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COUNSELOR EDUCATION UNPLUGGED? AN EXPLORATION OF CURRENT
ATTITUDES SURROUNDING THE USE OF ONLINE LEARNING AS A MODALITY IN
GRADUATE COUNSELOR EDUCATION

A Dissertation

Presented to the School of Education

Duquesne University

In partial fulfillment of the requirements for
the degree of Doctor of Philosophy

By

Eric J. Perry, MA, NCC, ACS

May 2017

By

Eric J. Perry, MA, NCC, ACS

2017

COUNSELOR EDUCATION UNPLUGGED? AN EXPLORATION OF CURRENT
ATTITUDES SURROUNDING THE USE OF ONLINE LEARNING AS A MODALITY
IN GRADUATE COUNSELOR EDUCATION

By

Eric J. Perry, MA, NCC, ACS

Approved February 7th, 2017

Dr. Debra Hyatt-Burkhart
Professor of Counseling
(Committee Chair)

Dr. Jered Kolbert
Professor of Counseling
(Committee Member)

Dr. Matthew Bundick
Professor of Counseling
(Committee Member)

ABSTRACT

This dissertation qualitatively investigates counselor education faculty perceptions regarding online courses or programs and the overall perception of counselor education faculty regarding the effectiveness of online learning. A total of 154 counselor educators completed the CEATOLS instrument, a survey designed to capture demographic information, perceptions of effectiveness of online learning in counselor education, and concerns related to online learning in counselor education. Results indicate that, overall, counselor educators have a markedly lower perception of the effectiveness of online counselor education courses than of traditional. Analysis of the concerns expressed by counselor educators reveal a five-factor structure similar to that which was hypothesized in the development of the CEATOLS instrument. Results indicate a need for further refinement of the CEATOLS instrument and additional study to better capture the specific factors that may be impacting the counselor education community's perception of online learning as an effective medium of course delivery.

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Someone once told me that without support, we fail. There are so many who have supported me in a way that has made failure a fleeting thought, creeping out but quickly wandering away with barely a whisper. There are a few who came during my journey, like beautiful daughter and sweet tempered son. They are always happy to see me come home but also able to wish me the best in what I do when I am gone. My mother and grandmother would never accept anything less than the full range of my capability, but still always willing to listen and hear me when I needed to vent without judgment. I have a small circle of friends who never let me undersell my capabilities, never passed an opportunity to be honest when truth was ordered, and never failed to be around when they were needed. There was also the faculty who kept me grounded, made me grow, and showed me that being who I am is more valuable than being anything else – no matter the role I hold.

With all this, I never forget that day to day, hour to hour, and minute to minute, my wife has been the one pushing, pulling, and centering all that has happened throughout my journey. She is my best friend, my confidant, my everything, and my life. I was once told that love as I describe it here is a concrete concept, built by those of only a third-order consciousness and incapable of surpassing the development necessary to reach the highest epithet ascribed to human being. I would argue that love as I describe it is not an experience of development or consciousness, but an imparted, indescribable power that makes one capable of anything. As I move forward, I plan to prove my argument, knowing that the love and support I feel is the driving force behind all that I do, achieve, and master in this life. To my wife, I dedicate this to you.

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CHAPTER 1: Introduction

Overview

In recent years technology has been developing at a pace that has never before been seen (Clarke III, Flaherty, & Mottner, 2001; Niless, 2011). As a result countless opportunities have emerged for educators to use new tools, delivery methods, and pedagogical approaches to provide education (Saba, 2003). Online education, or online delivery, is one of the newest pedagogical methods used to supply education. “Online delivery” is most commonly defined as a course delivered without having any face-to-face meetings or in-person contact required between faculty and students or between students themselves (Poulin & Straut, 2016).

The Babson Survey Research Group indicates that since 2003, the number of students enrolled in online courses has grown at a steadily higher rate than the increase in the general higher education student body (Allen & Seaman, 2015). A recent study conducted by the Babson Survey Research Group, in partnership with Pearson, the Online Learning Consortium (OLC), StudyPortals, Tyson Partners, and others, showed an increase in enrollment in online education of 3.9% in 2015 as compared to 2014 enrollment numbers (Allen & Seaman, 2015). Although the growth rate of online education appears to be slowing, positive growth has occurred in every year since 2003 (Allen & Seaman, 2015). In other words, as overall enrollment in higher education continues to drop, distance enrollments continue to rise. In order to meet the demand, more and more institutions have started offering online courses and programs.

Allen and Seaman (2015) used statistics derived from the Integrated Postsecondary Education Data System (IPEDS), to determine that “70.7% of all active, degree-granting institutions that are open to the public have at least some distance offerings” (Allen & Seaman, 2015, p. 164). Overall, graduate enrollment accounts for 25% of the student body completing

coursework online in higher education (Poulin & Straut, 2016). Graduate enrollment in online programs has maintained twice the amount of percentage growth when compared to undergraduate enrollment between Fall 2012 and Fall 2014 at 14% (Poulin & Straut, 2016).

Graduate students, who are often adult learners whomay work full-time or carry other responsibilities outside of what a traditional undergraduate student would generally carry, often participate in programs that offer night or weekend courses, hybrid courses, and online courses as this allows them to pursue graduate education while fulfilling these responsibilities (Albrecht & Jones, 2001). Graduate students can get improved access to higher education (Bruner, 2007; Chapman, 2011; McAllister, 2009) and a more manageable life-work balance (Chapman, 2011; Kampov-Polevoi, 2010; McAllister, 2009) by taking advantage of online education.

Recently fully online programs, as well as those that use a combination of on-line and very brief in-person “intensives” at physical locations, have created this same flexibility in graduate counselor education programs. Historically, in counseling and counselor education, technology has been used as a tool to augment course delivery or enhance classroom experience, rather than a standalone modality for course delivery (Rockinson-Szapkiw & Walker, 2009). As the availability of technological tools have increased, so has the use of technology by those engaging in counseling and the education of counselors (Rockinson-Szapkiw & Walker, 2009).

In spite of the popularity of online education, only recently has delivery in a fully online format become a reality in counselor education. Counselors and counselor educators, who hold a professional identity that values the personal and intimate relationship between clinician and client as an integral part of the treatment process, have been reluctant to accept new technologies and new approaches to course delivery at the same pace as other professions (Granello, 2000). Although programs that heavily incorporate online courses, online coursework, and hybrid

designs have been accredited by the Counsel for Accreditation of Counseling and Related Education Programs (CACREP) in recent years, the first fully online program requiring no in-person contact between faculty and student or the students themselves was just accredited in 2016.

The addition of online counselor education programs to the growing list of available majors has not come without some amount of resistance. The counselor educator community has cited concerns over the ability of online coursework to adequately prepare professional counselors to engage in the intimate, person to person process of counseling (Benshoff & Gibbons, 2011). Throughout my professional experience as a counselor, counselor educator, and graduate student, and by serving in other roles within the higher educational community, I have had several conversations with peers and colleagues who have cited concerns with online delivery. The most notable of these concerns is the fear that without in-person interaction, we cannot teach others to provide a service that is based on in-person interaction. What makes this concern even more problematic is the focus of the counseling profession. The counseling profession defines itself as the humanistic branch of the helping professions (Gladding, 2012) that values the relationship as one of the highest principles of the counseling process (Scholl, McGowan, & Hansen, 2013). The question that frequently arises can be stated as: How, if humanism is the practice of focusing on the phenomenologically constructed world of those we serve through meaningful and personal connection, can we enable future counselors to make this same meaningful and personal connection through artificial (technology-based) instruction?

Additionally, counselor educators act as gate-keepers for the profession by ensuring that counselors entering the field are prepared for sustained professional practice. Gatekeeping is a “system of evaluation of both professional and personal competence for the field” (Glance,

Golden, Schoepke, Soto, & Williams, 2012, p. 2). Counselor educators may be concerned that the act of gatekeeping may be difficult if they are unable to have direct contact with students. In order to determine whether or not a student is professionally competent, Glance et al. describe the need to assess trainees according to the 2014 ACA Code of Ethics, specifically codes F.1.a, F.5.b, F.9.a, and F.9.b, which specifically describe responsibilities of counseling supervisors and counselor educators.

Several recent studies have shown a marked level of anxiety from faculty across disciplines and levels as it relates to instruction using an online delivery method (Allen & Seaman, 2012; Bunk, Li, Smidt, Bidetti, & Malize, 2015); however, very little research has been conducted that shows the perceptions of faculty specifically within graduate counselor education programs. What little research has been done shows that there is at least some agreement between the perceptions of faculty nationwide and those of counselor educators (Finley & Hartman, 2004; Rienties, Brouwer, & Lygo-Baker, 2013). Judging by the results of these few studies, counselor educators seem to agree with the national perceptions of faculty, citing concerns over quality, pedagogy, and effectiveness using online course delivery (Finley & Hartman, 2004; Rienties, Brouwer, & Lygo-Baker, 2013).

Although there is a marked lack of research related to faculty perceptions of online learning in counselor education, fully online counselor education programs have sought and successfully received CACREP accreditation under the new 2016 standards. As stated previously it is important to note that programs delivered largely online, but including brief and focused, in-person “intensives” conducted on-campus, have been accredited in the past. What makes the accreditation of this first program, and the fully online programs that may follow, unique is that no in-person meetings between faculty and students, or between students

themselves, is required. In other words, these programs can be completed without any in-person contact, from beginning to end, which is an unprecedented event in the history of counselor education and accreditation of counselor education programs.

CACREP indicates that accredited programs “meet or exceed national standards, graduates meet prerequisites for credentialing and are ready for entry into professional practice as well as understanding that the focus of the program will be on professional counseling, not psychology, education, or other helping professions” (CACREP, 2014, p. 1). By offering accreditation to fully online programs, CACREP is signifying that such programs meet their standards to at least the same degree as traditional programs. This expectation stands in contrast to the community of counselor educators who seem, at least anecdotally and if in line with the rest of the academic community, to have significant concerns regarding this delivery format (Finley & Hartman, 2004; Rienties, et al., 2013).

Although growth in fully online delivery models and subsequent acceptance by accrediting bodies is prevalent in other academic disciplines, faculty acceptance of the fully online modality across disciplines has not matched these trends (Lim, Morris, & Kupritz, 2007). When faculty consider the use of a fully online modality, which relies solely on the use of technological approaches for course delivery, high levels of concern and resistance are noted (Finley & Hartman, 2004; Rienties et al., 2013). Even when using traditional methods of course delivery that incorporate similar technological components to those used in online courses, educators can exhibit resistance “only superficially accept[ing] technology into their work,” (Watson, 2001, p. 255) which can have a profound impact on the success of the course and learning outcomes (Easton, 2003; Rehm, Allison, Bencomo, & Godfrey, 2013; Schmidt, Hodge, & Toshida, 2013).

The reasons for this superficial acceptance vary widely, but themes include: technological skill level of the faculty member, confidence in technology, concerns related to confidentiality, pedagogical issues, and evidence of achievement related to learning outcomes in online coursework or in using technology-based tools to augment instruction (Watson, 2003; Bunk, Li, Smidt, Bidetti, & Malize, 2015). Within the field of counselor education specifically, educators and researchers have noted several other concerns more unique to the profession. These concerns include those listed above, but also include concerns that arise when considering the utilization of online coursework to prepare students to begin careers in the counseling field (Quinn, 2001; Quinn, Hohenshil, & Fortune, 2002). More specifically, counselor educators believe that to prepare someone to work very intimately with someone in a live and in-person setting, you must be trained with the same type of experience. In other words, counselor educators may believe that an online means of instruction is not sufficient to prepare students to learn in-person techniques, behaviors, and other aspects of treatment associated with the counseling role.

In a presentation of data collected during a study conducted by Inside Higher Education and Gallup, Doug Letterman, an Editor for Inside Higher Education, stated that “no educational endeavor is likely to work without buy-in of those expected to deliver it” (2013). Letterman went on to say that information regarding faculty perceptions “helps us understand the challenges, thoughts, and temperature of faculty” (2013). With this in mind, this study aims to determine how counselor educators perceive online learning. Specifically, this study examines potential areas of concern for counselor educators. The CEATOLS survey outlines five primary areas of focus related to counselor education faculty concerns. These areas include institutional concerns, course development concerns, programmatic concerns, workload and support

concerns, as well as student experience concerns. Within each area of concern, counselor educators are asked to respond by indicating the importance of each particular concern relative to providing coursework in a fully online format. Section III of the CEATOLS, which houses this particular section, was based on research conducted nationally that examined faculty-perceived barriers to online education (Allen & Seaman, 2010, 2011, 2015; Lloyd, Bryne, & McCoy, 2012; Mandernach, Mason, Forrest, & Hackthron, 2012; Totaro, Tanner, Fitzgerald, & Birch, 2005). The CEATOLS modifies the approach of these studies by creating questions that are more neutral, rather than creating questions that explicitly describe areas of consideration as barriers or concerns. In doing so, the hope is to reduce the tendency toward a social desirability bias. Similarly, the study does not propose questions to participants to illicit positive characteristics of online learning, using the same rationale.

The Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) was developed based on the Survey of Faculty Attitudes Toward Technology (SFAT) survey and research of other like instruments (Letterman, 2013). The CEATOLS instrument was used to collect data that is specifically focused on the counselor education community. This study has the potential to develop information that would support which characteristics of online courses and programs most important to faculty. Additionally, this study may point to how best to deliver quality online courses in counselor education that are more in line with the perceptions of the counselor education community. By better understanding how counselor educators perceive online learning and primary concerns are present, this study hopes to also contribute to the growing body of research that will support the continued changes and shifts in the delivery of counselor education, the creation of pedagogy around this method of course delivery, and accreditation standards.

Statement of the Problem

This study focuses on two primary areas. This study seeks to investigate counselor education faculty perceptions of which concerns regarding online courses or programs are most important to counselor education faculty. Additionally, this study seeks to explore counselor education faculty's general perceptions of the effectiveness of fully online course delivery. Additional ancillary analysis was conducted that provides details on whether or not demographic characteristics, such as age and experience, predict faculty perceptions of online education.

Faculty perceptions are important because, as academic experts, they are responsible for the development of pedagogy, the delivery of the content, and the assessment of student learning. By inquiring about faculty perceptions, this study assists in “understanding the challenges, thoughts, and temperature of the faculty,” (Letterman, 2013) specifically within the discipline of counselor education. More importantly, faculty perceptions can have an impact upon the quality of the courses offered (Easton, 2003). A recent study indicated that “feelings of faculty about online teaching are central to the quality of online education” (Rehm, Allison, Bencomo, & Godfrey, 2013, p. 240). If faculty do not believe the online medium can be effective, the quality of online courses could be negatively impacted (Schmidt, Hodge, & Tschida, 2013). This study hoped to explore faculty perceptions to aid in determining the state of faculty opinions toward online learning and support future research that may assist in improving faculty perceptions.

