leadership is expected of counselor educators yet may not be taught in the domains and contexts needed to advance the profession.

The CACREP position that leadership can and should be taught is theoretically consistent with a review of the literature which supports the conclusion that almost any person can learn to be a leader through the attainment of proper education and training (Avolio, 1999; Judge, Bono, Ilies, & Gerhardt, 2002; Rowley, 1997; Ruvolo, Peterson, & LeBoeuf, 2004). The implication of this for the profession of counselor education is counselor education students with little or no leadership experience prior to their doctoral studies can be taught to be effective leaders. This is important because counselor educators are expected to be leaders in their field upon the attainment of their degree, as illustrated by CACREP standards and many authors in the profession.
Statement of the Problem

The problem that the researcher examined is if counselor education doctoral students perceive they are receiving the leadership training, education, and development needed to help them become the type of forward-thinking leaders the profession needs in order to continue to advance, and whether or not students are receiving training, experience, and education in other domains of leadership essential to accomplishment of organizational goals and missions.

Counselor educators are expected to be leaders in their profession upon attainment of the doctoral degree (West et al., 1995). As mentioned, the domains of expected leadership knowledge and ability include (1) professional clinical counseling, (2) research, (3) teaching and supervision, (4) writing and publishing, and (5) professional advocacy (Sears & Davis, 2003). Sears and Davis also stated that based upon the Counsel for the Accreditation of Counselor and Related Programs (CACREP) standards, it is reasonable to assume that those who graduate from doctoral programs in counselor education have been prepared to be leaders in their profession.

Purposes of the Study

The study is an investigation examining the perceived leadership training of counselor education doctoral students. A needs assessment is a process for determining and addressing needs, or "gaps," between current conditions and desired conditions, and is often used for improvement projects in education/training, organizations, or communities (Reviere, Berkowitz, Carter, & Ferguson, 1996). The assessment is aimed at discovering what doctoral students believe about their leadership training and preparation, and how their training and education has or has not prepared them to be
leaders. Additionally, the assessment examined whether or not counselor education programs are meeting the criteria for teaching leadership outlined in the CACREP standards. Do students, for instance, think they are being properly prepared to assume the leadership roles they might encounter upon graduation? The current assessment examined the leadership development and training of counselor education doctoral students and looked at how this might be improved to better serve the profession in the future. Finally, the author expected that opportunities for leadership training and experience increase the further a doctoral student is in a program of study. Consequently, the author proposed to examine the relationship between the number of doctoral courses completed and leadership preparation because students complete doctoral training programs at varying paces.

Research Questions

The present study examined the leadership training, education, and development of counselor education doctoral students. A survey was used to obtain information on the leadership dimensions of counselor education programs. The following research questions were investigated;

General Research Question 1 - To what degree do counselor education doctoral students believe they are being prepared in the domains of leadership?

General Research Question 2 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domains of leadership as listed?
General Research Question 3- To what degree do counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed?

General Research Question 4 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed?

General Research Question 5- What do counselor education doctoral students think are important influences in their leadership development?

General Research Question 6- What do counselor education doctoral students think are the most important influences in their leadership development?

General Research Question 7- What do counselor education doctoral students think can be done to better prepare them for the roles of leadership?

General Research Question 8- Do the sexes differ on what they think they need in terms of formal leadership training?

General Research Question 9- Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and what they think they need in terms of formal leadership training and education?

General Research Question 10- Do years of clinical experience predict the student’s response to survey items 10-14?

Significance of the Study

Counseling lags behind other mental health professions such as psychology and social work when it comes to effectively promulgating a clearly defined and unique
professional identity (Myers & Sweeney, 2004). The consequences of this include; counseling is often viewed as a second-tier profession behind psychology and social work, lower pay for similar work, inability to apply and compete for certain jobs within the federal government, and a lack of professional advocacy efforts aimed at advancing the profession (West et al., 2006). Strong and forward-thinking leadership may be part of the answer in addressing this problem.

Effective leadership influences the counseling profession in many ways. It is difficult to imagine any community of people or any organization surviving without leadership, and that a central concern for those in a community or organization focuses on the quality of leadership (West et al., 2006). Proactive and effective leadership can be a tremendous asset in improving the counseling profession. Poor leaders conversely, can subject their employees and thus their organization and possibly their profession to terrible misery (Hogan & Kaiser, 2005). Inadequate preparation of students for the leadership positions they are expected to hold after receiving a doctoral degree in counselor education is a potential problem in the profession. Poor leaders can affect the profession in several ways. One of the more important ways includes a lack of professional advocacy efforts resulting in a continuation of lower pay and a continuation of counseling as a second tier profession behind psychology and social work (Sears & Davis, 2003).

Definition of Terms

ACA - The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession (American Counseling Association, 2009).
ACES - As a division of the American Counseling Association the mission of the Association for Counselor Education and Supervision is to enhance the practice of professional counseling through the promotion of effective counselor education and supervision. ACES advances the generation and dissemination of knowledge that is responsive and respectful of our increasingly diverse world (Association of Counselor Education and Supervision, 2009).

Advocacy - Action taken on behalf of clients or the counseling profession to support appropriate policies and standards for the profession; promote individual human worth, dignity, and potential; and oppose or work to change policies and procedures, systemic barriers, long-standing traditions, and preconceived notions that stifle human development (American Counseling Association Office of Public Policy & Legislation, 2006).

CACREP – The council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009). CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs in:

- Addiction Counseling
- Career Counseling
- Clinical Mental Health Counseling
- Marriage, Couple, and Family Counseling
- School Counseling
- Student Affairs and College Counseling
- Counselor Education and Supervision

Common Core Curricular Areas - Eight areas of curricular experience required by CACREP to prepare all counselors: (a) professional identity, (b) social and cultural diversity, (c) human growth and development, (d) career development, (e) helping relationships, (f) group work, (g) assessment, and (h) research and program evaluation.
The common core curricular areas represent knowledge areas that are fundamental to the counseling profession (CACREP, 2009).

**Counselor Education and Supervision** - Doctoral programs with titles and missions that clearly indicate that they prepare and supervise professional counselors (CACREP, 2009).

**Domain of expected leadership in counselor education (traditional or current view)** –
The areas that counselor educators are expected to be knowledgeable in upon attainment of a doctoral degree. The domains are: (a) professional clinical counseling, (b) research, (c) teaching, (d) supervision, (e) writing and publishing, (f) professional advocacy (Sears & Davis, 2003).

**Domains of expected leadership in counselor education (proposed additional domains)** –
The additional domains of leadership in counselor education are proposed to be; (g) leading and managing people, (h) leading and managing an organization, and (i) motivating people to accomplish the organizational goals and mission.

**Leadership in counselor education (proposed definition)** - The ability to lead and advance the profession by inspiring people to accomplish the organizational goals and objectives and to promote effective team and group performance, which in turn enhances the well-being of the organization, the employees/students, and the profession.

**Needs Assessment** – A process for determining and addressing needs, or "gaps" between current conditions and desired conditions, often used for improvement projects in education/training, organizations, or communities (De Palomo & Luna, 2000).

**Supervision** - A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in practicum and internship, and facilitates the associated learning
and skill development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients (Bernard & Goodyear, 2004).

Organization of Chapters

Chapter I introduces the problem and provide a rationale for the study. Chapter II reviews relevant literature. Chapter III presents the methodology used in this study. Chapter IV presents the results. Chapter V presents a discussion of the results.

Summary

The problem that this needs assessment addressed is whether or not current doctoral students enrolled in CACREP accredited counselor education programs believe that the leadership preparation they are receiving in counselor education will meet the needs for future leader development in the profession. Counseling lags behind other mental health professions such as psychology and social work when it comes to effectively promulgating a clearly defined and unique professional identity. This needs assessment provides the profession with information regarding the effectiveness of leadership training and education in counselor education, and makes recommendations on how to improve if needed.
Chapter II

Review of the Literature

Overview

The present chapter reviews the literature and describes the process of leadership development in the context of counselor education. A broad definition of leadership as well as traits of effective leaders, how leadership is learned, and what leadership is in the profession of counseling is discussed. A more condensed definition and proposed additions to the domains of leadership for counselors is then discussed. Finally, chapter two briefly examines random counselor education programs across the United States and how they address leadership in their program handbooks.

What is Leadership?

There are volumes of literature on the topic of leadership (Allio, 2005; Allio, 2009; Arvey, Zhang, Avolio & Krueger, 2007; Avolio, 1999; Avolio, Walumbwa & Weber, 2009; Bargal & Schmid, 1989; Boyle, Beardsley & Hayes, 2004; Brungardt, 1996; Bryant, 2003; Calfee, 2008; Dewan & Myatt, 2008; Evans & Evans, 2002; Green, 2008; Hackman & Wageman, 2007; Hall & Lord, 2005; Humphrey, 2002; Maack, 2007; Marion & Martin, 2005; Myatt & Dewan, 2008; Niewenhous, 2003; Offerman, Kennedy & Wirtz, 1994; Petersen & LeBoeuf, 2004; Rowley, 1997; Ruvolo, Petersen & LeBoeuf, 2004; Smith, 2009). Definitions of leadership vary according to the organization and what the mission is (Smith, 2009). There are a vast array of possible traits, definitions, and qualities that leaders can possess. What is important for an organization is to find and
define an individual sense of leadership for its employees (Hall & Lord, 2005; Myatt & Dewan, 2008). It is imperative that organizations create their own understanding of what leadership means to their sense of identity in order to enhance mission accomplishment (Calfee, 2008).

Effective and dynamic leadership can transform a company culture and make it more effective, competitive, and energetic (Martin, 1998). It is not enough to simply say that leadership is needed or is a part of the organizational framework; organizations must be able to define what leadership is and how they will prepare people to be leaders (Jones & Goffee, 2004). It is therefore important to have a good basic understanding of the principles of leadership and how to apply them so that the organization can move forward (Jones & Goffee).

Leadership as a phenomenon has been studied earnestly since the 1930s (Niewenhous, 2003). There are many definitions of leadership. Some definitions list specific characteristics and traits of leaders and leadership, and some give identifiable examples of what leadership is or is not. Leadership means different things to different people depending upon the context of their career and general vocational situation. The definition of a leader from the perspective of someone in the military is probably different than that of a leader in counselor education for example. The definitions and examples of leadership that follow were chosen due to their generalizability and similarity to traits often observed in professional counselors.

Offerman et al. (1994) generated an aggregated list of eight dimensions of prototypical leadership characteristics. These are; sensitivity, dedication, tyranny, charisma, attractiveness, masculinity, intelligence, and strength.
Peters and Waterman (1982) defined leadership as;

…meticulously shifting the attention of the institution through the mundane language of management systems. It is altering agendas so that new agendas get attention. It is being visible when things go awry and invisible when they are working well. It is building a loyal team that speaks more or less with one voice. It’s listening carefully most of the time – its being tough when necessary, and it’s the occasional naked use of power – or the “subtle accumulation of nuances, a hundred things done a little better”, as Henry Kissinger once put it.” (p.79).

Martin (1998) described leadership as “the driving force in societal and organizational change” (p.41.). Without a recognized and strong leader, Martin argued, status quo becomes acceptable and the desire to grow and achieve higher goals is diminished if not completely stunted.

The United States Army publishes a Field Manual (FM) devoted solely to leadership – FM 6-22. FM 6-22 (2006) defines leadership as “the process of influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization” (p. viii). This seems to be a well-rounded and succinct definition that, although meant for soldiers, may nonetheless be applied to any organization in a broad sense. It provides a good general description of what it means to be a leader in most organizational contexts. Mastrangelo, Eddy, and Lorenzet (2004) suggested that effective leaders engage in both professional and leadership behaviors and personal leadership behaviors (e.g., building trust, caring for people, acting morally).

Calfee (2008) posited the following principles of leadership; (a) Leadership is having those who follow you do what you want because they want to. (b) Leadership is
different from management. (c) People want to be able to be proud of their leaders. (d) Management is about what you know. Leadership is about who you are. Principle number two is interesting; leadership is different from management. The author argued that even though some managers of organizations claim to be leaders, they were in fact not leading anything. The point seems to be that managing an organization does not always mean that the organization is being well led.

Kanterman (2008) also made the distinction between managing and leading and added the thought that leadership goes beyond managing people. This may be a phenomenon that counseling is experiencing. It may be that counselor education doctoral students are taught to be good managers but not good leaders. Eleftheriou (2006) posited that because a person is influential (i.e., a good manager) does not necessarily mean he or she is a good leader. The point seems to be it takes more than one aspect of leadership to be a quality leader.

In an overall sense, leadership, regardless of the circumstance or exact definition, does one thing; motivates people to promote effective team and group performance, which in turn enhances the well-being of the organization (Hogan & Kaiser, 2005). While motivating people to accomplish the mission is not specifically mentioned in the CACREP standards (see appendix A for the full leadership standards), understanding theories and skills of leadership is (CACREP, 2009). Motivating people to accomplish a mission may be inclusive of this definition depending upon the specific university and the importance it places on leadership development.

Whether leading troops into combat, heading an academic department, or running a community-based counseling center, leaders provide direction that inspires people.
Leaders have to be well-rounded and knowledgeable not just in the everyday workings of their particular organization; they have to know what it means to actually lead people forward and not accept the status quo (Evans & Evans, 2002).

**Personal Qualities of Effective Leaders**

Research and articles on the personality traits and qualities of effective leaders are as abundant as those on definitions of leadership (Dewan & Myatt, 2008; Kanterman, 2008; Keohane, 2005; Maack, 2007; Schweigert, 2007; Smith, 2009; Wilson, 2007). Theoretically and historically, intelligence, dominance, and self-monitoring have been strong indicators of leadership (Rueb, Erskine, & Foti, 2008). While comfort with and willingness to lead may or may not be a characteristic of an effective counselor, it is not a bold leap to imagine that counselors must be fairly intelligent and be able to self-monitor emotions (among others) in order to be effective counselors.

Johnson (2009) examined what personality traits were evident in military leaders. He looked at traits as measured by the Revised Neuroticism, Extraversion, and Openness Personality Inventory (NEO-PI-R). He found that the effective leader was rated as significantly higher in Extraversion, Openness to Experience, Agreeableness, and Conscientiousness than the ineffective leader. This is interesting because mental health professionals are similarly consistently rated highly in these or similar personality categories (Burke 1982; Pope 1996; Pope & Kline 1999; Toseland & Smith 1990).

Other personality traits of effective leaders that match well with those of professional counselors include confidence, compassion, and competence (Smith, 2009). Pope and Kline (1999) asked ten expert counselors to rank the 22 personality characteristics of potential students for importance and responsiveness to training. The
most important of those rated included empathy, acceptance, and warmth. Humphrey (2002) posited that people who are able to show empathy are well-suited to be effective leaders. It seems to reason then that professional counselors, with their innate and learned abilities to express empathy might be particularly well suited to being leaders.

The cited literature seems to indicate that the innate personality traits of professional counselors are well suited and matched to those shown by experienced and effective leaders. This is important for the profession of counseling because it demonstrates that counselors from all walks of life have at least the potential to become the effective leaders the profession needs to remain relevant and competitive with other mental health professions.

*Can leadership be learned?*

Debate continues over the concept of how leadership is learned, or even if it can be learned (Allio 2005; Allio, 2009; Arvey, Zhang, Avolio & Krueger 2007; Avolio, Walumbwa & Weber 2009; Bargal & Schmid 1989; Brungardt 1996; Green 2008; Mann 2004; Maurer & Lippstreu 2005; Washbush 1998; Welch, 2000). Personality and inherited traits are an important aspect of leadership development (Keller, 1999). It may be hard to imagine that any person can become an effective leader. Many researchers believe that leaders are born and that people must have certain inherent traits in order to ever be leaders (Allio 2005; Allio, 2009; Mann 2004; Washbush 1998; Welch, 2000). Counselor educators are expected to be leaders in their field (West et al., 1995). If, however, according to some researchers, they do not have certain innate leadership qualities and traits, the novice counselor education doctoral student may not be able to lead effectively no matter how much is learned. The implications for the profession are
significant. If leadership cannot be learned, it is apparent that a potentially considerable number of doctoral students might graduate without the potential to be the leaders the profession needs to remain relevant and forward-progressing. There is evidence, however, to bolster the claim that leadership can be learned.

Theories of leadership development are plentiful and have been studied for decades (Avolio et al., 2009). The problem is that an evidence-based general model of leadership development is difficult to find and verify (Avolio et al). Avolio et al examined recent theoretical and empirical developments in the leadership literature, beginning with topics that are currently receiving attention in terms of research, theory, and practice. Specifically, the article examined what evidence there is to support whether leaders or leadership can be prepared using one or more of the many specific theories of leadership development. Their review indicated that leadership skills are acquired through a number of different methods; no one theory could explain it fully. Yet the article pointed out that almost any person has the ability to learn how to be a leader no matter their inherited traits.

Avolio et al. (2009) as well as other researchers (Arvey, Zhang, Avolio & Krueger 2007; Avolio, Walumbwa & Weber 2009; Bargal &Schmid 1989; Brungardt 1996; Green 2008; Mann 2004; Maurer & Lippstreu 2005), claim that although a considerable part of leadership is based on innate traits, environment is just as, and sometimes more, important than heritability in producing effective leaders. Arvey et al. suggested that approximately 30 percent of the variance in leadership style and emergence was accounted for by heritability; the remaining variance was attributed to differences in environmental factors (i.e., role expectations as learned through
upbringing, work experience factors, and prior life events and experiences that impacted leadership development). Their research was conducted using a sample of 178 fraternal and 214 identical female twins. Respondents in the study were asked to identify whether they had held positions at work that would be considered managerial in nature. A number of different options were presented (president, manager, supervisor, work group leader, etc.). This information was then compared to the participant’s responses in a general development section that asked them to review their history of holding positions of leadership and to indicate whether there were any particular “critical” or “trigger” events or people that motivated them to move into those roles. They were given 13 different experiences and asked to check whether each was applicable. The study identified two general developmental factors; one involving formal work experiences and the other family experiences hypothesized to influence whether the participants move into positions of leadership in organizations. The results indicated that 30 percent of the variance in leadership role occupancy was associated with heritability. The two developmental factors also showed significant correlations with leadership role occupancy. However, after genetic factors were controlled for and partialed out, only the work experience factor was significantly related to leadership role occupancy.

Avolio (1999) conducted a series of studies in which leaders of different ages and levels of expertise participated in workshops with other members of their organizations. Experenced and inexperienced leaders were placed in teams and given different leadership scenarios (i.e., responding to internal organizational dilemmas, making hiring decisions, firing people, etc.) to which then were tasked with responding. The study indicated that the teams were able to resolve leadership quandaries regardless of whether
their skills were born or made. The differentiation of born or inherited leadership was made by assessing the participants past leadership experience and comparing that do similarities found with the twin. Brungardt (1996) took the position that a person is better able to become a leader if certain personality traits are present, but people without these traits can still learn to be leaders through the environment.

Hackman and Wageman (2007) suggested that it is not necessarily the personality traits of leaders that are important so much as how one’s personal attributes interact with situational properties to shape leadership outcomes. They posited that a person might learn to interact in the environment as a leader even though they might not possess the instinctive personality traits of a leader. This implies that environment is just as important, if not more so, than the inherent traits the person possess. The U.S. Army prides itself on its ability to turn people with no prior leadership experience or knowledge into capable, effective, and forward-thinking leaders (Ruvolo et al., 2004). Certainly not every soldier that becomes a leader has the genetic predisposition to required in becoming a leader. Eleftheriou (2006) considered it a mistake to believe that only people born with a select group of traits can ever be effective leaders.

The literature thus seems to indicate that the specific theory of leadership development is not as important as is the training and education the person receives. Though approximately 30% of leadership traits are heritable, as indicated by Arvey et al., (2007) this leaves a substantial potential for development based on environment and learning. In other words, leadership can be taught. The significance of this for counselor education is that students with little or no prior leadership training or experience can learn how to become the leaders that the profession needs. It is beneficial then to examine what
it means to be a leader in the context of counselor education and how doctoral students learn to become leaders.

*Leadership in Counselor Education- Domains of Expected Leadership*

The failure of leadership training and development is often due to confusion about what leaders do as opposed to a deficiency of heritable leadership traits (Allio, 2005). Barker (1997) argued that if organizations do not provide their personnel with a clear definition of what is expected of leaders, they are not doing all they can to develop leadership potential, and are potentially causing harm to the organization. This applies not only in the context of what leadership means to different organizations, but also in general leadership development (Barker). For instance; as discussed, the expectations for becoming a leader in the Army are laid out and well known from the initial enlistment to the end of the soldier’s career. Allio asserted that it is not appropriate for an organization to say that a person is expected to be a leader in their field and then not clearly and fully verbalize what is expected from that leadership. Students must know and be able to enact what is expected of them in the profession as a leader.

Sears and Davis (2003) surmised that, due to the expectations described in the CACREP preamble, graduates of counselor education doctoral programs are prepared to be leaders in their profession. The assertion is that upon graduation from a doctoral program counselor educators have been properly trained in how to be a leader. Curtis and Sherlock (2006) argued that since the doctoral degree is the ultimate degree for professional counselors, graduates are well prepared to lead other counselors in community agencies and similar settings. After all, not all counselor educators move into faculty positions after graduation (Maples & Altekruse, 1993). Many doctoral graduates
take positions in community agencies, open private practices, or partake in other similar vocations where their leadership ability is visible and seen by people outside of the profession.

At some point a counselor education doctoral student has to make the transition from being a student to being a leader in the profession as alluded to by Sears and Davis (2003). The transition from a master’s- level counselor to doctoral level counselor educator/leader can be a daunting one that is not always well defined (Moore, 2008). Additionally, leadership is not taught at the master’s or quite often even the doctoral level in most university counseling programs (West et al., 1995). This may lead to confusion as to how they are expected to be leaders as counselor educators (West et al.). As stated by Allio (2005) and Barker (1997) it may be difficult for people to learn to be leaders if no clear definition of what leadership means to the profession is taught. Many prominent counseling professionals have addressed this issue.

Niles et al. (2001) discussed how counselor educators have multiple role expectations including that of writer of publications, clinical supervisor, and teacher among others. West et al. (2003) viewed leaders in the counseling profession as not only those who are knowledgeable in the domains listed by Sears and Davis but also those who know and value the history of the profession while being prepared to carry on a proud tradition. Curtis and Sherlock (2006) expanded the leadership expectations of counselors by adding the dimension of working in a community counseling agency setting. Their article discussed the managerial aspects of leadership and how it is important for counselors to become knowledgeable in the aspects of leadership not traditionally taught in counseling programs.
West et al. (2003) also discussed more ethereal leadership qualities and knowledge such as; (a) context, (including historical hindsight and peripheral vision), (b) vision, and (c) action (including communicating a vision as well as steps towards a vision, creating a space for people to make a contribution, getting “dirty” and working alongside others as a leader, receiving feedback and evaluating progress toward a vision or dream, and celebrating small changes). Schwitzer, Gonzales, and Curl (2001) noted that doctoral students need to be prepared to deal with the unique aspects of being a leader in the context of running an agency or being a department head. Some of these dynamics include; responding to organizational dilemmas, working with budgets, dealing with the interpersonal climate of employees/subordinates, and dealing with the often difficult characteristics of office and organizational politics. Lee and Rodgers (2009) considered that leaders in counseling must possess a strategic vision among the other qualifications inherent in good leaders.

Sears and Davis (2003) considered the domains of expected leadership, knowledge, and ability for counselor educators as (a) professional clinical counseling, (b) research, (c) teaching and supervision, and (d) writing and publishing. They also considered that counselor educators would lead the field in professional advocacy efforts, although this aspect is not listed as a separate domain. They argued that although advanced counseling skills, research, teaching and supervision, and writing and publishing are important leadership skills, professional advocacy efforts are potentially the most important aspect of leadership counselor educators must learn.
Professional Identity, Advocacy, and Leadership

Authors from many disciplines such as nursing, social work, business management, and psychology have detailed the importance of becoming a professional advocate (Boyle, Beardsley & Holdford, 2007; Erikson, 1997; Ezell, 2001; Goodhart, 2002; Hoefer, 2006). Eriksen (1999) conducted a qualitative study relating to advocacy in the counseling profession. He interviewed 28 professional counselors who had been active in professional advocacy efforts, and asked them how they became motivated or good at what they did as far as advocacy efforts were concerned. The results indicated that the majority of participants revealed that effective leadership was considered an essential part of successful advocacy.

Sears and Davis (2003) noted that one of the most important aspects of becoming a leader in counselor education is the role of advocate for the profession. Indeed, not only learning how to become an advocate, but actively teaching other counselors how to be advocates is an important function of counselor education leadership. Part of becoming an effective advocate includes the development of a professional identity. Advocacy efforts are critical to the future of the counseling profession, and a clear sense of professional identity is fundamental to advocacy efforts (Eriksen, 1999). Eriksen also considered one of the primary leadership duties of counselors is that of being professional advocates and to then train other counselors how to be advocates for the profession.

West et al. (2003) stated that counselor educators, as leaders in the field, are expected to become active participants in local, state, and national organizations that promote counselor identity. The essence of leadership in this regard is the promotion of the profession in order to establish counseling equally with other mental health
professions including social work and psychology. The attainment of the Ph.D. in counselor education, according to West et al., (1995) includes a commitment from the counselor to be active in professional advocacy efforts. Strong leaders are needed to help the profession verbalize a clear identity and forcefully advocate for the profession (Myers et al., 2002). Hanna and Bemak (1997) considered the establishment of a professional identity to be one of the paramount goals for counseling leaders.

Spruill and Benshoff (1997) deemed that professionalism includes, among other duties, active participation and leadership in professional organizations. Again, it becomes clear that leadership in counseling is viewed as being active in organizations aimed at advancing the profession. Choate et al. (2005) considered that the backbones of professional development for counselors included; (a) construction of an identity as a professional counselor, (b) knowledge of and preparation for the acquisition of appropriate counseling credentials, (c) participation in professional activities, (d) clinical competence, and (e) engagement in supervision with colleagues and peers. Once again the importance of professional and identity development in the leadership training of professional counselors is addressed. This includes membership and active participation in a professional counseling organization, which in turn furthers the professional growth and helps to define one’s professional identity and integrity (West et al., 2003).

Myers et al. (2002) considered advocacy for the profession essential for the future of counselors and counseling. West et al. (2006) suggested that being a leader in counseling also implies a responsibility to be active in professional counseling organizations at the local, state, and national level. Sears and Davis (2003) considered advocacy for the profession a priority for counseling professionals and leaders. It is
apparent that the domains of professional identity and advocacy are considered two of the primary responsibilities of counseling leaders. It is also apparent that professional advocacy, identity, and leadership are intertwined.

**Broad Themes**

There are many roles that counselor educators take in the guise of being a leader. These roles include; advocate for the profession, community agency leader, researcher, clinical supervisor, professor/teacher, department chair, historian of the profession, and others. Two broad themes emerge in regards to what it means to be a leader in counseling; the first is that professional counselors must be prepared to take on a variety of roles upon the attainment of a doctorate in counselor education; the second is that counselors are expected to help promote the profession through identity development and advocacy efforts, which may require proactive and often forceful leadership abilities.

Curtis and Sherlock (2006) summarized the dilemma that counselors-as-leaders face when expected to be leaders outside of the traditional domains of leadership. The authors stated;

Although many counseling skills can be readily applied to effective leadership (e.g., listening skills, empathy, awareness of developmental and cultural differences, building rapport, facilitating group processes, planning, goal setting and evaluating outcomes), specific leadership practices, such as completing performance reviews, communicating compensation philosophies and practices, addressing colleagues performance problems, and being held accountable for team camaraderie and productivity, are not taught in traditional counseling programs. (p. 120-121)
The wide array of leadership responsibilities for counselor educators potentially makes the process of becoming a leader in the profession more complex. Counseling literature, much like leadership literature, appears to be limited in how it addresses the specifications of leadership development (West et al., 2006). In the absence of prior experience or a formal program in leadership training and development, how can counselor education doctoral students learn to become leaders?

*Other Domains of Leadership: Managing People and Organizations, Motivating Others*

What do other organizations do differently from counselor education in terms of leadership development? What is emphasized and taught? This is important because the profession of counseling may well benefit from adding expanded and new dimensions of leadership into the current commonly know domains. Some of the unique themes that emerge from a review of leadership in organizations include; motivating people to accomplish a mission, managing people, and managing the organization. When other professions’ definitions of leadership are reviewed and combined with that offered by CACREP (2009), the result is a broader and more comprehensive definition of the construct.

Motivating people towards mission accomplishment is mentioned frequently in business, medical, psychological, military and other organizations leadership literature (Carr, Liedtka, Rosen, & Wiltbank, 2008; Department of the Army, 2006; Kanungo, 1998; Leet, 2008; Schachter, 2009; Schmid, 2006; Seltman, 2009; Trinka, 2004; Xavier, 2007). In addition to motivating people, business leadership journals and publications regularly discuss the importance of how effective leadership traits are used to lead and manage both the employees and the organization (Altman, 2008; Bourne,
The importance of motivating people to accomplish the organizational mission is frequently mentioned in leadership journals and articles as one of the more essential duties of a leader, and a large body of literature suggests that in order to successfully move any organization forward, the leader must possess the ability to motivate his or her employees. Leet (2008) noted inspiring people with strong messages about organizational mission statements and strategic goals, motivating the employees to accomplish the mission, was one of the more important tasks a leader must accomplish. Carr, Liedtka, Rosen, and Wiltbank (2008) observed that in any organization where leadership is required, motivating people to accomplish the mission is one of the keys to effective leadership. Trinka (2008) stated one of a leader’s primary tasks is motivating people by building on their strengths and thus strengthening the entire organization (Trinka, 2004). Army Field Manual 6-22 (Army Leadership, 2006) discusses the importance of motivation numerous times and frequently talks about the inability of leaders to move an organization forward without proper motivation. Xavier (2007) considered the motivation of employees one of the leaders primary responsibilities.

Another primary duty of a leader is to manage the personnel that work for him or her (Altman, 2008; Bourne, & Walker, 2004; Douthitt, 2009; Matos, 2008; Sarkar, 2009; Saucier, 2003; Shoham, 2008; Starr, 2004; & Tan, 1998). Management of people includes such tasks as; recommending employees for awards or reprimands, hiring and firing practices, resolving inter-office disputes, navigating inter-office politics, salary and other monetary matters, setting and enforcement of rules and regulations regarding
employee actions, helping people fulfill and realize their potential, maintaining loyalty and commitment to the organization, and looking out for the welfare of employees (Maister, 2001).

Managing people is a potentially huge subject full of intricacies, theories, and practice that are beyond the scope of this review. The importance of the subject lies in the fact that it is mentioned many times in leadership literature. Kanungo (1998) argued that the importance of managing people lies in the ability of the leader to develop awareness of and sensitivity to changing situations and organizational constraints. Specifically the author noted, leaders should know when to adopt a task-oriented style versus a people-oriented style and when to adopt an internal versus an external orientation. Seltman (2009) considered managing people effectively to be one of the more important tasks of an effective leader. The author stated the development of leaders involved fully immersing them in the organizational culture and managing people and organizations was one of the more important tasks to be learned. Schachter (2009) reported that effectively managing people in an organization is of paramount importance and involves the use of interpersonal skills such as positive communication and understanding the needs of the other person. Schachter argued that effective management of people can lead to increased motivation and thus increased productivity. In addition to managing the people, a leader must also know how to manage the organization.

Management of the organization is a wide-ranging task that can include tasks as diverse as the mission of the organization (Maister, 2001). The range of potential responsibilities involved with managing an organization include; writing policies, setting the goals, mission, and organizational culture, enforcing organizational norms,
overseeing budget and monetary matters, setting priorities, resolving conflicts with outside agencies, setting training requirements, ensuring mission accomplishment, and managing compensation (Maister, 2001). Organizational management consists of the often mundane or underappreciated tasks not often known by those outside of the organization (Bourne, & Walker, 2004). Though these tasks are often viewed as secondary to managing and leading the people of the organization, they are in reality just as vital to mission accomplishment (Matos, 2008).

