

**DATE:** July 24, 2008

**SUBJECT:** The University of Tennessee, Knoxville, Ph.D. in Counselor Education

**ACTION RECOMMENDED:** Approval

**BACKGROUND INFORMATION:** The existing concentration in Counselor Education within the Ph.D. in Education is proposed as an independent Ph.D. in Counselor Education. The program as a concentration has a long-standing history of productivity and quality as recognized through its accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the primary accrediting body for the field. Accreditation will extend to the degree major. The UTK program is alone in the state in offering a CACREP-accredited Ph.D. program with a focus on research. The University of Memphis offers the Ed.D. in the field.

The purpose of establishing a free-standing degree is to enhance the attractiveness of the degree to talented applicants by applying the precise name of counselor education (not education in general) to the doctoral study. Students seeking licensure will be able to present a degree major, not a field of study indexed as a concentration, as their preparation.

**PROPOSED START-UP DATE:** Fall 2008

Commission staff reviewed this program proposal according to the academic standards adopted by the Commission on January 29, 1997. Each relevant standard is referenced below.

**1.1.20A MISSION:** The mission of the program is to prepare counseling professionals who aspire to careers as university or college faculty, in counseling positions with governmental and community employee assistance agencies, and in consultative services.

**1.1.20B CURRICULUM:** The degree program is post-Master's (counseling or counseling-related field) and requires 97 semester hours, distributed among these curriculum segments: major core, specialization, and research. The curriculum is designed to meet Tennessee counselor licensure standards. The candidate must successfully defend the dissertation.

**1.1.20C ACADEMIC STANDARDS:** Admission criteria are: Master's degree in counseling or counseling-related field; preference to applicants with a 3.5 GPA or higher; minimum of two years of work experience in counseling or counseling-related field; preference to applicants with GRE verbal scores at or

above 550, quantitative 600 or above, and writing 4.5 or above; preference to applicants with certification from the National Board of Certified Counselors, state-licensed professional counselors, certified rehabilitation counselors, and licensed school counselors; potential for leadership as indicated by references, publications, presentations, and other professional activities; expertise in technological applications. An English language proficiency TOFEL minimum score is required for international students. Additionally, faculty will interview applicants.

Projected Program Productivity: Productivity projections are based on current enrollments and the expectation that the number of graduates will double from Year 1 to Year 5.

Year	Fall Full-time Headcount	Fall Part-time Headcount	Fall FTE	Graduates
1	15	5	18	3
2	17	7	20	4
3	19	6	20	5
4	19	6	20	5
5	20	5	20	6

**1.1.20D FACULTY:** The program is currently delivered by four FTE faculty who have primary responsibility for the doctoral program. The program also has access to six FTE faculty who have responsibility for the Master’s counseling program. The external consultant judged faculty numbers, productivity, and diversity sufficient to support the proposed program.

**1.1.20E LIBRARY REOURCES:** Library resources are appropriate.

**1.1.20F ADMINISTRATION/ORGANIZATION:** The program will continue to be housed in the Department of Educational Psychology and Counseling within the College of Education, Health, and Human Services.

**1.1.20G SUPPORT RESOURCES:** The consultant judged all necessary resources to be in place.

**1.1.20H STUDENT/EMPLOYER DEMANDS:** The proposal cites employment projections for doctorally-prepared counselor education specialists, showing a strong market in counseling positions in mental health, substance abuse and behavioral disorder, rehabilitation, vocational education and schools, and administrative positions in K-12, higher education, government agencies and the private sector.

**1.1.20I COOPERATIVE INSTITUTIONS:** N/A

**1.1.2J EVALUATION:** The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs and undergoes an evaluation on a seven-year cycle. The next review is expected in 2012. Changing from concentration to degree status will not affect accreditation recognition.

**1.1.2K EQUIPMENT AND FACILITIES:** Existing facilities are adequate.

**1.1.2L DUPLICATION:** The program is alone in the state in holding CACREP accreditation for a Ph.D. focusing on research. The University of Memphis offers an Ed.D. in Counselor Education. Other regional universities offering the Ph.D. in the field are the Universities of Alabama, Arkansas, Georgia State, Mississippi State, Mississippi, North Carolina State, North Carolina at Chapel Hill, and North Carolina at Greensboro.

**1.1.20M EXTERNAL JUDGMENT:** Dr. Tom Burnham, Dean, School of Education, The University of Mississippi, conducted a site visit and proposal evaluation. Dr. Burnham's review strongly affirmed the UTK case for establishing a free-standing Ph.D. in Counselor Education.

**1.1.20N COST/BENEFIT/SOURCE:** The University has prepared a budget analysis documenting expenditures for program personnel and operating and anticipated revenues from tuition, fees, and external resources. Converting the concentration to an independent degree program will not create new recurring costs and revenue is expected to be sufficient for continued program operation. The only one-time expenditure associated with the proposed action is the nominal cost for consultant evaluation of the proposal and site visit.

**1.1.30 POST APPROVAL MONITORING:** An annual performance review of the proposed program will be conducted for the first five years following approval. The review will be based on benchmarks established in the approved program proposal. At the end of this period, campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, library acquisitions, student performance, and others set by the institution and agreed upon by governing board and Commission staff. As a result of this evaluation, if benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. The Commission may choose to extend the period, if additional time is needed and requested by the governing board.