The need for this type of research is stressed by the marked lack of published findings related to faculty perceptions of counselor educators. Only three previous studies were found that examined the use of technology as a method of course delivery in counselor education programs. The most recent study occurred in 2003. Wantz et al. (2003) surveyed CACREP-accredited counselor education programs on their use of distance learning. They found that the majority of programs were not using distance learning and that these programs had no current

plans to implement these types of courses into their curriculum. Quinn (2001) and Quinn, Hohenshil & Fortune (2002) examined the use of technology in general by CACREP-accredited programs. Although technology was frequently used within traditional classroom settings, few respondents reported offering online courses in their programs or using other technology-based delivery formats like hybrid or flipped classroom (Hohenshil & Fortune, 2002).

Clearly, there is a lack of research being conducted that focuses specifically on the perceptions of counselor educators as they relate to fully online course delivery; however, a small body of studies related to other helping professions and those who seek to meet similar learning outcomes can be found within the available literature. In a recent multidisciplinary study, Rehm, Allison, Bencomo, and Godfrey (2013) indicated that “some instructors wonder whether they can teach self-discipline and sophisticated cognitive skills to students, nurture essential career skills such as public speaking, or support the internalization of professional practices and values through the virtual format” (p. 237). Given the complex nature of the counseling profession and the level of skill development required to provide counseling services, this concern could be one shared by counselor educators as well.

In a broader sense, there appears to be a discrepancy between faculty perceptions and outcomes, at least as it relates to grades. Although several studies have shown a marked level of discontent among faculty related to teaching online and outcomes, grades seem to reflect that students achieve a similar level of success regardless of the delivery method used (Allen & Seaman, 2012; Bunk, Li, Smidt, Bidetti, & Malize, 2015; Rehm, Allison, Bencomo, & Godfrey, 2013). In a study spanning from 2010 – 2013, Cavanaugh and Jacuemin (2015) concluded that among the 1,997 online courses and 4,015 face-to-face offerings surveyed, only a 0.007 difference in GPA, based on a 4.000 grading scale, was noted between online and face-to-face

courses. This data leads us to conclude that, although students are successful in achieving equitable grade outcomes in the course, faculty may not believe these grades reflect true learning outcomes that incorporate non-grade competencies like counseling practice competencies, professionalism, multicultural development, and micro-skills. Further exploration of faculty perceptions, specific to learning outcomes in graduate counselor education, may shed additional light on this conflicting data.

The second area in this study examined potential areas of concern for counselor educators related to delivering counseling courses in a fully online format. As CACREP, the credentialing body most recognized for the accreditation of counselor education programs, is now accrediting fully online counselor education programs, the development of quality online courses is now a priority. In a 2013 statement CACREP officials indicated that online courses will be held to the same high standards as traditionally delivered courses. These concerns would need to be addressed to ensure courses delivered were in fact capable of meeting learning objectives, considering those responding to this survey are the experts in their field.

Authors of a recent study that was conducted with graduate students indicated that “a scant amount of research exists on how students learn in an online environment, and even less on how graduate students learn in online environments” (Holzweiss, Joyner, Fuller, Henderson, & Young, 2014, p. 320). Other studies have commented on areas of concern related to delivering courses online (Allen & Seaman, 2010, 2011, 2015; Lloyd, Bryne, & McCoy, 2012; Mandernach, Mason, Forrest, & Hackthron, 2012; Totaro, Tanner, Fitzgerald, & Birch, 2005). As with perceptions of online learning, no research could be located that explores faculty perceptions of what elements concern faculty, specifically related to counselor education. Rather than focusing on specific design components, features, or other areas specific to course

development and deployment, this study seeks to determine the broader characteristics that counselor education faculty members would find to be important. These characteristics include institutional concerns, course development concerns, programmatic concerns, workload and support concerns, as well as student experience concerns.

Exploration of counselor education faculty perceptions of both domains investigated here could inform further development of pedagogical perspectives, instructional design methodologies, and expose opportunities for additional research to support online courses. Conversely, this study could support further evaluation of the criteria by which accreditation bodies like CACREP use to make accreditation decisions. This study will also contribute to a limited body of research as it relates to the perceptions of counselor educators and fully online coursework.

Purpose of the Study

The purpose of this quantitative study is to investigate counselor education faculty perceptions of which concerns regarding online courses or programs are most significant to counselor education faculty. Additionally, this study seeks to explore counselor education faculty's general perceptions of the effectiveness of fully online course delivery. Additional ancillary analysis will be conducted that provides details on whether or not demographic characteristics, such as age and experience, predict faculty perceptions of online education.

In doing so, this study aims to determine counselor educators' perceptions of online course/program effectiveness in fostering learning outcomes that enable students to successfully perform the act of counseling (as defined by 2016 CACREP standards and the ACA 20/20: Consensus Definition of Counseling) as well as achieve the level of mastery required to meet 2016 CACREP standards. Further, this study seeks to investigate what characteristics counselor educators believe are most important to delivering counseling courses in a fully online format.

The basic course characteristics used in this study are based on those used in the 2013 Survey of Faculty Attitudes Toward Technology (SFAT) survey conducted by Inside Higher Ed and Gallup (Letterman, 2013) as well as a host of other studies that specifically describe barriers to online learning (Allen & Seaman, 2010, 2011, 2015; Lloyd, Bryne, & McCoy, 2012; Mandernach, Mason, Forrest, & Hackthron, 2012; Totaro, Tanner, Fitzgerald, & Birch, 2005). The CEATOLS instrument and overview of the methodology is discussed later in the chapter and within Chapter III.

Research Questions

In the development of research question R1, the guiding principles used to represent the constructs of a) professional identity and b) counseling competencies were selected from the national organization representing the profession, American Counseling Association (ACA), and the national accrediting body responsible for counseling programs, CACREP. The second research question, R2, examines areas of concern counselor education faculty may have related to delivering counseling courses in a fully online format.

The primary research questions are as follows:

(R1) To what degree do Counselor Educators believe online course delivery can be effective toward the development of counselor competencies.

R1.a) counseling knowledge

R1.b) skills

R1.c) professional identity

(R2) What are the factors related to Counselor Educators' concerns about online course delivery?

These research questions are designed to provide evidence of whether or not counselor educators believe that using online delivery for counseling coursework can enable students to

develop a professional identity and proficiency in supplying counseling services. Additionally, this study seeks to determine which concerns are interrelated and how best to group these concerns into factors that account for the largest portion of variance in scores. It is expected that this information could prompt further exploration of existing factors specific to the counseling profession that would need to be examined to further understand the use of fully online course delivery in counselor education that may differ from the larger population of educators.

Hypotheses

The following hypotheses will be tested:

Hypothesis 1: The Counselor Education community does not believe that online delivery can be effective toward the development of counseling competencies, counseling knowledge, skills, and professional identity. (R1)

As this study is being conducted as an exploratory factor analysis, a specific hypothesis is not provided for R2. Although previous studies have been conducted with faculty nationally and within other disciplines, no specific studies have been conducted that focus solely on counselor educators. As such, the exploratory factor analysis was chosen to provide a basis for exploring the relationship between the 35 factors provided.

Statement of Potential Significance

By better understanding both how counselor educators perceive online learning and the characteristics counselor educators believe are most important to delivering counseling courses in a fully online format, this study hopes to contribute to a limited body of research that will support the continued changes and shifts in the delivery of counselor education. In addition, this research may provide a basis to work toward the development of interventions to mitigate negative perceptions of online learning that could potentially impact student outcomes.

Results from this study will be used to inform further action related to counselor education coursework delivered online but is in no way intended to provide an assessment of the effectiveness of online coursework in achieving learning objectives. Further research could provide the opportunity to examine the perceptions of the counselor education community against outcomes research, showing whether or not actual outcomes are in agreement with perceived outcomes. Additionally, the results of this study could inform further development of accreditation standards by organizations like CACREP.

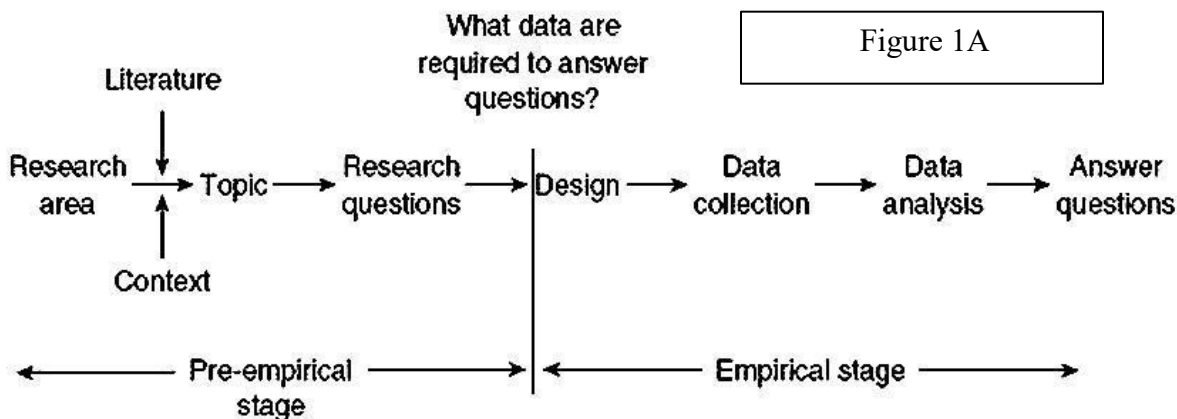
Theoretical Foundation

From an epistemological perspective, this research is founded on the constructivist perspective. Constructivism proposes that meaning is subjective, socially constructed, and determined by “an interconnectedness of objectivity and subjectivity” (Mertens, 1998, p. 41). This study is conceptualized to serve as a single data source that can be utilized to better understand, rather than fully explain, the phenomenon being studied. Realizing that perceptions of individuals are innately complex, this study is intended to be a starting point to inform further quantitative, qualitative, and mixed-method studies that will allow for a deeper understanding of the topic.

The foundation of constructivism aligns with the interpretive theoretical perspective of this study. The perspective of interpretivism focuses on understanding phenomenon with the “context of human beings acting and interacting” (Crotty, 1998, p. 68) and acknowledges the reductionist paradigm as beneficial but not absolute or regular as would be found in natural sciences. As the name of the theory implies, this theory seeks to interpret the findings of research but with the understanding that “knowledge and meaning are acts of interpretation, hence there is objective knowledge which is independent of thinking, reasoning humans” (Gephart, 1999, p. 162).

Summary of the Methodology

This study was developed using a quantitative research decision model described by Punch (2006). Punch's model is organized into four distinct stages. The stages include the Pre-Empirical Stage, Empirical Stage, Analytical Stage, and Dissemination Stage, respectfully. See figure 1-A below.



During the pre-empirical stage research, literature, and context are gathered to inform and create the topic. From this data, the research questions are developed and the hypotheses are created. Next, during the empirical stage, the research design is outlined and tested. Following the research design, data is collected, analyzed, and research questions, as well as associated hypothesis are addressed.

During the pre-empirical stage, literature and context were gathered to inform the topic and research questions for this study, which are provided in the previous sections. The primary research area, counselor educators' perceptions of online coursework, was found to have a very small body of research. Supporting research was gathered from like disciplines, national studies, and other related sources to inform the development of the research questions and supporting theory. Through this same literature review and contextual analysis, hypotheses were developed based on the existing research questions.

Subsequently, during the design and planning stage, the Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) was created. As no instrument currently exists to examine the particular issues identified as a part of this study, several instruments were reviewed and several facets were used to generate the current Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) instrument (see Appendix C). The primary survey tool used in the creation of the CEATOLS was the 2013 Survey of Faculty Attitudes on Technology, created and conducted by Inside Higher Ed and Gallup (Letterman, 2013). The Survey of Faculty Attitudes on Technology consisted of 2,251 respondents who were faculty or academic technology administrators (Letterman, 2013). Gallup estimates indicated a 95% confidence level with a margin of error of 2.1 percentage points (Letterman, 2013).

Other surveys reviewed include the Dimensions of Distance Education or DDE (Roberts, Irani, Telg, & Lundy, 2005), Web-Based Learning Environment Instrument (WEBLEI) (Chang & Fisher, 2001), the Distance Education Learning Environments Survey (DELES) (Walker and Frasier, 2005), and the Online Learning Environment survey (Trinidad and Pearson, 2004). Although useful to provide contextual details, historical data on survey development related to online learning, and other information surrounding students' perceptions of learning in an online environment, specific portions of these instruments were not used to construct the CEATOLS items due to lack of fit.

The CEATOLS survey instrument was used to collect data related to two specific areas, in addition to demographics. The first area of focus of the CEATOLS survey instrument focuses on exploring research question R1, and concurrently testing hypothesis H1, to determine faculty perceptions of whether or not they believe online coursework can be used as an effective delivery method based on CACREP and ACA standards. The second area of focus of the

CEATOLS survey instrument aims to determine concerns counselor educators believe are most important to consider related delivering counseling courses in a fully online format. Question grouping consists of three categories: Rank, Experience, and Demographics (Section I); Faculty Perceptions of the Effectiveness of Online Coursework for Counseling Coursework (Section II); and Faculty Areas of Concern Regarding Online Learning (Section III).

The remaining portion of the Empirical, Analytic, and Dissemination stages of this study will be conducted and reported in the chapters that follow. Additional information regarding the study's design and a full description of the methodology can be found in Chapter III, a detailed account of the results in Chapter IV, and discussion of the results in Chapter V.

Limitations and Delimitations of the Study

This study is designed to specifically examine the perception of counselor educators. As such, data provided by individuals who have not taught a counseling course would be analyzed for comparative purposes; however, this study is not designed to be representative of educators in all fields. The study participants are intentionally limited; thus results are not intended to be generalized beyond the counselor education community. In an effort to specifically target participants who are counselor educators, participants were solicited via an email which was distributed via listservs whose subscribers are generally comprised of counselor educators. These listservs will include: CESNET, COUNSGRADS, APA D17, International Counseling Network, PSYCH-COUNS, and AERA. Results from this study will be used to inform further action related to counselor education coursework delivered online but is in no way intended to provide an assessment of the effectiveness of online coursework in achieving learning objectives. Further research could provide the opportunity to examine the perceptions of the counselor education community against outcomes research, showing whether or not actual outcomes are in agreement with perceived outcomes.

This study is being conducted solely through the internet, which has the potential to impact the response rate. Surveys delivered using online delivery often have lower response rates than other methods. A recent meta-analysis of web-based survey responses “estimated that the response rate in the web survey, on average, is approximately 11% lower than that of other delivery modes” (Manfreda, Bosnjak, Berzelak, Haas, & Vehovar, 2008, p. 79). To ensure measures of power are met, the goal of this study was to obtain 150 participants. Based on an estimated power analysis, using a standard deviation of 20 and at an alpha (α) of 0.05, a sample size of at least 67 will be needed for each group (or 134 total participants) to achieve 90% power. The request was sent multiple times via the listservs mentioned above until the required number of participants was met.

Definition of Key Terms

Asynchronous – refers to course delivery that allows students to participate in class activities at different times during the course, rather than during a regularly scheduled meeting (Brinthaup, Clayton, Draude, & Calahan, 2014).

Synchronous- refers to course delivery that allows for students to participate in class activities at a scheduled time and in scheduled setting (Brinthaup, Clayton, Draude, & Calahan, 2014).