*Learning to be Leaders in Counselor Education: How do Counselor Education Doctoral Students Learn to Become Leaders?*

Despite the differences in what mission accomplishment means in various organizations, the art, theories, and process of leadership can often be similar (Cartwright & Klann, 2004; Day, 2000; Gilster, 2002; Palus, 2005; Helgo & Karp, 2008; Hogan, Kaiser & Padilla, 2007; Vermakis & Bruce, 1997). What is different, however, is how diverse organizations teach and mentor people to become leaders (Evans & Evans, 2002). Teaching and cultivating effective leaders is important to any organization that wishes to remain relevant in the market place (Hogan & Kaiser, 2005). In the Army for instance, it is expected that all soldiers train to eventually become leaders of some type (FM 6-22). What is unclear is whether or not professional counselors have this expectation when they enter into a counselor education doctoral program. This is an important consideration because counselor educators are expected to be leaders in their profession upon attainment of the doctoral degree (West et al., 1995). Unlike the military, however, there is no set training regimen or progression through a rank structure within the counseling profession that helps a novice student or neophyte counselor learn the art
of leadership. There is a curriculum and progression from master’s to doctorate, however, that might encompass a concurrent progression in leadership training and development. Without effective and progressive leadership, organizations and professions can suffer (Hogan & Kaiser, 2005).

Counselor education doctoral students learn leadership in many ways both directly and indirectly. One of the most common and effective means of learning how to be a leader is through the insights gained vicariously by watching other professionals and through mentoring. The calls for mentorship in the counseling profession have recently become more prominent even though a comprehensive understanding of mentoring practices remains obscure (Farrell, 2007). Protivnak and Foss (2009) discovered that counselor education doctoral students thought mentoring was one of the most helpful experiences in their studies. Mentors have many roles including; counselor, friend, teacher, role-model, guide, and definer of professional identity (Casto et al., 2005).

Magnuson, Wilcoxon, and Norem (2003) conducted a qualitative interview of counseling professionals. The research centered on the circumstances that the respondents believed were instrumental in their achievements and professional contributions as leaders in the field. Role modeling and mentoring and observational learning were common themes mentioned by the participants.

Mentoring is often considered a fundamental and integral part of becoming a counselor (Christenson, 2008). It is often thought of in the context of a being a clinical intern, yet mentorship is also a vital part of general leadership development (Appelbaum, Ritchie, & Shapiro 1994). Hoskins and Goldberg (2005) conducted a qualitative study of counselor education doctoral students and found that the lack of a solid mentoring
relationship was found to be detrimental to the leadership development of the students. In the absence of a formal educational component most students learn leadership skills through observational experiences including those involved in the mentor – protégé relationship (Christenson). Nelson et al. (2006) commented that in the context of learning to become supervisors, doctoral students often mentioned direct observation and role-playing as being more beneficial than simply reading from a book.

Since mentoring is one of the basic counselor educator strategies for developing leadership, professors have a significant direct and often indirect role in the leadership development of their students and supervisees (Niles et al., 2001). Interestingly, most mentors do not seem to realize the impact they have on their protégés even though it is significant (Appelbaum et al., 1994). Also interesting is the fact that mentoring is an important part of leadership development to the mentor as well as the student (West et al., 2006). In other words, both the student and the professor/mentor receive significant leadership practice and experience from observing and participating in the process of mentorship.

An important aspect of this unique relationship is that making a connection with professors and becoming a sort of protégé is a crucial step in the development of a professional counselor (Nelson et al., 2006). The feedback obtained in this type of relationship is vital to the continued development of the doctoral student (Hughes & Kleist, 2005). Participation in an association of this type is very beneficial to the leadership training and development of doctoral students because it gives them direct, first-hand access to a professional with many years of experience in the field. Counselor education doctoral students can thus enhance and expand their leadership training by
being fully aware of the importance of the mentoring association, and building on the
often indirect nature of the leadership learned and taught in this unique manner.

Another important aspect of observational learning and discovering leadership
comes into focus when doctoral students participate in role-playing exercises and
leadership scenarios. Role-playing and simulation of events and activities occur when the
student is placed in the position of being a leader in a controlled environment (Schwitzer
et al., 2001). While this may not always be done overtly, doctoral students are given
opportunities like this when they are required to teach, supervise, and observe
departmental meetings and other similar functions (Rabinowitz, 1997). Other situations
might also include dealing with difficult students, supervisees, or peers. This type of
leadership preparation is consistently rated as extremely valuable (Schwitzer et al.).

These learning experiences provide the doctoral student with enough leadership
practice to empower them while not overwhelming them with too much responsibility
(Hughes & Kleist, 2005). The program staff and the student are usually not aware of the
leadership aspects of this type of training, instead focusing on graduation requirements,
internship necessities, and departmental needs (Froehle, Robinson, & Kurplus, 1983).
The impact that role-playing exercises and similar types of learning events have on a
doctoral students opportunity to learn practical leadership skills must not be
underestimated. The more opportunities the student has to partake in these types of
training activities, the better (Froehle et al.).

Another way that counselor education students develop leadership is through
learning about the importance of professional growth opportunities. As discussed,
participating in service activities is often mentioned as being a very important aspect of
leadership development, and experienced counselor educators agree that the more a counselor participates in professional growth activities, the better equipped they are to become a leader (Niles et al., 2001). When counselor educators become active in the profession beyond what is required for degree completion, they are seizing and making the most of available leadership learning opportunities. The extra time required to do this may be difficult for some given the time constraints and difficulties of being a student. Not being afraid to step into the spotlight and possibly make oneself vulnerable, however, is an important part of being a leader (Nelson et al., 2006). Participation when it entails sacrifice and is not easily accomplished is thus a demonstration of learned leadership.

Partaking in local and national organizations and having one-on-one contact with more experienced leaders is important. Seeking of knowledge and experiences of how to be a leader with current counselor educators, who work with such organizations and may have extensive leadership experience in the field, is a significant step in the process of learning to become a leader (Carlson et al., 2006). In addition to becoming active members in local and national counseling organizations, this includes finding a strong professional identity and then advocating for the profession (Myers & Sweeney, 2004). Counselor identity development is not always specifically taught in a doctoral program, so involvement in counseling organizations takes on even more importance in the development of effective leaders.

In addition to learning how to be leaders through mentoring, observational learning, and participation in professional growth activities, it may be possible for counselor education students to learn leadership development by realizing how personality type impacts leadership potential. Hogan and Kaiser (2005) hypothesized that
certain personality traits may predict leadership. In other words; who we are is how we lead. Coming from this assumption, helping doctoral students define their personality type and leadership style may help them refine their leadership abilities. It might be assumed that those counselors who study for a doctorate in counselor education almost certainly have a fairly good idea of their personality traits. Since personality has such a large impact on a person’s ability to effectively lead others, an in-depth review of these traits and how they might impair or enhance leadership development seems appropriate (Hogan & Kaiser). Counselors possess knowledge on the effects of personality on people’s lives (Corey, Corey, & Callanan, 2007). This, it would seem, might enable counselor educators to use their knowledge of personality development and the impact of maladaptive personality patterns to further their own leadership development. How might students do this? By: (a) understanding the impact that different personality styles have on subordinates, (b) understanding that maladaptive personality patterns may lead to an inability to effectively lead others, and (c) understanding that it is possible to reduce or even reverse the effects of maladaptive personality traits thus enhancing leadership ability (Judge et al., 2002).

Allio (2005) suggested that effective leaders have core qualities that include character, creativity and compassion; traits inherent in helping professionals. Does this mean then that counselor educators are born leaders? Not necessarily. It may just mean that counselor educators have some of the traits of effective leaders, but those traits must be paired with appropriate learning and development; something that may not always occur in counselor education programs. Along with a lack of specific, leadership-oriented
training and education, counselor education programs have other potential problems when it comes to leadership development.

CACREP Standards and Leadership

Since 1981 CACREP has operated as the primary accreditation body for the counseling profession (Schmidt, 1999). Leadership was the focus of the formation of the current doctoral degrees in counselor education (Smith, 2004). In the initial guidelines for Doctoral Students, ACES (1978) denoted the primary objective of the doctoral program in Counselor Education was for the preparation of leaders in the discipline. CACREP (2009) has maintained the leadership foci in the current Doctoral Standards, by listing leadership as one of the guiding principles of doctoral knowledge. The standards dictate that counselor educators will understand theories and skills of leadership upon graduation from a doctoral program (CACREP). The few articles that address the relevancy of the CACREP standards to the preparation of counselors have generally shown the standards to be appropriate (Schmidt).

Students who graduate from CACREP accredited programs (both at the master’s and doctoral level) are likely to do better on the National Counselor Examination (NCE) than students from non-accredited schools (Adams, 2005). Adams indicated that this may mean that doctoral students that graduate from accredited schools are more likely to be prepared to be leaders in the profession. The advanced knowledge required to be successful on the NCE should not be taken, however, to mean advanced leadership knowledge and/or potential. Adams may have made the assumption that advanced knowledge of the profession translates to leadership knowledge, development, and potential.
Another important consideration is whether or not the specific objectives of the CACREP standards are being addressed by accredited schools? CACREP clearly lays out what is expected in the way of leadership knowledge (see appendix A for complete details); but is this being addressed by the schools?

*The State of Leadership Training and Education in Counselor Education Doctoral Programs*

Doctoral programs in counselor education have different strengths and foci according to departmental philosophy. This is apparent with a cursory look at some of the student handbooks from different universities. CACREP standards are intended to accommodate the unique strengths of these different programs (CACREP, 2009). Leadership, however, is one of the doctoral learning outcomes expected of all students graduating from a CACREP accredited institution. Therefore an examination of how leadership is addressed at randomly selected institutions is in order.

How is leadership viewed, prioritized, and taught in CACREP accredited counselor education programs? As previously mentioned, CACREP standards dictate that graduates of counselor education programs are expected to understand theories and skills of leadership, understand leadership roles, and demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations (CACREP, 2009). The researcher picked 17 out of the 53 CACREP accredited counselor education doctoral granting institutions at random and reviewed their student handbooks (the names of the schools were placed into a jar and picked by a disinterested third party). Specifically, the researcher looked at the programs course requirements and whether or not the institution provided courses that listed leadership in any part of the description.
Also examined were these programs’ mission statements and program goals and objectives to see if leadership was mentioned. Advocacy was also examined as it is often mentioned as a domain of leadership and leadership efforts. The results of this inquiry follow (see Appendix H for details of each school’s student handbook);

*The University of Arkansas*

Leadership is mentioned in the department mission statement which has a section devoted entirely to the subject;

“**LEADERSHIP**: Members of the faculty strive to model professional leadership and to make students aware of leadership opportunities. Examples of student opportunities include service to the community, positions in student organizations, graduate assistantships, presentations to professional groups, publication in professional journals, and voluntary work for the Counselor Education Program” (p.8.).

In total, the terms leader or leadership are mentioned five times in the highlighted areas of the student handbook. There are, however, no courses mentioned in the handbook that seem to have teaching leadership as the primary objective, though this does not necessarily mean it is not taught. The University of Arkansas appears to teach leadership through mentoring and role-modeling, and by making students aware of leadership opportunities outside of the program.

*Auburn University*

Neither the terms leader nor leadership are mentioned in the school’s mission statement, goals, or course listings. Advocacy is not mentioned either. There appear to be
no courses offered that outline the teaching of leadership skills and development as outlined in the CACREP standards.

George Washington University

Leadership is mentioned in the program goals as one of the primary learning objectives of the doctoral student. Like the University of Arkansas, George Washington University does not have a course listed however that is aimed specifically at teaching the leadership referenced in the program goals. The handbook mentions public speaking, public relations, publications, workshop development, political action, community involvement, and human service advocacy as possible venues in which the student can learn leadership development.

Georgia State

No mention of leadership is made in the school’s program goals and objectives, course listing, or mission statement. Advocacy is mentioned in the mission statement, though the context (either professional or client-oriented) is not elaborated on.

Idaho State University

There is no mention of leadership in the pertinent sections of the handbook. Professional identity development is mentioned however, and this is often the focus of leadership efforts in different universities. Advocacy is not mentioned either.

North Carolina State University

No mention of leadership is made in the school’s program goals and objectives, course listing, or mission statement. Advocacy is not mentioned either.
Oakland University

Oakland University mentions leadership prominently in the first sentence of the mission statement. Preparing students for leadership roles within the field in the areas of advanced clinical practice, mental health care administration, counseling research, and counseling supervision, is noted. There is, however, no specific course or seminar mentioned in the course of study that addresses the teaching of leadership theory and skills as outlined in CACREP.

The University of Mississippi

The student handbook from the University of Mississippi mentions the terms leader or leadership ten times. The development of a clear professional identity and advanced advocacy competencies are mentioned as ways of developing leadership skills. The program handbook lays out clear and quantifiable ways in which the student is expected to learn advanced leadership skills. These include; joining and participating in local, state, and national professional organizations, documenting professional leadership activities during internship classes, and participation in required professional development seminars. The University of Mississippi appears to be the most thorough in terms of how they address leadership development and training.

Southern Illinois University Carbondale

The Southern Illinois University student handbook mentions leadership prominently in the objectives portion of the handbook. The handbook encourages students to develop competencies for leadership and instructional roles in counselor education and supervision, advanced counseling practice, and research. There are, however, no courses that specifically mention leadership. There is a course on
professional orientation that may or may not address leadership and leadership development.

*The University of New Mexico*

There is no mention of leadership in the pertinent sections of the handbook. There are also no courses offered that list leadership in the course title.

*The University of Alabama*

There is no mention of leadership in the program mission, program philosophy, or program objectives. Additionally, there are no courses offered that mention leadership in the course title.

*The University of Florida*

The University of Florida’s student handbook mentions leadership in the mission, goals, and objectives section. The handbook states that students and faculty are expected to provide leadership that enhances professional efficacy and inspires public trust. There are no courses listed in the catalogue that have leadership anywhere in the title.

*The University of Maryland*

The school’s mission statement and program objectives both mention leadership. The mission statement addresses leadership in the context of the issues of access, equity, and social justice in an urban context. The program objectives discuss leadership as it applies to advanced counseling skills. A course titled “Urban Leadership” is offered, but no other courses directly addressing leadership as outlined by CACREP are apparent.
The University of Nevada Reno

There is no mention of leadership in the program mission, program philosophy, or program objectives. Additionally, there are no courses offered that mention leadership in the course title.

The University of North Carolina – Charlotte

One of the program objectives listed in the handbook is; “To develop leadership skills in counselor education.” This, of all the previous programs examined, most directly address the CACREP standards. There is however, no course listed that address how leadership will be developed. There is a course offered entitled, “Administration and Leadership of School Counseling Services”. This course is offered as an elective, and it is not clear if the course discusses leadership in the context of counselor education.

The University of Iowa

The University of Iowa’s program does not mention leadership in the mission statement or program goals. There is, however, a course titled, “Seminar Leadership & Advocacy in CES” offered that appears to address leadership development in the context of the CACREP standards.

Western Michigan University

WMU references leadership several times in the student handbook. One of the doctoral program objectives is that students achieve competency to serve as a leader in educational and counseling settings. The objectives section also states that “The faculty endorses the educational philosophy that motivated and committed students, with appropriate educational and employment backgrounds, can become effective practitioners and leaders in the field.”
The review of the programs’ student handbooks revealed that only a few programs list or even mention leadership in the mission statement, program goals, or any of the courses offered. This is odd given the CACREP requirements on leadership training and education. It is difficult to assume then that students graduating from counselor education programs have the specific leadership knowledge required by CACREP standards. Specifically, the knowledge of theories and skills of leadership seems to be lacking. Only a few mission statements list leadership development as a part of the program goals. It must be emphasized, however, that because leadership is not mentioned does not necessarily mean that the school is not addressing the subject in the course of the program. The goal of this section was to address how and where leadership is mentioned in the student handbooks.

**Problems with Leadership Training and Development in Counselor Education**

The current teaching of leadership in counselor education seems to be confined to the domains as posited by Sears and Davis (2003). For the most part doctoral programs do well in preparing students to be effective in these domains (West et al., 2006). But does this necessarily translate to leadership as defined in chapter one? As demonstrated, the word leadership is used infrequently in program handbooks, research, and counselor education publications. Very few program handbooks mention courses specifically centered on the theories of leadership and the implementation of effective leadership. Smith (2004) conducted a survey that asked several questions about leadership training and education. The study demonstrated that doctoral students rated leadership as being the most important area that should have more attention paid to it during the doctoral
process. The defining and teaching of other aspects of leadership is what appears to be missing.

Hughes and Kleist (2005) commented that despite the importance of well-trained students who provide a variety of services including being leaders to master’s-level students, counselor education has placed little emphasis on studying the experience of doctoral students. Zimpfer et al., (1997) conducted a survey of counselor education programs. One of the survey items dealt with the leadership development aspects of the individual programs. The item asked respondents to indicate the percentage of emphasis that their program placed on the professional roles of clinical practice, supervision, teaching, research, and leadership. The results demonstrated that the intent to build a leadership identity among doctoral students was viewed as weak. More than 90% of the participants reported a 20% or less emphasis was being placed on the role of leadership development in their doctoral program meaning only a few schools in the study actively prepared their students for leadership roles outside the domains of teaching, supervision, and research. Schwitzer et al. (2001) noted the skills needed to be a leader in the context of running organizations are not normally taught in counselor education programs, yet students may be expected to know how to navigate these tricky waters when they graduate.

Carlson et al. (2006) considered that the transition from student to professional/leader is very challenging. This is especially true when counselors-in-training and faculty do not have the same expectations for the beginning student; for instance, when the specifics of leadership are not considered. Perceptions of the preparation of leaders, as far as the skills preferred and the theories needed to be learned,
differ among counselor educators and doctoral students (Smith, 2004). Smith found that
doctoral students and faculty have different perceptions regarding the domains of the
doctoral process. Preparation of leadership (theories and skills) was chief among the
differences. According to the study, students thought that the core aspects of leadership
were lacking in the doctoral process, while faculty concentrated on teaching the overall
aspects of leadership such as clinical supervision, research, teaching, and publication.
This difference may mean that the field of counselor education has differing priorities in
regards to leadership development.

The Smith (2004) study showed that professors seem to believe that teaching
leadership in the domains of counselor education as posited by Sears and Davis (2003) is
most important; while students seem more interested in learning the art of leadership. As
Schwitzer et al. (2001) noted there are important aspects of what counselor educators do
as leaders that have nothing to do with the domains of leadership hypothesized by other
professionals. When program staff and students differ on what leadership in a profession
entails, it leads to problems as outlined by Allio (2005).

Preparing Advocates for the Profession

Another of the problems that counselor education has in developing leaders
concerns preparing students to be advocates for the profession. As noted, development
and promulgation of a professional identity and advocacy for the profession are important
parts of being a leader in counselor education, yet the programs randomly selected and
reviewed above do not specifically teach these. The benefit of professional advocacy
efforts cannot be understated. Myers and Sweeney (2004) demonstrated that when
counselors do make efforts to advocate for the profession, they are almost always at least
partially successful in their efforts. Despite the importance of advocacy for the profession however, there appears to be little or no training or education at the doctoral level (Sears & Davis, 2003).

To say that counseling lags behind psychology and social work as far as professional advocacy goes is an understatement. A quick look at some facts reinforces this assertion. As of 2006 (the latest statistics available) there were approximately 100,000 counselors in the United States (http://www.bls.gov). Of these, as of August 28, 2008, there were approximately 45,000 members of the American Counseling Association (ACA) (http://www.counseling.org/AboutUs/). Thus simple math indicates that only about 45% of all counselors are members of the ACA; the profession’s paramount professional organization. In contrast to this, as of 2006 there were approximately 166,000 psychologists in the United States (www.bls.gov) of which roughly 148,000 were members of the American Psychological Association (APA) (About APA). This means that approximately 89% of psychologists are members of their preeminent professional organization. For social workers, as of 2006 there were roughly 595,000 in the United States (www.bls.gov). According to the National Association of Social Workers (NASW), there are 150,000 members of the NASW (Social worker fact sheet). This equates to a membership rate of approximately 25%. While this is a smaller percentage than the ACA and APA, the number of active members is over three times the number of members of the ACA. This translates to more money and thus more flexibility and more lobbying opportunities. These numbers may indicate that counselors are possibly hurting their own profession by not joining and becoming active members in national organizations aimed at professional advocacy. As pointed out, leadership in
counselor education consists of developing a professional identity and using this to advocate for the profession.

Choate et al. (2005) regarded membership and active participation in professional organizations as measures of professional commitment and thus leadership development. This included opportunities to present at conferences and become active in professional advocacy activities. Their study indicated that there was significant cause for concern regarding the faculty’s role in student professional development. Specifically, students and faculty seemed to be at odds over whether involvement in professional activities should be required or encouraged. The authors argued that faculty might increase student involvement, and thus leadership development, by providing opportunity for professional involvement but not making it mandatory. The belief is that internal motivation is linked to higher outcome expectancy. Not all authors agree on this, however. Spruill and Benshoff (1996) argued that counselor educators, by virtue of their roles as leaders in the profession, have a reasonability to incorporate professional development activities throughout the curriculum. Choate et al indicated that whatever the decision on how to handle this, more must be done to instill in doctoral students the attitudes, values, and behaviors expected of a future practitioner and leader in the field (Choate et al 2005).

Leadership is needed in the new century in order to continue to help counseling establish a clear professional identity (Gale & Austin, 2003). Hanna and Bemak (1997) remarked that the lack of a professional identity is one of the most important problems facing counselors. Niles et al. (2001) asked senior counseling leaders to comment on their strategies for success. Recommendations from their study included taking advantage of opportunities to participate in service activities. The respondents’ echoed sentiments
found in other studies; counselor educators must take every opportunity to serve in leadership positions whenever possible. Of the participants taking place in the study, 39% noted that new counselor educators must continuously participate in professional growth activities in order to become effective leaders.

**A Lack of Unity with What is Needed and What is Being Taught**

A global leadership conference held at West Point Military Academy in 2001 explored the misalignment between the value that an organization says they put on leadership and the leader development activities in which they actually engage (Ruvolo et al., 2004). The authors asserted that many times organizations lack a clear and easily definable leadership training regimen that matches the stated importance of leadership development. The authors suggested;

> Organizations must ground leader development programs in a thoughtful understanding of developmental theories and principles, and, development (of leaders) must be supported by an organizational culture that reinforces the importance of development across all levels in the organization and makes leader development an accountable activity in all that the organization does. (p 12)

It is possible that counselor education engages in this practice of asserting that leadership is an important part of the development of a doctoral student, but then does not adequately teach leadership. If this is the case, what are the potential reasons this occurs? Ruvolo et al. (2004) asserted that most organizations that do not place a high priority on leadership training and development do so for economic reasons. They asserted that it is expensive and time-consuming to develop leaders and thus many organizations touch on the subject but do not give it the detailed attention it deserves.
As outlined and often practiced in counselor education, the domains of expected leadership knowledge and ability seem more like advanced knowledge than actual leadership. Perhaps the authors (Sears and Davis and others) are trying to equate advanced knowledge with leadership; though this is not necessarily an accurate reflection of leadership skills. Many authors discuss the difference between advanced knowledge in a profession and leadership ability (Allio 2005; Bryant 2003; Hall & Lord 2005; Marion & Martin, 2005; McQueen & Jansen, 2007; Nelson & Stein, 2003; Singh, 2008; Sorensen, Traynor & Janke 2009). The consensus seems to be that just because a person is knowledgeable in their particular field and able to practice advanced skills in their profession, does not mean that the person is ready or able to be a good leader.

The Need for Strong Leaders in Counseling

The state of the profession of counseling in the mental health field is potentially worrisome. As described in the previous section, counseling is far behind psychology and social work in professional advocacy efforts, political clout, and equal access to certain jobs within the federal government. In consideration of positions within the federal government, the profession is just now starting to make inroads towards equality after decades of fighting. This is not entirely unusual or unexpected given counseling’s lack of history, lack of professional identity, and lack of advocacy efforts in regards to other mental health professions. The profession of psychology, for instance, initiated a program in 2005 “to make psychology a household word” (Lamia, 2006). This initiative has been addressed in numerous ways including radio talk shows, television appearances, and others (Goldberg, 2006; Lamia, 2006). Goldberg’s article detailed ways that
psychologists can make the transition to television talk show host including; how to work with film crew, production notes, costs, scheduling guests, and becoming producer.

In 2000 the APA increased its advocacy capabilities by establishing a new organization titled; “The American Psychological Association Practice Organization”. The organization is a tax-exempt nonprofit companion organization and as such it does not face Internal Revenue Service (IRS) limitations on how much money it can raise for political action (Herndon & Martin, 2000). This, of course, is a tremendous advantage when it comes to professional advocacy efforts. Additionally, psychology has a long history of involvement in the political process (Buffmire, 1995; DeLeon, Loftis, Ball & Sullivan, 2006; DeLeon, O’Keefe, Vandenboos & Kraut, 1982; Dempsey, 2007; Dorken, 1982; Von Sydow & Reimer, 1998;). An indication of how important professional advocacy and political action is to psychology is evident by the following quote taken from DeLeon et al. (2006);

Psychology’s gradual maturation toward increased personal and institutional involvement in the public policy process has provided an impressive foundation to significantly impact and shape our nation’s domestic policy agenda. There can be no question that psychological and behavioral expertise is absolutely critical to effectively address society’s most pressing problems. (p.147).

Despite their apparent place as leaders in the mental health professions, psychologists are not simply sitting back and taking no further action. Psychologists are still working hard to redefine their professional identity in the face of growing competition from counseling (Dempsey, 2007). The profession of psychology is working to delineate itself from other mental health professions in order to retain its position at the
top (Dempsey). This is strategic and sound leadership principles at their best. It is clear that psychology is actively seeking ways to continue to distinguish itself as a top-level mental health field.

There are other areas that psychology enjoys supremacy over counseling. For instance; as of 2006 there were more psychologists serving in the United States House and Senate than counselors (DeLeon et al., 2006). Additionally, unlike the profession of counseling, psychology does not simply refer to relevant clinical research conducted by members of other mental health professions; psychologists evaluate, appraise, and critique literature from its own ranks (Dempsey, 2007). Examining various criteria related to professional identity and knowledge base, references quoted in counseling journal articles are heavily weighted with citations from psychology sources. Yet the opposite is not true; psychology journal articles seldom cite references from the field of counseling (Maples & Macari, 1998).

The field of social work also has a long history of teaching political participation and professional advocacy (Bargal & Schmid, 1989; Brilliant, 1986; Crotty, 1991; Dear & Patti, 1981; Domanski, 1998; NASW, 1981). Social workers approach their job from a social advocacy perspective, and are thus well-trained in how to effectively advocate for their profession (Crotty). Nowhere is this more evident than in how the federal government continues to favor and hire social workers over counselors at a rate of about 7 to 1 (www.bls.gov).

The next question seems to be – what do social work and psychology do differently or better than counseling when it comes to leadership development? The answer may be – nothing. Psychology and social work may not provide any more or less
leadership training and development to their students; but they do not need to. They have the luxury of being well established and well known occupations. They have a longer history and the public is generally more knowledgeable about social work or psychology than counseling (Bradley, 1991). Their ability to raise more money through larger memberships in professional organizations means more political power. This in turn leads to the ability to push their professional agenda more effectively. These are the reasons that counseling needs strong and effective leaders.

The Needs Assessment

A needs assessment presents a means for providing clear direction in selecting the right solutions to the identified challenges and opportunities at hand (Leigh, 2004). It is the process of obtaining and analyzing information to determine the current status and needs of a defined population (De Palomo & Luna, 2000); in the case of the proposed study, leadership development and training in counselor education. In general, agencies and individuals utilize needs assessments for two reasons: descriptive and policy/program purposes (Reviere et al., 1996). There are several ways to plan and implement needs assessments based on the type and reasoning for the study. Using surveys as the primary data collection resource in a needs assessment is a quantitative method involving systematic data collection from a sample of individuals selected from a target population (counselor education doctoral students) (De Palomo & Luna). The collected information is used to generate group-level summary statistics (descriptive data reported in table format) the results of which may be generalized to the entire target population (De Palomo & Luna). The collection of survey data for a needs assessment is considered to be primary, quantitative data (Reviere et al.).
A useful needs assessment does more than point out what is not going well; it provides data necessary for decision-makers to select solutions, tools, and interventions that have the greatest possibility of accomplishing results that are beneficial to the organization (Leigh, 2004). The sample survey is almost always the method of choice for collecting primary quantitative data for a needs assessment (Berkowitz, 2004). The proposed survey asks doctoral students to rate their level of preparedness in different domains of leadership, among other items.

Conclusion

The literature shows that a person can learn to be a leader through the attainment of proper education and training. Leaders are both born and made, and the significance of this for the profession of counseling is that even students with little or no leadership experience prior to their doctoral studies can be taught to be effective leaders. This is important because, as demonstrated, counselor educators are expected to be leaders in their field upon achievement of the doctoral degree.

Although the perception often is that counselor education doctoral students are prepared to be leaders in the field once they graduate, the reality may be that the leadership training and development is not what it needs to be in order to prepare the effective leaders the profession needs. Counselor educators receive training and education in most of the domains of leadership, yet the essence or core of how to be a leader that can effectively and passionately advocate for the profession and manage people and organizations may be missing in doctoral programs. It is also possible that counselor education programs do not do enough to teach students the art of leadership in the context of preparing students to lead others. Further research into the perceptions of
doctoral students and how they learn to become leaders, and how well they believe they are prepared to be leaders in the different domains of leadership, is thus necessary in order to advance the profession.

The next step to advance the field in this area therefore is to examine the leadership training, education, and preparation of counselor education doctoral students to determine the current state of leadership training and development in counselor education doctoral programs.
Chapter III
Method

Overview of Method

Chapter three presents the research method used to answer the questions of the needs assessment regarding the leadership development of counselor education doctoral students. Specifically the assessment examined how doctoral students perceive the state of leadership training and development in counselor education programs. The study data collection was accomplished by administering a survey (Appendix C) to counselor education doctoral students currently enrolled in CACREP-accredited programs, who are also members of the ACA.

Research Design

The research design is a descriptive/statistical analysis cohort study operationalized by the use of a stratified sampling method. The study is a systematic design which yielded a sample where the probability of inclusions of respondents is equal or known to the researcher (Alreck & Settle, 2004). Descriptive studies often represent the first scientific look at new areas of inquiry (Schulz & Grimes, 2002). The data collected and analyzed describes the phenomenon under investigation, but cannot be used to infer causality (Alreck & Settle). The descriptive statistics are used to summarize the collected data with the purpose of describing what occurred in the sample (Thompson, 2009). The data obtained from the design can thus be used to detect sample characteristics that may influence conclusions (Thompson). Descriptive statistics in the
study provide a useful strategy for summarizing data and providing a description of the sample (Fisher & Marshall, 2008). The research design consisted of the collection and analysis of data from a survey sent by e-mail to current counselor education doctoral students who are members of the ACA and are also attending CACREP-accredited programs. The needs assessment method consisted of collecting primary data from the survey participants (Berkowitz, 2004; DePalomo & Luna, 2000; Kaufman & Watkins, 1999; Leigh, 2004; Leigh, Watkins, Platt & Kaufman, 2000; Reviere et al., 1996).

The quantitative method involved systematic data collection from the sample of individuals selected from the target population. The information collected from the surveys was used to generate group-level summary statistics, the results of which may be generalized to the entire population (Reviere et al., 1996).

**Description of Participants**

The participants in the study are students currently enrolled in CACREP-accredited counselor education doctoral programs in the United States, who are also members of the ACA. This stratified sub-set of the population (counselor education doctoral students in the United States) was chosen based on the availability of the ACA to provide the names of current members who are also students of CACREP programs. The decision matrix for this is presented graphically as follows;
Current students were chosen over professors and other counseling professionals for several reasons. First, the researcher assumed current students were likely to be more knowledgeable about the leadership training they are undergoing than professors that may be years removed from their doctoral student experience. Second, the researcher assumed students were more likely than professors to provide responses not potentially biased by concerns over the state of their academic programs. Potentially negative information may preclude or cloud the responses of people who are intimately involved in the area under investigation (Thompson, 2009). The researcher assumed students were less likely to be concerned about this than professors. The third reason that students were picked over professors is that the researcher wanted a clear picture of what is happening
in regards to student development; not what professors perceive is or is not being done in this regard. The choosing of participants on this manner makes the survey a convenience sample. This may or may not have impacted the results, and this is discussed more in chapter five. The rationale for approaching the survey in this manner was due to the inability to conduct a more wide-spread survey. Financial and time constraints made a more wide-reaching survey unfeasible.