Online course delivery or web-based course – refers to courses delivered online only and typically consisting of no face-to-face components (Poulin & Straut, 2016). This may include synchronous and/or asynchronous components (Miller, Risser, & Griffiths 2013; Allen & Seaman, 2015).

Pedagogy – refers to the art or science of teaching practices (Brinthaup, Clayton, Draude, & Calahan, 2014).

Hybrid or blended course delivery – refers to courses delivered using both in-person and online course components. This may include synchronous and/or asynchronous components (Miller, Risser, & Griffiths 2013; Allen & Seaman, 2014).

Traditional course delivery – refers to courses delivered primarily in-person. Generally, course activities will be synchronous with the exception of course assignments, activities, and readings (Miller, Risser, & Griffiths, 2013; Allen & Seaman, 2014).

Organization of the Proposal

In Chapter I, previous to this section, the description of the research begins with an overview of the study, statement of the problem, and purpose of the study. Next the research questions and hypotheses are discussed in brief and potential significance is outlined. Finally a summary of the methodology is provided which includes a brief discussion of the limitations and delimitations of the study.

In Chapter II the relevant research is discussed, beginning with a description and critique of the available literature surrounding the primary areas of focus for this study. Due to the recent development of the instructional delivery being explored, the recent accreditation of fully online programs, and the speed with which technology has been developed, the critique and description of the literature consists of describing the lack of available research in each area of focus as well as providing relevant, if not tangential, research available. The following sections outline the history and current status of distance and online learning in the educational community; the history and current status of distance and online learning in counselor education; and the history and current status of pedagogical approaches in counselor education, respectively. These sections provide historical context and an overview of the current research related to each respective area. The next two sections of Chapter II focus on exploring current research on faculty attitudes of online learning. Having discussed the relevant research, Chapter II continues

by detailing the Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) instrument by first discussing the development and the most recent version survey. Finally, a conclusion is provided to summarize the findings of the literature review.

Chapter III details the methodology for the study, beginning with a general overview. Next, the research procedures are discussed, which details the researcher's role, participant delimitation, participant recruitment, data collection and analysis, as well as considerations for reliability and validity. Finally, a conclusion is provided that summarizes the methodology.

Chapter IV provides details of the results of the study. The start of the chapter details the organization of the chapter, general survey data, and demographic details. The chapter continues by exploring the statistical analysis conducted for each research question as well as the planned ancillary analysis. The results are provided in both written and table format.

Chapter V begins with a general introduction and summary of the results. Next, observations regarding the general demographic characteristics are noted. Each research question is then discussed, noting the conclusions of the study in reference to the planned analysis and hypothesis as well as discussion of the possible implications of these results. The chapter conclusion and then references are the final sections of the paper.

CHAPTER 2: Literature Review

The purpose of this study is to gauge the perceptions of the counselor education community related to online counselor education coursework. Specifically, this study examines whether or not counselor educators believe that online coursework can be used in a manner that allows students to meet learning objectives related to supplying counseling services and developing professional identity. Additionally, this study seeks to determine faculty areas of concern regarding online learning.

Description and Critique of the Scholarly Literature

Distance education has been in existence for over 100 years (Saba, 2011). There are scores of research related to distance education and the effectiveness of learning in non-traditional formats (Meyer & Murrell, 2014). The literature review was conducted by first examining the history of distance and online learning as well as the current status of online learning in the broad educational community. A large body of research exists regarding faculty perceptions, especially within the last 20 years, which represents the largest growth era for online education (Allen & Seaman, 2012).

Next, research was explored related to the history and current status of distance and online learning in counselor education. This area is not well researched, as many counseling programs have only recently started supplying coursework online. The first fully online counseling program received accreditation as recently as 2016. Given that a scant amount of research that is available related to faculty perceptions of online education in the counselor education community, the history and current status of technological acceptance within the counselor education community, as well as non-traditional pedagogical approaches to counselor education were researched. The remainder of the literature review describes the associated

research and development of the CEATOLS instrument and a conclusion summarizing the results of the literature review.

History of Distance and Online Learning

Distance education is documented as early as 1833 in Sweden, where students were able to complete correspondence courses in composition using the Swedish postal service (Simonson, 2009). In the United States, distance education can be noted as far back as the late 1800s, with the first higher education correspondence courses being offered for credit by the University of Chicago in 1892 (Saba, 2011). Although many courses were previously offered via independent study, which has historically consisted of a higher portion of self-directed learning, these select few courses were offered entirely by correspondence and led to college credit that could be applied to a degree. Later, in 1901, The Moody Bible Institute began offering a correspondence program that was the first of its kind leading to a two-year degree. From these beginnings, independent and distance learning opportunities began to grow in popularity among students. The technologies of the late 1980's and early 1990's gave rise to the internet, which became the primary vehicle for distance education (Casey, 2008). According to Moore (2013), the first fully online course was offered in 1981, although it is not noted where this was taught or in what specialty area.

Because of the pace at which technology developed and was implemented from the first online course in 1981 to the late 1990's, little research could be conducted to legitimize online learning as an effective means of instruction (Means, Toyama, Murphy, Bakia & Jones, 2009). By the time a technological resource or delivery method was created and reached, another was created (Means et al., 2009). Technological shifts and advances were simply occurring too fast to fully study (Means et al., 2009). More recent research, which studies the impact of online coursework using technologies that have remained relatively stable over the past few years, have

showed some mixed results when attempting to discern whether or not a significant difference exists in learning outcomes between traditional and non-traditional methods (Bacow, Bowen, Guthrie, Lack, & Long, 2012; Means et al., 2009).

Although the student response was largely positive, with many citing the advantages offered by independent and distance learning, criticism quickly came pouring in from traditional “brick and mortar” academic communities about the effectiveness and outcomes of distance learning (Moore, 2013). Citing the marked lack of research, criticism continued through the development and implementation of programs more consistent with those seen today. In response, distance teaching communities, institutions, organizations, and accrediting bodies began writing and implementing policies to combat the negative criticism by the traditional “brick and mortar” academic communities. Moore (2013) stated that correspondence courses (or independent learning) (a) did not try to replace traditional higher education; (b) were aimed at nontraditional student populations who did not have access to higher education; and (c) grew out of the university extension movement, not the university proper. Although there was a valiant attempt to defend traditional methods of instruction as the only means of obtaining a degree, more and more programs have started to offer the same degrees offered by “brick and mortar” institutions in a fully virtual format.

This criticism from faculty and traditional institutions has not abated significantly in recent years, as evidenced by the recent Survey of Faculty Attitudes Toward Technology (SFAT) conducted by Inside Higher Education and Gallup (Letterman, 2013). Faculty criticisms of and barriers to online education run the gambit from prohibitive technology and start-up costs, to fears of altering an established culture and institutional identity, to fears of having too little support to achieve high learning outcomes and meet accreditation requirements (Cho & Berge,

2002; Massy, 2011). Still, non-traditional and distance formats have persisted and continued to grow (Allen & Seaman 2013). Allen and Seaman credit this growth to the increasing student demand, administrator pressure to increase enrollment and adding online learning to the institutional plan, as well as the benefits of flexibility and access afforded to students (2013). Additionally, it may be the ability of those who are passionate about online education to effectively battle the barriers of fear, cost, and outcomes to pioneer online learning in their institutions.

Current Distance and Online Learning

Online learning offers many benefits to students, which include “expanding student access to learning materials and alleviating capacity constraints within face to face classrooms” (Allen & Seaman, 2012). In addition, specifically in asynchronous formats, students can engage coursework in a personalized manner, experiencing learning that is not limited to specific days or times (Darnell & Rosenthal, 2001; Rogers, 2001). Distance education enables a “wider geographical access to higher education, in that students have the flexibility to attend institutions outside their state of residence” (US Department of Education, 2014) and beyond. These factors have led to dramatic increases in enrollment for programs offering higher education courses fully online in recent years (Allen & Seaman, 2012).

In the fall of 2015, more than 35 percent of the total of individuals enrolled in higher education indicated taking at least one online course (US Department of Education, 2016) and in 2014, students taking at least one online course hit a record 5.8 million students (Poulin & Straut, 2016). In a recent study conducted by the Pew Research Center, 77% of 1,055 presidents of two-year and four-year private, public, and for profit colleges indicated that their respective institutions offered online courses (Parker, Lenhart, & Moore, 2012).

History of Distance and Online Learning in Counselor Education

Counseling, one of the youngest of the human services professions, has only recently defined the act of counseling (ACA, 2011). The ACA, in conjunction with 29 other organizations, met in March of 2010 and agreed upon the following as the definition of counseling: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, and career goals” (ACA, 2011, pg. 1). As such, an individual who is trained as a counselor should achieve learning outcomes that allow them to provide counseling services that fit this definition.

It is not so simple as to provide learners with the ability to provide counseling services. The counseling profession has evolved from a diverse set of disciplines to create a unique professional identity within the human services fields. The counseling profession distinguishes itself from other similar disciplines with its focus on “wellness, development, mindfulness, meaningfulness, and remediation of mental disorders” (Gladding, 2012, pg. 35) as well as concern for social justice, advocacy, and the impacts of trauma. All of these elements are shaped by the humanistic roots of the profession, tasking counselors with a direct and intimate role with those they serve through the development of a close therapeutic relationship.

As eluded to by Gladding in 2012 in his description of the profession, counselors have a unique professional identity. Professional identity, as described within the 2016 CACREP standards, is related to the activities inherent in “counseling, supervision, teaching, research and scholarship, and leadership and advocacy” (p. 34). The 2016 CACREP standards mandate that curriculum must include eight common core areas designed to ensure counselors and counselor educators develop a sense of professional identity (2015). These core areas are: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and

group work, assessment and testing, and research and program evaluation (CACREP Standards, 2016). As such, online programs and traditional programs alike need to ensure that these common core areas are covered in the coursework delivered to counseling students and that learning objectives related to each of the areas can be met using the medium.

Current Distance and Online Learning in Counselor Education

Although many studies have asserted that “the e-learning (online) environment does not facilitate the highly interpersonal interaction needed to teach clinical skills,” (Granello, 2000, p. 4) the landscape of available tools and technology is in constant flux, which continues to change the possible pedagogical approaches to online learning (Rogers, 2001). Quinn, Hohenshil, and Fortune (2002) indicate that a growing number of programs are beginning to realize that the landscape of education, as a whole, is changing and that the integration of online instruction must occur to meet student demand. As stated previously, with the pace that technology was been developed and implemented from the first online course in 1981 to the late 1990’s, little research could be conducted to legitimize online learning as an effective means of instruction (Means et al., 2009). By the time a technological resource or delivery method was created and reached, another was created (Means et al., 2009). Yet, the same can be said for the tools and resources created that allow for responses to the criticisms offered. Students can now meet synchronously in large groups over live video conferences, supervision can be conducted using bug in the ear or eye at large distances, to name just a few advances now possible and available to students and faculty at a reasonable cost.

In recent years, CACREP has approved several programs that supply a majority of their curriculum online. Until 2016, CACREP had required that at least some portion of the training be in-person, which prompted institutions with online counselor education programs to create in-service trainings or workshops that required travel to a brick-and-mortar school or other physical

location. These programs also continued to require practicum and internship experiences with the same requirements as programs offered using traditional delivery. In 2016, CACREP accredited its first fully online counselor education program, requiring no in-person contact between faculty and students (CACREP, 2017).

Twelve programs are currently CACREP accredited and provide blended distance formats (although not fully online) with on-site training requirements as described above, which is an increase from only five accredited programs just three years ago (CACREP, 2012). Online learning has been extensively studied in other professions (Kanaya & McMillan, 2005; Shen, Cho, Tsai, & Marra, 2013; Sinclair, Kable, Levett-Jones, & Booth, 2016), given that these professions have had online education available and accredited by their respective accreditation agencies for a longer period of time. Online counseling programs, however, have only recently started to develop and publish research that specially focuses on quality online education, learning outcomes, and professional achievement for those in counseling and related degree programs (Ekong, 2006; Watson, 2012).

Current and Historical Technological Acceptance in the Counseling Profession

This section briefly outlines the history and current status of technological acceptance related to the delivery of counseling services, the supervision of counselors, and counselor education instruction as identified during the literature review. Additionally, a brief context of the history and current status of CACREP accreditation is provided.

Counseling. During the early stages of technological advancement, the counseling profession began to embrace the use of the internet and other technological tools to promote services, keep records, disseminate information, and connect with one another (Granello, 2000). In Granello's (2000) article, *The Relationship of Computer Technologies in Counseling*, he placed the first high level of interest in technological use occurring within the counselor education

community at about 1984 when the Journal of Counselor Education and Supervision ran a special issue on the topic of computer use. From this point forward, counselors began testing and expanding upon the capabilities of software and hardware by creating computer-assisted training programs, psychoeducational software applications, testing and assessment, as well as computer-guided counseling programs that provided assistance to clients who needed help making decisions and those with mild to moderate depression (Granello, 2000). Other uses of computer technology have included personality assessment and career counseling (Gati & Gutentag, 2015; Nota, Santilli, & Soresi, 2016).

More recently, new technological advances have even been used to provide distance counseling services to those without the ability to access traditional services due to geography, disability, or even communicative preference (Greenidge & Daire, 2005). The Center for Credentialing and Education, or CCE, currently offers a Distance Credentialed Counselor (DCC) credential to those who wish to use “a counseling approach that takes the best practices of traditional counseling as well as some its own unique advantages and adapt them for delivery to clients via electronic means” (Center for Credentialing and Education [website], 2016).

Supervision. Technology has also become a staple of supervision practices. By using one-way glass and a telephone, supervisors have been able to provide feedback during counseling sessions (Campbell, 2011; Rousmaniere, Abbass, & Frederickson, 2014). As technology has progressed, so have the techniques. Supervisors can now use bug-in-the-ear techniques, providing feedback via microphone to the counselor during the session (Rousmaniere, Abbass, & Frederickson, 2014). With video streaming, counselors can do away with the one-way glass and receive live, supervisory feedback via their ear piece or using bug-in-

the-eye strategies that allow text or other messages to be displayed on a screen that only the counselor can see (Rousmaniere, Abbass, & Frederickson, 2014).

In addition to live supervision, the ability to record sessions with audio, video, or both has allowed supervisors to provide detailed feedback, while minimizing the need for supervisors to be present during sessions, which may disrupt the process (Rousmaniere, Abbass, & Frederickson, 2014). In addition, technology provides the opportunity for counselors and counselor trainees to review their performance, reflect, make necessary changes to their approach, or reach out for consultation.

Teaching. Counselor educators have continued to integrate the internet and technology-based tools into their teaching practices. Educators now use learning management systems, Smart Board technology, presentation software, and more; counselor educators have started to leverage the advantages that technology provides to improve student experiences and learning outcomes and to expand the variety of course delivery modalities (Berry, Srebalus, Cromer, & Tackas, 2003; Granello, 2000; McAdams & Wyatt, 2010; McFaden & Jencius, 2000). Counselor educators have most often opted to use technology that supports supervision practices or enhances classroom instruction, but remained hesitant to delve into the use of technologies at the same pace as other professions (Granello, 2000; Greenridge & Daire, 2005). Similar to the acceptance and adoption of technology practices in counseling, the pace has been slow and “only recently has this trend carried over to the field of counseling and counselor training” (Benshoff & Gibbons, 2011, p. 23)

CACREP Accreditation of Counselor Education Programs. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

Traditionally, counselor education programs accredited by CACREP have been on-ground, traditional programs, but This has recently changed. According to the CACREP website (www.cacrep.org), as of February of 2016, 12 institutions have been granted CACREP accreditation to provide graduate and doctoral programs with online courses. In total, these institutions house 24 graduate and doctoral level programs. Of those programs, 3 are doctoral programs in Counselor Education and Supervision; 8 are Master of Arts or Master of Science programs in school counseling; 1 Master of Science in mental health counseling; 3 Master of Science programs in Marriage, Couple, and Family Counseling; 1 Master of Arts in community counseling; 7 Master of Arts or Master of Science programs in clinical mental health counseling; and 1 Master of Arts program in career counseling.

History of Traditional and Non-Traditional Pedagogy in Counselor Education

Instructional design, curriculum design, and pedagogical practice surrounding online education are informed by a wide variety of practices, models, and approaches (Shelton & Puzziferro, 2009; Brown, Eaton, Jacobsen, Roy, & Friesen, 2013). Michael Nystul (2015), author of *Introduction to Counseling: An Art and Science Perspective*, states that “counseling is a complex process that does not afford a simple definition and that “counseling is both an art and science, emphasizing the importance of the subjective and objective dimensions” (p. 5).

Counselor educators, who are academicians charged with training counselors, are “responsible for ensuring that students learn guidelines and procedures for evidence-based practice” (Barrio-Minton, Wachter-Morris, & Yaites, 2014, p. 165).

Pedagogy, the art and science of teaching, is a term that is, according to Nelson and Nuefeldt, “rarely found in the discourse of counselor educators” (1998, p. 9). Research on current trends, post-1998, would indicate otherwise. Scores of publications can be found that outline pedagogical perspectives, theory, and practices that are mostly centered on traditional

pedagogical approaches. There is a marked lack of research to support their adoption as credible for counselor education specifically. Traditional pedagogical approaches in counselor education, those that stick close to the in-person delivery format, have evolved over time to include a wide array of practices that integrate technology in a way that supports live instruction. The 2009 and 2016 CACREP standards included a higher degree of attention to how counselor educators are training graduate students, with more specific and outlined requirements for core curricular areas and practices (Barrio-Minton, Wachter-Morris, & Yaites, 2014). This higher degree of attention is further evidenced by the new and ever evolving sets of standards for training entry level professionals as well as doctoral students within CACREP-accredited programs.

Nelson and Neufeldt (1998) examined traditional pedagogical approaches to counselor education, indicating that “students must be trained in basic interpersonal skills, a set of personality theories that pertain to practice, group processes, multicultural issues, career development, and ethics” (p. 70). Nelson and Neufeldt (1998) also indicated that much of the research reviewed included articles related to professional identity, consultation, case conceptualization, research, and other related competencies that were standard learning outcomes for Counselor Education programs, but none that addressed pedagogy in counselor education. Although research on pedagogy in counselor education was not widely conducted, there were a large amount of pedagogical publications that espoused pedagogical theory without supporting research. These published works can be found as far back as the first issue of the Counselor Education and Supervision journal in January of 1961.

Since Nelson and Neufeldt’s (1998) search for research related to pedagogy in counselor education, additional studies have been conducted that examine traditional pedagogical approaches to counselor education. An article published in a 2014 edition of the Counselor

Education and Supervision journal, *Pedagogy in Counselor Education: A 10-Year Content Analysis of Journals*, examined research published from 2001-2011, citing that “results indicated a clear trend toward publishing regarding specific content or techniques rather than examining teaching in general or larger pedagogical practices within the profession” (Barrio-Minton, Wachter-Morris & Yaites, 2014, p. 165). This same study found that of the 230 articles reviewed, those that were clearly grounded in pedagogical theory focused on four primary areas: constructivist, social, and situational learning theories; critical pedagogical theories (such as feminist, liberation, and transformative perspectives); motivational and humanistic theories; and service-learning or active learning theories. Very little could be found in the way of non-traditional or technology-based pedagogical theories or perspectives or studies that used a pedagogical theory to ground their research (Barrio-Minton, Wachter-Morris & Yaites, 2014).

Current Non-Traditional Pedagogy in Counselor Education

First, it is important to note that searches for “pedagogy” and “online counselor education” result in very few published works. In fact, a database search conducted on June 8, 2016 via Google Scholar and a search that included all available EBSCOhost databases produced only 32 results from Google Scholar and none from EBSCOhost using these search terms, while the search terms “pedagogy” and “counselor education” using the same search engines produced 3,210 results and 178 results, respectively. When adding technology-related terms to the search, the results were dramatically lower. Even related searches, which require swapping out “online counselor education” for “flipped-classroom” or “hybrid” with “counselor education” yielded very little in the way of results. Several attempts, using several different variations of search terms were unsuccessful in returning a substantive body of research related to non-traditional pedagogical theory in counselor education.

Next, the distinction between what is pedagogical theory and what is instructional design methodology should be delineated. Bill Pelz, a Professor of Psychology, notes that “the point of view online has, for me, blurred, somewhat, the distinction between effective teaching and pedagogically sound instructional design” (Pelz, 2004, p. 33). The same can be found a large amount of the literature available, even those that focus on online pedagogy in other disciplines or take a multidisciplinary approach. Most studies focus on the impact of certain instructional design methodologies, ways in which curriculum can be delivered, rather than the pedagogical underpinning, which is the theoretical premise that informs the delivery methods used. This practice, which puts the “cart before horse” so-to-speak, means that most of what is being done is the testing of practices without a set of guiding principles or overarching lens through which faculty can view course delivery.

As online education in counselor education programs is “still a relatively new phenomenon, it is not surprising that there is a general lack of empirical research concerning the effectiveness of using technology as a training tool in counselor education programs” (Watson, 2012, p. 255). Moran and Milson (2015) indicate that “publications and research addressing the use of the flipped classroom in the field of counselor education are non-existent,” (p. 35) furthering the assertion that non-traditional approaches are lacking in empirical research, particularly the most recent modalities.

As research deficits are noted in the areas of pedagogy in the long established approaches that use traditional delivery, it makes sense that the newer approaches to course delivery lack a substantive body of research as well. The available preliminary research related to pedagogical approaches to online education in counseling and related fields shows some mixed results, with some finding parallel outcomes to traditional approaches while others found slight or even

moderate differences. To give an example, in a recent study, Degiugio (2009) found that students in online courses within a Rehabilitation Counseling program liked the flexibility and convenience, believed the quality of learning was equal to or better than traditional coursework, and improved their comfort with technology. However, Degiugio's (2009) study also indicated that some students experienced problems with technology, feelings of disconnectedness, and struggled with the amount of material provided in the course. But as with most studies found, this study was not grounded in any pedagogical approach specific to online counselor education.

Research on Faculty Perceptions of Online Learning

Online learning is on the rise (Chmura, 2016). A study conducted by the Babson Survey Research Group, in partnership with Pearson, the Online Learning Consortium (OLC), StudyPortals, Tyton Partners, and others, shows an increase in enrollment in online education of 3.9% in 2015 when compared to 2014 enrollment numbers (Chmura, 2016). The same study showed a steady increase in online enrollment from 2009 to 2015, even as total higher education enrollments fell (Chmura, 2016). Russell Poulin, Director of Policy and Analysis at the WICHE Cooperative for Educational Technologies (WCET) stated (Poulin & Straut, 2016):

“Clearly many private, non-profit institutions are aggressively investing in distance education. Between 2012 and 2014, students taking all their courses at a distance grew by 33 percent for non-profits. They were only a few hundred students away from passing the for-profit sector for having the second most number of enrollments. Public colleges still lead the way, by far.”

As online learning has continued to grow, research regarding faculty attitudes has begun in earnest. Means, Toyama, Murphy, Bakia, and Jones (2009) conducted a meta-analysis of available research and identified more than one thousand empirical studies related to online learning. A multitude of studies can be found on student perceptions, outcomes, and satisfaction (Kuo, Walker, Belland, & Schroder, 2013; Rich & Dereshiwsky, 2011; Frederickson, Swan,

Pelz, Pickett, & Shea, 2000) but very little is available in the way of faculty perceptions. Most studies that focus on perceptive differences related to course content, perceptions and motivations of students, and outcomes research, almost exclusively centered on the student.

In a study conducted in 2015, nearly 2/3 of academic leaders indicated that online education is critical to their long-term institutional strategy, while only 29.1% of these academic leaders believed that online courses are accepted as having value and legitimacy among faculty (Chmura 2016). Over half of those who responded indicated online and face-to-face course outcomes are the same (Chmura, 2016). The assertion that outcomes are the same regardless of method of delivery is further supported by a study conducted from 2010 – 2013, which found that, between the 1,997 online course and 4,015 face-to-face offerings surveyed, there was only a 0.007 point difference in GPA, based on a 4.000 grading scale, (Cavanaugh & Jacuemin, 2015). Clearly, these results indicate some level of discordance between the coursework being offered and the perceptions of the effectiveness of the online learning modality, at least in terms of grades. Several other studies have come to similar conclusions, citing no significant difference in learning outcomes (Russell, 2001; Russell, 2012; Carey, 2006; Robertson, Grant, & Jackson, 2005; Reuter, 2009; Waschull, 2001).

DaCosta and Tung (2010) conducted a study on faculty perceptions at a community colleges and they found that instructors had more favorable perceptions of online course effectiveness than did their students. Another study, conducted in 2013, showed that faculty members and students differ on their perceptions of the amount of time professors dedicated to an online class, professor availability, and the notion that lower-quality instructors are often the ones teaching online courses (Otter et al.). Far fewer results are found when attempting to

narrowing the pool of available research to those studies that focus solely on faculty perceptions of online learning as an acceptable modality or medium for content delivery.

In *Conflicted: Faculty and Online Education* (2012), a study conducted by Babson Survey Research Group and Inside Higher Ed, Allen and Seaman indicate that “even as online enrollments have grown exponentially, attitudes about online learning remain conflicted” (p.4). Allen and Seaman also indicated that few studies have been done to truly examine how faculty members perceive online learning, even though previous data points to serious concerns (2012). When comparing academic excitement among faculty, Allen and Seaman found that only 42% of faculty were “more optimistic than pessimistic” about online learning while 80% of administrators who responded indicated “more excitement than fear” about online learning. Dr. Daniel Hall of Pepperdine University stated that “despite growth of online education and its seemingly fixed place in higher education, online education is still opposed or at least viewed with suspicion by some faculty” (p. 1). Dr. Hall found that this opposition was persistent, specific to his institution in which the study was conducted, but that faculty “felt that the impact of online education on the quality of educational experience would be slightly diminished at the undergraduate level, but slightly enhanced at the graduate level” (p. 1).

There are several definitions of what would be considered a quality online course.. Meyer (2014) stated that “quality [online] learning is largely the result of ample interaction with the faculty, the students, and content” (p. 9). Quality Matters (QM), a program that provides training and thorough rubrics for online course design, describes distinct dimensions for worthy online course design that include learner interaction, resources and materials, course technology, and learner support (Ralson-Berg & Nath, 2008). Legon (2006) indicated that QM is “fully consistent with published accreditation standards for online education” (p. 1) and endorsed by

the Council for Higher Education Accreditation and the eight regional accrediting agencies. Additional research conducted by Ralston-Berg and Nath (2008) confirms that students agree with the QM definition, finding the eight distinct dimensions valuable. However, these definitions are largely based on “components” rather than “characteristics” of a course.

This study operationalizes characteristics of delivering online courses as general concerns to signify what qualities may impact faculty perception of the efficacy of courses. Using the Survey of Faculty Attitudes Toward Technology (SFAT) survey as a model, the CEATOLS instrument lists seven different characteristics of an online course, which include: if the course is offered by a CACREP institution; if the course is being offered at an institution that also offers in-person instruction; if the course uses the latest technology; if the course is developed using ACES Guidelines for Online Instruction; if the course is developed using CACREP requirements; if the course is using synchronous video meeting tools; and if the course is using synchronous audio meeting tools.

Additional characteristics were added to the CEATOLS instrument based on other studies that explored concerns or characteristics in the same way, describing these areas as “barriers” or even “fears” (Allen & Seaman, 2010, 2011, 2015; Lloyd, Bryne, & McCoy, 2012; Mandernach, Mason, Forrest, & Hackthron, 2012; Totaro, Tanner, Fitzgerald, & Birch, 2005). A few recent studies have shown that reluctance and negative attitudes about teaching online can be due to the belief that extra time and effort is required (Bruner, 2007; Chen, 2009; Lesht & Windes, 2011). Others note that the quality and rigor of online learning is not high enough (Bruner, 2007; Lesht & Windes; Parthasarthy & Smith, 2009), that faculty do not possess the necessary technical skills (Bruner, 2007), or that faculty have received inadequate training and support (Bruner, 2007; Lesht & Windes, 2011; Parthasarthy & Smith, 2009).

Other faculty have indicated positive perceptions of online learning. Some cite improved access to higher education for students (Bruner, 2007; Chapman, 2011; McAllister, 2009), the advantages of improved life-work balance (Chapman, 2011; Kampov-Polevoi, 2010; McAllister, 2009), financial incentives of teaching online (Chapman, 2011; Lesht & Windes, 2011), and additional institutional opportunities (Chapman 2011) as being aspects of online learning that positively influence their perceptions of online learning. Little of this valuable research has been done related to specifically to counselor education (Finley & Hartman, 2004; Rienties, Brouwer, & Lygo-Baker, 2013).

The CEATOLS Instrument

This study was developed using a quantitative research decision model that was described by Punch (2006). Through the pre-empirical stage, literature and context were gathered to inform the topic and research questions, which are provided in the previous sections. Through this same literature review and contextual analysis, hypotheses were developed based on the existing research questions. Subsequently, the Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) was created, based, in part, on the 2013 Survey of Faculty Attitudes on Technology, created and conducted by Inside Higher Ed and Gallup.

As no instrument currently exists to examine the particular issues identified as a part of this study, several instruments were reviewed and facets of these instruments were used to generate the current Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) instrument (see Appendix C). The primary survey tool used in the creation of the CEATOLS was the 2013 Survey of Faculty Attitudes on Technology, created and conducted by Inside Higher Ed and Gallup (Letterman, 2013). The Survey of Faculty Attitudes on Technology consisted of 2,251 respondents who were faculty or academic technology administrators

(Letterman, 2013). Gallup estimates indicated a 95% confidence level with a margin of error of 2.1 percentage points (Letterman, 2013).

Other surveys that were reviewed include the Dimensions of Distance Education or DDE, Web-Based Learning Environment Instrument (WEBLEI), the Distance Education Learning Environments Survey (DELES), and the Online Learning Environment survey (Phillips, Phillips, and Zuniga, 2000; Walker, 2004). Although useful to provide contextual details, historical data on survey development related to online learning, and other information surrounding students' perceptions of learning in an online environment, they were in large part not used to construct the CEATOLS items.