According to the July, 2008 edition of the CACREP Directory there are 53 universities and colleges in the United States offering accredited doctoral programs in counselor education (http://www.cacrep.org/directory.htm). A sample of current doctoral-level counselor education students enrolled in CACREP-accredited, doctoral-degree awarding programs was conducted. Only CACREP-accredited programs were used for the survey. The reasoning for using CACREP schools only is that these schools are obligated to include some leadership component in order to maintain their accreditation. Non-CACREP schools are not bound by this and some may or may not teach students the same principles that CACREP schools do.

**Sampling Procedures**

The sampling plan was a convenience sample of the population – counselor education doctoral students enrolled in CACREP-accredited program who are members of the ACA, in the United States. The names and contact information of potential participants were acquired through the ACA. The number of potential participants included in the list acquired from the ACA was 1,237. Using a 95% confidence level, a plus or minus 5% confidence interval, and assuming a 50/50 split, approximately 217 completed surveys were needed to assure a good return (Salant & Dillman, 1994). From
the potential 1,237 participants a return rate of about 18% was needed (Salant & Dillman). This is not unattainable as the average return rate for e-mail surveys ranges from a low of 25% to a high of 50% or more depending on the study (Daley, McDermott, McCormick-Brown & Kittleson, 2003; Granello & Wheaton, 2004; Pealer, Weiler, Pigg, Miller & Dorman, 2001; Van Selm & Jankowski, 2006; Wharton, 2003).

A survey was chosen as the means of data collection because the data acquired can address the questions proposed by the researcher, and because of the potential to reach a wide audience in a short amount of time (Berkowitz, 2004). Surveys are becoming more and more popular in the social sciences as technology and internet access continues to increase (Wharton, 2003).

There are several advantages to online data collection including (a) Reduced response time, (b) Lowered cost over mail surveys, (c) Ease of data entry, (d) Flexibility over the format, (e) Advances in technology leading to more people having internet knowledge and access, (f) Recipient acceptance of the format type as technology increases, and (g) Absence of interviewer bias (Alreck & Settle, 2004; Granello & Wheaton, 2004; Van Selm & Jankowski, 2006). There are also potential disadvantages to online data collection. Some of these disadvantages and ways to help control for them include; (a) Representativeness of the sample – not everyone has equal access to the internet. This can be partially controlled by the assumption that most, if not all, doctoral students are required to have access to online content to successfully complete their studies. (b) Response rates - several studies show that e-mail surveys produce a significantly lower response rate than traditional mail surveys (Bachman, Elfrink & Vazzana, 1996; Couper, Blair, & Triplett, 1997; Crawford, 2001; Tse, 1998). One way to
combat lower response rates is to use multiple reminders (Granello & Wheaton). Another
is to ensure a well-crafted cover letter that fully explains the possible benefits to the
participant (Alreck & Settle). (c) Technical difficulties - computer crashes, software
differences, older vs. newer hardware and software, etc. The only way to accommodate
technical difficulties is to make the survey is as generic and understandable as possible
and to allow for the survey to be taken again in the event the participant does not
complete it on the first attempt (Alreck & Settle).

The survey instrument was hosted on Survey Monkey. Obtaining data with a
questionnaire on the Web is often superior to e-mail questions or attachments due to ease
of accessibility (Alreck & Settle, 2004). Nearly everyone who can be reached by e-mail
also has access to the web and uses a web browser, thus providing the potential for
increased response rates (Alreck & Settle). The initial e-mail (Appendix E) to potential
respondents included a link to the survey website and a cover letter (Appendix E)
explaining the purpose and importance of the survey and research. The consent form
(Appendix G) was included as a part of the survey and posted on the survey website.
Potential respondents were unable to proceed to the survey until they acknowledged
reading and understating the consent form. One follow-up e-mail message (Appendix F)
was sent one week after the initial invitation to participate.

**Instrumentation**

The survey (Appendix C) contains 18 items. Items 1 – 9 collect demographic and
miscellaneous information. Items 10 and 11 ask specific questions about leadership and
leadership development, training, and education, and are answered with a Likert-type
scale using SD for Strongly Disagree, D for Disagree, N for Neutral, A for Agree, and SA
for strongly agree. The use of Likert scaling for survey items is very popular with researchers due to the familiarity and simplicity of the format (Alreck & Settle, 2004). Some of the advantages of this type of measurement include flexibility, economy, and ease of composition (Alreck & Settle). Another major advantage of this type of scale is the ability to obtain summated values (Alreck & Settle). This will be particularly helpful in obtaining global attitudes and beliefs about the leadership training and development of the research participants. Item 12 ask the respondents to check all that apply. Item 13 is a fill-in-the-blank type response. Items 14 – 18 ask questions about what the respondents think can be done to better prepare counselor educators for leadership positions and ask for yes/no responses.

The survey instrument was developed and refined in a survey research course conducted at the University of Toledo in the Fall, 2008, semester, and during the subsequent Spring semester. As the study developed, the survey was refined on three separate occasions. The first two occasions occurred during the course of the survey research class. The survey was presented to the students in the class and feedback was obtained on each item in the survey. Items that did not make clear sense, contained potentially biased language, or were repetitive, were removed or the language changed (Alreck & Settle, 2004). The second refinement of the instrument occurred approximately one month later and consisted of re-administering the survey to the same people and checking to ensure they responded in like manner to the same items (Alreck & Settle). Any items that were not responded in a similar fashion as the original were removed from the instrument.
The third refinement of the instrument occurred in the subsequent Spring semester. Counselor education doctoral students from the University of Toledo assisted in the final preparation of the survey. They were administered the instrument and asked to provide feedback on clarity of items, potentially biased language, ease of understanding, the time it took them to complete the instrument, and appropriateness of the questions (Alreck & Settle, 2004). From initial conception to finished product the instrument was improved, changed, and updated three times. The reliability and validity of the survey instrument was checked several ways.

The most fundamental test of reliability is repeatability – the ability to get the same data values from several measurements made in the same way (Alreck & Settle, 2004). During the development and refinement of the study the survey was given to respondents several times over the course of the semester and checked to ensure the same response to items was obtained. Items that did not meet these criteria were removed or edited and rechecked. The proposed survey yielded the same distribution of data from one sample of a given size to the next thus resulting in a relatively low sampling error possibility and a high reliability over samples (Alreck & Settle).

The use of clear, unambiguous terms or providing definitions for terms can increase reliability (Berkowitz, 2004). The refinement stages of the proposed survey assessed the language of the instrument and several changes were made to provide for clearer and less ambiguous language. The explicit definition of terms, with concrete referents, can also increase the reliability of the instrument (Berkowitz). A brief list of definitions will be included as an additional document with the survey (Appendix I). This will help to limit any confusion over term definition. Another way to increase validity is
to observe whether the questions effectively elicit responses or are confusing to respondents (Alreck & Settle, 2004). This was accomplished during two separate refinement phases. Testing and refining of the survey resulted in an average time to complete the survey of 8-11 minutes.

*Research Questions Addressed and Described*

The present study examines the leadership training, education, and development of counselor education doctoral students. A survey will be used to obtain information on the leadership dimensions of counselor education programs. The following research questions will be investigated:

*General Research Question 1*- To what degree do counselor education doctoral students believe they are being prepared in the domains of leadership?

a. *Specific Research Question 1* - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of clinical counseling?

b. *Specific Research Question 2* - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of research?

c. *Specific Research Question 3* - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of teaching?

d. *Specific Research Question 4* - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of supervision?
e. Specific Research Question 5 - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of writing and publishing?

f. Specific Research Question 6 - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of professional advocacy?

g. Specific Research Question 7 - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of leading others and managing people?

h. Specific Research Question 8 - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of managing an organization?

i. Specific Research Question 9 - To what degree do counselor education doctoral students believe they are being prepared to be leaders in the domain of motivating people to accomplish a mission?

*General Research Question 2*- Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domains of leadership as listed?

    a. Specific Research Question 10 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of clinical counseling?
b. Specific Research Question 11 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of research?

c. Specific Research Question 12 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of teaching?

d. Specific Research Question 13 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of supervision?

e. Specific Research Question 14 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of writing and publishing?

f. Specific Research Question 15 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of professional advocacy?

g. Specific Research Question 16 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of leading others and managing people?

h. Specific Research Question 17 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of managing an organization?
i. Specific Research Question 18 - Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of motivating people to accomplish a mission?

General Research Question 3 - To what degree do counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed?

a. Specific Research Question 19 - To what degree do counselor education doctoral students believe they understand theories and skills of leadership?

b. Specific Research Question 20 - To what degree do counselor education doctoral students believe they understand advocacy models?

c. Specific Research Question 21 - To what degree do counselor education doctoral students believe they can identify multicultural issues as they relate to social change theories?

d. Specific Research Question 22 - To what degree do counselor education doctoral students believe they understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters?

e. Specific Research Question 23 - To what degree do counselor education doctoral students believe they understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession?

f. Specific Research Question 24 - To what degree do counselor education doctoral students believe they can demonstrate the ability to provide leadership or
contribute to leadership efforts of professional organizations and/or counseling programs?

g. Specific Research Question 25 - To what degree do counselor education doctoral students believe they can demonstrate the ability to advocate for the profession and its clientele?

General Research Question 4 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed?

a. Specific Research Question 26 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand theories and skills of leadership?

b. Specific Research Question 27 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand advocacy models?

c. Specific Research Question 28 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they can identify multicultural issues as they relate to social change theories?

d. Specific Research Question 29 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters?
e. Specific Research Question 30 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession?

f. Specific Research Question 31 - Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs?

g. Specific Research Question 32 - Is there a relationship between the number of courses completed and the degree to which do counselor education doctoral students believe they can demonstrate the ability to advocate for the profession and its clientele?

*General Research Question 5*- What do counselor education doctoral students think are important influences in their leadership development?

*General Research Question 6*- What do counselor education doctoral students think are the *most* important influences in their leadership development?

*General Research Question 7*- What do counselor education doctoral students think can be done to better prepare them for the roles of leadership?

   a. Specific Research Question 33 - To what degree do counselor education doctoral students think formal leadership classes should be a *required* part of their doctoral program?
b. Specific Research Question 34 - To what degree do counselor education doctoral students think formal leadership classes should be an elective class for those that want/need them?

c. Specific Research Question 35 - To what degree do counselor education doctoral students think attendance at leadership forums or conferences should be mandatory for graduation?

d. Specific Research Question 36 - To what degree do counselor education doctoral students think increasing leadership training and education in counselor education doctoral programs can help the profession?

e. Specific Research Question 37 - To what degree do counselor education doctoral students think that having more leadership experience and opportunities during their doctoral studies would help with their career goals as a counselor educator?

General Research Question 8- Do the sexes differ on what they think they need in terms of formal leadership training?

a. Specific Research Question 38 - Is there a difference between the sexes in their belief that formal leadership classes should be a required part of their doctoral program?

b. Specific Research Question 39 - Is there a difference between the sexes in their belief that formal leadership classes should be an elective part of their doctoral program?
c. Specific Research Question 40 - Is there a difference between the sexes in their belief that attendance at leadership forums or conferences should be mandatory for graduation?

d. Specific Research Question 41 - Is there a difference between the sexes in their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance?

e. Specific Research Question 42 - Is there a difference between the sexes in their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators?

*General Research Question 9*- Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and what they think they need in terms of formal leadership training and education?

a. Specific Research Question 43 - Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that formal leadership classes should be a required part of their doctoral program?

b. Specific Research Question 44 - Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that formal leadership classes should be an elective part of their doctoral program?

c. Specific Research Question 45 - Are there differences between doctoral students who have a master’s degree in school counseling, community counseling,
psychology, or other, and their belief that attendance at leadership forums or conferences should be mandatory for graduation?

d. Specific Research Question 46 - Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance?

e. Specific Research Question 47 - Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators?

*General Research Question 10-* Do years of clinical experience predict the student’s response to survey items 10-14?

a. Specific Research Question 48 - Do years of clinical experience predict the respondents’ belief that formal leadership classes should be a required part of their doctoral programs?

b. Specific Research Question 49 - Do years of clinical experience predict the respondents’ belief that formal leadership classes should be an elective part of their doctoral programs?

c. Specific Research Question 50 - Do years of clinical experience predict the respondents’ belief that attendance at leadership forums or conferences should be mandatory for graduation?
d. Specific Research Question 51 - Do years of clinical experience predict the respondents’ belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance?

e. Specific Research Question 52 - Do years of clinical experience predict the respondents’ belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as a counselor?

**Analysis of Survey Data**

Two general categories of statistical tools are used to analyze survey data; those used to describe individual survey items (descriptive) and those used to measure associations or relationships between two variables (survey items) (Alreck & Settle, 2004). The study addressed a needs assessment in counselor education. Careful and thoughtful analysis of data from a needs assessment survey is essential for informing program development (Berkowitz, 2004). It is important to be selective when choosing the correct statistical method for evaluating needs assessment survey data. Analysis must be chosen based on the ability to inform and answer the research questions (Berkowitz).

Descriptive statistics summarize and describe the data in a variety of useful, succinct ways. Most analysis of needs assessment survey data are descriptive (Leigh, 2004). Frequency distributions are one of the most common methods of descriptive data (Berkowitz, 2004). Descriptive data presented in frequency charts/tables and histograms will thus be used in the analysis of the proposed research.

Descriptive and inferential statistics are used to answer the various research questions. The participants’ demographic variables are reported using the mean, standard
deviation, and range of scores as appropriate. Frequency scores are reported for the participants’ number of courses of doctoral work completed. Frequency scores are also used to answer General Research Questions 1, 3, 5, 6, and 7. A series of chi-square analyses were calculated to answer the several Specific Research Questions associated with General Research Questions 2, 4, 8, 9, and 10. To avoid the danger of a committing a Type 1 error, that is, observing a difference when, in fact, there is not, the researcher employed a Bonferroni type correction technique. Specifically, the a priori level of error established for each General Research Question for this study is .05. To avoid making a Type I error, the present researcher divided the a priori alpha level by the number of chi-square analyses for each General Research Hypotheses (10) to create an adjusted alpha level of $p < 0.005$.

Statement of Limitations

The research has limitations to the generalizability of the findings. It is probable that qualified respondents were missed in the collection of names from the ACA. The ACA has five levels of membership; (a) Professional – open to individuals who have a masters degree or higher in counseling or a closely related filed; (b) Regular – open to individuals whose interests and activities are consistent with the ACA, but who are not qualified for professional membership; (c) New Professional – open to individuals who have graduated with a masters or doctorate degree within the past 12 months; (d) Student – open to individuals who are enrolled at least half-time in a college or university program; (e) Retired – open to individual who are retired from the counseling profession and have been active ACA members for the past 5 consecutive years (ACA, 2009). The survey was sent to student members only. It is possible, however, that there are -
professional members of the ACA who are also current doctoral students but did not choose to change their membership to the student level. These potential respondents were missed in the survey. It is also possible that current doctoral students who are enrolled for less than half-time, and are thus not eligible for student membership, were also missed in the survey.

The ACA database does not discriminate between student members and professional members of the organization who may both be licensed counselors. Thus, it is possible that licensed counselors who are also doctoral students may be professional members of the ACA and thus did not appear in the list of names provided to the researcher. Fully licensed counselors who happen to be doctoral students can be either student or professional members, thus increasing the likelihood of missing these potential respondents.

Another potential limitation of the study concerns the fact that counselor education doctoral students who become members of the ACA voluntarily, and were thus included in the pool of potential respondents, may be more likely to be leaders and possess at least some leadership traits or abilities, as indicated by their willingness to voluntarily join their preeminent professional organization. This may weigh the responses favorably towards a predisposition to leadership traits already possessed. In other words; the doctoral students that are chosen to participate and then reply to the survey because they are members of the ACA may possess more innate leadership qualities and abilities than those students who did not voluntarily become members of the ACA, and were thus left out of the potential pool of respondents. This may introduce some bias into the survey analysis tilted favorably towards responses one way or the other.
Informed Consent

Informed consent forms were attached to the survey on the Survey Monkey website. Respondents had to check a box stating they read and understood the informed consent before they were able to proceed with the survey. See appendix G for a copy of the consent letter.

Appendices

Appendix A contains the CACREP standards for leadership in counselor education doctoral programs. Appendix B is the list of CACREP accredited counselor education programs. Appendix C contains a copy of the online survey instrument. Appendix D contains a copy of the institutional review board approval. Appendix E contains the cover letter/e-mail request for the initial e-mail invitation. Appendix F contains the cover letter/follow up e-mail request. Appendix G contains the consent letter. Appendix H is the list of mission statements, program goals and objectives, and course listings from selected counselor education programs. Appendix I contains the definitions posted with the survey.

Summary

The present study examined the perceived leadership training, education, and development of counselor education doctoral students. The study focused on doctoral students at CACREP-accredited universities. Leadership training and development is defined as the participants self-report of leadership preparedness in the six indentified domains of leadership in counselor education, and three proposed domains of leadership in other areas of the counseling profession. A good understanding of the perceived leadership development process, as well as what students believe is going right and
wrong with leadership development, may help the counseling profession to better prepare doctoral students to become more effective leaders. This might have the added benefit of moving the profession forward and helping to establish counseling as a mental health profession on equal footing with psychology and social work. The study looks at the subject matter through the lens of a needs assessment.
Chapter IV

Results

Introduction

The purpose of this study was to examine the perceived leadership development, training, and education of counselor education doctoral students enrolled in CACREP-accredited universities and colleges. In order to achieve this purpose, the author performed the following methods; a. A descriptive analysis of demographic information and general research questions 1,3,5,6, and 7. Results of these research questions are reported using various descriptive methods as appropriate including; distribution tables, mode, median, mean, and standard deviation. b. General research questions 2,4,8,9 and 10 were statistically tested using Chi-squares. Two tables are presented for each specific research question; one listing crosstab results, the other listing chi-square results.

This chapter provides the reader with the results of the study. Specifically, this chapter describes the sample from which the data were collected and introduces and discusses the data and statistical analyses used to answer the study’s research questions.

ACA Random Sample

Two mass e-mails were sent with an embedded link to the survey to a sample of 1,237 individuals who held membership in the ACA, and were current doctoral students enrolled in CACREP-accredited counselor education programs. The initial e-mail invitation to participate was sent on September 4, 2009 to the 1,237 potential
respondents. Eleven people deleted the e-mail without responding and twenty-two people responded saying they already graduated. A total of 164 people started the survey. Of this 164, 6 did not complete the survey and 2 indicated they were not counselor education doctoral students. These 8 were thus eliminated from the response pool leaving a total of 156 completed responses.

A follow-up e-mail invitation to participate was sent on September 11, 2009 to the 1,040 potential participants who did not respond to the initial e-mail request. Of this total, 27 deleted the e-mail without responding, 25 sent a message saying they either already graduated or were no longer current students, and 74 completed the survey. There are thus a total of 238 potential useful responses to the two e-mail requests. Of these 238 completed surveys, 10 answered no to survey item 1 (Are you a doctoral student in counselor education at a CACREP-accredited school?), and were thus eliminated from the data analysis, leaving a total of 228 applicable response sets. The following section provides an overview of the sample’s relevant demographic characteristics.

*Years of Counseling Experience*

The range of years of experience as a counselor was from zero to 29 years (see figure 4). To make the years of experience category more manageable for statistical analysis, the years were converted into months. The mean number of years experience was 43.67 months. The median number of months of experience was 24. The modal number was 24 months. The standard deviation was 56.85 months. A visual review of the distribution indicted the data were skewed and not normally distributed. Consequently, the researcher transformed this variable from a continuous to a categorical variable for use in subsequent non-parametric analysis (chi-square). The levels chosen for the variable
are as follows; 0 months experience (111 total); 1-24 months experience (52 total); 25 to 60 months experience (32 total); and 61 or more months experience (33 total). The reasoning for choosing these categories is that they presented a fairly even distribution of total month’s experience.

Sex

The answers to the survey item used to determine the participants’ sex produced a positive skew. The skew (1.6878) was weighted heavily towards females (females = 173, or 75.9%; males = 55 or 24.1%).

Results of Demographic Information Items

The following section reports the demographic data used to describe the sample. The data reported in this section were collected using the survey described in Chapter 3. Survey item one asked respondents to indicate whether or not they were doctoral student in a CACREP-accredited counselor education doctoral program. A total of 238 participants responded to this item, with 228 answering yes. The 10 no responses were discarded as they did not meet the requirements of the research.

Participants were asked to indicate the number of courses they had completed in their counselor education program (see figure 1). A total of 207 students completed four or more classes. Two students, each, stated they completed 3 and 2 courses. Only 1 student reported completing 1 course. Sixteen students were in their first course or preparing to start their program. The mean number of classes completed was 3.67 (SD = 1.05). Figure 1 visually portrays the percentage of the total sample that responded to each of the categories.
In order to better understand the geographic distribution represented by the participants in this study, respondents were asked to identify in which state their university was located. These data are found on Table 1. A review of Table 1 indicates that 27 states or districts were represented by participants in this study. Seven states (Texas, Florida, Virginia, Ohio, North Carolina, Michigan, & Pennsylvania) accounted for the largest cumulative percentage (58.26%) of the participants.
Table 1

*Participants Responses to Survey Item 3*

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Responses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>30</td>
<td>13.04</td>
</tr>
<tr>
<td>Florida</td>
<td>23</td>
<td>10.00</td>
</tr>
<tr>
<td>Virginia</td>
<td>23</td>
<td>10.00</td>
</tr>
<tr>
<td>Ohio</td>
<td>20</td>
<td>8.70</td>
</tr>
<tr>
<td>North Carolina</td>
<td>17</td>
<td>7.39</td>
</tr>
<tr>
<td>Michigan</td>
<td>11</td>
<td>4.78</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>10</td>
<td>4.35</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>7</td>
<td>3.04</td>
</tr>
<tr>
<td>Louisiana</td>
<td>7</td>
<td>3.04</td>
</tr>
<tr>
<td>Idaho</td>
<td>7</td>
<td>3.04</td>
</tr>
<tr>
<td>Georgia</td>
<td>6</td>
<td>2.61</td>
</tr>
<tr>
<td>Tennessee</td>
<td>6</td>
<td>2.61</td>
</tr>
<tr>
<td>Mississippi</td>
<td>6</td>
<td>2.61</td>
</tr>
<tr>
<td>Iowa</td>
<td>5</td>
<td>2.17</td>
</tr>
<tr>
<td>Wyoming</td>
<td>5</td>
<td>2.17</td>
</tr>
<tr>
<td>Alabama</td>
<td>5</td>
<td>2.17</td>
</tr>
<tr>
<td>Missouri</td>
<td>5</td>
<td>2.17</td>
</tr>
<tr>
<td>Colorado</td>
<td>4</td>
<td>1.74</td>
</tr>
<tr>
<td>New York</td>
<td>4</td>
<td>1.74</td>
</tr>
<tr>
<td>Maryland</td>
<td>4</td>
<td>1.74</td>
</tr>
<tr>
<td>Oregon</td>
<td>4</td>
<td>1.74</td>
</tr>
<tr>
<td>Arkansas</td>
<td>4</td>
<td>1.74</td>
</tr>
<tr>
<td>South Dakota</td>
<td>4</td>
<td>1.74</td>
</tr>
<tr>
<td>South Carolina</td>
<td>4</td>
<td>1.74</td>
</tr>
<tr>
<td>Nevada</td>
<td>3</td>
<td>1.30</td>
</tr>
<tr>
<td>New Mexico</td>
<td>3</td>
<td>1.30</td>
</tr>
<tr>
<td>Illinois</td>
<td>3</td>
<td>1.30</td>
</tr>
<tr>
<td>Total Responses</td>
<td>230</td>
<td></td>
</tr>
</tbody>
</table>
The mean age of the respondents was 37.3 years (SD = 10.6). The minimum age was 24 and the maximum 71. A total of 1 student reported being in the 64-71 age category. A total of 23 students reported being in the 54-63 age category. A total of 46 students reported being in the 44-53 age category. A total of 47 students reported being in the 34-43 age category. A total of 106 students reported being in the 24-33 age category. The categorical distribution and accompanying percentage of the total sample for the variable “age” is represented in Figure 2.

![Figure 2 - Response to survey item 5]
A total of 127 students indicated that they were licensed counselors and 101 reported they were not. Figure 3 depicts the categorical distribution and accompanying percentage of the total sample’s licensure status.

Of those who reported they were licensed counselors (n = 127), 117 responded to a question asking them to provided the length of time that they had been licensed. The mean number of months licensed as a counselor was 43.67 (range = months 1 -348, SD = 56.68). The mode and the median length of time licensed were both 24 months. Figure 4 portrays the categorical distribution of the length of time licensed by these participants.
The participants were asked to provide information about the discipline in which they earned their master’s degree. The 228 responses were grouped into one of five categories: school counseling (n = 40), community counseling (n = 100), counseling psychology (n = 22), psychology (n = 7), and “other” (n = 59). Figure 5 graphically represents these distributions and indicates that the majority of respondents earned master’s degree in either school or community counseling. Those 59 students who answered “other” were asked to indicate the discipline in which they earned their degree. The participants’ responses to this inquiry are listed on Table 2.
Figure 5 – Response to survey item 8
Table 2

“Other” Masters Degree Discipline

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Responses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health counseling</td>
<td>16</td>
<td>7.01</td>
</tr>
<tr>
<td>Marriage and family counseling</td>
<td>14</td>
<td>6.14</td>
</tr>
<tr>
<td>Rehab counseling</td>
<td>5</td>
<td>2.19</td>
</tr>
<tr>
<td>College counseling</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>Counseling studies</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>Counselor education</td>
<td>3</td>
<td>1.31</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>0.87</td>
</tr>
<tr>
<td>Human resource management</td>
<td>2</td>
<td>0.87</td>
</tr>
<tr>
<td>Social work</td>
<td>2</td>
<td>0.87</td>
</tr>
<tr>
<td>Special education</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Human development</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Divinity</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Human relations</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Higher education counseling</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Art therapy</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Multicultural counseling</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Total responses</td>
<td>59</td>
<td></td>
</tr>
</tbody>
</table>

Note. The percentages represented in this Table are calculated based on the total sample and not the 59 participants whose academic discipline was “other.”
Having described the sample, the researcher now moves on to a description of the results of the study. The results section will continue, sequentially, by a restatement of the study’s research questions. A description of the method of analysis used to answer each question will follow. Finally, the researcher provides the results of the analysis for each question.

Results of Descriptive and Statistical Analysis

General Research Question 1 (Refer to tables 3 – 5) asked to what degree counselor education doctoral students believe they are being prepared in the domains of leadership. Specific research questions were written to cover each of the nine relevant domains. Respondents were given five choices from which to choose their level of agreement ranging from strongly agree to strongly disagree. An analysis of the frequency of responses was used to provide answers for Specific Research Questions 1 through 9.

Table 3

Participant’s Responses to Survey Item 10 a - d

<table>
<thead>
<tr>
<th>Responses</th>
<th>Clinical Counseling</th>
<th>Research</th>
<th>Teaching</th>
<th>Clinical Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>34.6</td>
<td>51.1</td>
<td>55.9</td>
<td>59.6</td>
</tr>
<tr>
<td>Agree</td>
<td>46.9</td>
<td>35.8</td>
<td>34.9</td>
<td>34.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>7.5</td>
<td>8.7</td>
<td>6.6</td>
<td>3.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>9.2</td>
<td>3.1</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1.8</td>
<td>1.3</td>
<td>1.3</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Note. Responses reported as a percentage of the total
Specific Research Question 1 (Refer to Table 3) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of clinical counseling. A total of 81.6% (n=187) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 7.4% (n=17) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 10.9% (n=25) of the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they are receiving training which they believe will prepare them to be leaders in the domain of clinical counseling.

Specific Research Question 2 (Refer to Table 3) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of research. A total of 86.9% (n=200) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 8.7% (n=20) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 4.4% (n=10) of the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they are receiving training which they believe will prepare them to be leaders in the domain of research.

Specific Research Question 3 (Refer to Table 3) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of teaching. A total of 90.8% (n=209) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 6.6% (n=15) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 2.6% (n=6) of
the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they are receiving training which they believe will prepare them to be leaders in the domain of teaching.

Specific Research Question 4 (Refer to Table 3) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of clinical supervision. A total of 94.0% (n=215) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 3.0% (n=7) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 3.0% (n=7) of the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they are receiving training which they believe will prepare them to be leaders in the domain of clinical supervision.

Table 4

<table>
<thead>
<tr>
<th>Domains of leadership</th>
<th>Writing and Publishing</th>
<th>Professional Advocacy</th>
<th>Leading Others</th>
<th>Leading an Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>42.1</td>
<td>31.7</td>
<td>24.7</td>
<td>16.6</td>
</tr>
<tr>
<td>Agree</td>
<td>41.3</td>
<td>40.6</td>
<td>34.8</td>
<td>32.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>8.7</td>
<td>17.9</td>
<td>21.9</td>
<td>24.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>5.7</td>
<td>8.3</td>
<td>14.1</td>
<td>19.3</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2.3</td>
<td>1.3</td>
<td>4.3</td>
<td>7.1</td>
</tr>
</tbody>
</table>

Note. Responses reported as a percentage of the total

Specific Research Question 5 (Refer to Table 4) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of
writing and publishing. A total of 83.4% (n=191) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 8.7% (n=20) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 7.8% (n=18) of the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they are receiving training which they believe will prepare them to be leaders in the domain of writing and publishing.

Specific Research Question 6 (Refer to Table 4) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of professional advocacy. A total of 72.3% (n=165) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 17.9% (n=41) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 9.6% (n=22) of the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they are receiving training which they believe will prepare them to be leaders in the domain of professional advocacy.

Specific Research Question 7 (Refer to Table 4) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of leading others and managing people. Of those responding to this item, 59.5% (n=136) indicated they either agreed or strongly agreed with this statement. A total of 21.9% (n=50) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 18.4% (n=42) of the respondents indicated they either disagreed or strongly disagreed with this statement.
Specific Research Question 8 (Refer to Table 4) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of managing an organization. A total of 48.9% (n=111) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 24.7% (n=56) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 26.4% (n=60) of the respondents indicated they either disagreed or strongly disagreed with this statement.

Table 5

*Participant’s Responses to Survey Item 10 i*

<table>
<thead>
<tr>
<th>Domains of leadership</th>
<th>Motivating Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>22.6</td>
</tr>
<tr>
<td>Agree</td>
<td>36.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>23.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>13.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4.9</td>
</tr>
</tbody>
</table>

*Note.* Responses reported as a percentage of the total

Specific Research Question 9 (Refer to Table 5) asked to what degree counselor education doctoral students believe they are being prepared to be leaders in the domain of motivating people to accomplish a mission. A total of 58.9% (n=132) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 23.2% (n=52) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 17.9% (n=40) of the respondents indicated they either disagreed or strongly disagreed with this statement.

General Research Question 2 (Refer to tables 6–23) asked about relationships between the number of courses completed and the perceived leadership ability in each of
the nine relevant domains (clinical counseling, research, teaching, clinical supervision, writing and publishing, professional advocacy, leading others, leading an organization, and motivating others). Respondents were given five choices from which to choose their level of agreement ranging from strongly agree to strongly disagree. A chi-square analysis was used to provide answers for Specific Research Questions 10 through 19. The investigator presents two tables for each specific research question; one containing crosstab results, and one containing chi-square results.

Specific Research Question 10 (Refer to tables 6 and 7) asked if there is a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of clinical counseling. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in clinical counseling” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 10.

Table 6

<table>
<thead>
<tr>
<th>Perceived leadership in clinical counseling</th>
<th>Number of Courses Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Less than 4</td>
<td>0</td>
</tr>
<tr>
<td>4 or more</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 7

*Specific Research Question 10 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.882a</td>
<td>4</td>
<td>.578</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.898</td>
<td>4</td>
<td>.575</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.406</td>
<td>1</td>
<td>.524</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 4 cells (40%) have expected count less than 5. The minimum expected count is .39.

The results ($\chi^2 = 2.88$, df = 1,4, $p = .58$) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of clinical counseling.