Section III of the CEATOLS was based on research nationally conducted that examined faculty-perceived barriers to online education, in addition to the few concerns addressed in the SFAT survey (Allen & Seaman, 2010, 2011, 2015; Lloyd, Bryne, & McCoy, 2012; Mandernach, Mason, Forrest, & Hackthron, 2012; Totaro, Tanner, Fitzgerald, & Birch, 2005). The CEATOLS modifies the approach of these studies by creating questions that are more neutral, rather than creating questions that explicitly describe areas of consideration as barriers or concerns. In doing so, the hope is to reduce the tendency toward a social desirability bias. Similarly, the study does not propose questions to participants to illicit positive characteristics of online learning, using the same rationale.

The CEATOLS survey instrument was used to collect data related to two specific areas, in addition to demographics. The first area of focus of the CEATOLS survey instrument focuses on exploring research questions 1-3 while concurrently testing hypothesis 1-3, to determine faculty perceptions of whether or not they believe online coursework can be used as a delivery method that meets or exceeds learning outcomes based on CACREP and ACA standards. The

second area of focus of the CEATOLS survey instrument aims to determine the characteristics faculty find most important when delivering counselor education courses online. Question grouping consists of three categories: Rank, Experience, and Demographics (Section I); Faculty Perceptions of Learning Outcomes in Online Coursework (Section II); and Faculty Areas of Concern Regarding Online Learning (Section III).

This study was conducted solely through the internet, which had the potential to impact the response rate. Surveys delivered using online delivery often have lower response rates than other methods. A recent meta-analysis of web-based survey responses “estimated that the response rate in the web survey, on average, is approximately 11% lower than that of other delivery modes” (Manfreda, Bosnjak, Berzelak, Haas, & Vehovar, 2008, p. 79). To enable a better response rate, email requests to participate were limited to listservs that are specific to the field of counselor education.

Participants were solicited via the following email listservs: CESNET, COUNSGRADS, APA D17, International Counseling Network, PSYCH-COUNS, and AERA. The primary instrument for this study, the CEATOLS, was supplied to participants using the SurveyMonkey Tool. Participants who agreed to participate in the study included any individual over the age of 18 who had served as an instructor in a counseling course. Informed consent was obtained by asking the participant to agree prior to completing the survey. Participants who indicated that they are under the age of 18 or had not served as an instructor in a counseling course did not complete the remainder of the survey.

Conclusion

Throughout the history of distance and online learning, there have been those who oppose and those who advocate for this medium of educational delivery. This has been noted widely, from the development of the first mail correspondence courses to the current state of online

education (Allen & Seaman, 2010, 2011, 2015; Lloyd, Bryne, & McCoy, 2012; Mandernach, Mason, Forrest, & Hackthron, 2012; Totaro, Tanner, Fitzgerald, & Birch, 2005). Counselor educators, a population centered in training others as helping professions who connect on a personal level, may take greater issue with using online delivery of coursework. The aforementioned issues could run the gambit of faculty concerns expressed nationwide, but could also incorporate issues that impact the development and growth of counselors as well as future counselor educators completing graduate coursework online. Although some scholarly work can be found, little has been done to gauge the perception of counselor educators specifically.

The Survey of Faculty Attitudes Toward Technology (SFAT) survey measured which characteristics of online courses faculty believed necessary for a course to be considered quality, but never asked whether or not faculty believed a quality course existed (Letterman, 2013). Similarly the concerns the broader body of faculty have for online learning, apart from the components that make up a quality online course, may differ for counselor educators than what was found when exploring perceptions of faculty across the nation. Rather than investigating which specific techniques, components, or design methodologies counselor educators believe are best in an online course, the higher level characteristics, or concerns, are explored. This study may give a better idea of what larger, systemic issues or strengths faculty would find when considering online course delivery. Chapter III continues by covering the methodology of the study and further expanding on how this study, utilizing the CEATOLS instrument, will begin to build a body of research that may inform the questions and gaps apparent in this body of research.

CHAPTER 3: Methodology

Overview of Methodology

In order to investigate the perceptions of counselor education faculty related to online learning and the perceptions of counselor education faculty related to necessary characteristics of online course delivery, participants were invited via-email to take part in the Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) online survey. Participation in the survey was voluntary and participants were free to exit during the survey at any time. Once the survey has closed, results will be screened to remove any erroneous data and subsequently analyzed.

Research Procedures

The researcher's role during the course of this study was to a) open and close the survey, b) solicit participation via email, c) serve as the primary point of contact for questions regarding the study, d) compiling and analyzing the results, as well as e) reporting the results within this dissertation. As the survey was completed online, interaction with respondents consisted of answering questions via phone and email, as well as responding to requests to be removed from the survey. As no identifying information is collected beyond demographics, participants were notified in the informed consent that removal from the survey after submission will be difficult, if not impossible. Given the nature of the survey, questions will largely be answered via email and telephone. In-person contact with participants is not anticipated.

Participant Delimitation

This study is designed to specifically examine the perceptions of counselor educators. As such, data provided by individuals who have not taught a counseling course was analyzed for comparative purposes; however, this study is not designed to be representative of educators in all fields. The study participants are intentionally limited; thus results are not intended to be

generalized beyond the counselor education community. Participants in the study will be limited to adults with advanced degrees and teaching experience only.

Participant Recruitment

The primary instrument for this study, the CEATOLS, was supplied to participants using the SurveyMonkey Tool. Participants were solicited via the following email listservs: CESNET, COUNSGRADS, APA D17, International Counseling Network, PSYCH-COUNS, and AERA. Participants who agreed to participate in the study included any individual over the age of 18 who has served as an instructor in a counseling course. Informed consent was obtained by asking the participant to agree prior to completing the survey. Participants who indicated they are under the age of 18 or have not served as an instructor in a counseling course did not complete the remainder of the survey.

Participation in the survey is voluntary and the results are anonymous. Survey Monkey, the tool used for the CEATOLS survey, only tracks IP addresses to lower the instance of multiple survey responses. Beyond this, no identifying information was retained and ID numbers assigned to data collected were random. Basic demographic information was collected. Participants are able to withdrawal from the study at any time; however, as the survey is anonymous, data provided prior to withdrawal from the study cannot be removed from the results. This was communicated in the informed consent statement prior to agreeing to begin the survey.

Instrumentation

As no instrument currently exists to examine the particular issues identified as a part of this study, several instruments were reviewed and several facets were used to generate the current CEATOLS instrument (see Appendix C). The primary survey tool used in the creation of the CEATOLS was the 2013 Survey of Faculty Attitudes on Technology (SFAT), created and

conducted by Inside Higher Ed and Gallup (Letterman, 2013). The Survey of Faculty Attitudes on Technology consisted of 2,251 respondents who were faculty or academic technology administrators (Letterman, 2013). Gallup estimates indicated a 95% confidence level with a margin of error of 2.1 percentage points (Letterman, 2013).

Other surveys reviewed include the Dimensions of Distance Education or DDE (Roberts, Irani, Telg, & Lundy, 2005), Web-Based Learning Environment Instrument (WEBLEI) (Chang & Fisher, 2001), the Distance Education Learning Environments Survey (DELES) (Walker and Frasier, 2005), and the Online Learning Environment survey (Trinidad and Pearson, 2004). Although useful to provide contextual details, historical data on survey development related to online learning, and other information surrounding students' perceptions of learning in an online environment, they were in large part not used to construct the CEATOLS items. The CEATOLS survey instrument will be used to collect data related to two specific areas, in addition to demographics. The first area of focus of the CEATOLS survey instrument focuses on exploring research question R1, and concurrently testing hypothesis H1, to determine faculty perceptions of whether or not they believe online coursework can be used as an effective delivery method based on CACREP and ACA standards. The second area of focus of the CEATOLS survey instrument aims to determine the faculty areas of concern regarding online learning. Question grouping consists of three categories: Rank, Experience, and Demographics (Section I); Faculty Perceptions of Effectiveness in Online Coursework (Section II); and Faculty Areas of Concern Regarding Online Learning (Section III).

In Section I of the CEATOLS, Q1 served as an exclusion question, allowing only those who have served as a faculty member to continue. Q2-Q3 and Q6-Q15 focus on determining the respondent's rank and experience while Q4-Q5 are demographic questions. Section II of the

CEATOLS, Q1-Q6, ask respondents to respond to a five-point scale in which questions are related to the respondent's perception of the effectiveness of online coursework in counselor education. Q1 addresses the delivery of online education in general and related to counseling courses. Q2 through Q6 asks respondents to indicate how effective online coursework can be using fully online delivery by incorporating the professional identity and counselor competencies provided by ACA and CACREP. Finally, Section III of the CEATOLS, Q1-Q7 for each of the five sections, asks respondents to respond to a five-point Likert scale in which questions are related to the respondent's perception of characteristics or concerns related to the delivery of online coursework in counseling courses.

This study is being conducted solely through the internet, which has the potential to impact the response rate. Surveys delivered using online delivery often have lower response rates than other methods. A recent meta-analysis of web-based survey responses "estimated that the response rate in the web survey, on average, is approximately 11% lower than that of other delivery modes" (Manfreda, Bosnjak, Berzelak, Haas, & Vehovar, 2008, p. 79).

The primary instrument for this study, the CEATOLS, will be supplied to participants using the SurveyMonkey Tool. Participants will be solicited via the following email listservs: CESNET, COUNSGRADS, APA D17, International Counseling Network, PSYCH-COUNS, and AERA. Participants agreeing to participate in the study will include any individual over the age of 18 who has served as an instructor in a counseling course. Informed consent will be obtained by asking the participant to agree prior to completing the survey. Participants who indicate they are under the age of 18 or have not served as an instructor in a counseling course will not complete the remainder of the survey. No incentives are being offered for completing the survey.

Reliability and Validity

The CEATOLS instrument was constructed by employing an extensive literature review which included the analysis of instruments used to examine like constructs. This research included the examination of several instruments used in scholarly research which was subsequently published in textbooks, peer-reviewed journals, and other scholarly literature. In order to determine reliability and validity, a pilot study was conducted. A pilot study is defined as a “small scale version or trial run, done in preparation for the major study” (Polit, Beck, & Hungler, 2001, p. 467). Prior to releasing the study, a small group of participant volunteers completed the CEATOLS instrument and provide feedback. The participant volunteers were counselor educators and individuals as closely related to the target population as possible who have content knowledge of the subject area or a significant background in research and research processes, who provided feedback on any problems that may affect the study. As recommended by Peat et al. (2002), data obtained during the pilot study was not reported or utilized as a part of the findings in the final study; however, the pilot study provided the opportunity to conduct a scale analysis using SPSS. Once the pilot study and subsequent analysis has was completed, feedback and results were reviewed to determine any necessary revisions that may improve the research process, avert any potential problems, and/or prevent known errors. Feedback and results did not result in changes to the instrument or research process as described.

Data Collection

Participants completing the CEATOLS via SurveyMonkey were able to access the survey immediately following the first email solicitation. The email solicitation can be found in Appendix C. The CEATOLS survey was opened upon approval from this researcher’s dissertation committee and Duquesne University’s IRB. The survey remained open until enough participants completed the survey to meet an acceptable measure of statistical power. To ensure

measures of power were met, the goal of this study is to obtain 150 participants. Hutcheson and Sofroniou (1999) recommend that the number of participants should be about 150-300 and can be on the lower end if the population surveyed is small and the variables are expected to be highly correlated. Guadagnoli and Velicer (1998) as well as Young and Pearce (2013) agree with this rule, adding that ratios can range from 1:15 to 1:30 between variables and respondents based on how high of a correlation is expected. Survey requests will be repeated until the minimum number is met.

Participants were solicited via the following email listservs: CESNET, COUNSGRADS, APA D17, International Counseling Network, PSYCH-COUNS, and AERA. Participants agreeing to participate in the study will include any individual over the age of 18 who has served as an instructor in a counseling course. Informed consent was obtained by asking the participant to agree prior to completing the survey. Participants who indicated they were under the age of 18 or have not served as an instructor in a counseling course were not permitted to complete the remainder of the survey. Participants were entered into a drawing to win a \$50 Amazon gift card for completing the survey.

The survey provider, Survey Monkey, is a third-party, impartial tool that provides protection against individuals submitting a survey more than once from the same device. This is accomplished by Survey Monkey software which ensures that only one survey may be submitted per IP address, which is a specific address assigned to each internet connected device. This does not prevent users from using separate devices to submit multiple times or submitting from the same device connected to another network and thus a new IP address. Additionally, surveys will time-out if inactive and include protection from automatic surveying bots, further increasing the reliability of the data collected. Although unlikely, it is possible for users to reset their IP

address and retake a survey or used a different device, in a different location, to retake the survey.

Survey data was only reported in an aggregate form. No identifying information beyond demographic information is requested on the survey, making the data anonymous to a large degree. Survey data is stored on a password-protected laptop computer and only accessed by the researcher as well as faculty supervising the dissertation process.

Data Analysis

This study uses a quantitative, non-experimental approach aimed at developing knowledge through the “employ[ing] of strategies of inquiry, such as...surveys, and collect[ing] data on predetermined instruments that yield statistical data” (Creswell, 2013, p. 68). Since closing the survey, the data obtained from the CEATOLS has been examined for accuracy and completeness. Initial review procedures included removing incomplete surveys or items through visual check as well as the creation of frequency tables and or histograms (as applicable). Submissions with missing data from sections II and III were not included in the study. Submissions with missing data from section I were not included in any demographic analysis but included in examination of sections I and II, as long as these sections were full and complete. Data was exported from SurveyMonkey into an SPSS-friendly spreadsheet file. The CEATOLS survey responses were listed with each respondent, represented by a random identifier. This random identifier was used to reference specific survey responses, as no identifiable information was obtained as a part of the survey. This identifier assisted in the data review process. Each question was identified within SPSS using an abbreviation and categorized by survey section (I, II, and III).

Question grouping consists of three categories: Rank, Experience, and Demographics (Section I); Faculty Perceptions of the Effectiveness of Online Coursework in Counselor

Education (Section II); and Faculty Areas of Concern Regarding Online Learning (Section III). In Section I of the CEATOLS, Q1 serves as an exclusion question, allowing only those who have served as a faculty member to continue. Q2-Q3 and Q6-Q15 focus on determining the respondent's rank and experience while Q4-Q5 are demographic questions. Section II of the CEATOLS, Q1-Q6, asks respondents to respond to a three-point scale in which questions are related to the respondent's perception of the effectiveness of online coursework in counselor education. Finally, Section III of the CEATOLS, Q1-Q7 for each of the five groups, asks respondents to respond to a five-point Likert scale in which questions are related faculty areas of concern regarding online learning.

Descriptive statistics were obtained from SPSS, to include frequencies, scale totals, and percentages, for each question response. Data tests for univariate and multivariate normality were conducted. Additionally, as required for factor analysis, the data was examined to ensure it was free of univariate and multivariate outliers. Once descriptive statistics and other preliminary relevant analysis were conducted, additional tests were completed to examine the relationship between each grouped section (Sections I, II, and III) and each coded variable. The areas of (a) rank, (b) experience, (c) age, and (d) online experience serve as independent variables.