Specific Research Question 11 (Refer to tables 8 and 9) asked if there is a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of research. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in research” was a categorical variable with five response levels. A 2 X 5 chi-square analysis was conducted to answer Specific Research Question 11.
Table 8

Distribution of Agreement with Leadership in Research Across Number of Courses Completed

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>4 or more</td>
<td>3</td>
<td>7</td>
<td>19</td>
<td>73</td>
<td>104</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>7</td>
<td>20</td>
<td>82</td>
<td>116</td>
<td>228</td>
</tr>
</tbody>
</table>

Table 9

Specific Research Question 11 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>1.794a</td>
<td>4</td>
<td>.774</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.843</td>
<td>4</td>
<td>.584</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.066</td>
<td>1</td>
<td>.302</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 4 cells (40%) have expected count less than 5. The minimum expected count is .29.

The results ($\chi^2 = 1.79, \text{df} = 1.4, p = .77$) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of research.

Specific Research Question 12 (Refer to tables 10 and 11) asked if there is a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of teaching. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in teaching” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 12.
Table 10

*Distribution of Agreement with Leadership in Teaching Across Number of Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>4 or more</td>
<td>2</td>
<td>3</td>
<td>15</td>
<td>72</td>
<td>114</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>3</td>
<td>15</td>
<td>79</td>
<td>128</td>
<td>228</td>
</tr>
</tbody>
</table>

Table 11

*Specific Research Question 12 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>4.153^a</td>
<td>4</td>
<td>.386</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>5.209</td>
<td>4</td>
<td>.267</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.195</td>
<td>1</td>
<td>.659</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. a. 4 cells (40%) have expected count less than 5. The minimum expected count is .29.*

The results ($\chi^2 = 4.15$, df = 1, 4, $p = .39$) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of teaching.

Specific Research Question 13 (Refer to tables 12 and 13) asked if there is a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of supervision. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in supervision” was a categorical variable with five response levels.
Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 13.

Table 12

*Distribution of Agreement with Leadership in Supervision Across Number of Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>4 or more</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>70</td>
<td>122</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>77</td>
<td>137</td>
<td>228</td>
</tr>
</tbody>
</table>

Table 13

*Specific Research Question 13 Results - Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>1.927a</td>
<td>5</td>
<td>.859</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.357</td>
<td>5</td>
<td>.645</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.592</td>
<td>1</td>
<td>.207</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .10.

The results ($\chi^2 = 1.93$, df = 1, 5, $p = .86$) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of supervision.

Specific Research Question 14 (Refer to tables 14 and 15) asked if there is a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of writing and publishing.
The variable “number of courses” was grouped dichotomously (less than 4, 4 or more).

The variable “leadership in writing and publishing” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 14.

Table 14

Distribution of Agreement with Leadership in Writing Across Number of Courses Completed

<table>
<thead>
<tr>
<th>Perceived leadership in writing</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses Completed</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
</tr>
<tr>
<td>Less than 4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>4 or more</td>
<td>5</td>
<td>13</td>
<td>20</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>13</td>
<td>21</td>
<td>94</td>
</tr>
</tbody>
</table>

Table 15

Specific Research Question 14 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.036a</td>
<td>5</td>
<td>.694</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.934</td>
<td>5</td>
<td>.424</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>2.573</td>
<td>1</td>
<td>.109</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 6 cells (50%) have expected count less than 5. The minimum expected count is 10.

The results ($\chi^2 = 3.04, df = 1,5, p = .69$) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of writing.
Specific Research Question 15 (Refer to tables 16 and 17) asked if there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of professional advocacy. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in professional advocacy” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 15.

Table 16

_Distribution of Agreement with Leadership in Professional Advocacy Across Number Of Courses Completed_

<table>
<thead>
<tr>
<th>Perceived leadership in professional advocacy</th>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 4</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>4 or more</td>
<td>3</td>
<td>17</td>
<td>35</td>
<td>83</td>
<td>68</td>
<td>206</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3</td>
<td>18</td>
<td>41</td>
<td>92</td>
<td>74</td>
<td>228</td>
</tr>
</tbody>
</table>

Table 17

_Specific Research Question 15 Results- Chi-Square_

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>6.176a</td>
<td>5</td>
<td>.289</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.808</td>
<td>5</td>
<td>.440</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.123</td>
<td>1</td>
<td>.289</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 6 cells (50%) have expected count less than 5. The minimum expected count is .19.
The results ($\chi^2 = 6.18$, df = 1,5, $p = .29$) indicate there is no difference between
the number of courses completed and the perceived leadership ability of counselor
education doctoral students in the domain of professional advocacy.

Specific Research Question 16 (Refer to tables 18 and 19) asked if there a
relationship between the number of courses completed and the perceived leadership
ability of counselor education doctoral students in the domain of leading others and
managing people. The variable “number of courses” was grouped dichotomously (less
than 4, 4 or more). The variable “leadership in leading others and managing people” was
a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis
was conducted to answer Specific Research Question 16.

Table 18

_Distribution of Agreement with Leadership in Leading Others Across Number of
Courses Completed_

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>4 or more</td>
<td>12</td>
<td>32</td>
<td>46</td>
<td>67</td>
<td>49</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>35</td>
<td>50</td>
<td>78</td>
<td>53</td>
<td>228</td>
</tr>
</tbody>
</table>

Table 19

_Specific Research Question 16 Results- Chi-Square_

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.468a</td>
<td>5</td>
<td>.628</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.484</td>
<td>5</td>
<td>.482</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.363</td>
<td>1</td>
<td>.547</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .19.
The results ($\chi^2 = 3.47$, df = 1, $p = .63$) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of leading others and managing people.

Specific Research Question 17 (Refer to tables 20 and 21) asked if there is a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of leading and managing an organization. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in managing an organization” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 17.

Table 20

*Distribution of Agreement with Leadership in Leading an Organization Across Number Of Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>4 or more</td>
<td>17</td>
<td>42</td>
<td>49</td>
<td>63</td>
<td>35</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>45</td>
<td>56</td>
<td>72</td>
<td>38</td>
<td>228</td>
</tr>
</tbody>
</table>
Table 21

Specific Research Question 17 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.837(^a)</td>
<td>5</td>
<td>.573</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>5.613</td>
<td>5</td>
<td>.346</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.172</td>
<td>1</td>
<td>.279</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. \(a\) 5 cells (41.7\%) have expected count less than 5. The minimum expected count is .29.

The results \((\chi^2 = 3.84, \text{df} = 1.5, p = .57)\) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of leading and managing an organization.

Specific Research Question 18 (Refer to tables 22 and 23) asked if there is a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of motivating people to accomplish a mission. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in motivating people” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 17.

Table 22

Distribution of Agreement with Leadership in Motivating People Across Number Of Courses Completed

<table>
<thead>
<tr>
<th>Perceived leadership in motivating people</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Courses Completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 4</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>4 or more</td>
<td>12</td>
<td>29</td>
<td>46</td>
<td>73</td>
<td>46</td>
<td>206</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>32</td>
<td>52</td>
<td>81</td>
<td>51</td>
<td>228</td>
</tr>
</tbody>
</table>
Table 23

Specific Research Question 18 Results - Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.120</td>
<td>5</td>
<td>.832</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.738</td>
<td>5</td>
<td>.588</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.493</td>
<td>1</td>
<td>.483</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .29.

The results ($\chi^2 = 2.12$, df = 1,5, $p = .83$) indicate there is no difference between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domain of motivating people.

General Research Question 3 (refer to tables 24 and 25) asked to what degree counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed. Specific research questions were written to cover each of the seven relevant domains. Respondents were given five choices from which to indicate their level of agreement ranging from strongly agree to strongly disagree. An analysis of the frequency of responses was used to provide answers for Specific Research Questions 19 through 25.
Specific Research Question 19 (Refer to Table 24) asked to what degree counselor education doctoral students believe they understand theories and skills of leadership. A total of 71.1% (n=162) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 12.3% (n=28) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 16.7% (n=38) of the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they understand theories and skills of leadership.

Specific Research Question 20 (Refer to Table 24) asked to what degree counselor education doctoral students believe they understand advocacy models. A total of 56.4% (n=128) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 19.9% (n=45) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 23.7% (n=54) of the respondents indicated they either disagreed or strongly disagreed with this statement.
Specific Research Question 21 (Refer to Table 24) asked to what degree counselor education doctoral students believe they can identify multicultural issues as they relate to social change theories. A total of 87.7% (n=200) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 5.3% (n=12) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 7% (n=16) of the respondents indicated they either disagreed or strongly disagreed with this statement.

Specific Research Question 22 (Refer to Table 24) asked to what degree counselor education doctoral students believe they understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters. A total of 50.4% (n=115) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 27.2% (n=62) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 22.4% (n=51) of the respondents indicated they either disagreed or strongly disagreed with this statement.
Table 25

*Participant’s Agreement Regarding CACREP Leadership Training and Education - II*

<table>
<thead>
<tr>
<th>CACREP standards</th>
<th>Responses</th>
<th>I Understand Current Topical and Political Issues in Counseling</th>
<th>I believe I can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.</th>
<th>I believe I can demonstrate the ability to advocate for the profession and its clientele.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>30.7</td>
<td>45.6</td>
<td>49.3</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>50.0</td>
<td>46.5</td>
<td>45.0</td>
</tr>
<tr>
<td></td>
<td>Neutral</td>
<td>13.2</td>
<td>6.1</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>5.2</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>0.9</td>
<td>0.8</td>
<td>0.4</td>
</tr>
</tbody>
</table>

*Note.* Responses reported as a percentage of the total

Specific Research Question 23 (Refer to Table 25) asked to what degree counselor education doctoral students believe they understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. A total of 80.7% (n=184) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 13.2% (n=30) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 6.1% (n=14) of the respondents indicated they either disagreed or strongly disagreed with this statement.

Specific Research Question 24 (Refer to Table 25) asked to what degree counselor education doctoral students believe they can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs. A total of 92.1% (n=210) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 6.1% (n=14) of the respondents
indicated they neither agreed nor disagreed (neutral) with this statement. A total of 1.8% (n=4) of the respondents indicated they either disagreed or strongly disagreed with this statement. The results demonstrate that the majority of those responding to the survey and completing this item agreed they believe they can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

Specific Research Question 25(Refer to Table 25) asked to what degree counselor education doctoral students believe they can demonstrate the ability to advocate for the profession and its clientele. A total of 94.3% (n=215) of the respondents indicated they either agreed or strongly agreed with this statement. A total of 4.4% (n=10) of the respondents indicated they neither agreed nor disagreed (neutral) with this statement. A total of 1.3% (n=3) of the respondents indicated they either disagreed or strongly disagreed with this statement. The majority of respondents indicated they agreed or strongly agreed they can demonstrate the ability to advocate for the profession and its clientele.

General Research Question 4 (Refer to tables 26 – 39) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed. Respondents were given five choices from which to choose their level of agreement ranging from strongly agree to strongly disagree. A chi-square analysis was used to provide answers for Specific Research Questions 26 through 32. The investigator presents two tables for each specific research question; one containing crosstab results, and one containing chi-square results.
Specific Research Question 26 (Refer to tables 26 and 27) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand theories and skills of leadership. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “leadership in clinical counseling” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 26.

Table 26

*Participant’s Agreement Regarding Theories and Skills of Leadership Across Number of Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Theories and Skills of Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Less than 4</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>4 or more</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
</tbody>
</table>
Table 27

**Specific Research Question 26 Results- Chi-Square**

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>8.755a</td>
<td>4</td>
<td>.068</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>10.630</td>
<td>4</td>
<td>.031</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.191</td>
<td>1</td>
<td>.662</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 5 cells (50%) have expected count less than 5. The minimum expected count is .48.

The results ($\chi^2 = 8.75$, df = 1,4, $p = .07$) indicate there is no difference between the number of courses completed and the degree to which counselor education doctoral students believe they understand theories and skills of leadership.

Specific Research Question 27(Refer to tables 28 and 29) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand advocacy models. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “advocacy models” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 27.
Table 28

*Participant’s Agreement Regarding Advocacy Models Across Number of Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>Count</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>.6</td>
<td>4.6</td>
<td>4.2</td>
<td>9.2</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.6</td>
<td>.6</td>
<td>1.8</td>
<td>-.7</td>
<td>-.1</td>
</tr>
<tr>
<td>4 or more</td>
<td>Count</td>
<td>5</td>
<td>43</td>
<td>37</td>
<td>89</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>5.4</td>
<td>43.9</td>
<td>40.8</td>
<td>86.8</td>
<td>29.1</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.2</td>
<td>.4</td>
<td>-.1</td>
<td>-.6</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>6</td>
<td>49</td>
<td>45</td>
<td>96</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>6.0</td>
<td>49.0</td>
<td>45.0</td>
<td>96.0</td>
<td>32.0</td>
</tr>
</tbody>
</table>

Table 29

*Specific Research Question 27 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>8.766a</td>
<td>5</td>
<td>.119</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>11.407</td>
<td>5</td>
<td>.044</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>3.739</td>
<td>1</td>
<td>.053</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 6 cells (50%) have expected count less than 5. The minimum expected count is .29.

The results indicate ($\chi^2 = 8.77$, df = 1,5, $p = .12$) there is no difference between the number of courses completed and the degree to which counselor education doctoral students believe they understand advocacy models.
Specific Research Question 28 (Refer to tables 30 and 31) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they can identify multicultural issues as they relate to social change theories. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “multicultural issues” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 28.

Table 30

*Participant’s Agreement Regarding Multicultural Issues Across Number of Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>Count</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>.2</td>
<td>1.4</td>
<td>1.2</td>
<td>8.7</td>
<td>10.5</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-.3</td>
<td>-1.2</td>
<td>2.6</td>
<td>1.8</td>
<td>-2.0</td>
</tr>
<tr>
<td>4 or more</td>
<td>Count</td>
<td>2</td>
<td>15</td>
<td>8</td>
<td>76</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>1.8</td>
<td>13.6</td>
<td>10.8</td>
<td>81.3</td>
<td>98.5</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.1</td>
<td>.4</td>
<td>-.9</td>
<td>-.6</td>
<td>.7</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>1</td>
<td>16</td>
<td>12</td>
<td>90</td>
<td>109</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>1</td>
<td>16</td>
<td>12</td>
<td>90</td>
<td>109</td>
</tr>
</tbody>
</table>
Table 31

Specific Research Question 28 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>17.608</td>
<td>5</td>
<td>.003</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>17.322</td>
<td>5</td>
<td>.004</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>2.012</td>
<td>1</td>
<td>.156</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 6 cells (50%) have expected count less than 5. The minimum expected count is .10.

The results ($\chi^2 = 17.608, \text{df} = 1.5, p = .003$) indicate there is a statistically significant difference between the number of courses completed and the degree to which counselor education doctoral students believe they can identify multicultural issues as they relate to social change theories. Among students with less than four completed courses, there were more than expected who choose neutral and fewer than expected who said strongly disagree.

Specific Research Question 29 (Refer to tables 32 and 33) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “responding to crises and disasters” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 29.
Table 32

Participant's Agreement Regarding Responding to Crises and Disasters Across Number of Courses Completed

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Expected Count</td>
<td>.8</td>
<td>4.1</td>
<td>6.1</td>
<td>7.5</td>
<td>3.6</td>
<td>22.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.3</td>
<td>2.0</td>
<td>.4</td>
<td>-.6</td>
<td>-1.9</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>7</td>
<td>34</td>
<td>56</td>
<td>72</td>
<td>37</td>
<td>206</td>
</tr>
<tr>
<td>Expected Count</td>
<td>7.2</td>
<td>37.9</td>
<td>56.9</td>
<td>70.5</td>
<td>33.4</td>
<td>206.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.0</td>
<td>-.6</td>
<td>-.1</td>
<td>.2</td>
<td>.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>42</td>
<td>63</td>
<td>78</td>
<td>37</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>8.0</td>
<td>42.0</td>
<td>63.0</td>
<td>78.0</td>
<td>37.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 33

Specific Research Question 29 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>8.779a</td>
<td>4</td>
<td>.067</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>11.503</td>
<td>4</td>
<td>.021</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>7.468</td>
<td>1</td>
<td>.006</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 3 cells (30%) have expected count less than 5. The minimum expected count is .77.

The results ($\chi^2 = 8.78$, df = 1, $p = .07$) indicate there no differences between the number of courses completed and the degree to which counselor education doctoral students believe they understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters.
Specific Research Question 30 (Refer to tables 34 and 35) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession? The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “political issues” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 30.

Table 34

<table>
<thead>
<tr>
<th>Participant’s Agreement Regarding Political Issues Across Courses Completed</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Number of Courses Completed</td>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 4</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Expected Count</td>
<td>.2</td>
<td>1.1</td>
<td>2.8</td>
<td>11.1</td>
<td>6.8</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.4</td>
<td>.8</td>
<td>.1</td>
<td>.9</td>
<td>-1.4</td>
</tr>
<tr>
<td>4 or more</td>
<td>2</td>
<td>10</td>
<td>26</td>
<td>101</td>
<td>67</td>
</tr>
<tr>
<td>Expected Count</td>
<td>1.8</td>
<td>10.9</td>
<td>26.2</td>
<td>103.9</td>
<td>63.2</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.1</td>
<td>-.3</td>
<td>.0</td>
<td>-.3</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>12</td>
<td>29</td>
<td>115</td>
<td>70</td>
</tr>
<tr>
<td>Expected Count</td>
<td>2.0</td>
<td>12.0</td>
<td>29.0</td>
<td>115.0</td>
<td>70.0</td>
</tr>
</tbody>
</table>
Table 35

Specific Research Question 30 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>4.058a</td>
<td>4</td>
<td>.398</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.632</td>
<td>4</td>
<td>.327</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.779</td>
<td>1</td>
<td>.182</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 4 cells (40%) have expected count less than 5. The minimum expected count is .19.

The results ($\chi^2 = 4.06, df = 1, 4, p = .39$) indicate there are no differences between the number of courses completed and the degree to which counselor education doctoral students believe they understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

Specific Research Question 31 (Refer to tables 36 and 37) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “professional organizations” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 31.
Table 36

*Participant’s Agreement Regarding Professional Organizations Across Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>Count</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Expected Count</td>
<td>.2</td>
<td>.2</td>
<td>1.4</td>
<td>10.3</td>
<td>9.9</td>
<td>22.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.4</td>
<td>1.8</td>
<td>-.3</td>
<td>1.8</td>
<td>-1.9</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td>91</td>
<td>99</td>
<td>206</td>
</tr>
<tr>
<td>Expected Count</td>
<td>1.8</td>
<td>1.8</td>
<td>12.6</td>
<td>96.7</td>
<td>93.1</td>
<td>206.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.1</td>
<td>-.6</td>
<td>.1</td>
<td>-.6</td>
<td>.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td>107</td>
<td>103</td>
</tr>
<tr>
<td>Expected Count</td>
<td>2.0</td>
<td>2.0</td>
<td>14.0</td>
<td>107.0</td>
<td>103.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 37

*Specific Research Question 31 Results - Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>11.430</td>
<td>4</td>
<td>.022</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>10.597</td>
<td>4</td>
<td>.031</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>4.432</td>
<td>1</td>
<td>.037</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 5 cells (50%) have expected count less than 5. The minimum expected count is .48.

The results ($\chi^2 = 11.43$, df = 1,4, $p = .022$) indicate there is a statistically significant difference between the number of courses completed and the degree to which counselor education doctoral students believe they can demonstrate the ability to provide
leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

Specific Research Question 32 (Refer to tables 38 and 39) asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they can demonstrate the ability to advocate for the profession and its clientele. The variable “number of courses” was grouped dichotomously (less than 4, 4 or more). The variable “advocate for the profession” was a categorical variable with five response levels. Therefore, a 2 X 5 chi-square analysis was conducted to answer Specific Research Question 32.

Table 38

*Participant’s Agreement Regarding Advocate for the Profession Across Courses Completed*

<table>
<thead>
<tr>
<th>Number of Courses Completed</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 4</td>
<td>Count</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>.2</td>
<td>.2</td>
<td>1.0</td>
<td>9.8</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-.3</td>
<td>-.4</td>
<td>-1.0</td>
<td>2.3</td>
<td>-1.8</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>85</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>1.8</td>
<td>1.8</td>
<td>9.0</td>
<td>92.2</td>
<td>101.2</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.1</td>
<td>.1</td>
<td>.3</td>
<td>-.7</td>
<td>.6</td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>102</td>
<td>112</td>
</tr>
<tr>
<td>4 or more</td>
<td>Expected Count</td>
<td>1.0</td>
<td>3.0</td>
<td>10.0</td>
<td>102.0</td>
<td>112.0</td>
</tr>
<tr>
<td>Total</td>
<td>Expected Count</td>
<td>1.0</td>
<td>3.0</td>
<td>10.0</td>
<td>102.0</td>
<td>112.0</td>
</tr>
</tbody>
</table>
Table 39

Specific Research Question 32 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>10.710*</td>
<td>5</td>
<td>.057</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>11.912</td>
<td>5</td>
<td>.036</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.375</td>
<td>1</td>
<td>.241</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .10.

The results ($\chi^2 = 10.71$, df = 1,5, $p = .057$) indicate no difference between the number of courses completed and the degree to which do counselor education doctoral students believe they can demonstrate the ability to advocate for the profession and its clientele.

General Research Question 5 (Refer to figure 6) asked what counselor education doctoral students think are important influences in their leadership development. Participants were provided with 14 options from which to indicate their views in response to this question. Figure 6 provides the reader with these response options as well as the percentage of the sample that endorse each of these options.
The results indicate that those responding to this survey item listed the following as influencing their leadership development as a counselor (labeled according to the items place in the survey): (a) observational learning, (b) mentorship, (c) attending conferences, (f) clinical supervision, (g) teaching undergraduate courses, (i) prior leadership experience, and (m) being a member of a counseling organization. Those seven items were selected in at least 50% of the overall responses.

General Research Question 6 (Refer to figure 8) asked what counselor education doctoral students think are the most important influences in their leadership development. These data were analyzed using a frequency count of the same response options.
presented on Figure 7. The four most frequently endorsed responses with the accompanying percentage of responses are listed on Figure 7.

![Graph showing responses to survey item 13](image)

**Figure 7 – Response to survey item 13**

The results indicate that observational learning (84 times), teaching (81 times), prior leadership experience (81 times), and mentorship (80 times), were the most frequently chosen top three responses to survey item 13.

General Research Question 7 asked what counselor education doctoral students think can be done to better prepare them for the roles of leadership. Five specific research questions (33 – 37) were written to address this question. Each of these questions was followed by the dichotomous response choice “yes” or “no”. These questions were answered by a frequency count of the reported data.
Specific Research Question 33 asked to what degree counselor education doctoral students think formal leadership classes should be a required part of their doctoral program. A total of 227 students responded to this item. Of these, 109 (48%) people said yes and 118 (52%) said no. The results indicate that a majority of the respondents completing this item said they did not think formal leadership classes should be a required part of the doctoral program.

Specific Research Question 34 asked to what degree counselor education doctoral students think formal leadership classes should be an elective class for those that want/need them. A total of 227 students completed this item. Of this total, 162 (71.4%) indicated yes, and 65 indicated no (28.6%). The results of the survey indicate the majority of those responding to this item thought that formal leadership classes should be an elective class for those that want/need them.

Specific Research Question 35 asked to what degree counselor education doctoral students think attendance at leadership forums or conferences should be mandatory for graduation. A total of 228 students responded to this item. Of these, 137 (60.1%) indicated no and 91 (39.9%) said yes. The results indicate the majority of those responding to this item thought attendance at leadership forums or conferences should not be mandatory for graduation.

Specific Research Question 36 asked to what degree counselor education doctoral students think increasing leadership training and education in counselor education doctoral programs can help the profession. A total of 227 students responded to this survey item and 1 student skipped it. Of the 227 responses, 207 (91.2%) indicated yes and 20 (8.8%) indicated no. The results indicate the large majority of those responding to
this item thought increasing leadership training and education in their doctoral programs can help the profession of counseling advance.

Specific Research Question 37 asked to what degree counselor education doctoral students think that having more leadership experience and opportunities during their doctoral studies would help with their career goals as a counselor educator. A total of 227 students responded to this survey item. Of the 227 responses, 188 (82.8%) indicated yes and 39 (17.2%) indicated no. The results indicate the majority of those responding to this item thought having more leadership experience and opportunities would help them with their career goals as counselor educators.

General Research Question 8 (refer to tables 40 – 49) asked if the sexes differ on what they think they need in terms of formal leadership training. Respondents were asked to provide a yes or no response for five questions (Specific Research Question 38 – 42). A chi-square analysis was used to provide answers for Specific Research Questions 38 through 42. The investigator presents two tables for each specific research question; one containing crosstab results, and one containing chi-square results.

Specific Research Question 38 (Refer to tables 40 and 41) asked if there is a difference between the sexes in their belief that formal leadership classes should be a required part of their doctoral program. The variable “sex” was grouped dichotomously (female, male). The variable “formal leadership classes - required” was a dichotomous variable with two response levels. Therefore, a 2 X 2 chi-square analysis was conducted to answer Specific Research Question 38.
Table 40

*Participant’s Agreement Regarding Formal Leadership Classes Required Across Sex*

<table>
<thead>
<tr>
<th>Sex</th>
<th>Count</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>89.5</td>
<td>83.5</td>
<td>173.0</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-.2</td>
<td>.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>88</td>
<td>85</td>
<td>173</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>28.5</td>
<td>26.5</td>
<td>55.0</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.3</td>
<td>-.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>30</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>118</td>
<td>110</td>
<td>228</td>
</tr>
</tbody>
</table>

Table 41

*Specific Research Question 38 Results – Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-Sided)</th>
<th>Exact Sig. (1-Sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.226</td>
<td>1</td>
<td>.634</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction</td>
<td>.103</td>
<td>1</td>
<td>.748</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.226</td>
<td>1</td>
<td>.634</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishers’ Exact Test</td>
<td></td>
<td></td>
<td></td>
<td>.646</td>
<td>.375</td>
</tr>
<tr>
<td>Linear-by Linear Association</td>
<td>.225</td>
<td>1</td>
<td>.635</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes. a. Computed only for a 2x2 table. b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 26.54.

The results ($\chi^2 = .226, \text{df} = 1, p = .63$) indicate there is no difference between the sexes in their belief that formal leadership classes should be a required part of their doctoral program.

Specific Research Question 39 (refer to tables 42 and 43) asked if there is a difference between the sexes in their belief that formal leadership classes should be an
elective part of their doctoral program. The variable “sex” was grouped dichotomously (female, male). The variable “formal leadership classes – elective” was a dichotomous variable with two response levels. Therefore, a 2 X 2 chi-square analysis was conducted to answer Specific Research Question 39.

Table 42

*Participant’s Agreement Regarding Formal Leadership Classes Elective Across Sex*

<table>
<thead>
<tr>
<th>Sex</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>49</td>
<td>124</td>
<td>173</td>
</tr>
<tr>
<td></td>
<td>49.3</td>
<td>123.7</td>
<td>173.0</td>
</tr>
<tr>
<td></td>
<td>.0</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>39</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>15.7</td>
<td>39.3</td>
<td>55.0</td>
</tr>
<tr>
<td></td>
<td>.1</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>163</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>65.0</td>
<td>163.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 43

*Specific Research Question 39 Results – Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-Sided)</th>
<th>Exact Sig. (1-Sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.012</td>
<td>1</td>
<td>.913</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction a</td>
<td>.000</td>
<td>1</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.012</td>
<td>1</td>
<td>.913</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishers’ Exact Test</td>
<td></td>
<td></td>
<td></td>
<td>1.000</td>
<td>.519</td>
</tr>
<tr>
<td>Linear-by Linear Association</td>
<td>.012</td>
<td>1</td>
<td>.913</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Notes.* a. Computed only for a 2x2 table. b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.68.
The results \( (\chi^2 = .012, \text{df} = 1, p = .91) \) indicate there is no difference between the sexes in their belief that formal leadership classes should be an elective part of their doctoral program.

Specific Research Question 40 (Refer to tables 44 and 45) asked if there is a difference between the sexes in their belief that attendance at leadership forums or conferences should be mandatory for graduation. The variable “sex” was grouped dichotomously (female, male). The variable “attendance at leadership conferences” was a dichotomous variable with two response levels. Therefore, a 2 X 2 chi-square analysis was conducted to answer Specific Research Question 40.

Table 44

*Participant’s Agreement Regarding Attendance at Leadership Conferences Across Sex*

<table>
<thead>
<tr>
<th>Sex</th>
<th>Do you think attendance at leadership conferences should be mandatory?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Yes</td>
<td>Total</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>97</td>
<td>76</td>
<td>173</td>
</tr>
<tr>
<td>Expected Count</td>
<td>104.0</td>
<td>69.0</td>
<td>173.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.7</td>
<td>.8</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>40</td>
<td>15</td>
<td>55</td>
</tr>
<tr>
<td>Expected Count</td>
<td>33.0</td>
<td>22.0</td>
<td>55.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>1.2</td>
<td>-1.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>137</td>
<td>91</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>137.0</td>
<td>91.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>
Table 45

Specific Research Question 40 Results – Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-Sided)</th>
<th>Exact Sig. (1-Sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>4.829</td>
<td>1</td>
<td>.028</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction a</td>
<td>4.159</td>
<td>1</td>
<td>.041</td>
<td>.039</td>
<td>.019</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>5.002</td>
<td>1</td>
<td>.025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishers’ Exact Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linear-by Linear Association</td>
<td>4.807</td>
<td>1</td>
<td>.028</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes. a. Computed only for a 2x2 table. b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.95.

The results ($\chi^2 = 4.83, df = 1, p = .028$) indicate there is statistically significant difference between the between the sexes in their belief that attendance at leadership forums or conferences should be mandatory for graduation, with males indicating yes more frequently, and females reporting no more frequently than might be expected.

Specific Research Question 41 (Refer to tables 46 and 47) asked if there is a difference between the sexes in their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. The variable “sex” was grouped dichotomously (female, male). The variable “increasing leadership training to advance the profession” was a dichotomous variable with two response levels. Therefore, a 2 X 2 chi-square analysis was conducted to answer Specific Research Question 41.
Table 46

*Participant’s Agreement Regarding Increasing Leadership Training to Advance the Profession Across Sex*

<table>
<thead>
<tr>
<th>Sex</th>
<th>Count</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>162</td>
<td>173</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15.2</td>
<td>157.8</td>
<td>173.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-1.1</td>
<td>.3</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>46</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.8</td>
<td>50.2</td>
<td>55.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.9</td>
<td>-.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>208</td>
<td>228</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>20.0</td>
<td>208.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 47

*Specific Research Question 41 Results – Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-Sided)</th>
<th>Exact Sig. (1-Sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>5.220</td>
<td>1</td>
<td>.022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction a</td>
<td>4.045</td>
<td>1</td>
<td>.044</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.611</td>
<td>1</td>
<td>.032</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishers’ Exact Test</td>
<td></td>
<td></td>
<td></td>
<td>.030</td>
<td>.027</td>
</tr>
<tr>
<td>Linear-by Linear Association</td>
<td>5.198</td>
<td>1</td>
<td>.023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Notes.* a. Computed only for a 2x2 table. b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 4.82.

The results ($\chi^2 = 5.22$, df = 1, $p = .022$) indicate there is statistically significant difference between the sexes in their belief that increasing leadership training and
education in counselor education doctoral programs can help the profession of counseling advance. Males said no more frequently than might be expected.

Specific Research Question 42 (Refer to tables 48 and 49) asked if there is a difference between the sexes in their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators. The variable “sex” was grouped dichotomously (female, male). The variable “more leadership experience” was a dichotomous variable with two response levels. Therefore, a 2 X 2 chi-square analysis was conducted to answer Specific Research Question 40.

Table 48

*Participant’s Agreement Regarding More Leadership Experience Across Sex*

<table>
<thead>
<tr>
<th>Sex</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>30</td>
<td>143</td>
<td>173</td>
</tr>
<tr>
<td>Expected Count</td>
<td>29.6</td>
<td>143.4</td>
<td>173.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.1</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>9</td>
<td>46</td>
<td>55</td>
</tr>
<tr>
<td>Expected Count</td>
<td>9.4</td>
<td>45.6</td>
<td>55.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.1</td>
<td>.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>39</td>
<td>189</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>39.0</td>
<td>189.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>
Table 49

Specific Research Question 42 Results – Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-Sided)</th>
<th>Exact Sig. (1-Sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.028</td>
<td>1</td>
<td>.867</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Correction</td>
<td>.000</td>
<td>1</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.028</td>
<td>1</td>
<td>.866</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishers’ Exact Test</td>
<td></td>
<td></td>
<td></td>
<td>1.000</td>
<td>.525</td>
</tr>
<tr>
<td>Linear-by Linear Association</td>
<td>.028</td>
<td>1</td>
<td>.867</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes. a. Computed only for a 2x2 table. b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.41.

The results (\(\chi^2 = .028, df = 1, p = .87\)) of statistical testing indicate there is no difference between the sexes in their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators.

General Research Question 9 (Refer to tables 50 – 59) asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and what they think they need in terms of formal leadership training and education. Respondents were asked to provide a yes or no response for five questions (Specific Research Question 43 – 47). A chi-square analysis was used to provide answers for the Specific Research Questions. The investigator presents two tables for each specific research question; one containing crosstab results, and one containing chi-square results.

Specific Research Question 43 (Refer to tables 50 and 51) asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that formal leadership
classes should be a required part of their doctoral program. The variable “type of master’s degree” was grouped into four categories (school counseling, community counseling, other, and psychology). The variable “formal leadership classes – required” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 43.

Table 50

*Participant’s Agreement Regarding Formal Leadership Classes Required Across Type of Master’s Degree*

<table>
<thead>
<tr>
<th>Type of Master’s Degree</th>
<th>Do you formal leadership classes should be required?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Yes</td>
<td>Total</td>
</tr>
<tr>
<td>School Counseling</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Expected Count</td>
<td>20.7</td>
<td>19.3</td>
<td>40.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.1</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Community Counseling</td>
<td>51</td>
<td>48</td>
<td>99</td>
</tr>
<tr>
<td>Expected Count</td>
<td>51.2</td>
<td>47.8</td>
<td>99.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.0</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Other Master’s Degree</td>
<td>32</td>
<td>27</td>
<td>59</td>
</tr>
<tr>
<td>Expected Count</td>
<td>30.5</td>
<td>28.5</td>
<td>59.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.3</td>
<td>-.3</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>14</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Expected Count</td>
<td>15.0</td>
<td>14.0</td>
<td>29.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.3</td>
<td>.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>110</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>118.0</td>
<td>110.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>
The results ($\chi^2 = 1.37$, df = 1,4, $p = .85$) indicate there is no difference between doctoral students who have a master’s degree in school counseling, community counseling, both, or other, and their belief that formal leadership classes should be a required part of their doctoral program.

Specific Research Question 44(Refer to tables 52 and 53) asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that formal leadership classes should be an elective part of their doctoral program. The variable “type of master’s degree” was grouped into four categories (school counseling, community counseling, other, and psychology). The variable “formal leadership classes – elective” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 44.
Table 52

*Participant’s Agreement Regarding Formal Leadership Classes Elective Across Type of Master’s Degree*

<table>
<thead>
<tr>
<th>Type of Master’s Degree</th>
<th>Count</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling</td>
<td></td>
<td>9</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>Expected Count</td>
<td>11.4</td>
<td>28.6</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.7</td>
<td>.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Counseling</td>
<td></td>
<td>34</td>
<td>65</td>
<td>99</td>
</tr>
<tr>
<td>Expected Count</td>
<td>28.2</td>
<td>70.8</td>
<td>99.0</td>
<td></td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.0</td>
<td>.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Master’s Degree</td>
<td></td>
<td>15</td>
<td>44</td>
<td>59</td>
</tr>
<tr>
<td>Expected Count</td>
<td>16.8</td>
<td>42.2</td>
<td>59.0</td>
<td></td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.4</td>
<td>.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>7</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Expected Count</td>
<td>15.0</td>
<td>15.0</td>
<td>30.0</td>
<td></td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.4</td>
<td>.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>65</td>
<td>163</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>65.0</td>
<td>163.0</td>
<td>228.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 53

*Specific Research Question 44 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.308a</td>
<td>4</td>
<td>.508</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.571</td>
<td>4</td>
<td>.467</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.048</td>
<td>1</td>
<td>.827</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .29.
The results ($\chi^2 = 3.31, df = 1, p = .51$) indicate there is no difference between doctoral students who have a master’s degree in school counseling, community counseling, other, or psychology, and their belief that formal leadership classes should be an elective part of their doctoral program.

Specific Research Question 45 (Refer to tables 54 and 55) asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that attendance at leadership forums or conferences should be mandatory for graduation. The variable “type of master’s degree” was grouped into four categories (school counseling, community counseling, other, and psychology). The variable “attendance at leadership conferences” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 45.
Table 54

*Participant’s Agreement Regarding Attendance at Leadership Conferences Across Type of Master’s Degree*

<table>
<thead>
<tr>
<th>Type of Master’s Degree</th>
<th>Count</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Expected Count</td>
<td></td>
<td>24.0</td>
<td>16.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td></td>
<td>.2</td>
<td>-.2</td>
<td></td>
</tr>
<tr>
<td>Community Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>55</td>
<td>44</td>
<td>99</td>
</tr>
<tr>
<td>Expected Count</td>
<td></td>
<td>59.5</td>
<td>39.5</td>
<td>99.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td></td>
<td>-.6</td>
<td>.7</td>
<td></td>
</tr>
<tr>
<td>Other Master’s Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>38</td>
<td>21</td>
<td>59</td>
</tr>
<tr>
<td>Expected Count</td>
<td></td>
<td>35.5</td>
<td>23.5</td>
<td>59.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td></td>
<td>.4</td>
<td>-.5</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Expected Count</td>
<td></td>
<td>17.4</td>
<td>12.6</td>
<td>30.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td></td>
<td>.4</td>
<td>-.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>137</td>
<td>91</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td></td>
<td>137.0</td>
<td>91.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 55

*Specific Research Question 45 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.266a</td>
<td>4</td>
<td>.514</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.601</td>
<td>4</td>
<td>.463</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.752</td>
<td>1</td>
<td>.386</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .40.
The results ($\chi^2 = 3.27$, df = 1,4, $p = .51$) show there are no significant differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that attendance at leadership forums or conferences should be mandatory for graduation.

Specific Research Question 46 (Refer to tables 56 and 57) asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. The variable “type of master’s degree” was grouped into four categories (school counseling, community counseling, other, and psychology). The variable “increasing leadership training to advance the profession” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 46.
Table 56

*Participant’s Agreement Regarding Increasing Leadership Training to Advance the Profession Across Type of Master’s Degree*

<table>
<thead>
<tr>
<th>Type of Master’s Degree</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>4</td>
<td>36</td>
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<tr>
<td>Expected Count</td>
<td>3.5</td>
<td>36.5</td>
<td>40.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.3</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Community Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>11</td>
<td>88</td>
<td>99</td>
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<tr>
<td>Expected Count</td>
<td>8.7</td>
<td>90.3</td>
<td>99.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.8</td>
<td>-.2</td>
<td></td>
</tr>
<tr>
<td>Other Master’s Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>1</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>Expected Count</td>
<td>5.2</td>
<td>53.8</td>
<td>59.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-1.8</td>
<td>.6</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>4</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>Expected Count</td>
<td>2.5</td>
<td>26.5</td>
<td>30.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.9</td>
<td>-.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>20</td>
<td>208</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>20.0</td>
<td>208.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 57

*Specific Research Question 46 Results- Chi-Square*

<table>
<thead>
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<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>5.455</td>
<td>4</td>
<td>.244</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>7.054</td>
<td>4</td>
<td>.133</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.160</td>
<td>1</td>
<td>.690</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .09.
The results ($\chi^2 = 5.45, \text{df} = 1,4, p = .24$) show there are no significant differences between doctoral students who have a master’s degree in school counseling, community counseling, other, or psychology and their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance.

Specific Research Question 47 (Refer to tables 58 and 59) asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators. The variable “type of master’s degree” was grouped into four categories (school counseling, community counseling, other, and psychology). The variable “more leadership experience” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 47.
Table 58

Participant’s Agreement Regarding More Leadership Experience Across Type of Master’s Degree

<table>
<thead>
<tr>
<th>Type of Master’s Degree</th>
<th>Count</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>8</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>6.8</td>
<td>33.2</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>.4</td>
<td>-.2</td>
<td></td>
</tr>
<tr>
<td>Community Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>21</td>
<td>78</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>16.9</td>
<td>82.1</td>
<td>99.0</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>1.0</td>
<td>-.4</td>
<td></td>
</tr>
<tr>
<td>Other Master’s Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>6</td>
<td>53</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>10.1</td>
<td>48.9</td>
<td>59.0</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-1.3</td>
<td>.6</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>4</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>5.0</td>
<td>25.0</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-.4</td>
<td>.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Count</td>
<td>39</td>
<td>189</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>39.0</td>
<td>189.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 59

Specific Research Question 47 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.846a</td>
<td>4</td>
<td>.427</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>4.228</td>
<td>4</td>
<td>.376</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.685</td>
<td>1</td>
<td>.194</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is .17.
The results ($\chi^2 = 3.85$, df = 1,4, $p = .43$) show there are no significant differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators.

General Research Question 10 (Refer to tables 60 – 69) asked if years of clinical experience predict the student’s response to survey items 10-14. Respondents were asked to provide a yes or no response for five questions (Specific Research Question 48 – 52). This dichotomous variable (yes, no) was tested against the variable “years/months of clinical experience”. The range of years of experience as a counselor was from zero to 29. To make the years of experience category more manageable for statistical analysis, the years were converted into months. The distribution indicted the data were skewed and not normally distributed. Consequently, the researcher transformed this variable from a continuous to a categorical variable for use in subsequent non-parametric analysis (chi-square). The levels chosen for the variable are as follows; 0 months experience (n=111); 1-24 months experience (n=52); 25 to 60 months experience (n=32); and 61 or more months experience (n=33). A chi-square analysis was used to provide answers for the Specific Research Questions. The investigator presents two tables for each specific research question; one containing crosstab results, and one containing chi-square results.

Specific Research Question 48 (refer to tables 60 and 61) asked if years of clinical experience predict the respondents’ belief that formal leadership classes should be a required part of their doctoral programs. The variable “months of clinical experience” was grouped into four categories (No experience, 1-24 months experience; 25 to 60
months experience; and 61 or more month’s experience). The variable “formal leadership classes – required” was a dichotomous variable with two response levels (yes, no).

Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 48.

Table 60

*Participant’s Agreement Regarding Formal Leadership Classes Required Across Months Experience*

<table>
<thead>
<tr>
<th>Experience as Categories (in months)</th>
<th>Do you think formal leadership classes should be required?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>No Experience</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>62</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>1 to 24</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>25 to 60</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>61 or More</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
</tbody>
</table>
Specific Research Question 48 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>3.875*</td>
<td>3</td>
<td>.275</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>3.886</td>
<td>3</td>
<td>.274</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.572</td>
<td>1</td>
<td>.450</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is .17.

The results ($\chi^2 = 3.86$, df = 1,3, $p = .28$) indicate months of clinical experience are not a predictor of the respondents’ belief that formal leadership classes should be a required part of their doctoral programs.

Specific Research Question 49(Refer to tables 62 and 63) asked if years of clinical experience predict the respondents’ belief that formal leadership classes should be an elective part of their doctoral programs. The variable “months of clinical experience” was grouped into four categories (No experience, 1-24 months experience; 25 to 60 months experience; and 61 or more month’s experience). The variable “formal leadership classes – elective” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 49.
Table 62

*Participant’s Agreement Regarding Formal Leadership Classes Elective Across Months Experience*

<table>
<thead>
<tr>
<th>Experience as Categories (in months)</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Experience</td>
<td>29</td>
<td>82</td>
<td>111</td>
</tr>
<tr>
<td>Expected Count</td>
<td>31.6</td>
<td>79.4</td>
<td>111.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.5</td>
<td>.3</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>16</td>
<td>36</td>
<td>52</td>
</tr>
<tr>
<td>Expected Count</td>
<td>14.8</td>
<td>37.2</td>
<td>52.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.3</td>
<td>-.2</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>9</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>Expected Count</td>
<td>9.1</td>
<td>22.9</td>
<td>32.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.0</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>11</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Expected Count</td>
<td>9.4</td>
<td>23.6</td>
<td>33.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>.5</td>
<td>-.3</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>65</td>
<td>163</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>65.0</td>
<td>163.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Table 63

*Specific Research Question 49 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.819a</td>
<td>3</td>
<td>.845</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>.811</td>
<td>3</td>
<td>.847</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>.580</td>
<td>1</td>
<td>.446</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 0 cells (0%) have expected count less than 5. The minimum expected count is 9.12.
Results ($\chi^2 = .819$, df = 1, 3, $p = .85$) indicate months of clinical experience do not predict the respondents’ belief that formal leadership classes should be an elective part of their doctoral programs.

Specific Research Question 50 (Refer to tables 64 and 65) asked if years of clinical experience predict the respondents’ belief that attendance at leadership forums or conferences should be mandatory for graduation. The variable “months of clinical experience” was grouped into four categories (No experience, 1-24 months experience; 25 to 60 months experience; and 61 or more month’s experience). The variable “attendance at leadership conferences” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 50.
Table 64

*Participant’s Agreement Regarding Attendance at Leadership Conferences Across Months Experience*

<table>
<thead>
<tr>
<th>Experience as Categories (in months)</th>
<th>Do you think attendance at leadership conferences should be mandatory?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
</tr>
<tr>
<td>No Experience</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>1 to 24</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>25 to 60</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>61 or More</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
</tr>
</tbody>
</table>

Table 65

*Specific Research Question 50 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.388a</td>
<td>3</td>
<td>.496</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.383</td>
<td>3</td>
<td>.497</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>2.249</td>
<td>1</td>
<td>.134</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.77.
Results ($\chi^2 = .819, df = 1, 3, p = .85$) indicate years of clinical experience do not predict the respondents’ belief that attendance at leadership forums or conferences should be mandatory for graduation.

Specific Research Question 51 (Refer to tables 66 and 67) asked if years of clinical experience predict the respondents’ belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. The variable “months of clinical experience” was grouped into four categories (No experience, 1-24 months experience; 25 to 60 months experience; and 61 or more month’s experience). The variable “increasing leadership training to advance the profession” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 51.
Table 66

*Participant’s Agreement Regarding Increasing Leadership Training to Advance the Profession Across Months Experience*

<table>
<thead>
<tr>
<th>Experience as Categories (in months)</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Experience</td>
<td>13</td>
<td>98</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Count</td>
<td>9.7</td>
<td>101.3</td>
<td>111.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>1.0</td>
<td>-.3</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>3</td>
<td>49</td>
<td>52</td>
</tr>
<tr>
<td>Expected Count</td>
<td>4.6</td>
<td>47.4</td>
<td>52.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.7</td>
<td>.2</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>2</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Expected Count</td>
<td>2.8</td>
<td>29.2</td>
<td>32.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.5</td>
<td>.1</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>2</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Expected Count</td>
<td>2.9</td>
<td>30.1</td>
<td>33.0</td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-.5</td>
<td>.2</td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>20</td>
<td>208</td>
<td>228</td>
</tr>
<tr>
<td>Expected Count</td>
<td>20.0</td>
<td>208.0</td>
<td>228.0</td>
</tr>
</tbody>
</table>

Do you think increasing leadership training and education in counselor education programs can help advance the profession?
Table 67

Specific Research Question 51 Results- Chi-Square

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>2.342a</td>
<td>3</td>
<td>.505</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>2.371</td>
<td>3</td>
<td>.499</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>1.558</td>
<td>1</td>
<td>.212</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note. a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 2.81.*

Results ($\chi^2 = 2.34$, df = 1, 3, $p = .51$) indicate months of clinical experience do not predict the respondents’ belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance.

Specific Research Question 52(Refer to tables 68 and 69) asked if years of clinical experience predict the respondents’ belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as a counselor. The variable “months of clinical experience” was grouped into four categories (No experience, 1-24 months experience; 25 to 60 months experience; and 61 or more month’s experience). The variable “more leadership experience” was a dichotomous variable with two response levels (yes, no). Therefore, a 2 X 4 chi-square analysis was conducted to answer Specific Research Question 52.
**Table 68**

*Participant’s Agreement Regarding More Leadership Experience Across Months Experience*

<table>
<thead>
<tr>
<th>Experience as Categories (in months)</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Experience</td>
<td>26</td>
<td>85</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>19.0</td>
<td>92.0</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>1.6</td>
<td>-.7</td>
</tr>
<tr>
<td>1 to 24</td>
<td>5</td>
<td>47</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>8.9</td>
<td>43.1</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-1.3</td>
<td>.6</td>
</tr>
<tr>
<td>25 to 60</td>
<td>3</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>5.5</td>
<td>26.5</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-1.1</td>
<td>.5</td>
</tr>
<tr>
<td>61 or More</td>
<td>5</td>
<td>28</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>5.6</td>
<td>27.4</td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
<td>-.3</td>
<td>.1</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>189</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>Expected Count</td>
<td>39.0</td>
<td>189.0</td>
</tr>
</tbody>
</table>

**Table 69**

*Specific Research Question 52 Results- Chi-Square*

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>6.620a</td>
<td>3</td>
<td>.085</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>6.894</td>
<td>3</td>
<td>.075</td>
</tr>
<tr>
<td>Linear-by-Linear</td>
<td>2.973</td>
<td>1</td>
<td>.085</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* a. 0 cells (0%) have expected count less than 5. The minimum expected count is 5.47.
Results ($\chi^2 = .819, df = 1, 3, p = .85$) indicate months of clinical experience do not predict the respondents’ belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as a counselor.

**Summary**

This study investigated the perceived leadership development of counselor education doctoral students who are members of the ACA enrolled in CACREP-accredited programs. The results of the analysis found differences in the following research questions: (a) Specific Research Question 28. The data indicate there is a statistically significant difference between the number of courses completed and the degree to which counselor education doctoral students believe they can identify multicultural issues as they relate to social change theories. Among students with less than four completed courses, there were more than expected who choose neutral and fewer than expected who said strongly disagree. (b) Specific Research Question 31. The results indicate there is a statistically significant difference between the number of courses completed and the degree to which counselor education doctoral students believe they can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs. Those students with less than four classes indicated they strongly agreed with this statement less than half as often as might be expected. (c) Specific Research Question 40. The results indicate there is statistically significant difference between the between the sexes in their belief that attendance at leadership forums or conferences should be mandatory for graduation. Males indicated yes more frequently, and females indicated no more frequently than might be expected. (d) Specific Research Question 41. The results indicate there is
statistically significant difference between the sexes in their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. Males said no more frequently than might be expected.

Data failed to find relationships/differences for Specific Research Questions 10 – 18, 26, 27, 29, 30, 32, 38, 39, and 42 – 52. A discussion of the results, the implications of these findings, the limitations of the study, and suggestions for future research are provided in chapter 5.
Chapter V

Discussion

Background of the Problem and Overview

As described in the literature review, counseling lags behind psychology and social work in professional advocacy efforts, political clout, and equal access to certain jobs within the federal government. In consideration of positions within the federal government, the profession is just now starting to make inroads towards equality after decades of fighting. This is not entirely unusual or unexpected given the counseling profession’s lack of history, lack of professional identity, and lack of advocacy efforts in regards to other mental health professions. Counselors well-trained in how to be effective leaders may make all the difference in the continuing struggle for equality with other mental health professions.

Counselor educators are expected to be leaders in their profession upon attainment of the doctoral degree (West et al., 1995). The domains of expected leadership knowledge and ability include (a) professional clinical counseling, (b) research, (c) teaching, (d) supervision, (e) writing and publishing, (f) professional advocacy (Sears & Davis, 2003). Sears and Davis also stated that based upon the CACREP standards, it is reasonable to assume that those who graduate from doctoral programs in counselor education have been prepared to be leaders in their profession. What CACREP and
authors of counseling literature often do not seem to discuss, however, is the importance of being a leader in other domains outside of the six commonly cited. A broader definition and understanding of what leadership can mean to the profession, as discussed in chapter two, may help counseling advance as a consumer-driven product. These additional domains include motivating people towards mission accomplishment and leading and managing both the employees and the organization (Altman, 2008; Bourne, & Walker, 2004; Carr, Liedtka, Rosen, & Wiltbank, 2008; Department of the Army, 2006; Douthitt, 2009; Kanungo, 1998; Leet, 2008; Matos, 2008; Sarkar, 2009; Saucier, 2003; Schachter, 2009; Schmid, 2006; Seltman, 2009; Shoham, 2008; Starr, 2004; & Tan, 1998; Trinka, 2004; & Xavier, 2007). Also important is how counselor education doctoral students learn to become the leaders they are expected to be upon graduation.

Leadership comprises a unique set of traits and abilities. In counselor education, the model for defining leadership is rooted in the historical influence of several prominent counselor educators and is currently laid out by the Council for Accreditation and Related Educational Programs Standards (CACREP) (2009). The current teaching of leadership in counselor education seems to be confined to the domains as posited by Sears and Davis (2003). For the most part doctoral programs do well in preparing students to be effective in these domains (West et al., 2006). But does this necessarily translate to the leadership needed to move the profession forward?

The investigator examined the perceived leadership development of counselor education doctoral students enrolled in CACREP-accredited programs. The purposes of the study were; (a) examine the perception of current doctoral students to determine if
they thought they were receiving adequate training and education in the domains of leadership in counselor education, (b) determine if the survey respondents thought they were receiving the CACREP-required leadership training, and (c) statistically test relationships between variables such as sex, discipline of the students masters degree, and number of courses completed in the doctoral program to the respondents belief of their preparedness in the CACREP-acquired tasks and domains of leadership in counselor education. To achieve these purposes, the researcher designed a survey-based study and recruited 228 current counselor education doctoral students enrolled in CACREP-accredited programs as participants. Frequency, descriptive, and non-parametric statistics were conducted to answer the research questions.

*General Observations and Summary of Results*

The general observations of data are limited by the nature of the sample. The results apply only to those participant that choose to respond to the survey; current doctoral-level counselor education students who are members of the ACA enrolled in CACREP-accredited programs. The survey and statistical analysis demonstrate the majority of respondents indicated their perception is they are receiving leadership training that will prepare them to be leaders in the six commonly cited domains of leadership (professional clinical counseling, research, teaching, supervision, writing and publishing, and professional advocacy) in counselor education. They also indicated their perception is they are not as well prepared to be leaders in the three proposed domains of leadership (leading and managing people, leading and managing an organization, and motivating people to accomplish the organizational goals and mission). This may not be
too surprising as these domains are not normally addressed in the professional counseling literature.

A majority of respondents indicated they would like to see more leadership training and education in their doctoral programs. It is somewhat surprising to see the respondents overall favorable perception of their leadership training and development in the six traditional domains of leadership when that is compared to the seemingly contradictory belief that increasing leadership training and education during their doctoral program would help the profession and their personal career goals. This may indicate the students perceived leadership preparation is based more on previous experiences than what is taught in their doctoral program. This may be substantiated by the large percentage of respondents who indicated their prior leadership training and experience was one of the most important factors in their development as leaders in the profession. A much smaller percentage endorsed leadership-oriented classes in their doctoral program as being an important factor in their leadership development. Does this mean the source of the respondent’s perception of leadership ability in the commonly cited six domains is due more to their previous experience, training, and education than the training and education they receive in their doctoral programs? This is important because it may affect how counselor education programs prepare their students to be the leaders they are expected to be in the profession.

The majority of respondents indicated they were receiving the training and education needed in accordance with CACREP standards for counselor education programs. The degree of agreement with each standard varied, but in general the respondents indicated they were comfortable in their ability to demonstrate effective
leadership as it is outlined specifically in the CACREP standards. This of course is not a determinant of overall leadership ability and solely rates the respondent’s perception of the general tasks outlined by CACREP.

A description of the results for each general research question follows.

**Discussion of Research Findings**

Descriptive and inferential statistics were used to answer the various research questions. Frequency scores were used to answer General Research Questions 1, 3, 5, 6, and 7. Due to the skewed distribution of the variables of interest, a series of chi-square analyses were to answer the several Specific Research Questions associated with General Research Questions 2, 4, 8, 9, and 10.

**General Research Question 1** – To what degree do counselor education doctoral students believe they are being prepared in the domains of leadership? The results of the study indicate the large majority of current students believe they are receiving adequate training and education in the six commonly listed domains of leadership in counselor education; (a) professional clinical counseling, (b) research, (c) teaching, (d) supervision, (e) writing and publishing, and (f) professional advocacy. Respondents reported they thought they were not as well prepared to be leaders in the proposed domains of leadership; (g) leading and managing people, (h) leading and managing an organization, and (i) motivating people to accomplish the organizational goals and mission.

Though the majority of respondents reported agreeing or strongly agreeing with the statements concerning the domains of leading and managing others, leading and managing organizations, and motivating others (specific research questions 7, 8, and 9), the difference between the respondents perception of readiness to be leaders in the
proposed domains was significantly lower than the six common domains. It is possible that if counselor education programs addressed this gap they may produce leaders more capable of handling the day to day tasks of leadership in the context of leading people and organizations. The end result of this may be counselors who are better prepared to move the profession forward to make it more relevant and important to consumers.

General Research Question 2- Is there a relationship between the number of courses completed and the perceived leadership ability of counselor education doctoral students in the domains of leadership as listed? The results indicated there is no difference between the number of courses a counselor education doctoral student completed and his or her perceived leadership ability in the nine domains of leadership. The majority of those responding to this item (206 out of 228) reported they had four or more courses completed in their doctoral program, making it a skewed distribution. The impact this may or may not have had on the results is unknown. It may be that those students taking the time to complete the survey did so as a result of learning at least some leadership skills which compelled them to participate in the survey. It may also be that newer students are more overwhelmed with the newness of being a doctoral student and thus less inclined to complete a survey which takes time from their already busy schedule. Another possible reason for the skewed aspect of the respondents is that newer students may have not yet joined the ACA making their names unavailable to the researcher.

General Research Question 3- To what degree do counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and
education as listed? The results show the respondents perceived they can demonstrate the required CACREP tasks, though in varying levels of agreement.

What is interesting about the responses for general research question three (the CACREP standards) is the difference between the levels of agreement with the two items concerning advocacy (specific research questions 20 and 25). It is noteworthy that a higher level of respondents indicated they can demonstrate the ability to advocate for the profession and its clientele (94.3%) than those who indicated they understand advocacy models (56.4%). Why the difference? Perhaps the seeming difference is due to the fact that the CAREP standards list advocating for clientele and the profession in one statement. Advocacy for the profession is much different than advocating for clientele; as demonstrated in the literature review. Perhaps the respondents believe they know how to effectively advocate without knowing specific models of advocacy. This may be a topic for further research.

*General Research Question 4-* Is there a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they are receiving the prescribed CACREP leadership training and education as listed? Data indicated statistically significant relationships in Specific Research Questions 28 and 31. Specific Research Question 28 asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they can identify multicultural issues as they relate to social change theories. The results indicated there is a statistically significant difference between the number of courses completed and the degree to which counselor education doctoral students believe they can identify multicultural issues as they relate to social change
theories. Among students with less than four completed courses, there were more than expected who choose neutral and fewer than expected who said strongly disagree.

Specific Research Question 31 asked if there is a relationship between the number of courses completed and the degree to which counselor education doctoral students believe they can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs. The results indicated there is a statistically significant difference between the number of courses completed and the degree to which counselor education doctoral students believe they can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs. Those students with less than four classes indicated they strongly agreed with this statement less than half as often as might be expected.

*General Research Question 5*- What do counselor education doctoral students think are important influences in their leadership development? The results indicated that those responding to this survey item listed the following as influencing their leadership development as a counselor (labeled according to the items place in the survey); (a) observational learning, (b) mentorship, (c) attending conferences, (f) clinical supervision, (g) teaching undergraduate courses, (i) prior leadership experience, and (m) being a member of a counseling organization. Those seven items were selected in at least 50% of the overall responses.

*General Research Question 6*- What do counselor education doctoral students think are the *most* important influences in their leadership development? The results indicated that observational learning (84 times), teaching and prior leadership experience
(81 times each), and mentorship (80 times) were the most frequently chosen top three responses to survey item 13. Interestingly, prior leadership experience is highly regarded by those that took the survey. This may indicate the students perceived leadership ability in the domains of counselor education are based more on, or equally to, what they experienced prior to being students as opposed to what they are learning/have learned in their programs.

Only 31% of the respondent’s indicted leadership-oriented classes in the doctoral program were an important influence in their leadership development. This may mean current doctoral students are receiving the majority of their leadership experience and education from sources other than what they attain in the formal classroom setting. This is important because counselor education programs receive students from varying backgrounds who are all expected to be leaders in the profession upon attainment of the doctoral degree. If the leadership experience they receive prior to their doctoral programs is more important and useful than what they receive in the program, it may indicate changes need to be made to how counselor education programs train future leaders.

General Research Question 7- What do counselor education doctoral students think can be done to better prepare them for the roles of leadership? One of the interesting findings of general research question seven are the large majority of respondents that indicated their desire to see more leadership training in their doctoral programs. This seems counter to the responses given in general research question one where the majority of respondents indicated they were confident in their ability to be leaders in the domains of leadership in counselor education. It seems if students were comfortable with their ability to lead, they would not desire to have more training in their
program. This may further indicate the student’s perception of leadership ability is due more to their prior leadership experience than what they learn in the classroom.

_General Research Question 8_- Do the sexes differ on what they think they need in terms of formal leadership training? Data indicated statistically significant differences in the variables tested in Specific Research Questions 40 and 41. Specific Research Question 40 asked if there is a difference between the sexes in their belief that attendance at leadership forums or conferences should be mandatory for graduation. The results of statistical analysis indicated there is statistically significant difference between the between the sexes in their belief that attendance at leadership forums or conferences should be mandatory for graduation. Standard residual results indicated the difference between males and females is that males indicate yes to this item less frequently than expected and no to this item more times than expected. Specific Research Question 41 asked if there is a difference between the sexes in their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. The results of statistical analysis indicated there is statistically significant difference between the between the sexes in their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. Crosstab results showed the standard residual for males in the no column is much lower than expected. On a descriptive level, it is interesting to note the overwhelming percentage of respondents answering this item stated they thought increasing leadership training and education in counselor education doctoral programs can help advance the profession.
On a descriptive level, the responses to Specific Research Question 42 are interesting. Question 42 asked if there is a difference between the sexes in their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators. It is interesting to observe that a great majority of those responding to this item in the survey (82.8%) reported they agreed with the survey question.

General Research Question 9- Are there differences between doctoral students who have a master’s degree in school counseling, community counseling, both, or other, and what they think they need in terms of formal leadership training and education. Statistical testing demonstrated no significant differences between the tested variables for any of the specific research questions. Data for several of the questions, however, provided interesting descriptive material. Specific Research Question 44 asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that formal leadership classes should be an elective part of their doctoral program. Descriptive analysis showed a majority of those responding to this survey item (71.4%) believed formal leadership classes should be an elective part of the doctoral studies in their counselor education program. Specific Research Question 46 asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. Descriptive scrutiny demonstrates a majority of those responding to this survey item (91.2%) indicated they believed increasing leadership training and
education can help advance the profession. Specific Research Question 47 asked if there are differences between doctoral students who have a master’s degree in school counseling, community counseling, psychology, or other, and their belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators. Descriptive examination revealed a majority of those responding to this survey item (82.8%) indicated they believed having more leadership experience and opportunities during their doctoral studies would help them with their career goals as counselor educators.

**General Research Question 10**- Do years of clinical experience predict the student’s response to survey items 10-14? Statistical testing demonstrated the variables tested did not predict responses for any of the specific research questions. Data for several of the questions, however, provided interesting descriptive material. Specific Research Question 49 asked if years of clinical experience predict the respondents’ belief that formal leadership classes should be an elective part of their doctoral programs. Descriptive examination revealed a majority of those responding to this survey item (71.4%) indicted they thought formal leadership classes should be an elective part of their counselor education doctoral program. Specific Research Question 50 asked if years of clinical experience predict the respondents’ belief that attendance at leadership forums or conferences should be mandatory for graduation. Descriptive examination revealed a small majority of those responding to this survey item (60%) indicted they thought attendance at leadership forums or conferences should not be mandatory for graduation. Interestingly, respondents with no experience as licensed counselors answered yes less frequently to this item than respondents in any of the other three categories of experience.
Specific Research Question 51 asked if years of clinical experience predict the respondents’ belief that increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. Descriptive examination of the data revealed a large majority of those responding to this survey item (91.2%) indicted they thought increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance. The “no experience” category of respondents said no to this item in a larger percentage than the other three groups of respondents thought the majority (76.6%) indicated yes. This may mean those with no experience as licensed counselors have yet to develop a full sense of their career goals or aspirations, or, they have not been in the profession long enough to determine if their leadership experience has impacted attainment of their career goals.