In examining the data, variables with a large number of low correlation coefficient were removed, when prudent, and the determinant score was checked for multicollinearity. Bartlett's Test of Sphericity was checked to ensure it is significant ($p < .05$) to ensure a relationship exists between variables. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and the correlation matrix were examined to determine if distinct factors can be produced.

Once these comparisons were completed and it was established that all requirements for exploratory factor analysis have been met, the factor analysis was run within SPSS. First, the factor analysis was run using Kaiser's criteria of 1.0. Additionally, a fixed factor option was utilized to determine if the factors represented in the CEATOLS survey can be extracted. The unrotated factors and rotated factors will be compared and scree plots will be utilized. Both varimax and oblique rotations can be utilized as there is some existing evidence that the factors provided within the CEATOLS are correlated. At this point, output was examined. Additional ancillary testing was also conducted. This additional analysis included examining the predictive nature of characteristics and demographic information provided by the respondents. This analysis includes the following:

Table 3.1. Ancillary analysis conducted using data provided by respondents of the CEATOLS survey.

Question	Analysis	Survey Data Location
To what degree does current role as a faculty member predict a greater likelihood of higher ratings of potential effectiveness of online courses?	T-Test	Current Role vs. Section II, Q1-Q6
To what degree does years of experience as a faculty member predict a greater likelihood of higher ratings of potential effectiveness of online courses?	ANOVA	Experience Groups vs. Section II, Q1-Q6
To what degree does age predict a greater likelihood of higher ratings of potential effectiveness of online courses?	ANOVA	Age Groups vs. Section II, Q1-Q6
To what degree does gender predict a greater likelihood of higher ratings of potential effectiveness of online courses?	T-Test	Male/Female vs. Section II, Q1-Q6
To what degree does experience as a student predict a greater likelihood of higher ratings of potential effectiveness of online courses?	T-Test	Student (Yes/No) vs. Section II, Q1-Q6

To what degree does having served as an instructor for an online or hybrid course predict a greater likelihood of higher ratings of potential

T-Test

Instructor Experience
(Yes/No) vs. Section II, Q1-
Q6

effectiveness of online courses?

A full description of the results of each analysis described above can be found in Chapter IV.

Human Participants and Ethics Precautions

As this study is being conducted to fulfill the requirements of a dissertation, the researcher will have access to the dissertation committee to assist in the management of ethical considerations, should they arise while conducting the study, analysis, and post-completion activities. In addition, this study was approved by Duquesne University's Institutional Review Board (IRB) in order to assist in the identification and management of ethical considerations. No such concerns were noted during or following completion of the study. Discussed below are my self-disclosure of potential bias and a discussion of general ethical considerations.

Researcher Self-Disclosure

As a member of the counselor education community, I have my own opinions and standing as it relates to the utilization of online learning in Counselor Education. As it is often the case that research is driven by an individual's personal interest in a given topic, my personal curiosity regarding online education is normative. To ensure that my opinions and biases have a minimal impact on the study, I was assisted by my dissertation committee who observed the process in an effort to identify and resolve such instances, should they exist. In addition, a peer review and pilot study of the CEATOLS instrument was conducted by a panel of subject-matter experts to determine potential bias that may be present in the existing instrument prior to utilizing the instrument in the study. No such concerns were noted during or following the completion of the study.

If issues had been identified during the peer review, pilot study, or at any stage of the process that would indicate potential bias, measures would have been taken to correct these issues. Actions taken may have included the modification of the CEATOLS instrument, further exploration and reporting of potential concerns, and additional peer reviews or pilot studies.

Ethical Considerations

As with any study, ethics related to the experience of the respondents, the analysis of results, as well as post-completion activities must be considered. This study presents minimal risk and may actually benefit participants in that it requires consideration of current views and opinions related to pedagogical practices in counselor education. The survey was completed online, is not of a sensitive subject matter, and presents no more risk than participants would incur just conversing about work during their normal routine. The analysis of the results obtained by way of this study was supervised by a dissertation committee consisting of faculty members affiliated with Duquense University.

CHAPTER 4: Results

Organization

This chapter describes the results of the CEATOLS survey and subsequent statistical analysis aimed at answering the primary research questions (R1 & R2) as well as additional ancillary research questions developed during the study. The chapter begins by reviewing the general survey data, reporting the analysis of the research questions, and finally some ancillary findings.

General Survey Data

Initial Data Screening

Data was screened and cases were eliminated if the participant did not complete at least one full section (I, II, or III). Missing values in categorical data did not interfere with the analysis and were thus not modified. Missing values for other data were not utilized in analysis using listwise deletion where necessary. A check for possible outliers in numerical open filed questions, such as age and experience, revealed no values outside of expected ranges. Data screening and analysis was conducted using the SPSS 22.0 software application.

Demographic Characteristics of the Sample

After initial data screening, 154 cases were utilized in the analysis. Nearly 2/3 (65.81%) of respondents were female, while nearly all of the remaining 1/3 (30.32%) indicated they were male. Two respondents indicated “other” in gender. The two largest represented age groups were ages 31-40 (32.90%) and 41-50 (30.32%), respectively. These two groups accounted for nearly 2/3 of the total respondents with a mean falling between the 41-50 age group ($M=42.68$, $SD=10.30$). Demographic information is provided in Table 4.1.

Table 4.1 Demographic Information

Variables	Percentage
Gender	
Male	30.32
Female	65.81
Other	1.29
No Response	2.6
Age	
25-30	10.32
31-40	32.90
41-50	30.32
51-60	14.19
61-70	3.87
71-75	1.94
No Response	6.45
Current Faculty Status	
Adjunct	24.51
Part-Time, Regular	4.51
Part-Time, Tenure Track	0.64
Full-Time, Non-Tenure Track	18.06
Full-Time, Tenure Track	30.97
Full-Time, Tenured	12.26
Not Currently Employed	3.23
No Response	10.97

Student in Online Course

Just over seventy percent (70.3%; $n=109$) of respondents indicated having been a student in an online course while 26.5% ($n=41$) of respondents indicated “No”. Five respondents did not answer the question. Of the 109 respondents who indicated having taken a course online, most indicated that this experience as a student occurred within graduate, doctoral and continuing education coursework with 59% ($n=64$), 53% ($n=57$), and 43% ($n=49$), respectively. The remaining levels of undergraduate, no-credit/non-credit, and career or technical college were selected by 24% ($n=26$), 17% ($n=18$), and 3% ($n=3$), respectively. No respondents indicating taking high school coursework online and five respondents selected “other”. Respondents

indicating the response of “other” entered comments that included online training courses, National Institutes of Health (NIH) certification, military continuing education, mental health certifications, technology certifications, and hybrid graduate class. The “hybrid graduate class” response could indicate that there is still some disagreement or misunderstanding regarding what an “online course” entails.

Teaching Experience

Faculty responding indicated an average of 1.83 years ($n=65$) and 6.85 ($n=145$) years of undergraduate and graduate teaching experience, respectively. The average experience for doctoral was 0.98 years ($n=38$) and four respondents indicated “other”. Of the 147 faculty who responded, 79 (53%) indicated having served as an instructor or moderator for a fully online course, while 68 (46%) indicated “no”. Of these same respondents, 67 (46%) indicated experience teaching a fully online course within a counseling program while 80 (54%) indicated “no”. This would imply that some of this experience comes from instructors teaching online outside of the counseling content area. There were nearly identical responses for having experience teaching hybrid courses and having experience teaching hybrid courses in counseling with 87 (59%) and 86 (59%) indicating “yes”, respectively.

Counseling Teaching Experience

In this section, respondents indicated whether or not they have experience teaching counseling courses in traditional, online, and hybrid formats.

Online teaching. Nearly half of the faculty who completed this section of the CEATOLS ($n=62$) indicated having no online teaching experience in the CACREP Common Core areas. 23 respondents indicated “other” citing examples like “School Counseling”, “Substance Abuse Counseling”, “Guidance”, and others as responses. In most instances, these

courses may fit into the described CACREP core areas but, depending on the curriculum itself, may not be apparent just by the provided title of the course that was requested in the survey.

Traditional teaching. Of the 140 respondents to complete this section, 9 indicated teaching no courses within the CACREP Common Core areas. Although this may seem out of place, it is possible that these respondents taught elective courses within the curriculum that did not fit well within the CACREP Common Core areas. One hundred and thirty-one of the respondents completing the section indicated teaching in multiple CACREP Common Core areas.

Hybrid teaching. Of the 140 who completed this section, 86 indicated experience teaching hybrid courses, which is somewhat higher than those indicating experience teaching in online courses. The remaining 54 respondents indicated no teaching experience using hybrid delivery.

Teaching in the CACREP Common Core Areas. Respondents were asked to indicate the traditional, online, and hybrid courses they had experience teaching. Response options were provided for each of the CACREP Common Core areas. Additionally, respondents were provided the opportunity to select “Other” in each section and describe courses within the counseling curriculum that may not fit within the CACREP Common Core areas. Teaching Experience in the CACREP Common Core Areas is represented in table 4.2 below.

Table 4.2 Teaching Experience in the CACREP Common Core Areas (%)

Common Core Area / Course	Online Experience	Hybrid Experience	Traditional Experience
Professional Orientation and Ethical Practice	16.03	14.39	45.71
Human Growth and Development	15.27	8.33	27.86
Social and Cultural Diversity	12.21	14.39	34.29
Career Development	13.74	9.09	27.86
Counseling and Helping Relationships	8.4	14.39	55.00
Group Counseling and Group Work	6.87	12.12	44.29
Assessment and Testing	16.03	11.36	31.43
Research and Program Evaluation	12.21	9.85	22.14
Practicum	10.69	16.67	63.57
Internship	9.16	13.64	60.71
None	47.33	42.42	6.43
Other	17.56	14.39	20.71

Research Question 1: Exploratory Factor Analysis of CEATOLS Section III

One of the two central aims of this study is to explore what, if any, are the factors related to Counselor Educators' concerns about online course delivery (R1). Section III of the CEATOLS instrument asks respondents to indicate the level of importance of 35 variables related to online course delivery. Upon completion of the survey, 154 counselor educators completed the CEATOLS and the results of section III were analyzed using exploratory factor analysis (EFA).

Data Screening

Prior to running the exploratory factor analysis, checks for outliers resulted in no significant findings as each variable is set on a predetermined 5-point scale. All factor analysis was conducted using listwise deletion.

Factor Analysis

Factorability of the 35 CEATOLS items was examined. In reviewing normality assumptions, several variables showed notable skewness and kurtosis exceeding +/- 1.5. Attempts at square, cube and logarithmic transformations for variables with skewness and/or kurtosis values exceeding +/- 1.5 did not significantly impact factor loadings after running subsequent factor analysis using both orthogonal (varimax) and oblique (direct oblimin) rotation methods in any subsequent tests. Data was thus not transformed for the next analysis and a varimax rotation was utilized with no set number of factors for the subsequent analysis. Varimax rotation was utilized as this produces the simplest solution possible, given the nature of the variables utilized and assumes the majority of the factors considered are uncorrelated (Brown, 2009; Gorsuch, 1983). Additionally, no existing research fully supports the use of the factor structure as it exists now within the CEATOLS instrument, adding additional support to the varimax selection.

Review of the scree plot generated from this analysis showed a relatively clear 4 or 5 factor solution where data levels off (the “elbow”), although eigenvalues remained above 1 (but with each accounting for less than 5% total variance for the next 5 factors displayed). In examining the factor loadings, item Q24-4 (for-profit institution) did not load on any factors significantly (above .3) and was removed from subsequent analysis. As a result of this item being removed, this reduced the total number of variables from 35 to 34. The KMO Measure of

Sampling Accuracy is listed as .844, which is deemed as meritorious or exceeding the acceptable range (Kaiser, 1974). Bartlett's Test of Sphericity is significant ($p < .05$). Communalities were all listed at above .3 (initial).

This final factor analysis was completed in SPSS using varimax rotation with 5 set factors accounting for 60% of the total variance. Although an argument could be made to utilize a 4 factor solution, the five factor solution was selected as a result of a) previous theoretical support for 5 separate factors, b) the leveling off of eigenvalues (as evidenced in the scree plot), and c) meeting the minimum threshold for acceptable explained variance. The KMO Measure of Sampling Accuracy is listed as .837, which is deemed as meritorious or exceeding the acceptable range (Kaiser, 1974). Bartlett's Test of Sphericity is significant ($p < .05$). Communalities were all listed at above .3 (initial). Given these indicators, the factor analysis was deemed to be suitable with the remaining 34 items.

In this analysis, factors 1-5 explained 32.6%, 9.3%, 7.5%, 5.4% and 4.8% of the variance, for a total of 60% of the variance explained. Hair, Black, Babin, and Anderson (2012) describe the level of acceptable variance explained by factor analysis at or about 60% to be an acceptable standard. Cross loading was evidenced in a few items, but with over .15 separations between factor loadings. The only notable exceptions can be found in Q27-4 and Q27-5 (synchronous video meeting tools and synchronous audio meeting tools) which loaded on factors 2 and 4 as well as Q27-6 and Q27-7 (adequate support for pedagogy and adequate support for media) which loaded on factors 1-3, both with a small margin of separation. The interrelatedness of these factors would be indicative of a need for scale revision in future iterations of the CEATOLS instrument. Highest factor loadings are highlighted in Table 4.3.

Although some items were shown to agree with the proposed factor labels on the CEATOLS instrument, new labels were applied using the descriptive method. The labels for factors 1-5 are “Course Experience”, “Faculty Workload”, “Quality”, “Program Characteristics”, and “Faculty Involvement”, respectively. Internal consistency of each factor was examined using Cronbach’s alpha. The alphas were good to moderate -- .897 for Experience and Outcomes (12 items), .937 for Faculty Workload (6 items), .776 for Quality (7 items), .760 for Program Characteristics (5 items), and .758 for Faculty Involvement (4 items). The elimination of additional items would not account for increases in alpha for any of the factors explored.

Table 4.3 Factor loadings based on a principal components analysis with varimax rotation for 34 items of the Counselor Educators Attitudes Toward Online Learning Survey (CEATOLS) ($N=154$).