Specific Research Question 52 asked if years of clinical experience predict the respondents’ belief that having more leadership experience and opportunities during their doctoral studies would help them with their career goals as a counselor. Descriptive examination of the data revealed a large majority of those responding to this survey item (82.8%) indicted they thought having more leadership experience and opportunities during their doctoral studies would help them, with their career goals as counselors. The “no experience” category of respondents said no to this item in a larger percentage than the other three groups of respondents, though the majority (76.6%) indicated yes. This may mean those with no experience as licensed counselors have yet to develop a full sense of their career goals or aspirations, or, they have not been in the profession long enough to determine if their leadership experience has impacted attainment of their career goals.
Implications and Recommendations for Counselor Educators

As discussed in the literature review, doctoral students in counselor education come from a variety of backgrounds and have far differing leadership experiences, qualities, and abilities. Despite these differences, they will all be expected to be leaders in the profession once they earn their doctorate in counselor education. The present study demonstrated the majority of those responding to the survey thought more leadership training and education would not only enhance their career goals, but would also help advance the counseling profession. The profession needs to do more than say graduates with doctoral degrees are supposed to be leaders; it needs to train students to be the leaders they are expected to be; leaders who can move the profession forward and make it more marketable and competitive with other mental health professions. It will take strong leaders well-versed and trained in the domains of leadership to accomplish this. How does the profession get there? In order to advance the profession and develop the leaders counseling needs, the author makes the following recommendations.

Talk about the importance of leadership early and often. Counselor education doctoral students may be better prepared to be leaders if they know they are expected to be leaders from the start. Maurer and Lippstreu (2005) argued that leaders who are more motivated to learn at the outset and who have higher motivation to lead will likely embrace educational opportunities that stimulate their thinking about their own leadership development as an opportunity to improve their leadership effectiveness. To this end, a recommendation is that counselor education programs stress the importance of being leaders at the earliest possible moment and then continue to challenge their students to
become leaders throughout the course of their program. This can be incorporated with opportunities to learn about the domains of leadership in counselor education.

Provide a clear definition of leadership and what is expected of leadership early and often. As demonstrated in the literature review, it is more difficult to be a leader if leadership it is not explained and defined early and often in the educational process. It is therefore recommended that programs inform the students of the domains of expected leadership in counselor education at the earliest opportunity. The University Of Maryland School Of Pharmacy, for example, offers its students a class titled; Effective leadership and advocacy (Boyle, Beardsley, & Hayes, 2004). The course is designed to teach career-oriented and specific leadership and organizational management skills to the students early in the program. Counselor Education programs could work to provide similar courses in their required coursework.

Addition of the three proposed domains of leadership and training in these domains as needed. The literature review demonstrated the three proposed domains of leadership (leading and managing people, leading and managing an organization, and motivating people to accomplish the organizational goals and mission) are important factors when considering the advancement of any profession. Leaders in counselor education are often expected to be leaders in more than just academic settings. How they lead reflects not only on counselor education programs, but on the profession as a whole. Leaders trained in these proposed domains might be more effective at advocating for the profession, thus advancing and making it more competitive with other mental health professions. Involving students in the lesser-known aspects of leadership, like running an organization and being in charge of others, may help prepare them for the challenges
associated with being a leader outside the traditional leadership roles in counselor education.

Make leadership training and education and advocacy a part of every aspect of the doctoral program. Xavier (2007) suggested organizations need to do more than talk about leadership development; they make time for it intentionally. The recommendation is to add the leadership domains into nearly every aspect of the doctoral process and allow students to become involved in the inner workings of the department. Include students in staff meetings, planning activities, departmental functions, and budget planning, among others, on a semester basis. This is not designed to be accomplished in a formal capacity, i.e., actually involving students in the departmental decision-making process, but as an observational, hands-on, learning experience. Sears and Davis (2003) recommended improving the teaching of professional advocacy at the master’s and doctoral level. They recommended an intentional effort to develop and foster leadership knowledge and skills necessary to become active and forceful advocates for the profession. Additionally, it is recommended that advocacy for the profession becomes a separate entity from advocating for clientele. These are different domains that require specialized education and knowledge.

Use role-playing scenarios. Allio (2005) suggested the best way to develop new leaders is by providing creative learning challenges (i.e., role-playing opportunities, on-the-job training, and practice). The use of role-playing exercises is well known and a potent teacher. Olivier and Verity (2008) commented that using mythodrama to develop leaders is both exciting and effective. In their work as business consultants, the authors train leaders by immersing them in scenarios where they have to use all their senses and
leadership abilities to solve problems, all in the safety of an acting venue. It is not suggested that counselor education programs engage in training students via mythodrama; but the idea of immersing students in learning scenarios has potential.

Janke, Traynor, and Sorenson, (2009) recommended having students engage in scenarios designed to develop team-building and leadership potential. The intent of the exercises was not to embarrass students with their lack of knowledge, but to have them learn from the experience and evaluate what might be missing in their own leadership development. Hunsaker (2007) advocated using social simulations to train potential leaders. Counselor education programs can use pre-existing classes and training regimens and add a role-playing scenario for their students. Make the students a part of the learning process by providing opportunities to engage in real-world leadership scenarios.

Refine and continue to push the importance of the mentoring relationship. The importance of mentoring in the development of leaders in the profession was demonstrated in the literature review and the results of the survey. The mentor and mentee both receive significant leadership training and development from this relationship. From the student’s perspective, the forming of a relationship with a properly trained mentor is vital in the doctoral process. The researcher recommends counselor education programs add staff training on how to be effective mentors if needed. Additionally, staff should ensure students with little or no leadership experience and training receive mentors who are well versed in these areas. Mentors are not normally assigned, however, and this may be difficult to manage. From a broader perspective, if departmental staff understand the importance of mentoring and provide the appropriate leadership learning experiences, it will serve both the staff and student well.
Provide opportunities for doctoral students to partake in leadership conferences, or in other leadership activities designed to assess individual strengths. Trinka (2004) suggested developing leadership by emphasizing individual strengths and aligning these with the organizational mission and goals. Counseling has a lot going for it in many regards. Counselors are often seen by the general public as more caring, helpful, friendly, understanding, and well-adjusted than psychologists (Warner & Bradley, 1991; Fall et al., 2000). The profession can use this as a means to further the reputation and professional identity of counselors, and as building blocks for leadership development. As Trinka suggested, counselor education programs can use the natural strengths and abilities of counselor’s as building blocks for future leadership skills. If leadership forums and conferences are not available within the program, have the students look for opportunities outside of the profession. Many professions (e.g., pharmacy, organizational development, human resources, etc) emphasize leadership development and offer conferences based on such. These are great opportunities for counselor educators to hone their leadership skills.

Provide the opportunity for doctoral students to take extra classes in organizational leadership as needed. Leadership development was found to be a holistic character development over time, hence, a leadership development course is recommended for students who may be expected to perform leadership duties, with a strong emphasis on self-development (von Krosigk, 2007). This recommendation may be hard for many programs to implement. It involves allowing students to take classes in other departments in order to learn leadership skills. As the results of the study suggested, doctoral students indicated they would not mind leadership classes being at least an elective part of their studies. This of course might mean dropping other potential elective
classes or adding additional hours to the program; either scenario may be met with resistance by both students and academic departments. The importance of preparing students to be effective leaders, however, may overcome initial resistance to this idea.

**Limitations**

The research has limitations to the generalizability of the findings. The surveyed respondents represent a sample of convenience. It is probable that qualified respondents were missed in the collection of names from the ACA. The ACA has five levels of membership; (a) Professional – open to individuals who have a masters degree or higher in counseling or a closely related filed; (b) Regular – open to individuals whose interests and activities are consistent with the ACA, but who are not qualified for professional membership; (c) New Professional – open to individuals who have graduated with a masters or doctorate degree within the past 12 months; (d) Student – open to individuals who are enrolled at least half-time in a college or university program; (e) Retired – open to individual who are retired from the counseling profession and have been active ACA members for the past 5 consecutive years (ACA, 2009). The survey was sent to student members only. It is possible, however, that there are -professional members of the ACA who are also current doctoral students but did not choose to change their membership to the student level. These potential respondents were missed in the survey. It is also possible that current doctoral students who are enrolled for less than half-time, and are thus not eligible for student membership, were also missed in the survey. It is also probable that many current doctoral students choose to not join the ACA thus leaving out a large part of the potential respondents.
The ACA data base does not discriminate between student members and professional members of the organization who may both be licensed counselors. Thus, it is possible that licensed counselors who are also doctoral students may be professional members of the ACA and thus did not appear in the list of names provided to the researcher. Fully licensed counselors who happen to be doctoral students can be either student or professional members, thus increasing the likelihood of missing these potential respondents.

Another potential limitation of the study concerns the fact that counselor education doctoral students who become members of the ACA voluntarily, and were thus included in the pool of potential respondents, may be more likely to be leaders and possess at least some leadership traits or abilities, as indicated by their willingness to voluntarily join their preeminent professional organization. This may weigh the responses favorably towards a predisposition to leadership traits already possessed. In other words, the doctoral students that are chosen to participate and then reply to the survey because they are voluntary members of the ACA may possess more innate leadership qualities and abilities than those students who did not voluntarily become members of the ACA, and were thus left out of the potential pool of respondents. This may introduce some bias into the survey analysis tilted favorably towards responses one way or the other.

The sample consisted of ACA members from CACREP-accredited schools only, and this is a limitation to the results. This may have introduced bias by leaving out a significant portion of counselor education doctoral students not enrolled in CACREP-accredited programs. The impact this may have had on the results is not known.
Recommendations for Future Research

Future research into the area of leadership development in counselor education is needed. The present study took a first look at leadership development in the profession. More now needs to be done to further this research. Specific recommendations for future research include the following.

An examination of where the perception of leadership ability in the six commonly cited domains comes from seems warranted. The importance of this can impact how future students are trained, and can answer questions about current leadership development.

Involving more potential respondents in future studies might help improve and refine future results. A more widespread survey involving more than just ACA members might shed more light on some aspects of the investigation. It is recommended that future research involve a larger potential pool of respondents.

It is recommended the research procedures be redone in CACREP accredited masters programs. A master’s degree in counseling is the terminal degree required for practice, supervision, and program management. Most clinics are not run by clinicians possessing a doctoral degree, and most counselors are not supervised by PhDs. An examination of what masters-level counselors perceive in regards to leadership development may shed more light on the subject.

It is recommended that a comparison study that contrasts between what students perceive about leadership and the actual implementation of their skills when they graduate and take their first jobs be performed. It may be interesting to determine of students who believe that they have good leadership skills in the domains identified
actually demonstrate those skills when they take their first post-graduate positions. In other words, does perception matter when it comes to the time to demonstrate actual skill?

Another interesting study might involve comparing/contrasting what students perceive to be important about leadership against what current faculty believe to be important about leadership. Along these same lines, an examination of differences between what different levels of faculty status (assistant/associate/full) believe about the importance/role of leadership and does that translate into the way that they teach/model leadership might prove interesting.

It may also be interesting to study the difference between advocacy for the profession and advocating for clientele. These are presented in the CACREP standards as one domain. The profession of counseling may get more, however, out of splitting the two into different teachable areas with changing emphasis on the importance and applicability of the two. A primer to this might be to study if counselor educators perceive the two differently and/or have different knowledge about each and its impact on leadership development.

One last interesting area of research may be to investigate the differences in leadership preparation, training, and development between counseling, social work, and psychology. An interesting topic would be; do counselor education students’ views on leadership differ from social work students’ and PhD. /PsyD clinical psychology students”? The answers may help shed light on why these professions continue to enjoy dominance in the mental health market place over counseling.
Conclusions

The purpose of this study was to determine if doctoral students who are members of the ACA and enrolled in CACREP-accredited programs perceived their counselor education programs were training them to be the type of leaders needed to advance the profession. The results of this study indicate that the respondents perceive they are being adequately prepared to be leaders in the six commonly cited domains of leadership in counselor education. The results also show that the respondents believe more can and should be done to increase leadership training and education in the profession. A potential outcome of this study is that addressing these leadership issues now can potentially help advance the counseling profession and make it more marketable to the general public and the federal government. The results of this can include; higher pay for similar services, greater access to government jobs, greater expansion of counseling and counselors into the mental health market, and a higher public profile.
References


The University of Nevada – Reno. (2009). Counseling and Educational Psychology Department, Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) with


APPENDIX A

CACREP STANDARDS FOR LEADERSHIP IN COUNSELOR EDUCATION

DOCTORAL PROGRAMS
LEADERSHIP AND ADVOCACY

I. Knowledge

1. Understands theories and skills of leadership.

2. Understands advocacy models.

3. Identifies current multicultural issues as they relate to social change theories.

4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.

5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

J. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

2. Demonstrates the ability to advocate for the profession and its clientele.
APPENDIX B

LIST OF CACREP ACCREDITED COUNSELOR EDUCATION PROGRAMS
1) Auburn University
2) University of Alabama, The
3) University of Arkansas
4) University of Northern Colorado
5) George Washington University
6) University of Central Florida
7) University of Florida
8) Georgia State University
9) Idaho State University
10) Northern Illinois University
11) Southern Illinois University
12) University of Iowa, The
13) Kansas State University
14) University of New Orleans
15) Loyola College in Maryland-Columbia
16) University of Maryland
17) Oakland University
18) Wayne State University
19) Western Michigan University
20) Mississippi State University
21) University of Mississippi
22) University of Missouri - St. Louis
23) University of Nevada, Reno
24) University of New Mexico
25) Syracuse University
26) University of Rochester
27) North Carolina State University
28) University of North Carolina, Charlotte
29) University of North Carolina, Greensboro
30) North Dakota State University
31) Kent State University
32) Ohio University
33) University of Akron
34) University of Cincinnati
35) University of Toledo
36) Oregon State University
37) Duquesne University
38) Pennsylvania State University, The
39) University of South Carolina
40) University of South Dakota
41) University of Memphis
42) University of Tennessee, The
43) St. Mary's University
44) Texas A & M University, Commerce
45) Texas A & M University - Corpus Christi
46) Texas Tech University
47) University of North Texas

48) University of Texas at San Antonio

49) College of William and Mary

50) Regent University

51) University of Virginia

52) Virginia Polytechnical Institute and State

53) University of Wyoming
APPENDIX C

SURVEY INSTRUMENT – ONLINE VERSION
1. Informed Consent

Principal Investigators: Fred W. Lockard III, MA, LPC, Doctoral Candidate, 419-490-0417
John M. Laux, PhD, Associate Professor, 419-530-4705

Purpose: You are invited to participate in the research project entitled, "The Leadership Development and Preparation of Counselor Education Doctoral Students: A Needs Assessment Examining the Next Generation of Leaders in the Profession", which is being conducted at the University of Toledo under the direction of Fred Lockard and Dr. John Laux. The purpose of this study is to investigate the leadership development of counselor education doctoral students.

Description of Procedures: This research will take place at the University of Toledo's Department of Counselor Education & School Psychology during the fall 2009 academic semesters. You will be asked to complete an online survey. Your participation will take about ten to fifteen minutes. After you have completed your survey, Fred Lockard will be happy to answer any questions that you might have.

Instruments:
Counselor Education Doctoral Student Leadership Development Survey: The survey contains 16 items.

Potential Risks: There are minimal risks to participation in this study, including loss of confidentiality. Answering the survey (or participating in the survey) might cause you to feel upset or anxious. If so, you may stop at any time.

Potential Benefits: The only direct benefit to you if you participate in this research may be that you will learn about how surveys are conducted. The investigator anticipates that this research will contribute to generalizable knowledge. This knowledge is considered a benefit to the counselor profession and the development of leaders in counselor education.

Confidentiality: The researchers will make every effort to prevent anyone who is not on the research team from knowing that you provided this information, or what that information is. The consent agreement will be kept separate from responses, which will not include names and which will be presented to others only when combined with other responses. Although we will make every effort to protect your confidentiality, there is a minimal risk that this might be breached. The biggest possible loss of confidentiality may occur during the online answering of the survey.

Voluntary Participation: Your refusal to participate in this study, or to quit the survey at any time, will involve no penalty to you.

Contact Information: Before you decide to accept this invitation to take part in this study, you may ask any questions that you might have. If you have any questions at any time before, during or after your participation, or experience any physical or psychological distress as a result of this research, you should contact a member of the research team Fred Lockard, MA, LPC 419-490-0417, or John M. Laux, PhD, Associate Professor, 419-530-4705. If you have questions beyond those answered by the research team or your rights as a research subject or research-related injuries, please feel free to contact the Chairperson of the SBE Institutional Review Board, Dr. Barbara Chesney, in the Office of Research on the main campus at (419) 530-2844.

Before you agree to take this survey, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over.

If you agree to voluntarily proceed to the survey, please click on next.
2. Definition of terms used in the survey

The following definitions apply to the survey items:

Advocacy - Action taken on behalf of clients or the counseling profession to support appropriate policies and standards for the profession; promote individual human worth, dignity, and potential; and oppose or work to change policies and procedures, systemic barriers, long-standing traditions, and preconceived notions that stifle human development.

Domain of expected leadership in counselor education (traditional or current view) - The areas that counselor educators are expected to be knowledgeable in upon attainment of a PhD. The domains are: (1) professional clinical counseling; (2) research; (3) teaching; (4) supervision; (5) writing and publishing; (6) professional advocacy (Sears & Davis, 2003).

Domains of expected leadership in counselor education (proposed additional domains) - The additional domains of leadership in counselor education are proposed to be: (7) leading and managing people; (8) leading and managing an organization; and (9) motivating people to accomplish the organizational goals and mission.

Leadership in counselor education (proposed definition) - The ability to lead and advance the profession by inspiring people to accomplish the organizational goals and objectives and to promote effective team and group performance, which in turn enhances the well-being of the organization, the employees/students, and the profession.
### 3. Survey Items

**1. Are you a doctoral student in counselor education at a CACREP accredited school?**
- Yes
- No

**2. How many courses of doctoral-level course work have you completed in your counselor education program?**
- 0
- 1
- 2
- 3
- 4 or more

**3. What state is your university located in?**

**4. What is your sex?**
- Male
- Female

**5. What is your age?**

**6. Are you a licensed counselor?**
- Yes
- No

**7. If you answered yes to question 6, please indicate how long, in years/months, you have been a licensed counselor.**

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<th>Years</th>
<th>Months</th>
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8. What is the area of discipline of your master's degree?

☐ Community Counseling
☐ Counseling Psychology
☐ School Counseling
☐ Psychology
☐ Other

9. If you answered "other" to question 8, please indicate your area of discipline.
10. Please indicate your level of agreement with the following statement:
The leadership training I will receive in my doctoral program will prepare me
to be a leader in each of the following domains:

<table>
<thead>
<tr>
<th>Clinical Counseling</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
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<td>Teaching</td>
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<td>Clinical Supervision</td>
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<td>Writing and Publishing</td>
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<td>Professional Advocacy</td>
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<tr>
<td>Leading others, managing people, being in charge (i.e. - take disciplinary action against a subordinate, recommend subordinates for promotion, dismiss a student or subordinate from the program, enforce disciplinary codes, manage graduate assistants/subordinates, make hiring decisions, resolve subordinate’s inter-office problems and dilemmas). Leading and managing an organization (i.e. - make administrative decisions, recommend subordinates for promotion, plan and run staff meetings, set and change curricula, manage graduate assistants, work with other community agencies, handle budget/money matters). Motivating people to accomplish the organizations goals and objectives.</td>
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11. Please indicate your level of agreement with the following statements;

<table>
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<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>I understand theories and skills of leadership.</td>
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<td>I understand advocacy models.</td>
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<td>I can identify multicultural issues as they relate to social change theories.</td>
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<tr>
<td>I understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters.</td>
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<td>I understand current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.</td>
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<td>I believe I can demonstrate the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.</td>
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<td>I believe I can demonstrate the ability to advocate for the profession and its clientele.</td>
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</table>
12. Which of the following have or are influencing your leadership development as a counselor? Please indicate all that apply.

- [ ] a. Observational learning, watching others.
- [ ] b. Mentorship - being a mentee.
- [ ] c. Attending conferences.
- [ ] d. Outside training opportunities.
- [ ] e. Non-clinical supervision.
- [ ] f. Clinical supervision.
- [ ] g. Teaching undergraduate or graduate courses.
- [ ] h. Leadership-oriented classes in the doctoral program.
- [ ] i. Prior leadership experience.
- [ ] j. Advanced practicum experience.
- [ ] k. Flooding, learning on the go.
- [ ] l. Role-playing exercises.
- [ ] m. Being a member of a counseling organization.
- [ ] n. Other

Other (please specify)

13. Of the items you selected in question 12, please list your top three choices in order of importance (i.e. - c,g,e).

14. I think formal leadership classes should be a required part of counselor education doctoral programs.

Yes [ ]
No [ ]

Please indicate one response.

15. I think formal leadership classes should be an elective class for those that want/need them.

Yes [ ]
No [ ]

Please indicate one response.

16. I think attendance at leadership forums and/or conferences should be mandatory for graduation.

Yes [ ]
No [ ]

Please indicate one response.
17. I think increasing leadership training and education in counselor education doctoral programs can help the profession of counseling advance.  
Please indicate one response.  
Yes  
No  

18. I think that having more leadership experience and opportunities during my doctoral studies would help me with my career goals as a counselor educator.  
Please indicate one response.  
Yes  
No
APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL
To: John Laux, Ph.D. and Fred Lockard III  
Department of Counselor Education and School Psychology

From: Barbara K. Chesney, Ph.D., Chair  
Wesley A. Bullock, Ph.D., Vice Chair

Signed: B.K. Chesney  
Date: 08/07/09

Subject: IRB #106579  
Title: Leadership Development in Counselor Education Doctoral Students

On 07/30/09, the above research was reviewed and approved as Exempt (category 2b) by the Chair and Chair Designee of the University of Toledo (UT) Social Behavioral & Educational Institutional Review Board (IRB). The requirement to obtain a signed consent/authorization for use and disclosure of protected health information form has been waived as this research is determined to be minimal risk and a signed consent/authorization document would be the only record linking the subject to the data. It was determined that this waiver for signed consent/authorization will not adversely affect the rights and welfare of the participants. This action will be reported to the committee at its next scheduled meeting.

Please Note: A consent form is not required for this study. However an Information Sheet regarding the study should be distributed to potential participants. This Information Sheet should include the name and telephone number of a contact person in case the subjects need additional information. It is also strongly encouraged that the study be explained verbally to potential subjects.

Items Reviewed:
- IRB Application Requesting Exempt Review
- Survey(s)

Designated as EXEMPT RESEARCH on: 08/07/09

Please read the following attachment detailing Principal Investigator responsibilities.
APPENDIX E

COVER LETTER/ INITIAL E-MAIL REQUEST
Re: Invitation to participate in dissertation research on leadership in counselor education

Body:

Dear ACA members,

I am Fred Lockard, a doctoral candidate at The University of Toledo. I am conducting dissertation research and inviting current doctoral students enrolled in CACREP-accredited counselor education programs to participate in this research by taking a very short survey. If you are not a current doctoral student enrolled in a CACREP-accredited counselor education program, please disregard this request.

If you decide to participate, I anticipate the total time it will take you to finish will be under 10 minutes. The information you provide will be used to examine the perceived leadership development and education of counselor education doctoral students.

Here is a link to the survey: https://www.surveymonkey.com/s.aspx

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thank you for your consideration and participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list. https://www.surveymonkey.com/optout.aspx
APPENDIX F

COVER LETTER/ FOLLOW-UP E-MAIL REQUEST
Subject: Follow up invitation to participate in dissertation research on leadership in counselor education

Body:

Dear ACA members,

This is a follow-up to an invitation that was originally sent on 9-04-09. I am Fred Lockard, a doctoral candidate at The University of Toledo. I am conducting dissertation research and inviting current doctoral students enrolled in CACREP-accredited counselor education programs to participate in this research by taking a very short survey. If you are not a current doctoral student enrolled in a CACREP-accredited counselor education program, or you have already completed the survey, please disregard this request.

If you decide to participate, I anticipate the total time it will take you to finish will be less than 10 minutes. The information you provide will be used to examine the perceived leadership development and education of counselor education doctoral students.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx
APPENDIX G

CONSENT LETTER
ADULT RESEARCH SUBJECT - INFORMED CONSENT FORM

Perceived Leadership Preparation in Counselor Education Doctoral Students who are Members of the American Counseling Association in CACREP-Accredited Programs: A Survey Examining the Next Generation of Leaders in the Profession.

Principal Investigator: Fred W. Lockard III, MA, LPC, Doctoral Candidate
John M. Laux, PhD, Associate Professor

Purpose: You are invited to participate in the research project entitled, The Leadership Development and Preparation of Counselor Education Doctoral Students; A Needs Assessment Examining the Next Generation of Leaders in the Profession, which is being conducted at the University of Toledo under the direction of Fred Lockard and Dr. John Laux. The purpose of this study is to investigate the leadership development of counselor education doctoral students.

Description of Procedures: This research will take place at the University of Toledo’s Department of Counselor Education & School Psychology during the summer and fall 2009 academic semesters. You will be asked to complete an online survey. Your participation will take about ten minutes. After you have completed your survey, Fred Lockard will be happy to answer any questions that you might have.

Instruments: Counselor Education Doctoral Student Leadership Development Survey. The survey contains 18 items. Items 1 – 9 collect demographic and miscellaneous information. Items 10 and 11 ask specific questions about leadership and leadership development, training, and education, and are answered with a Likert-type scale using SD for Strongly Disagree, D for Disagree, N for Neutral, A for Agree, and SA for strongly agree. Item 12 ask the respondents to check all that apply. Item 13 is a fill-in-the-blank type response. Items 14 – 18 ask questions about what the respondents think can be done to better prepare counselor educators for leadership positions and ask for yes/no responses.

Potential Risks: There are minimal risks to participation in this study, including loss of confidentiality. Answering the survey (or participating in the survey) might cause you to feel upset or anxious. If so, you may stop at any time.

Potential Benefits: The only direct benefit to you if you participate in this research may be that you will learn about how surveys are conducted. The investigator anticipates that this research will contribute to generalizable knowledge. This knowledge is considered a benefit to the counseling profession and the development of leaders in counselor education.

Confidentiality: The researchers will make every effort to prevent anyone who is not on the research team from knowing that you provided this information, or what that information is. The online content (demographic data) collected from the survey-hosting website will be kept separate from responses, and will not include names or other identifiable information. Although we will make every effort to protect your
confidentiality, there is a low risk that this might be breached. The biggest possible loss of confidentiality may occur during the online answering of the survey.

**Voluntary Participation:** Your refusal to participate in this study, or to quit the survey at any time, will involve no penalty to you.

**Contact Information:** Before you decide to accept this invitation to take part in this study, you may ask any questions that you might have. If you have any questions at any time before, during or after your participation, or experience any physical or psychological distress as a result of this research, you should contact a member of the research team Fred Lockard, MA, LPC 419-490-0417, or John M. Laux, PhD, Associate Professor, 419-530-4705. If you have questions beyond those answered by the research team or your rights as a research subject or research-related injuries, please feel free to contact the Chairperson of the SBE Institutional Review Board, Dr. Barbara Chesney, in the Office of Research on the main campus at (419) 530-2844.

Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over.

**SIGNATURE SECTION – Please read carefully**

You are making a decision whether or not to participate in this research study. Your signature indicates that you have read the information provided above, you have had all your questions answered, and you have decided to take part in this research.

The date you sign this document to enroll in this study, that is, today's date must fall between the dates indicated at the bottom of the page.

By signing this you are also verifying that you are 18 years of age or older.

<table>
<thead>
<tr>
<th>Name of Subject (please print)</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Name of Person Obtaining Consent</td>
<td>Signature</td>
<td>Date</td>
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</tbody>
</table>

**THE UNIVERSITY OF TOLEDO SOCIAL, BEHAVIORAL & EDUCATIONAL INSTITUTIONAL REVIEW BOARD**

The research project described in this consent form and the form itself have been reviewed and approved by the University of Toledo Social, Behavioral & Educational Review Board (SBE IRB) for the period of time specified below.

SBE IRB #:____________________ Approved Number of Subjects:____________________
<table>
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<tr>
<th>Project Start Date:</th>
<th>Project Expiration Date:</th>
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</table>

| Date: _____________________ | _______________________________ |

Barbara Chesney, Ph.D., Chair  
UT Social Behavioral & Educational IRB
APPENDIX H

MISSION STATEMENTS, PROGRAM GOALS AND OBJECTIVES, AND COURSE LISTINGS FROM SELECTED COUNSELOR EDUCATION PROGRAMS
University of Arkansas

Program Mission: Prepare graduates to be leaders and advocates for the counseling profession and to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings. At the Ph.D. level, we emphasize preparing students as Counselor Educators and Supervisors who will attain leadership roles in academic and agency settings. Our counselor education and supervision graduates are trained to demonstrate advanced knowledge of counseling theory, practice and supervision, as well as advanced skills in conducting research and evaluation in schools, agencies and to the profession.

LEADERSHIP: Members of the faculty strive to model professional leadership and to make students aware of leadership opportunities. Examples of student opportunities include service to the community, positions in student organizations, graduate assistantships, presentations to professional groups, publication in professional journals, and voluntary work for the Counselor Education Program.

Counselor Education
Ph.D. Degree Program Requirements
Effective Fall 2006

Counselor Education Course Requirement
Required Core: Hours
CNED 6013  3 Advanced Counseling Theory and Methods
CNED 6033  3 Advanced Group Theory and Methods
CNED 6043  3 Supervision of Counselors
CNED 6073  3 Research in Counseling
CNED 6523  3 Gender Issues in Counseling and Human Development
CNED 6083  3 Consultation Theory and Methods
CNED 674V  9-12 Clinical Internship/Instructorship/Supervision/Research
CNED 6123*  3 Clinical Applications of Marriage and Family Counseling & Therapy
CNED 6413  3 Advanced Individual Appraisal
CNED 699V  2-4 Seminar
CNED 6711  1 Advanced Practicum
CNED 700V  18 Dissertation (Minimum)

*Prerequisite is CNED 6023 Foundations of Marriage and Family Counseling and Therapy

Plus 3 courses from either of the following focus areas based upon career goals:
(May choose from both areas).
Clinical Focus:
CNED 6063  3 Counseling and Sexuality
CNED 6093  3 Counseling Children and Adolescents
CNED 6003  3 Counseling and Addictions
University of Arkansas (Continued)

Professors/Academic Focus:
HIED 6323  3 Design and Evaluation of College Teaching
HIED 6013  3 The Professoriate: Problems and Issues
HIED 6343  3 Strategies for Effective College Teaching

Cognate Requirement
Revised May 2007 (eff. Fall 2007)—CNED Ph.D. Manual 1 9
Doctoral candidates must complete additional cognate area study related to the
candidate’s intended specialty in the counseling profession: 9 hours (with advisory
committee approval). Six hours of courses must be at the 6000-level. Typical cognate
areas include, but are not limited to – Sociology, Psychology, Rehabilitation Counseling,
and Educational Research.

Research Requirement
18 hours minimum including:
EDFD 6403*  3 Educational Statistics and Data Processing
EDFD 6413  3 Experimental Design in Education
EDFD 6533  3 Qualitative Research
EDFD 6423  3 Multiple Regression
EDFD 6453  3 Applied Multivariate Statistics

Plus 3 hours in research from the following:
EDFD 6543  3 Advanced Qualitative Research
EDFD 6623  3 Techniques of Research
EDFD 699  3 Seminar (with advisory committee approval)
*Prerequisite is Introduction to Educational Research—EDFD 5013.
DEPARTMENT MISSION STATEMENT:
The Department of Special Education, Rehabilitation, Counseling/School Psychology is the departmental home of the doctoral degree program in Counselor Education and Supervision. Graduates will develop the tools to address psychological, social and environmental barriers to educational achievement and personal development. In this process students will engage in rigorous and challenging educational experiences in order to fashion their own unique contributions to society. The Department values teaching, research and outreach that contribute to the missions of the College of Education and Auburn University. Further, the Department seeks to foster a culture in which individual creativity and scholarship is reinforced and nurtured.

Goals:
The goals for the doctorate in counselor education include the provision of experiences which prepare graduates to teach, supervise, conduct research, and participate in service activities related to the preparation of counselors and the advancement of the counseling profession. Upon graduation, persons assume faculty and other specialized roles in higher education, communities, and schools. We want our graduates to be highly competitive in the state, regional, and national marketplace. Therefore, we are committed to offering a graduate curriculum which reflects the national preparation standards for the profession as articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and which meets requirements for the certificates and licenses which regulate the profession. The program draws upon the theories of cognitive-behavioral, existential, and humanistic counseling. These theories are incorporated into a model that stresses the need to work with persons according to their individual development and level of functioning within multiple community systems. There is also an understanding that individuals are influenced by the communities in which they live and these communities are influenced by the individual. Based on this rationale the model also emphasizes the importance of multicultural theories and training to prepare counselors to work in a diverse society.

<table>
<thead>
<tr>
<th>Course Prefix &amp; #</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>COUN 8510</td>
<td>Contemporary Issues in Counselor Education</td>
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<tr>
<td>COUN 8610</td>
<td>Advanced Theories: Existential/Humanistic</td>
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<tr>
<td>COUN 8620</td>
<td>Advanced Theories: Cognitive/Behavioral</td>
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<td>COUN 8300</td>
<td>Research Design in Counseling</td>
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<td>COUN 8910 100</td>
<td>Advanced Practicum</td>
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<td>COUN 8910 400</td>
<td>Practicum in Counseling Supervision</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8920 100</td>
<td>Internship in Counselor Education</td>
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<tr>
<td>COUN 8910</td>
<td>Teaching Practicum – Teaching Practicum Experience</td>
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<tr>
<td>COUN 7210</td>
<td>Appraisal of Adults</td>
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<tr>
<td>COUN 7220</td>
<td>Appraisal of Children and Adolescents</td>
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<td>FOUN 7210</td>
<td>Theory and Methodology of Qualitative Research</td>
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<td>FOUN 7300</td>
<td>Design and Analysis in Education I</td>
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<td>FOUN 7310</td>
<td>Design and Analysis in Education II</td>
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<tr>
<td>FOUN 7420</td>
<td>Learning Theory and Educational Practice</td>
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<tr>
<td>COUN 8990</td>
<td>Dissertation</td>
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**ELECTIVES – Electives are not required**

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<td>Advanced Theories: Psychodynamic</td>
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<td>FOUN 8200</td>
<td>Survey Research Methods</td>
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<td>FOUN 8100</td>
<td>Program Evaluation</td>
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<tr>
<td>FOUN 8320</td>
<td>Design and Analysis in Education III</td>
<td>3</td>
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George Washington University

B. Leadership:

Program Goal: Assume an effective leadership position as a professional counselor by taking responsibility in a wide variety of roles and settings (e. g., public speaking, public relations, publications, workshop development, political action, community involvement, and human service advocacy).

Program Objectives: At the end of the doctoral program, the graduate is expected to have acquired the necessary advanced skills, knowledge, and experience to:

- Become involved in professional associations related to counseling by making content presentations at conventions, assuming significant organizational responsibilities, and engaging in other professional activities.
- Publish research and scholarly articles in professional counseling journals and related areas.
- Knowledgeably and effectively address audiences on topics related to counseling theory, practice, and services.

H. Administration and Management:

Program Goal: An understanding of principles and practices of administration and management as applied to counseling and counseling-related programs and the ability to implement these principles and practices.

Program Objectives: At the end of the doctoral program, the graduate is expected to have had the opportunity to acquire the necessary advanced skills, knowledge and experience to:

- organize, administer, and supervise counseling services, activities and personnel responsible for carrying them out;
- direct and provide staff training for personnel engaged in providing guidance and counseling for individuals and groups;
- organize and supervise the maintenance of informational services libraries used by counseling personnel and their clients;
- write proposals for grants, counseling centers, and counseling curriculums and courses.
- Program of Study for Ph.D. in Counseling

EDUC 301 Advanced Study: Ideas, Issues and Practices in Education - 3
EDUC 302 Quantitative Methods III: Inferential Techniques - 3
EDUC 306 Quantitative Methods IV: Advanced Research Design - 3
EDUC 307 Qualitative Research Methods - 3
CNSL 361 Seminar in Counseling - 3
George Washington University - Continued

*One additional research course determined by the methodology of the student’s dissertation.

CNSL 220  Special Workshop: Diagnosis and Treatment Planning - 3
CNSL 352  Organization and Administration of Counseling - 3
CNSL 358  Advanced Theories of Counseling - 3
CNSL 357  Advanced Practicum in Counseling-300 clock hours - 2
CNSL 359  Internship in Counseling and Counselor Supervision I-300 clock hours - 2
CNSL 360  Internship in Counseling and Counselor Supervision II-300 clock hours - 2

Students must take 3-9 credit hours in the human development emphasis. Among the courses students may select are the following:

HDEV 229  Cultural Effects on Child, Adolescent, and Adult Development
HDEV 281  Adult Learning
HDEV 341  Emotional and Cognitive Development
HDEV 344  Adult Development and Aging
HDEV 353  Work, Identity, and Adult Development
HDEV 356  Issues and Special Topics in Human Development

It is expected that PhD students will have taken 6-9 credit hours at the master’s level in human development, child development and adolescent development. If not, these must be included in the candidate’s course of study.

Area of Specialization:
15-18 credit hours in a cognate or supporting field of study developed by the student and his/her advisor to meet the student’s career goals and objectives.

Pre-Dissertation:
CNSL 390 Pre-dissertation seminar 3-6

Comprehensive Examinations
Students must take and pass comprehensive exams after all coursework is complete in order to enter the candidacy phase and begin dissertation.

Dissertation
CNSL 391  Dissertation  12-24

Total credit hours:  66-90
Georgia State University

- Mission Statement: Based on our commitment to diversity, advocacy and the belief that changes are possible, the mission of the department is to prepare competent professionals in counseling and psychological services, to contribute to the body of knowledge that undergirds these professions, and to provide service to the profession and the community.

Program Objectives

To provide a theoretical and clinical base of course and internship experience to equip the student to:

- teach in university setting
- administer counseling consultation and clinical services to individuals, families, children, or groups within the context of mental, community, correctional, and school settings
- understand and become proficient in research related to the counseling profession
- become acquainted with the importance of viewing client populations within the context of ethnic, gender, and race, religion, sexual orientation and psychological/physical disabilities
- design and complete an individualized internship experience to compliment chosen career objectives
- become involved in seminars, professional organizations, and professional development experiences related to career focus

Program of Formal Coursework

The program of study includes a minimum of 94 graduate semester hours beyond the master's degree, including dissertation, and internship credits. This course work must be distributed as follows:

A. Core Area: The core represents a uniform requirement of the College of Education to provide a common body of training toward expertise in research design and methodology as well as awareness of social foundations and the psychology of learning. A minimum of 6 semester hours must be selected in the area of social foundations and psychology of learning with 3 semester hours in an appropriate elective. A minimum of 21 semester hours is selected in the research core, which includes course work in measurement, research design, statistics, and dissertation hours. A minimum of 6 semester hours of course work from one of the following research tracks: Quantitative, Qualitative, Single Case, Humanistic Studies or Measurement Theory.
Georgia State University - Continued

EPSF 8270 - Philosophy of Education (3hrs)
EPSF 8280 - Anthropology of Education (3hrs)
EPSF 8310 - Sociology of Education (3hrs)
EPSF 8340 - History of American Education (3hrs)
EPSF 9260 - Epistemology and Learning (3hrs)

Psychology of Learning: select one
EPY 8030 - Advanced Applied Behavior Analysis (3hrs)
EPY 8050 - The Psychology of Instruction (3hrs)
EPY 8070 - Understanding and Facilitating Adult Learning (3hrs)
EPY 8080 - Learning and Cognition in Adult (3hrs)
EPY 8180 - Development During School Age (5-18 yrs) (3hrs)
EPY/CPS 8200 - Adv Developmental Psy 1: Cog & Int (3hrs)
EPY/CPS 8220 - Adv Developmental Psy II: Pers & Soc (3hrs)

Research Design & Statistics (21 semester hours)
EPRS 8500 - Ethnographic Approach Ed. Research I (3 hrs)
EPRS 8530 - Quantitative Methods and Analysis in Education I (3hrs)
Two Research Track courses (6 hours)
CPS 9990 - Dissertation (9hrs)

DISSERTATION HOURS: are to be taken every semester after the comprehensive examination until completion of the degree, unless registered for other course work, with a minimum total of 9 credits.

B. Major Area: The major area requirements complete the basic body of knowledge for applied professional practice as a counselor. A minimum of 49 credits, (9 of which are Doctoral Internship), must be earned in the doctoral major, and these must include the courses listed below:

CPS 8450 - Advanced Group Counseling (3hrs)
CPS 8530 - Professional Issues and Decisions (3hrs)
CPS 8650 - Advanced Counseling Theory (3hrs)
CPS 8660 - Applied Practice II (3hrs)
CPS 8370 - Advanced Career Counseling (3hrs)
CPS 9480 - Supervision of Counseling Services (3hrs)
CPS 9660 - Applied Practice III (3hrs)
CPS 9661* - Applied Practice III Sup. (3hrs)
CPS 9963** - Seminar: Counseling (6hrs)
CPS 9920*** - Seminar: Doctoral Research for Publication (4hrs)
CPS 9680 - Doctoral Internship (9hrs)

Select ONE:
EPY 8050 - The Psychology of Instruction (3 hrs)
Georgia State University - Continued

EPY 8070 - Understanding and Facilitating Adult Learning (3 hrs)
EPY 9000 - Facilitating College Teaching (3 hrs)

Elective: Select one for 3 semester hours
* Repeatable credit once in major area and up to two times in cognate.
** Repeatable credit for the first 6 semesters (excluding summer semesters)
*** Repeatable credit; required during first year (1 credit hour - F/SP/SU/F)

C. Cognate Area: The cognate area, [minimum of 18 semester hours] provides opportunity for the doctoral student to develop an extended base of knowledge in a selected specialty area as an adjunct to the major field of study. Selected course work outside the major should lead to development of an understanding of the origin, history, ontology, philosophy, or special application of the major area. Part or all of this work may be taken outside the College of Education. Cognate area must be approved by program advisor. Examples of cognates include: Marriage and Family; Organizational Behavior; Health Psychology; Assessment; Research; etc.

Total: Minimum of 94 Semester Hours
DEPARTMENT OF COUNSELING MISSION STATEMENT:
The principle mission of the Department of Counseling is to prepare quality counselors for various settings in Idaho and the nation. More specifically, we seek to prepare quality School Counselors for public schools in K-12 settings, Marital, Couple and Family Counselors and Mental Health Counselors for community agencies and other mental health settings, and Student Affairs Counselors for working in college settings such as advising, residence halls, and career centers. We prepare doctoral level counselor educators and supervisors to work primarily in institutions of higher learning as faculty members. We believe it is also our mission to:

- instill a strong sense of professional identity in students,
- help students gain an appreciation of the rich knowledge base in counselor education,
- develop student expertise in the skills of counseling,
- aid students to become certified and/or licensed, and
- aid students/graduates in their initial job placement.

PROGRAM GOALS AND OBJECTIVES:
The Ph.D. in Counselor Education and Counseling is designed to prepare counselor educators for work in counselor education programs and doctoral level counselors for work in university counseling centers and other counseling sites. The major emphasis of this program is to prepare graduates for a career in university teaching in counseling programs. Counselor education and counseling students at Idaho State University will be:

1. Prepared to teach courses in counseling skills and counseling theories.
2. Prepared to supervise counselors and counseling students who are providing individual/triadic, group, and/or couple and family counseling.
3. Prepared to teach selected courses in one or more of the CACREP major areas
4. Prepared to teach selected courses in the general CACREP common core.
5. Prepared to evaluate counselor education programs and counseling sites.
6. Knowledgeable of professional issues in the counselor education and counseling fields.
7. Knowledgeable of ethical issues and practices of counselor education and counseling.
8. Experienced in developing and conducting research
9. Experienced in writing for professional publication.
10. Experienced in the advisement and mentoring of Master of Counseling students.
11. Knowledgeable and skilled in providing advanced clinical counseling skills.
12. Knowledgeable of the sociological manifestations of cultural diversity.

B. Required Courses:

COUN 701 Advanced Statistics - 2 cr.
COUN 702 Advanced Research and Experimental Design - 2 cr.
Idaho State University - Continued

COUN 703 Qualitative Research - 2 cr.
COUN 704 Qualitative Methodology - 2 cr.
COUN 705 Instructional Theory for Counselor Educators - 3 cr.
COUN 710 Practicum in College Teaching - 2 cr.
COUN 712 Advanced Psychological Testing and Assessment - 2 cr.
COUN 724 Advanced Diversity Issues - 3 cr.
COUN 727 Advanced Theories of Counseling - 3 cr.
COUN 774 Advanced Group Procedures - 3 cr.
COUN 790 Theories of Counseling Supervision - 2 cr.
COUN 791 Supervision of Counseling Practicum - 2 cr.
COUN 800 Research and Professional Issues - 1-4 cr.
COUN 848 Doctoral Counseling Practicum - 3 cr.
COUN 849 Doctoral Internship - 1-18 cr.
COUN 849L Doctoral Counseling Lab - 0 cr.
COUN 850 Dissertation - 1-12 cr.

Suggested Electives

COUN 723 Advanced Vocational Theory - 3 cr.
COUN 758 Independent Problems - 1-4 cr.
COUN 775 Advanced Practicum in Group Counseling - 2 cr.
The following checklist outlines the degree requirements for students admitted after Feb, 06.

Prerequisites: A 48 hour masters degree in counseling or its equivalent, including a 600 hour internship, and course work which is the equivalent of ECD 524, 525, 530, 539, 540, 560, 641 and 642. If applicants do not meet the prerequisites and are admitted, requisite work will be added to the doctoral program.

1. Prerequisites (number of credits: zero to variable)
   600 hour internship
   Master's level course work

2. Thesis equivalent for those not having completed a thesis during their master's program (ECD 893: Doctoral Supervised Research 1-3 cr.)

3. Theory Core (9 credits)
   ECD 790B Counseling Theory and Development: Gender, Race and Cultures (3 credits), or one of the following: ECD 737, ECD 733, and ECD 740 for students admitted before February, 2006
   ECD 731 Career Development Theory and Research (3 cr.)
   ECD 735 Counseling Supervision: Theo. & Res. (3 cr.)

4. Cognate Area* (9 credits minimum; 3 courses at doctoral level) e.g. career development, diversity issues, psychology, higher education.

5. Research Core (26 credits)
   ST 507 Statistics for the Behavioral Sciences I (3 cr.)
   ST 508 Statistics for the Behavioral Sciences II (3 cr.)
   ELP 736 Qualitative Research in Education (3 cr.) or
   PSY 710x Special Topics: Qualitative Methodology (3 cr.)
   ECD 738 Research in Counselor Education (3 cr.)
   ECD 790A Advanced Assessment in Counselor Education (2 cr.)
   ECD 895 Dissertation Research (9 cr.)
   ECD 899 Dissertation Preparation (for last semester only; 3 cr.)

6. Professional Application Core (18 credits)
   ECD 843 Advanced Counseling Practicum (3 cr.)
   ECD 847 Counseling Supervision: Practicum (3 cr. for 200 hr. exp.)
North Carolina State University - Continued

ECD 850 Internship in Counselor Education (total 6 cr.)
(3 cr. for clinical counseling: 300 hour experience;
3 cr. for teaching practicum; 100 hour experience)
ECD 886 Supervised Practice Teaching in Counselor Ed. (3 cr.) (100 hour experience; 1
hour group supervision and concurrent enrollment in ECD 850 are required)
ECD 860 Professional Issues in Counseling (3 cr. over 2 semesters; 2 cr. in fall and 1 cr.
in spring)

MINIMUM TOTAL CREDITS = 62 cr. beyond master's degree (possible additional
credit requirements and prerequisite in above categories)

*Cognate area is a concentration in the doctoral study and a focus of the student’s
interest. This area may be a foundation for the dissertation. Student should consult and
receive approval on a cognate area from the advisor and advisory committee. A minimum
of 9 credits is required. Some prerequisite courses may be required, depending on courses
requirements. Students may also develop a minor by selecting all cognate courses from
one academic department/program.

(1) Career Counseling and Development
ECD 731 Career Development Theory and Research
PSY 765 Vocational Psychology; PSY 769 Work Motivation

(2) Women and Gender Issues
ECD 790B Counseling Theory and Development: Gender, Race and Cultures
PSY 706 Psychology of Gender; SOC(WGS) 739 Social Psychology of Inequality
ANT (WGS)544 Cross-Cultural Perspectives on Women; WGS(SOC) 737 Sociology of
Gender

(3) Diversity Issues
ECD 790B Counseling Theory and Development: Gender, Race and Cultures
PSY 755 Cross-Cultural Research and Development; PSY 787 Social Development

(4) Other possibilities: Educational Psychology, Higher Ed., Special Education, and
Psychology.
Oakland University

The Ph.D. in Education with a major in Counseling prepares students for leadership roles within the field in the areas of advanced clinical practice, mental health care administration, counseling research, and counseling supervision. The curriculum has been established according to the guidelines set forth by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

The program allows students to pursue one of five cognate areas: addiction counseling, advanced career counseling, child and adolescent counseling, couple and family counseling, and mental health counseling. Additionally, according to the CACREP guidelines, the program provides for advanced preparation in the following content areas: theory pertaining to the principles and practice of individual counseling, group work, consultation, and counselor supervision; instructional theory and methods relevant to counselor education; design and implementation of quantitative and qualitative research methodology; models and methods of assessment and appraisal; ethical and legal issues; career development, implications of sociocultural, demographic, and lifestyle diversity; and philosophical and professional orientation.

COURSE OF STUDY

The program requires a minimum of 84 credit hours beyond the master’s degree: 12 credits in the foundation core, 32 credits in the department core, 20 credits in the cognate, 4 credits in the internship, and a minimum of 16 credits for the dissertation.

Foundation Core - 12 credit hours
- CNS 730 Doctoral Professional Seminar I (2)
- CNS 731 Doctoral Professional Seminar II (2)
- CNS 732 Research Methodology (4)
- CNS 733 Analytical Methods (4)

Department Core - 32 credit hours
- CNS 667 Advanced Theories of Counseling (4)
- CNS 669 Legal and Ethical Issues in Counseling (2)
- CNS 670 Sociocultural Issues in Counseling (2)
- CNS 671 Instructional Theory and Methods Counseling (4)
- CNS 672 Seminar in Counselor Supervision (4)
- CNS 673 Advanced Group Counseling (4)
- CNS 674 Advanced Consultation Techniques (2)
- CNS 683 Advanced Appraisal: Models and Methods (4)
- CNS 691 Program Evaluation (2)
- CNS 780 Advanced Practicum (4)
Oakland University - Continued

**Cognate Core** - 20 credit hours
The cognate core commences with 12 planned credits from one of the areas of advanced specialization (see p. 189). The student in conjunction with the Advisory Committee selects 8 credits from the other cognate areas.

**Internship** - 4 credit hours
CNS 790 Doctoral Internship (4)

**Dissertation** - 16 minimum credit hours
CNS 794 Counseling Inquiry: Proposal Planning and Development (4)
CNS 795 Dissertation Research I: Data Analysis Lab (2)
CNS 796 Dissertation Research II: Group Seminar (4)
CNS 799 Dissertation Research III: Implementation and Writing (6 minimum)
Counselor Education Doctoral Program Philosophy and Mission Statement:

The doctoral program in counselor education applies and extends the program philosophy of the counselor education program to form its mission. Fundamental to the mission statement is the conviction that the Masters degree in counseling is the clinical degree in counselor education and that doctoral study, while it enhances the clinical skill of students, has the purpose of developing counselor educators. Within this context, the doctoral program in counselor education has the specific purpose of developing counselor educators who are prepared to be skillful teachers, expert supervisors, competent quantitative and qualitative researchers, and outstanding professional leaders. This perspective employs the following assumptions about the development of doctoral students as effective counselor educators.

- Effective counselor educators have a clear and specific professional identity as counselor educators. This identity includes membership in the Association for Counselor Education and Supervision (ACES), American Counseling Association (ACA), and ACA divisions that reflect professional specializations and interests. In addition, this identity involves holding the professional counselor license in their state, and certification as a Nationally Certified Counselor (NCC). Finally, this professional identity includes active participation in national, regional, and state professional counselor organizations. Effectively prepared counselor educators are able to articulate their professional identity as counselor educators and counselors so that the students they eventually prepare will develop and be able to articulate a clear identity as professional counselors.

- Effective counselor educators are prepared to be multiculturally competent professionals.

- Competence includes essential knowledge, skills, and personal awareness. Students must be aware of their own biases, understand the social and economic conditions related to prejudice and oppression, and are committed to social advocacy.

- Effective counselor educators are prepared to be skillful teachers. Becoming a skilled teacher involves understanding and applying relevant theory and the development of an effective personally congruent teaching style. The development of effective teachers requires on-going teaching experiences under the close supervision of faculty and peers. Opportunities to reflect on and discuss teaching experiences with peers and faculty are critical to this development.

- Effective counselor educators are prepared to be effective supervisors. Becoming an effective supervisor involves understanding and applying relevant theory and the development of an effective personally congruent supervision style. This development requires academic and on-going supervised experiences that mirror the supervisory roles of counselor education faculty. Opportunities to
reflect on and discuss supervision experiences with peers and faculty are critical to this development.

- Effective counselor educators are prepared to be competent researchers. Becoming a competent researcher involves becoming knowledgeable and skillful in conceptualizing, conducting, and analyzing quantitative and qualitative research. The process of becoming a competent researcher includes participating in academic experiences and supervised research activities that culminate in the dissertation. The doctoral program in counselor education emphasizes ongoing participation in research as important aspects of academic and program requirements. The dissertation is the culminating demonstration of research competence.

- Effective counselor educators are prepared to be effective writers. Writing skills are required in the development of course materials, professional communications, and publication. Without effective writing skills, counselor educators will not be successful in their profession. All faculty are committed to the evaluation and development of students’ writing skills in all academic experiences.

- Effective counselor educators are prepared to be effective contributors and leaders in professional organizations. Contributions and leadership includes attendance and presentations at professional counseling organization conferences, organizational committee membership, participation on professional journal editorial boards, and participation as elected leaders in professional organizations. In addition, leadership includes advocating for clientele and the profession locally and on a state and national level.

- Effective counselor educators are competent individual and group counselors.

**Professional Leadership:**

Professional leadership is a competency that includes documented participation in national, regional, or statewide professional organizations. During the fall of their first year students will join the Association for Counselor Education and Supervision, Mississippi Counseling Association, American Counseling Association, and Chi Sigma Iota. Later, students will join organizations that represent their core and major specialization areas. Students will develop a plan and set goals for participation in national, regional, and state organization committees and volunteer activities during the First Year Seminar. Students will report on their activities at the conclusion of their first semester and each semester thereafter in the First Year Seminar and Internship lab. All students will demonstrate leadership activities consistent with the career paths of developing leaders in the field of counselor education. Students will show documentation of their professional leadership activities.
Fall (1)
COUN 784 - Advanced Counseling Theory
COUN 794 - Advanced Group Counseling
EDRS 701 - Educational Statistics II *
COUN 698 - First Year Seminar

Spring (1)
COUN 750 - Research and Publication in Counselor Education
COUN 753 – Supervision of Counseling Services
COUN 793 – Advanced Practicum
COUN 698 – First Year Seminar

Summer (1)
COUN 795 – Internship
EDLD 662 – College teaching

Fall (2)
COUN 751 – Qualitative Perspectives in Counselor Education
COUN 754 – Advanced Clinical Supervision
COUN 795 – Internship

Spring (2)
COUNN 752 – Qualitative Methods and Analysis for Counselor Educators
COUN 795 – Internship
EDRS 705 – Educational Research II

Summer (2)
COUN 795 – Internship

Fall (3)
COUN 797 – Dissertation (9 hours)
COUN 699 – Professional Development Seminar

Spring (3)
COUN 797 – Dissertation (9 hours)
COUN 699 – Professional Development Seminar

* - Students who have not the necessary statistical competencies to prepare them for EDRS 701 may be advised to complete EDRS 501 prior to enrollment in EDRS 701.
MISSION STATEMENT:

The mission of the Counselor Education Program is to prepare doctoral level professionals in counselor education and supervision and to provide opportunities for ongoing learning and development in the cores areas of teaching, research, supervision, clinical work, and professional service. The program serves a diverse student body from the quad-state area of southern Illinois, southeast Missouri, southern Indiana, and northern Kentucky; regional and national urban centers; and the international arena. Faculty expect graduates to be knowledgeable and skilled in their cognitive area of expertise, to be understanding and sensitive to the needs of the diverse populations they serve, and to be skilled in the creative application of current technologies. Faculty are committed to preparing ethically responsible counselor educators and supervisors who are critically reflective about their profession and who recognize they must continue to learn and refine their knowledge, values, and skills throughout their professional lives.

OBJECTIVES:

The Doctor of Philosophy degree in Education with a Counselor Education specialty is designed to prepare counselor educators, researchers, and supervisors. To this end, students develop competencies for leadership and instructional roles in counselor education and supervision, advanced counseling practice, and research. Students are expected to develop their own unique specialties within counselor education and supervision. Faculty adhere to the belief that effective counselor educators and supervisors must demonstrate:

1. Respect for the dignity and worth of all individuals in a multicultural society.
2. Commitment to self-development and fulfillment of human potential.
3. Integration of educational and counseling processes.
4. Knowledge of related mental health professional fields.
5. Understanding and conceptualization of and adherence to the Ethical Standards of the American Counseling Association (ACA) and its Divisions and to federal and state legislation, policies, and judicial rulings that define the practice of a professional counselor.
6. Active member involvement in ACA, its Divisions and Branches, and other associations related to professional practice.
7. Advanced levels of counseling skill with individuals and groups.
8. Competency in the practice and evaluation of teaching and instructional methodologies.
9. Conceptual understanding of counselor development and mental health practices as they apply to instruction and supervision of counselors.
10. Application and evaluation of research methodology applied to counseling and counselor education.
Southern Illinois University - Continued

11. Synthesis of knowledge demonstrated by original research and scholarly contributions to the field of counseling and counselor education.

12. A commitment to reflective inquiry as a formal and informal part of professional responsibilities.

In sum, graduates must demonstrate excellence in all knowledge and skills required to work effectively as counselor educators and supervisors in a multicultural context.

DOCTORAL CURRICULUM:

Required doctoral program course work builds on accredited master’s program requirements and covers all doctoral content areas identified by CACREP Standards. Required courses are listed following each doctoral content area. Some appear in more than one content area.

1. Theory pertaining to principles and practice of counseling, group work, and consultation;
   EPSY 568A-3 Topical Seminar in Counseling: Professional Orientation
   EPSY 568B-3 Topical Seminar in Counseling: Advanced Theory
   EPSY 575-4 Philosophical and Historical Issues in Educational Psychology

2. Theory and practice of counselor supervision;
   EPSY 551-3 Supervision of Practicum

3. Instructional theory and methods relevant to counselor education;
   EDUC 591-4 Doctoral Seminar in Behavioral Foundations of Education
   Doctoral Handbook 4/24

4. Design and implementation of appraisal, research and evaluation methods appropriate to the discipline;
   EPSY 506-4 Inferential Statistics
   EPSY 568C-3 Topical Seminar in Counseling: Conducting Research
   EPSY 576-4 Research Issues in Educational Psychology
   Two COEHS approved research tool courses plus an additional course in qualitative research.

5. Ethical and legal issues in counselor education and supervision; and
   EPSY 568a-3 Topical Seminar in Counseling: Professional Orientation
   EPSY 551-3 Supervision of Practicum

6. Implications of sociocultural, demographic, and lifestyle diversity relevant to counselor education and supervision.
   EPSY 568a-3 Topical Seminar in Counseling: Professional Orientation
Clinical instruction. The Counselor Education Program provides a variety of supervised clinical experiences. Students are required to complete a minimum of six credit hours of advanced practicum in three areas: individual, group, and either couple and family or career. Practica may be completed at the SIUC Clinical Center or other approved settings appropriate to career goals. During practica and internships, students must receive one hour per week of individual supervision or a minimum of two hours per week of small group supervision by a supervisor with a doctorate in counselor education or closely related field.

Each student develops an internship plan that is consistent with his or her career goals and includes those activities typical of a counselor educator: counseling activities, professional association work, supervision, teaching, and research. The internship plan does not include dissertation work. Students may request approval of an internship plan after completing all practica and the course on supervision. The plan must be approved by the program faculty before beginning the internship; however, a request to amend the plan may be submitted in writing to the program chair during internship.

Cognate requirements. A cognate in Educational Psychology and Special Education must be completed by all students and is part of the previously identified requirements. Courses that meet the Department cognate requirement include:

EPSY 506-4 Inferential Statistics
EPSY 575-4 Philosophical and Historical Issues in Educational Psychology
EPSY 576-4 Research Issues in Educational Psychology

A second Counselor Education cognate such as appraisal, career counseling, group work, or couple and family counseling is encouraged, but not required.

Research tool requirements. To satisfy research tool requirements, the College of Education and Human Services has approved specific courses in the following areas: foreign language, historiography, philosophical methods, quantitative methods, and qualitative methods. For students in Counselor Education, a course in qualitative research is required. Other research tools can be designed to accommodate special interests. Students should refer to the College of Education and Human Services Ph.D. Policies and Procedures Manual on this matter. The student's program committee approves the research tool as part of the doctoral program. In the event a student wishes to petition faculty to substitute a course for tool requirements, the substitute course must currently be approved to meet the tool requirements in another doctoral program.

Residency. The residency requirement for the doctorate must be fulfilled after admission to the program and prior to advancement to candidacy, that is, when students have
successfully passed the preliminary examination. Residency is met by completing 24 graduate credit hours on campus as a doctoral student within a period not to exceed four calendar years. No more than six hours of deferred dissertation credit may be applied toward fulfillment of the 24 semester hour residency requirement, and no doctoral student is permitted to sign up for more than six hours of dissertation credit until candidacy has been achieved. Once they have been admitted to candidacy, students have six years to complete the dissertation.

Program planning. Program planning occurs individually between students and their faculty advisor and program committee. Some courses within the department are offered each semester; some are not. The latter group is scheduled according to student needs and faculty availability. In planning a course of study, certain courses are best taken early in the doctoral program, others are best taken during the middle of the program, and others are best taken late in the program. The table below separates the required courses into three general time-periods. (See also Appendix A, Ph.D. in Counselor Education course planning worksheet.)

Students are responsible for the completion of all doctoral program and graduation requirements. The SIUC Graduate Catalog covers requirements not mentioned in this Handbook.

**Early Program**
EPSY 568A(3), Professional Orientation
EPSY 575(4), Philosophical & Historical Issues
EPSY 594(2/6), Advanced Practica
EDUC 591(4), Behavioral Foundations Ed
EPSY 595(2-12), Internship in Psych of Teaching

**Middle Program**
EDUC 568B(3), Adv. Counseling Theories
EPSY 594(2/6), Advanced Practica
EPSY 594(2/6), Advanced Practica, Research Tool, Qualitative Research
EPSY 597 (6/12), Doctoral Internship
EPSY 595(2-12), Internship in Psych of Teaching

**Late Program**
EPSY 568C, Conducting Research
EPSY 597 (6/12), Doctoral Internship
EPSY 600(24/32), Dissertation
The University of New Mexico

UNM Counselor Education Mission Statement:

The Counselor Education Program prepares students to address the counseling and human development needs of a pluralistic society. The program recruits and retains students who reflect the broad range of diversity found in New Mexico. Students graduate with knowledge and skills in core competency areas that include: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation.