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Q24-1: Online course/program is being offered by an institution that also offers in-person instruction.				.747	
Q24-2: Online course/program is being offered by an institution that only provides online instruction.			.426		
Q24-3: Online course/program is being offered by a non-profit institution.				.412	
Q25-6: Faculty maintain property rights over intellectual content.					.359
Q24-6: Online course/program is offered by an institution with significant experience with online education.			.618		
Q25-7: Online course/program is subject to regular oversight.			.322		.382
Q27-1: Online course/program has been independently certified for quality.	.349		.372		
Q27-6: Online course/program supported by pedagogical skills for online teaching.	.491	.318	.422		
Q27-7: Online course/program provides adequate support for media.	.522	.329	.302		

Q28-1: Workload is equitable to teaching a traditional course.	.823	
Q28-2: Compensation is equitable to teaching a traditional course.	.875	
Q28-3: Online courses are valued for promotion and tenure.	.808	
Q28-4: The time commitment is equitable to teaching a traditional course.	.357	.836
Q28-5: Appropriate technology support is offered.	.683	.322
Q28-8: Appropriate technology training is offered.	.733	.316
Q28-6: The time commitment for grading and feedback is equitable to teaching an online course.	.366	.836
Q29-1: Online course/program allows for social interactions among students.	.553	
Q29-2: Online course/program allows for professional relationships between faculty and students.	.629	
Q29-3: Online course/program provides adequate orientation for students.	.711	.328
Q29-4: Online course/program provides adequate technological support for students.	.802	
Q29-5: Online course/program provides adequate opportunities for professional identity development.	.628	
Q29-8: Online course program provides adequate opportunities for counseling skill development.	.686	
Q29-6: Online course/program provides adequate opportunities for evaluation of professional development.	.675	
Q24-7: Online course/program is being offered by an institution with a strong reputation.		.759
Q25-1: The same faculty teach both online course/program and in-person course/program.		.626
Q25-2: Online course/program is being offered as a part of a degree or certificate program.		.631

Q25-3: Online course/program leads to academic credit.		.721	
Q25-4: Faculty control policies and standards for online courses/programs.			.805
Q25-5: Faculty involvement in course decision making for online course/programs.			.872
Q27-2: Online course program is developed using the ACES guidelines.		.394	
Q27-3: Online course/program is developed using CACREP requirements.		.430	
Q27-4: Online course/program uses synchronous video meeting tools.	.371		.476
Q27-5: Online course/program uses synchronous audio meeting tools.	.431		.393

Note: Factor loadings < .3 are suppressed.

Research Question 2: Effectiveness of Online Coursework

The following section provides the results of statistical analysis aimed at exploring to what degree counselor educators believe online delivery can be effective toward the development of counseling knowledge, skills, and professional identity (R2). This results utilized in this section are comprised of responses from the CEATOLS survey in Section II.

Data Screening

Prior to examination of the results, checks for outliers resulted in no significant findings as each variable is set on a predetermined 5-point scale. All analysis was conducted using listwise deletion for respondents who did not complete a particular section.

General Observations

The results of the Likert scale were transformed into a numerical variable by assigning a value to each response. The options for responses are as follows: Much Less =1, Somewhat Less=2, No More or Less=3, Somewhat More=4, and Much More=5 for each scale item ($n=6$). The CEATOLS Section II scale was shown to have a high level of internal consistency, as determined by a Cronbach's Alpha of .929.

Each question has a total of 140 viable responses, with the exception of Q2-II, which has 139. Knowledge (Q1-II) showed the highest mean score ($M=2.39$, $SD=.853$) with Group Skills (Q3-II) as the lowest mean score and the least standard deviation ($M=1.70$, $SD=.820$). With a range of mean scores from 1.70 to 2.39, the scale responses fall at the high end of the "Much Less" and the low to middle end of the "Somewhat Less" category. Ratings by percent are indicated in Table 4.4.

Table 4.4 Effectiveness of Online Counselor Education Coursework (%)

Area of Consideration	Much Less	Somewhat Less	No More or Less	Somewhat More	Much More
Knowledge (CACREP Introduction)	15.00	39.29	39.29	5.00	1.43
Principles and Practices of Treatment (CACREP D-1: Individual Skills)	20.86	42.45	32.37	2.88	1.44
Methods, Skills, & Approaches to Group Work (CACREP 6-A – Group Skills)	49.29	34.29	14.29	1.43	.71
Professional Counselor Identity (CACREP Introduction – Professional Identity)	19.29	35.00	41.43	3.57	.71
Effective Practice (CACREP Introduction - Skills)	32.86	44.29	19.29	2.86	.71
Create Professional Relationship (ACA Definition of Counseling – Overall)	32.86	35.71	27.14	3.57	.71

Student Experience

An independent samples t-test was conducted for Q1-II through Q6-II to examine if having previously been a student in an online course was associated with statistically significant differences in response to each question.

For Q1-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(138) = .007$, $p=.932$. The independent samples t-test for Q1-II was associated with a statistically significant effect, $t(138) = 2.345$, $p=.020$. Post-hoc testing using the Bonferroni correction at an alpha of $p<.008$ was not significant. Thus, respondents who have been students in an online course ($M=2.49$, $SD=.827$) are associated with a somewhat statistically significantly higher rating of the potential of effectiveness of online counseling coursework related to developing knowledge necessary to be a competent counselor than those who have not ($M=2.11$, $SD=.875$).

For Q2-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(137) = 1.308$, $p=.255$. The independent samples t-test for Q2-II was associated with a statistically significant effect, $t(137) = 2.988$, $p=.003$. Post-hoc testing using the Bonferroni correction at an alpha of $p<.008$ was found to be significant as well. Thus, respondents who have been students in an online course ($M=2.34$, $SD=.862$) are significantly more likely to perceive online instruction to be potentially effective for coursework related to developing principles and practices of treatment for mental health disorders necessary to be a competent counselor than those who have not ($M=1.86$, $SD=.751$).

For Q3-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(138) = 2.788$, $p=.097$. The independent samples t-test for Q3-II was associated with a statistically significant effect, $t(138) = 2.853$, $p=.002$. Post-hoc testing using

the Bonferroni correction at an alpha of $p < .008$ was found to be significant as well. Thus, respondents who have been students in an online course ($M = 1.82, SD = .849$) are significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to the development of methods, skills and approaches to group work necessary to be a competent counselor than those who have not ($M = 1.38, SD = .639$).

For Q4-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(138) = .035, p = .852$. The independent samples t -test for Q4-II was associated with a statistically significant effect, $t(138) = 2.204, p = .029$. Post-hoc testing using the Bonferroni correction at an alpha of $p < .008$ was not found to be significant. Thus, respondents who have been students in an online course ($M = 2.41, SD = .822$) are significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to the development of a professional counselor identity necessary to be a competent counselor than those who have not ($M = 2.05, SD = .880$).

For Q5-II, the assumption of homogeneity of variances was tested and equal variances could not be assumed. Levene's F test indicated $F(138) = .002, p = .965$. Although violation of this assumption increases the likelihood of Type I Error, the results provided include the Cochran and Cox adjustment. The independent samples t -test for Q5-II was associated with a statistically significant effect, with equal variances not assumed, $t(77.754) = 3.287, p = .001$. Post-hoc testing using the Bonferroni correction at an alpha of $p < .008$ was found to be significant. Thus, respondents who have been students in an online course ($M = 2.08, SD = .848$) are significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to the development of mastering the knowledge and skills to practice effectively as a counselor than those who have not ($M = 1.57, SD = .689$).

For Q6-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(138) = 1.69, p=.682$. The independent samples t-test for Q6-II was associated with a statistically significant effect, $t(138) = 2.909, p=.004$. Post-hoc testing using the Bonferroni correction at an alpha of $p<.008$ was found to be significant. Thus, respondents who have been students in an online course ($M=2.17, SD=.898$) are significantly more likely to perceive online instruction to be potentially effective for coursework related to the development of the student's ability to create a professional relationship that empowers diverse individuals to accomplish mental health, wellness, education and career goals as a competent counselor than those who have not ($M=1.68, SD=.818$).

Experience Teaching Online

An independent samples t-test was conducted for Q1-II through Q6-II to examine if having previously been an instructor or moderator in an online course was associated with statistically significant differences in response to each question.

For Q1-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(138) = 3.752, p=.055$. The independent samples t-test for Q1-II was associated with a statistically significant effect, $t(138) = 3.589, p<.001$. Post-hoc testing using the Bonferroni correction at an alpha of $p<.008$ was found to be significant. Thus, respondents who have been instructors or moderators in an online course ($M=2.61, SD=.861$) are associated with statistically significantly higher rating of the potential of effectiveness of online counseling coursework related to developing knowledge necessary to be a competent counselor than those who have not ($M=2.11, SD=.764$).

For Q2-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(137) = 3.741, p=.055$. The independent samples t-test for Q2-II was

associated with a statistically significant effect, $t(137) = 2.299, p = .023$. Post-hoc testing using the Bonferroni correction at an alpha of $p < .008$ was not found to be significant. Thus, respondents who have been students in an online course ($M = 2.36, SD = .872$) are somewhat significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to developing principles and practices of treatment for mental health disorders necessary to be a competent counselor than those who have not ($M = 2.03, SD = .809$).

For Q3-II, the assumption of homogeneity of variances was tested and equal variances cannot be assumed. Levene's F test, $F(138) = 4.239, p = .041$. Although violation of this assumption increases the likelihood of Type I Error, the results provided include the Cochran and Cox adjustment. The independent samples t-test for Q3-II was associated with a statistically significant effect, $t(138) = 3.579, p < .001$. Post-hoc testing using the Bonferroni correction at an alpha of $p < .008$ was found to be significant. Thus, respondents who have been students in an online course ($M = 1.91, SD = .891$) are significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to the development of methods, skills and approaches to group work necessary to be a competent counselor than those who have not ($M = 1.44, SD = .642$).

For Q4-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(138) = 3.081, p = .081$. The independent samples t-test for Q4-II was associated with a statistically significant effect, $t(138) = 2.402, p = .018$. Post-hoc testing using the Bonferroni correction at an alpha of $p < .008$ was not significant. Thus, respondents who have been students in an online course ($M = 2.47, SD = .882$) are somewhat significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to the

development of a professional counselor identity necessary to be a competent counselor than those who have not ($M=2.13$, $SD=.72$).

For Q5-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test indicated $F(138) = .963$, $p=.328$. The independent samples t-test for Q5-II was associated with a statistically significant effect, with equal variances not assumed, $t(138) = 2.136$, $p=.034$. Post-hoc testing using the Bonferroni correction at an alpha of $p<.008$ was not significant. Thus, respondents who have been students in an online course ($M=2.08$, $SD=.885$) are somewhat significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to the development of mastering the knowledge and skills to practice effectively as a counselor than those who have not ($M=1.87$, $SD=.750$).

For Q6-II, the assumption of homogeneity of variances was tested and satisfied via Levene's F test, $F(138) = 3.570$, $p=.061$. The independent samples t-test for Q6-II was nearing significance, $t(138) = 1.952$, $p=.053$. Post-hoc testing using the Bonferroni correction at an alpha of $p<.008$ was not significant. Thus, respondents who have been students in an online course ($M=2.17$, $SD=.951$) are somewhat significantly more likely to perceive online instruction to be potentially effective for counseling coursework related to the development of the student's ability to create a professional relationship that empowers diverse individuals to accomplish mental health, wellness, education and career goals as a competent counselor than those who have not ($M=1.87$, $SD=.813$).

Years of Instructional Experience: Graduate

Years of experience was converted from a numerical variable to a nominal variable by assigning a code to years of experience for several categories representing different levels of experience ("1"=1-5 years of experience, "2"=6-10 years of experience, "3"=11-15 years of

experience, “4”=16-20 years of experience, “5”=21-25 years of experience, and “6”=26 or more years of experience). A one-way ANOVA was conducted and showed a significant statistically significant difference in years of experience and responses to Q2-II and Q6-II. Tests of homogeneity of variances was not significant for any test ($p>.05$).

For Q2-II, a statistically significant difference was found between experience groups, $F(5,132)=2.789, p=.020$. The LSD post-hoc test was conducted and revealed that individuals with 16-20 years of experience ($M=1.50, SD=.972$) rated the potential effectiveness of online counselor education lower than those with 1-5 years of experience ($M=2.31, SD=.821$) ($p=.004$) and 6-10 years of experience ($M=2.38, SD=$) ($p=.004$). Using the Bonferroni post-hoc test with an alpha of $p<.008$, the difference was not significant ($p=.063$).

For Q6-II, a statistically significant difference was found between experience groups, $F(5,133)=1.981, p=.30$. The LSD post-hoc test was conducted and revealed that individuals with 1-5 years of experience rated the potential effectiveness for online counselor education higher than those with 16-20 years of experience ($M=1.40, SD=.699$) ($p=.014$) and 21-25 years of experience ($M=1.00, SD=.000$) ($p=.030$). Using the Bonferroni post-hoc test with an alpha of $p<.008$, the difference was not significant ($p=.221$).

Additionally, respondents with 6-10 years of experience ($M=2.19, SD=.931$) rated the potential effectiveness for online counselor education higher than those with 16-20 years of experience ($M=1.40, SD=.699$) ($p=.015$) and 21-25 years of experience ($M=1.00, SD=.000$) ($p=.027$). No additional significant findings were found. Using the Bonferroni post-hoc test at an alpha of $p<.008$, the difference was not significant ($p=.384$).

Current Role

A one-way ANOVA was conducted and showed that the difference in responses to Q1-II and Q6-II between current roles were not statistically significant at $p \leq .05$, failing to reject the null hypothesis for each test. As no significant between-subjects effects were noted, post-hoc analysis was not conducted.

Gender

An independent samples t-test was conducted for each question to examine if gender significantly impacted responses to Q1-II through Q6-II. The independent sample t-tests showed that no significant difference exists at $p \leq .05$ between male ($n=94$) and female ($n=44$) groups for any of the questions, failing to reject null hypothesis for each test. Due to only having 2 respondents indicate "Other", tests were not conducted using this group.

Age

A one-way ANOVA was conducted and showed that the difference in responses to Q1-II and Q6-II between each age group were not statistically significant at $p \leq .05$, failing to reject the null hypothesis for each test. As no significant between-subjects effects are noticed, post-hoc analysis was not conducted.

CHAPTER 5: Discussion

Introduction

As the delivery of online courses is a relatively new phenomenon in counselor education, this type of delivery has not been studied within the discipline specifically. This study accounts for one of the first to explore counselor educators' perceptions of the effectiveness of online course delivery in counselor education and the factors that might impact those perceptions. With regard to the latter, five significant factors were identified that predict a moderate level of variance in scores and that could inform the continued development of the CEATOLS instrument. With the former, tests conducted show findings that are significant, or approaching significance. Results showed that experience as a student and counselor educator impacts the perceived potential effectiveness of online counseling courses, resulting in markedly higher ratings of potential effectiveness for those who indicate having these experiences.

Interpretations and Conclusions

Demographic Characteristics

As no current research exists related to counselor educator perceptions of online coursework, the CEATOLS instrument was developed using a myriad of resources and existing instruments designed to explore faculty perceptions of online learning on broader scale. The CEATOLS begins by exploring demographic information. Gender distribution was nearly 2/3 female, which may be somewhat representative of the gender distribution in the field of counseling. According to the most recently published American Counseling Association (ACA) member statistics in 2011, only 26% of members were male (ACA, 2011).

The age frequencies of the respondents to the study fell primarily into two groups. The largest percentage of the sample respondents reported their age as falling within the 31-40 year old range (33%). The second largest reporting group was 41-50 years old (30%). The rest of the

respondents identified as 51-60 years old (14%) and 25-30 years old (10%). Age groups 61-70 and 71-75 years old represented only a combined total of 6%, while 6% of respondents chose not to answer.