The counselor education program features an integration of theory, research, practice, and interdisciplinary collaboration. It is intended to prepare counselors who are informed, who will be sensitive to the diversity and uniqueness of individuals, families, and communities, and who will value and promote the dignity, potential and well-being of all people. The program prepares professional counselors and counselor educators to respond to a world with challenging and pressing social problems. Faculty members are committed to integrating teaching, scholarship, research, clinical practice and service, while promoting a climate of social justice, systemic change and advocacy. The faculty’s goal is to infuse multicultural and diversity training in all aspects of academic and clinical coursework in order to prepare multiculturally competent counselors and counselor educators. From the beginning of the graduate course of study, classroom education is combined with on-site training. These experiences provide the opportunity for students to work in and with various educational settings and community agencies.

The Counselor Education Program Purpose and Aspirations:

Consistent with the goals and vision of the College of Education, the Counselor Education Program is committed to promoting excellence and diversity in teaching, scholarship, and community service. We work to promote an understanding of human development and psychological health that will improve and foster optimal potential for individuals, families, and our communities. The program features an integration of theory, research, and practice and interdisciplinary collaboration that is intended to prepare counselors who are informed, who will be sensitive to the diversity and uniqueness of individuals, families, and communities, and who will value and promote the dignity, potential and well-being of all people.

Program Objectives:

1. Students will demonstrate a knowledge and understanding of human development as it relates to personality and counseling theory, and as it applies to self-awareness, interpersonal interaction and counselor-client dynamics.
2. Students will demonstrate a knowledge and ability to apply personality and counseling theory as it relates to the role of the professional counselor, supervisor, consultant and the art of teaching in a variety of professional settings.
3. Students will demonstrate an ability to synthesize, integrate and apply major counseling, supervision, pedagogy and developmental theories into a coherent personal philosophy in which can be applied in a variety of professional settings, as demonstrated in the final comprehensive exam and practicum and internship experiences.

4. Students will demonstrate an ability to synthesize, integrate and apply knowledge of ethical and legal principles to the effective practice of counseling, supervision, consultation and teaching as demonstrated in the practicum and internship experiences.

5. Students will acquire a general knowledge of and respect for the influences of different cultures (ethnic, race, gender, age, religion, sexual orientation, socioeconomic class, etc.) and have experience working with an array of clientele representing such diverse cultures.

6. Students will demonstrate an understanding of current issues and concerns that confront counselors, supervisors, professors and consultants in public and private settings.

7. Students will be able to identify resources within the community for continued education, internship experiences, local professional organizations and consultation for professional development.

8. Students will demonstrate knowledge and understanding of assessment and diagnosis, its applications and ethical considerations.

9. Students will demonstrate knowledge and understanding of the ethical codes and standards outlined by the American Counseling Association (ACA) and the Association of Counselor Education and Supervision (ACES).

10. Students will be able to provide analytical critiques of literature (quantitative/qualitative) published in professional journals, and initiate research with UNM Counselor Education program.

11. Students will demonstrate an awareness and understanding of professional counseling related organizations as evidenced by student membership affiliation and active participation. Chi Sigma Iota, Counselor In Action, New Mexico Counseling Association (AMCA) and New Mexico Counselor Association for Counseling Education and Supervision (NMACES), New Mexico School Counselor Association (NMSCA), etc.

12. Students will demonstrate appropriate behaviors in UNM Counselor Education program’s doctoral group supervision. Behaviors will be evidenced through the Group Supervision Evaluation (see evaluation in the appendix).

13. Students will demonstrate self-awareness, self-understanding, and continued personal and professional growth, as demonstrated by class performance, group participation, supervision, teaching, consultation, comprehensive examination and practicum and internship experiences.

14. Students will demonstrate a commitment to multicultural competencies, social justice and advocacy.
15. Students will engage both classroom and on-site education and experiential training once admitted into the program and throughout their graduate course of study.

The Counseling Ph.D. Program of Studies:

The program of studies features several areas in which professional expertise must be attained. These are counseling theory and practice, research, teaching, supervision, consultation, and diversity/multicultural issues. A total of 94 credit hours (includes 24 credits for a minor) are required to successfully complete the Ph.D. degree. The Counseling Program will accept up to 36 hours of graduate transfer credit to be applied to the Ph.D.

Counseling Core Courses (12 credits)
Coun 610 Professional Issues and Ethics (3)
Coun 621 Advanced Theories (3)
Coun 696 Internship (6)

Research (16 credits)
Required:
EdPsy 511 Introduction to Educational Statistics (3)
EdPsy 505 Conducting Quantitative Educational Research (3)
EdPsy 603 Statistical Design & Analysis (3)

One additional qualitative research course:
EdLead/LLSS 605 Qualitative Research in Education
LLSS/ETSCS 502 Naturalistic Inquiry (3), or
LLSS/ETSCS 605 Qualitative Research (3)
LLSS/ETSCS 623 Ethnographic Research (3)

One additional qualitative (see above list) or an additional quantitative course:
EdPsy 504 Statistical Software Applications for Educational Research (1-3)
EdPsy 515 Survey & Questionnaire Design & Analysis
EdPsy 604 Multiple Regression,
EdPsy 606 Applied Multivariate Statistics,
EdPsy 607 Structural Equation Modeling,
EdPsy 651 Advanced Seminar in Quantitative Educational Research

One dissertation seminar
EdPsy 650 Dissertation Seminar (1)
CIMTE/MSET 690 Dissertation Seminar
LLSS/ETSCS 650 Dissertation Seminar
OLIT 690 Dissertation Proposal Seminar
Teaching (6 credits)
Coun 620 Seminar in Counseling/Teaching

One additional course:
EdPsy 510 Principles of Classroom Learning
EdPsy 610 Seminar in Classroom Learning
CIMTE 500 Advanced Instructional Strategies;
CIMTE/MSET 513 The Process of Teaching & Learning, or
EdLead 529/OLIT 561 The Adult Learner
OLIT 501 Instructional Design & Development
OLIT 546 Cross Cultural Issues in Adult Learning

Supervision (6 credits)
Coun 514 Supervision of Counseling
Coun 630 Advanced Practicum in Counseling Supervision

Consultation (3 credits)
Coun 620 Seminar in Counseling/Consultation

Diversity Studies (9 credits, three of the following)
Anth 537 Seminar in Southwestern Anthropology
Anth 538 Seminar in Cultural Change
Comm 523 Seminar in Intercultural Communication
Coun 562 Gender Issues in Counseling
Coun 581 Sexuality in Counseling
Coun 583 Multicultural Issues
ETSCS 522 Education and Anthropology
ETSCS 587 Perspectives on Sex & Gender in Education
Mgmt 560 Cross Cultural Organizational Behavior
Psyc 573 Seminar in Cross Cultural Research
Soc 520 Racial and Ethnic Relations
Soc 529 Social & Cultural Change
SpecEd 501 The Psychology and Education of Exceptional Persons
SpecEd 520 Nature and Needs of the Mentally Retarded
SpecEd 530 Nature and Needs of the Behaviorally Disordered
SpecEd 625 Seminar in Mental Retardation
SpecEd 630 Clinical and Behavioral Aspects of Behavior Disorders

Supporting Area (24 credits)
Minor area disciplines are typically selected from the following examples: Educational Administration, Educational Psychology, Family Studies, Health Education, Management, Psychology, Public Administration, Public Health, Training & Learning Technologies, Sociology. Typically a student selects a minor from one discipline. A student can propose to conduct a composite minor combining no more than 2 areas of
The University of New Mexico - Continued

study. Students should note that some programs are very specific about the course work required for a minor in that discipline.

*Dissertation (18 credits)*

*Other Counseling Electives*

Coun 525 *Experiential Counseling*

Coun 541 *Counseling Children & Adolescents*

Coun 560 *Family Counseling*

Coun 576 *Medical Aspects of Counseling*
The University of Alabama

DOCTORATE IN COUNSELOR EDUCATION AND SUPERVISION:
The Doctor of Philosophy (Ph.D.) is the terminal degree in Counselor Education. This preparation program features a variety of preparation options for students. These include the preparation of (a) counselor educators for professional positions in colleges and universities; (b) agency/school administrators; (c) counselor supervisors; and, (d) advanced practitioners in governmental agencies, non-profit settings, or private practice. A common core of preparation in doctoral study includes advanced theoretical foundations, counselor pedagogy, advanced practice with groups and other counseling modalities, counselor supervision training, and research.

PROGRAM MISSION:
The comprehensive mission of the Program in Counselor Education at The University of Alabama is to serve a diverse population of students representing a variety of cultural dimensions, lifestyles, and capabilities. The priority of the faculty is to train competent, ethical, and knowledgeable graduate practitioners and educators in the areas of School, Community, and Rehabilitation Counseling at both entry- and terminal-degree levels.

PROGRAM PHILOSOPHY:
The philosophical bases from which the instruction, mentorship, and applied learning in the Program in Counselor Education are derived reflect a combination of Pragmatism, Social Constructivism, and Phenomenology. These seemingly disparate philosophies appear to converge on the basis of the following principles reflected throughout the program curriculum:

1. Valuing human dignity, social justice, social advocacy, and human worth throughout the lifespan is a foundational premise for assumptions about societal and individual change;
2. In facilitating change, counseling involves art and science combined to maximize human potential;
3. An integration of perceptual, affective, behavioral, cognitive and related aspects of human functioning (e.g., culture, circumstance, capability, etc.) shapes an individual’s view of life and personal fulfillment;
4. When supporting the process of change, counseling is a unique relationship that advances fulfillment by promoting responsible and considered choice;
5. Contemporary counseling practice fuses foundational respect for human worth and individual uniqueness with the realities of contemporary life in a manner that is both effective and efficient, and;
6. Consultation and collaboration are effective in promoting social and individual change.

The philosophical emphasis of the Program in Counselor Education is grounded in preventive, developmental, and remedial efforts as meaningful responses to those served by program students and graduates. A variety of applied approaches is examined and encouraged within a framework of practical expectations for change. The basic
commitment to facilitating optimum development of individuals, family, and communities permeates the efforts of students and faculty.

**PROGRAM OBJECTIVES:**
The Program in Counselor Education is committed to offering a quality program of teaching, research, and service for students enrolled in the program and ultimately for the benefit of the people they serve. With a strong belief in the human dignity of the individual, program faculty in Counselor Education seek to offer students the opportunity to grow and develop to their fullest potential and to promote this attitude as the basis for their service to clients. This notion is a core principle for counseling.

**BCE Requirements:**
Doctoral students are required to complete the following courses:
- BCE 616 Internship in Counseling – 3
- BCE617 Internship in Group Counseling - 3
- BCE 618 Advanced Theories in Counseling – 3
- BCE 619 Internship in Supervision of Counseling - 3
- BCE 625 Advanced Internship in Counselor Education - 12
- BCE 631 Consultation in Education and Agency Setting - 3
- BCE 633 Advanced Seminar: Legal, Ethical, & Professional Issues - 3
- BCE 633 Advanced Seminar: Philosophical, Educational, and Cultural Issues - 3

*BCE 699 Dissertation Research - 24*

**BCE Electives:**
Students must complete a minimum of nine (9) semester hours of approved specialty electives in Counselor Education. Suggested courses include, but are not limited to:
- BCE 615 Field Experience in Counselor Education
- BCE 620 Counseling and Human Sexuality
- BCE 626 Reading in Counseling
- BCE 633 Advanced Seminar: Substance Abuse
- BCE 633 Advanced Seminar: Issues in Marital and Family Counseling
- BCE 651 Counseling Strategies for Couple Relationships
- BCE 652 Counseling Strategies for Adult-Child Relationships
- BCE 653 Introduction to Play Therapy
- BCE 654 Advanced Play Therapy

*Students’ initial semester of BCE 699 – Dissertation Research requires their enrollment in and successful completion of the scheduled Doctoral Research Seminar conducted by the BCE faculty assigned to that section of BCE 699. Students are allowed to repeat the Doctoral Research Seminar with the permission of their Dissertation Chair and BCE faculty assigned to that section of BCE 699. Subsequent enrollments in Dissertation Research should be with the Dissertation Chair.
COLLEGE OF EDUCATION AND OTHER REQUIREMENTS:
A minimum of 12 semester hours in research must be included in the total hours of graduate credit. These hours must include competencies in research methods, quantitative concepts and analysis, philosophical inquiry, qualitative analysis, computer technology, and other competencies to serve the research expectation for the doctorate. Specific courses required in Counselor Education related to research competencies are as follows:
BER 500 - Research Methods in Education
BER 540 - Statistical Methods in Education
BER 545 - Analysis of Variance
BER 546 – Regression
BER 631 – Qualitative Inquiry I

A minimum of 12 semester hours of foundational must be included in the overall graduate program about the bachelor’s level. The student’s Program Planning Committee determines which courses may be used to meet this requirement. Students anticipating careers in education settings must complete at least one course in philosophy of education within their foundational study.

Students anticipating careers in other settings are not required to include philosophy of education in their foundational study. Students must obtain a minimum of 60 post-master’s credit hours or a minimum of 90 graduate credit hours in the overall graduate program, to which six of the 12 semester hours of required dissertation research credit may be applied.
The University of Florida

Mission, Goals, and Objectives:
The mission of the Department of Counselor Education is to prepare exemplary counselor educators, marriage and family therapists, mental health counselors, school counselors, and program administrators who generate, use, and disseminate knowledge about human development and human relating to enrich the quality of life for all people, and who collaborate with others to solve critical personal, family, educational, social, and vocational problems in a diverse global community. Students and faculty of the Department are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

Counselor Education faculty challenge and support students enrolled in departmental programs to develop the following as personal and professional goals: an ethically informed professional identity; a disciplined professional curiosity about human performance, human possibility, and human relating; and an efficacious commitment to professional service. The following objectives serve to challenge faculty and students towards achieving these goals.

An ethically informed professional identity
Students and faculty are encouraged to embrace their chosen professional identity and to prepare themselves to competently perform the scope of practice promoted by their program specialization: Marriage and Family Therapy, Mental Health Counseling, and/or School Counseling. Although students and faculty may qualify for more than one professional credential, usually there is a professional identity that is considered primary.

Students and faculty are encouraged to participate in local, state, regional, national, and international activities relevant to their professional practice.

Students and faculty are expected to recognize and respect the possibilities and limits of their own abilities, knowledge, frames of reference, skill, and authority, and to behave in accord with the highest ethical and professional standards such as those advanced by the American Counseling Association, the American Association for Marriage and Family Therapy, the American Mental Health Counselors Association, the National Board for Certified Counselors, Florida Statutes 455 and 491, and Florida Rule Chapter 64B4.

Students and faculty are expected to regard themselves as professionals and to work closely and cooperatively with other professionals, including those in: public and private schools, colleges and universities; community and private agencies, institutions, and programs; businesses, industries, and philanthropic organizations; and government agencies.

Students and faculty are encouraged to consult frequently with their advisor(s), clinical supervisor(s), and/or professional colleagues regarding the choices confronting them in their various professional activities.
The University of Florida - Continued

A disciplined professional curiosity
Students and faculty are challenged to ask far-reaching questions.

Students and faculty are expected to master the tools of professional research to aid them in their search for trustworthy answers to their questions.

Students and faculty are expected to construct their own ethically informed philosophical orientation to the helping process by utilizing the various theoretical, research, and practice resources available and articulating an ethical justification for the choices made.

Students and faculty are encouraged to take calculated risks in their search for creative and innovative solutions to human problems.

Students and faculty are expected to create new knowledge and model efficacious practices.

Students and faculty are expected to disseminate their knowledge to all interested parties so as to enhance efficacious practices that enrich the quality of life for all.

Students and faculty are expected to dedicate themselves to continuous personal and professional development through life-long learning.

An efficacious commitment to professional service
Students and faculty are expected to respect and enhance the worth, dignity, equality and positive development of all people within their communities of engagement.

Students and faculty are expected to give compassionate and competent ethically-and culturally sensitive professional service that promotes mental health and human potential and ameliorates mental illness and human misery.

Students and faculty are expected to promote equal educational, employment, and self development opportunities for all people, including ethnic minorities, women, older persons, and persons with disabilities.

Students and faculty are expected to commit themselves to improve the quality of life in the world community as well as in the immediate communities in which we live.

Students and faculty are expected to provide leadership that enhances professional efficacy and inspires public trust.

Students and faculty are expected to be accountable to the profession, to the public, and to each other.
The University of Florida - Continued

*Counselor Education Core Curriculum*

The following courses establish the foundation for study in Counselor Education and are required of all students in all degree-seeking programs in the department.

Pre-professional requirement: Basic Statistics
MHS 5005 Introduction to Counseling
MHS 6200 Assessment in Counseling and Development
MHS 6340 Career Development
MHS 6401 Counseling Theories and Applications
MHS 6428 Multicultural Counseling
MHS 6480 Developmental Counseling Over the Life Span
MHS 6500 Group Counseling: Theory and Process
MHS 6720 Professional Identity and Ethics in Counseling
MHS 7740 Research in Counseling and Development
XXX xxxx Practicum (as appropriate to program)
XXX xxxx Group Supervision appropriate to Practicum
XXX xxxx Internship (as appropriate to program)
XXX xxxx Group Supervision as appropriate to Internship
The University of Maryland

Mission:
This program prepares school counselors and rehabilitation counselors at the doctoral level who seek leadership positions in the counseling profession, research competencies, and advanced clinical training. The hallmark of the program is its focus on preparing professionals who can promote human growth and development in urban environments. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. A primary focus of the doctoral experience is learning about multicultural and diverse populations and mastering counseling techniques that promote their empowerment in urban settings. Doctoral-level professionals from this program will seek positions as counselor educators, counselor supervisors, researchers, and will provide leadership in counseling that promotes the issues of access, equity, and social justice in an urban context.

Program Objectives:
Graduates of the doctoral program will acquire, integrate, and apply empirical and theoretical knowledge of the field of counseling; conduct research and generate new knowledge in counseling as it relates to human growth and development in urban contexts; develop leadership skills in counseling, supervision, consultation, and collaboration for promoting human growth and development in urban settings; apply advanced counseling skills and competencies in urban field-based settings; design, adapt, and evaluate curricula in the field of counseling; examine the influence of urban social context and policy variables on human behavior; develop depth and breadth in professional growth and continued lifelong learning; demonstrate increased sensitivity and clinical skills that represent awareness of the diversity of race, gender, age, religion, ethnicity, ability status, nationality, and sexual orientation as relevant to counseling professionals working in contemporary urban environments.

Proposed Course of Study:

Counselor Education and Supervision Core

<table>
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<tr>
<th>Course #</th>
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<td>EDCP 740</td>
<td>Issues and Methods in Counselor Education</td>
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<td>EDCP 715</td>
<td>Advanced Appraisal</td>
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<td>EDCP 718</td>
<td>Advanced Group Seminar</td>
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<td>EDCP 627</td>
<td>Process Consultation</td>
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<td>EDCP 745</td>
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<td>EDCP 716</td>
<td>Advanced Counseling Theory</td>
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<td>EDCP 775</td>
<td>Facilitating Student Learning in Higher Ed.</td>
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<td>EDPL 837</td>
<td>Race, Class, Social Justice and the Curriculum</td>
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<tr>
<td>EDCP 665</td>
<td>Family and Social Support Systems</td>
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<td>EDCP 712</td>
<td>Advanced Multicultural Counseling</td>
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<tr>
<td>EDCP 789</td>
<td>Urban Leadership</td>
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Total Hours: 33
The University of Maryland - Continued

**Area of Specialized Professional Expertise**

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<tr>
<td>EDCP 735R</td>
<td>Doctoral Seminar in Rehab. Counseling</td>
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<td>or EDCP 735S</td>
<td>Doctoral Seminar in School Counseling</td>
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<tr>
<td>and 2 additional 3-credit courses in your specialty area</td>
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**Investigative Area**

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<td>EDMS 651</td>
<td>Intermediate Statistics in Education</td>
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**One course in qualitative research methods** 3

**One methodology course appropriate to your dissertation research**

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<td>EDCP 899</td>
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**Field Experience**

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The University of Nevada Reno

COUNSELING AND EDUCATIONAL PSYCHOLOGY DEPARTMENT
MISSION STATEMENT:

In performing its mission, the Counseling and Educational Psychology Department:

a) Offers quality graduate programs in counseling, counselor education, school psychology, educational psychology, and information technology in education to meet the needs of citizens of Nevada.

b) Emphasizes research and scholarly activities that contribute to the advancement and dissemination of knowledge.

c) Offers course work that supports undergraduate education.

d) Offers community and public service programs.

e) Strives to reflect the ethnic and cultural diversity of the citizens of Nevada.
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<tr>
<th>Dept</th>
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<td>Seminar: Advanced Studies in Group Work</td>
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<td>Other Req Courses for Ph.D.</td>
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<td>Career Counseling &amp; Technology</td>
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<td>Child &amp; Family Guidance</td>
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<td>Law &amp; Ethics in Counseling</td>
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<td>CEP</td>
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<td>Consultation for Counseling Professionals</td>
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<td>2-3 Outside of CEP Courses</td>
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Total Minimum Credits: 114
DOCTORAL PROGRAM MISSION STATEMENT:

The Ph.D. Program in Counseling in the University of North Carolina at Charlotte is committed to preparing multiculturally competent, ethical, clinically skilled, and knowledgeable professionals for positions as counselor educators in university settings or as clinicians and/or counselor supervisors in schools and community settings. Students in the doctoral program strive to acquire knowledge, values, and skills that are relevant to providing quality direct service to diverse populations.

Program Objectives:

1. To acquire, integrate, and apply empirical and theoretical knowledge of the field of counseling.
2. To develop leadership skills in counselor education, supervision, advanced counseling practice, and research.
3. To apply advanced skills and competencies in field-based settings.
4. To conduct research and generate new knowledge in counseling.
5. To design, adapt, and evaluate curricula in the field of counseling.
6. To develop depth and breadth in professional growth and continued life-long learning.
7. To examine the influence of social context and policy variables on human behavior.
8. To show increased sensitivity and clinical skills that demonstrate awareness of the diversity of race, gender, age, religion, ethnicity, mental/physical ability, nationality, and sexual orientation as relevant to counseling professionals.

Research Courses (12 hours)
RSCH 8210 Applied Research Methods
RSCH 8110 Descriptive and Inferential Statistics
RSCH 8120 Advanced Statistics
RSCH 8140 Multivariate Statistics or RSCH 8111 Qualitative Statistics

Counseling Core Courses (18 hours)
CSLG 8000 Doctoral Seminar (1 credit)
CSLG 8100 Advanced Counseling Theory Seminar
CSLG 8110 Clinical Supervision in Counseling
CSLG 8203 Instructional Theory in Counselor Education
CSLG 8345 Advanced Multicultural Counseling
CSLG 8346 Applied Multicultural Counseling
CSLG 8998 Seminar in Prospectus Design

Clinical/Field Experience Courses (12 hours)
CSLG 8431 Doctoral Practicum in Counseling
CSLG 8440 Internship I
The University of North Carolina – Charlotte - Continued

CSLG 8445 Internship II
CSLG 8410 Practicum in Clinical Supervision

Dissertation (9-12 hours)
CSLG 8999 Dissertation

Electives (at least 6 hours)
CSLG 8111 Solution-Focused Brief Therapy
CSLG 8142 Introduction to Play Therapy
CSLG 8143 Advanced Play Therapy: Extending the Skills
CSLG 8160 Theories of Chemical Dependence
CSLG 8161 Assessment and Diagnosis of Chemical Dependency
CSLG 8162 Chemical Dependency: Counseling Individuals, Families, and Groups
CSLG 8163 Chemical Dependency: Treatment Planning and Relapse Prevention
CSLG 8200 Introduction to Theories of Family Counseling
CSLG 8201 Counseling Needs of Women
CSLG 8600 Sexual Orientation Diversity in Clinical Practice
CSLG 8601 Counseling: The Spiritual Dimension
CSLG 8604 Counseling Sexual Minority Families and Couples
CSLG 8644 Theory and Practice of Play Therapy
CSLG 8645 Cognitive-Behavior Theory and Practice
CSLG 8646 Administration and Leadership of School Counseling Services
CSLG 8680 Crisis Counseling
CSLG 8681 Grief and Loss Counseling
CSLG 8800 Individual Study in Counseling (1-6)

A curriculum has been established for a specialty in substance abuse counseling. The four courses (i.e., CSLG 8160, CSLG 8161, CSLG 8162, and CSLG 8163) plus field experiences in substance abuse treatment facilities are components of a university-approved certification program.
Mission of Department:

The mission of the Department of Counseling, Rehabilitation and Student Development is to generate and disseminate knowledge, develop skills, and promote attitudes about effective professional practices that foster human development across the life span. In addition, the Department provides opportunities for graduate students from other areas to complete a minor in selected areas of concentration. (Adopted by CRSD faculty, 2000; Reaffirmed, 2003.)

Statement of Core Values

We believe in:

- Respect for individual dignity
- Human diversity including persons, programs and perspectives
- Holistic approach to development over the life span
- Academic programs which embody professional excellence
- Blended curriculum of theory, reflection, research and supervised practice
- Professional ethical practice and personal integrity
- Communication
- Cooperative, constructive process within a (multidisciplinary) community of consumers, scholars and practitioners
- Systemic inquiry as a basis for teaching and practice

Ph.D. Course Requirements:

A. Counseling Core (30 s.h.)

- 7C:255 Advanced Career Development (3)
- 7C:353 Advanced Counseling and Psychotherapy (3)
- 7C:357 Advanced Group Counseling and Psychotherapy (3)
- 7C:400 Professional Seminar and Ethics in Counselor Ed. (3)
- 7C:456 Advanced multicultural counseling course (3)
- 7C:457 Seminar Professional Orientation to CES (3)
- 7C:458 Seminar Current Issues & Trends in CES (3)
- 7C:459 Seminar Leadership & Advocacy in CES (3)
- At least one course in human development (3)
- At least one advanced course in psychological or educational measurement such as 07P:310, 07P:312, 07P:315, or 07C:248 (3)
B. Clinical Core (15-18 s.h.)
7C:360 Advanced Counseling Practicum (3)

OR

7C/P:311 Practicum in Counseling and Psych. Services for Gifted
7C:347 Home/School/Community: Systems Interventions (3)
7C:465* Internship in Counselor Education (3)
7C:454 Seminar on Counselor Supervision and Consultation (3)
7C:455* Supervising the Counseling Practicum (3)
7P/H:385 Teaching and Learning in Higher Education (3)
7C:380* Practicum in College Teaching (3)

*Students are required to keep and submit a log documenting their clinical hours.

C. Research (23-37 s.h.):
Pre-requisites (6-9 s.h.)
7P:143 Introduction to Stat. Methods (or equivalent) (3)
7B:206 Research Process & Design (or equivalent) (3)
7C:394 Master’s Equivalency Research in CNED (3) (or acceptable completed master’s thesis)

Quantitative Research Methods (minimum 7 s.h.)
7P:243 Intermediate Statistical Methods (4)
Quantitative research course beyond 7P:243 (e.g., 244) (3)

Qualitative Research Methods (3 s.h.)
7C:338 Qualitative Research (3)

Research Seminar (3 s.h.)
7C:460 Research in Counseling (3)

Ph.D. Thesis (10-15 s.h.)
7C:493 Ph.D. Thesis in Counselor Education
INTRODUCTION:
The doctoral program in Counselor Education is designed to provide advanced-level preparation for counselors in various mental health and school settings as well as preparing counselors for the counselor education professorate in colleges and universities. Preparing counselors to work as counselor educators and supervisors is the program’s highest priority. Doctoral students pursuing this degree are expected to demonstrate 1) a wide range of individual and group counseling skills; 2) a sound theoretical foundation in counseling; 3) teaching and supervision competencies; 4) advanced multicultural counseling skills; 5) research skills; 6) competencies associated with being an educational leader and 7) an understanding of academic program development, curriculum and administration. Students are expected to involve themselves in appropriate activities of the Department, College, University, and of relevant professional associations. The doctoral program in Counselor Education is not intended to meet the educational requirements of those who seek to be licensed psychologists. It assumes that applicants have or are about to complete their master’s degree in counseling or a closely related field. Persons with a master’s degree in a related field may be asked to complete additional courses equivalent to the 48 credit hour master’s degree in counseling.

DOCTORAL PROGRAM OBJECTIVES:
The faculty endorses the educational philosophy that motivated and committed students, with appropriate educational and employment backgrounds, can become effective practitioners and leaders in the field. To achieve this end, graduates are expected to meet 14 minimum competency program objectives:

1. Competency to teach Counselor education courses.
2. Competency to teach and practice counseling supervision.
3. Competency to educate and counsel individuals and groups for the purpose of assisting them to achieve personal growth.
4. Competency to serve as a leader in educational and counseling settings.
5. Competency to conduct research and to utilize research findings in the examination of new ideas and achievements.
6. Competency in understanding and practicing with sensitivity to diversity issues.
7. Competency to serve as a consultant to individuals, groups, and organizations.
8. Competency to utilize the consulting skills of others.
9. Competency to practice in a manner consistent with a fundamental belief in the inherent worth of individuals and their capacity to grow, change, and learn.
10. Competency to practice within the guidelines established by the American Counseling Association’s (ACA) and the Association of Counselor Education and Supervisors (ACES) Code of Ethics, as well as other related professional organizations’ codes of ethics.
11. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
Western Michigan University - Continued

12. Competency to develop, articulate, and modify, as necessary, professional roles, functions, and commitments.
13. Competency to assess and evaluate the quality of one’s work and to be accountable to consumer groups.
14. Competency to identify, select, and achieve professional goals which relate to life-long education.
15. Competency to exhibit sensitive and mature personal relationships which will enhance personal and professional interactions.

Program Requirements:

All students enrolled in this doctoral program must complete the following requirements in addition to course work related to a particular specialty:

1. Doctoral Core (30 hrs.)
   a. CECP 6810: Professional Seminar Counselor Education (3 hrs.)
   b. CECP 6750: Advanced Counseling Theory and Practices (3 hrs.)
   c. CECP 6910: Supervision in Counseling & Psychotherapy (3 hrs.)
   d. CECP 6930: Doctoral Practicum: Clinical Supervision (4 hrs.)
   e. CECP 6950: Doctoral Practicum in Counselor Education (4 hrs.)
   f. CECP 6840: College Teaching in Counseling (3 hrs.)
   g. CECP 6940: Vocational Development Theory (3 hrs.)
   h. CECP 6820: Advanced Multicultural Counseling (3 hrs.)
   i. CECP 7120: Internship in Counselor Education (4 hrs.)

2. Scientific Inquiry Core (27 hrs.)
   a. Research Design and Analysis (6 hrs.)
   b. Qualitative Research (3 hrs.)
   c. Elective in Research Design, Data Analysis or Evaluation (3 hrs.)
   d. Communication Skills Research Tool Competency
   e. Dissertation Seminar (3 hrs.)
   f. Doctoral Dissertation (12 hrs.)

3. Specialization (12 hrs.)
Courses focused around a theme or particular interest approved by the student’s doctoral committee. These specializations may include, but are not limited to:

   School Counseling
   Community Counseling
   College Counseling
   Marriage and Family

Total Hours: 69
APPENDIX I

DEFINITIONS POSTED WITH THE SURVEY
Definition of terms used in the survey

The following definitions apply to the survey items:

Advocacy - Action taken on behalf of clients or the counseling profession to support appropriate policies and standards for the profession; promote individual human worth, dignity, and potential; and oppose or work to change policies and procedures, systemic barriers, long-standing traditions, and preconceived notions that stifle human development.

Domain of expected leadership in counselor education (traditional or current view) – The areas that counselor educators are expected to be knowledgeable in upon attainment of a doctoral degree. The domains are: (1) professional clinical counseling, (2) research, (3) teaching, (4) supervision, (5) writing and publishing, (6) professional advocacy (Sears & Davis, 2003).

Domains of expected leadership in counselor education (proposed additional domains) – The additional domains of leadership in counselor education are proposed to be; (7) leading and managing people, (8) leading and managing an organization, and (9) motivating people to accomplish the organizational goals and mission.

Leadership in counselor education (proposed definition) - The ability to lead and advance the profession by inspiring people to accomplish the organizational goals and objectives and to promote effective team and group performance, which in turn enhances the well-being of the organization, the employees/students, and the profession.