With regard to current faculty status, 11% chose not to respond and 3% were not currently employed as counselor educators. The highest responses were from full-time, tenure track faculty members and adjunct faculty members, representing 31% and 25% of respondents, respectively. Full time, non-tenure track and full time, tenured faculty represented 18% and 12% of the respondents, respectively. See Table 5.1 for additional details. These faculty members indicated an average of 1.88 years of experience in undergraduate instruction and 6.85 years graduate instruction. Doctoral experience was only .98 years. See Table 5.2 for additional details.

Just over 70% of respondents indicated having taken an online course as a student, while only 46% indicated serving as an instructor in an online course. The 2013 IHE Survey of Faculty Attitudes, administered nationally to a much larger group of participants ($n=2,251$) indicated that only 30% of respondents had ever served as an instructor for an online course; however, of this group, only 19% of these respondents categorized themselves as within the “Social Sciences” discipline (Letterman, 2013).

Table 5.1 Expanded Demographic Information

Variables	Percentage
Gender	
Male	30.32
Female	65.81
Other	1.29
No Response	2.6
Age	
25-30	10.32
31-40	32.90
41-50	30.32

51-60	14.19
61-70	3.87
71-75	1.94
No Response	6.45
Current Faculty Status	
Adjunct	24.51
Part-Time, Regular	4.51
Part-Time, Tenure Track	0.64
Full-Time, Non-Tenure Track	18.06
Full-Time, Tenure Track	30.97
Full-Time, Tenured	12.26
Not Currently Employed	3.23
No Response	10.97

Table 5.2 Instructional Experience

Variables	Average (Yrs)
Faculty Experience	
Undergraduate	1.88
Graduate	6.85
Doctoral	.98
Other	1.89

Research Question 1: Effectiveness of Online Coursework

At first glance, the general perceptions of faculty regarding the potential effectiveness of online education appears to be one sided. Overall and in every category, counselor educators rated the effectiveness of online courses as “much less” or “somewhat less” twice as often as selecting any other rating. Counselor educators reported that they regard online instruction as being less effective than traditional instruction. Three questions showed between 27% and 41% of responses in the “no more or less” category. In 2013, Allen and Seaman repeated their initial study of faculty perceptions, finding that 32% fell somewhere in the middle on whether or not they believed student learning outcomes could be at least equivalent to those conducted face to

face. In 2015, Allen and Seaman repeated the study, seeing the number fall only modestly to 30%.

In both 2013 and 2015 studies, Allen and Seaman also found that faculty who have either taught an online course or been a student in an online course rated the potential effectiveness higher than those who have not had these experiences. The same was found to be true in this study. For all six questions posted in Section II, faculty with experience teaching online rated the potential effectiveness of online education higher than those who did not. These results were either significant or approaching significance which, within the context of this initial exploratory study, could point to a factor that bears further exploration. In future studies, modification of the CEATOLS instrument to develop a more sensitive scale that focuses on exploring what facets of online student experience impact perceptions of the effectiveness of online instruction could tell us more about this factor.

Knowing that instructor experience in an online environment is a variable impacting perceived effectiveness, it would be prudent to examine more specifically what about having this experience changes the perceptions of effectiveness, if this is in fact the case. Or could it simply be that those who choose to teach in a fully online format are more inclined to believe in the potential effectiveness of the delivery method? Taking this a step further, examining which experiences (positive or negative) about serving as an instructor in an online course, create this difference would be helpful. Much in the same way as exploring differences in perceived effectiveness for those with experience as students in online courses, the CEATOLS could be modified to include a more sensitive scale that focuses on exploring what facets of online instructional experience impact perceptions of the effectiveness of online instruction.

Experience as a student was found to be the most clearly significant factor when considering higher ratings in Q2-II, which reflects the perceived effectiveness of online courses to achieve outcomes related to developing competence in developing principles and practices of treatment according to the CACREP definition of mental health counseling; Q3-II, which reflects the perceived effectiveness of online course to achieve outcomes related to developing competence in providing group counseling; and Q6-II, which reflects the perceived effectiveness of online courses to achieve outcomes related to counselor development as defined by the 20/20: A Vision for the Future of Counseling definition created by the American Counseling Association (ACA). Results for the remainder of the questions (Q1-II, Q4-II, & Q5-II) were found to be approaching significance or violating the assumption of homogeneity of variances. In addition to identifying characteristics that create differences in perceptions of effectiveness, the data also appears to point toward some agreement between those with experience and those without experience as students, specifically as it relates to the overall development of knowledge (Q1-II), professional counselor identity (Q4-II), and skills related to professional practice (Q5-II).

As this study is intended to be exploratory, additional tests were conducted to explore factors like gender and age. Again, in agreement with both Allen and Seaman studies (2013; 2015), gender and age were not found to be significant factors that impact counselor education faculty perceptions of online course delivery. Additional tests were not planned or conducted using demographic information and the data did not appear to allude to any that would be necessarily significant. Still, these areas may prove valuable for further study.

Related to skills pertaining to group work, faculty rated “much less” or “somewhat less” over 83% of the time and related to gaining skills for effective practice rated “much less” or

“somewhat less” 76% of the time. When considering the differences between the categories provided, faculty rated the perceived effectiveness of coursework that pertained to skill development much lower than areas that focused on content development. This result could mean that faculty are reluctant to agree that online coursework can result in skill development in the same manner achieved through traditional learning.

As counselor educators have noted, at least anecdotally, this does not come as a surprise. A paper published by Granello (2000) exploring the topic of online counselor education indicates that “the e-learning (online) environment does not facilitate the highly interpersonal interaction needed to teach clinical skills” (p. 4). Recent research suggests that online instruction is more conducive to knowledge-based areas than skill-based curriculum (Artino, 2010; Steinbron & Merideth, 2008). Knowledge seems to be the more optimistic of the areas explored, theoretically due to these areas fitting into the same content, rather than skill, areas of instruction. Fears of effectiveness may come from this perspective that online education is fully capable of producing outcomes in these areas but cannot do so in skill-based courses.

Professional identity, however, seems to sit somewhere in the middle. Counseling professional identity, as stated within the CEATOLS instrument, is loosely defined. The CEATOLS instrument describes professional identity as being based on the 2009 CACREP standards introduction, specifically, “Relative to traditional face-to-face courses, how effective do you believe online counseling-related courses are toward the development of a professional counselor identity necessary to be a competent counselor?” This definition implies both knowledge and skills as being a part of being a competent counselor.

Additionally, outside of this definition, counselor identity is loosely defined. The act of counseling has been recently defined by the ACA 20/20: A Vision for the Future of Counseling

(ACA, 2011), however, counseling professional identity has been more fluid and is not concretely defined by any professional organization or accrediting body. This lack of uniformity in the definition may leave respondents to decide for themselves whether or not counseling professional identity is something developed in the area of knowledge (or content) or in the area of skill (or delivery of services as a counselor). These factors could be some of the reason the ratings for professional identity development sit somewhere between the other areas of content and skill related to perceptions of effectiveness of online learning.

It would seem that, at least in the areas focused upon in this study, the counselor education community is on par with the national perceptions of online education. Perception of online learning appears to be linked to experience as a student and instructor, but even those with this type of experience have a pessimistic view of the potential for online learning to meet or exceed learning objectives on par with coursework delivered in a traditional format. And, although demand for online education continues to rise, faculty are still not convinced that online education can be used to meet the needs of students in counselor education. This may be due to the unique skills required to become an effective counselor. Counseling requires the effective recognition, use, and manipulation of microskills, attending skills, body language, and other experiential factors that are perceived differently through a distance medium.

Research Question 2: Exploratory Factor Analysis of CEATOLS Section III

This section describes the results of the analysis aimed at answering Research Question 1 (R1), namely “What are the factors related to Counselor Educators’ concerns about online course delivery?” Section III of the CEATOLS instrument was organized in five subscales, Institutional Concerns, Programmatic Concerns, Course Development Concerns, Workload and Support Concerns, and Student Experience Concerns. Upon completion of the exploratory factor analysis (EFA), items were grouped in a different fashion that seem to point in a need for revision of the

CEATOLS instrument, although the identified scales did retain the five factor structure. The EFA has led to a logical grouping of questions that support a new structure of scales within the CEATOLS instrument. Additionally, it should be noted that attempts were made to remove cross loaded items with little success. Attempts to remove these items and rerun the analysis produced additional cross loaded items or increased the degree of cross loading among items.

Factor 1, labeled as Course Experience, accounts for the largest amount of variance among the factors retained in the model. A large number of the questions in the sections labeled as Course Development Concerns (Q27-1, 5, 6, 7), Workload and Support Concerns (Q28-5, 8), as well as Student Experience Concerns (Q29-1, 2, 3, 4, 5, 6, 8) were included as a part of this factor. There was some cross-loading between factors; however, all showed a higher loading on the Experience and Outcomes factor than the others, more often than not by more than .15.

All seven questions related to Student Experience Concerns loaded on to Factor 1. Additionally, the four questions in the Course Development Concerns section of the CEATOLS related to course quality, pedagogy, meeting tools, and media loaded on to Factor 1 as well. These questions seem to thematically speak to the more general course development concerns, rather than the remaining questions that refer more to the tools and guidelines you might use as a premise to build or evaluate your online course. Finally, Q28-5 and Q28-8 refer to technology support and training, which could be necessary for faculty to provide the type of experience described in the Student Experience and Course Development Concerns sections.

The factor labeled Faculty Workload (Q28-1, 2, 3, 4, 6), or Factor 2, was comprised largely of the questions in the Workload and Support Concerns section of the CEATOLS. As the portions of this section which directly applied to workload were retained in this factor, the name was modified to Faculty Workload. Q27-3 loaded on this factor as well, which could have some

basis for consideration within this factor as CACREP programs provide for an equitable system of workload distribution for faculty in the way of ratios, course releases for faculty with chair duties or fieldwork coordination duties, as well as other standards to ensure a fair and balanced workload.

Factor 3, labeled as Quality, consists of 7 items. This factor was comprised of questions from the CEATOLS scale within the Institutional Concerns (Q24-2, 6) Programmatic Concerns (Q25-2, 3, 7) and Course Development Concerns (Q27-1, 2) sections. When considering these questions as a new scale, the grouping appears logical; although it would not appear so given that the questions were organized in three separate scales within the original CEATOLS instrument. All of the questions refer, in some manner or another, to the quality of the courses provided. This is evidenced through questions 27-1, 27-2, and 25-7 that specifically reference quality by following ACES guidelines, oversight, and independent certification, while questions 24-2 and 24-6 reference experience with the online medium. The additional questions within the Programmatic Concerns section, Q25-2 and Q25-3, describing characteristics of courses bearing credit or being offered as a part of a degree or certificate program, a characteristic that defines a course which is often put through scrutiny before being instituted as a part of program curriculum.

Factor 4, which consists of 5 items (Q24-1, Q24-3, Q24-7, Q25-1, Q27-4), has been labeled Program Characteristics. With the notable exception of Q27-4, this factor focuses on attributes of the program related to faculty and the institution teaching in both online and traditional formats, non-profit status as well as reputation for in-person instruction. Some argument could be made for the use of synchronous meeting tools, as referred to in Q27-4, as being a sign of technological use that would denote a high level approach to the online medium.

This would make this question more appropriate for this scale but it could potentially be revised to denote what I believe the perceived meaning to be. For example, “The online course/program utilizes technology at or above the minimum necessary standard to provide synchronous experiences.”

The last scale, Factor 5, has been labeled Faculty Involvement. This factor consists of questions from the Programmatic Concerns section of the CEATOLS (Q25-4, 5, 6, 7). All of the questions relate specifically to faculty oversight, faculty control of intellectual property, faculty involvement in course decision making as well as faculty control over policies and standards.

Generally, it can be noted that factors do not always align in ways that would make the most sense. In other words, factors can sometimes be comprised of questions that one would not believe generally relate to one another. In large part, this was not the case as it relates to the results of this study. Factor 1, labeled as “Course Experience”, is comprised of questions that center around the experiences of those engaging in the course, namely the faculty member and students. The available research on counselor educator perceptions being limited, this would fall in line with concerns cited related to quality, pedagogy, and effectiveness using online course delivery (Finley & Hartman, 2004; Rienties, Brouwer, & Lygo-Baker, 2013) when considering the content of the questions within the factor. Factor 3, which is closely related to the composition of Factor 1 and labeled “Quality”, focuses almost entirely on concerns related to evaluation and standards at the course level. Responses in this area provide a picture the importance faculty place on standards and that the course holds some type of academic credit or housed within a degree program.

Factor 2, labeled as “Faculty Workload”, centers around the faculty members concerns related to workload, compensation, time commitment, and other pragmatic details. These

concerns center entirely around the faculty member's ability to supply instruction in a way that is professionally equitable to traditional coursework in terms of importance, consideration for promotion and tenure, and providing feedback in a reasonable timeframe for assignments. This would also be in agreement with national research, which notes faculty having these same concerns and grouping questions in much the same manner (Allen & Seaman, 2010, 2011, 2015).

Factor 5, labeled as "Faculty Involvement", is related in to the "Faculty Workload" factor in that both center around the faculty member's interactions and instructional experience related to online delivery, rather than student related concerns. The "Faculty Involvement" factor is comprised of questions that ask faculty members to indicate the importance of elements like intellectual property of developed courses, faculty influence on decision making and policies, and other facets of the more systemic processes involved in course development and instruction. These concerns were also noted in all of Allen and Seaman's (2010, 2011, 2015) previous studies and grouped similarly.

Factor 4, labeled as "Program Characteristics", also shares a more system focus but relating to more to the descriptors attached to programs or courses than any specific evaluation, faculty consideration or other quality described in the other four factors. These characteristics describe the nature and experience of the faculty serving in the programs, resources offered within the programs, and accreditation of the programs.

As is common with exploratory factor analysis, there was some inclination that the variables studied would have some interrelatedness. In this case, 11 of the 34 variables kept in the model loaded onto multiple factors and the acceptable threshold for loading was set lower than confirmatory factor analysis. However, it should be noted that only 4 of these variables loaded on multiple factors with less than .15 separation. As stated previously, attempts to

remove variables loading on multiple factors generally increased cross loading of other items and to greater degrees. Future studies would require modification of the CEATOLS to account for the lower factor loadings accepted in this study and variables that appear to load on multiple factors.

Recommendations for Future Research

The following represent additional opportunities for continued study.

Recommendation #1. As the analysis indicated, the CEATOLS instrument should be revised for use in future studies. In these future revisions, there are several steps that need to be taken to produce a more robust scale. Reise, Waller, and Comrey (2000) suggest several steps for scale revision that would assist in producing a new version of the CEATOLS instrument that would simplify and improve the instrument, capable of producing higher factor loadings and reducing the number of items within the instrument. The eventual goal of the CEATOLS would be to identify the primary factors of consideration for counselor education faculty with lower intercorrelation between factors and the identification of items that highly correlate to each factor.

Specifically, questions Q25-7, Q27-1, Q27-6 will need to be revised. These questions show a high degree of intercorrelation and little separation between identified factors. Q25-7 is broad, asking respondents to indicate their perceived importance of online course or program oversight. Further defining this question may allow the question to reside more squarely within Factor 5, faculty involvement. A possible revision could be to include how the oversight is conducted, perhaps by faculty members, chairs, or administrators. Q27-1 and Q27-6 are similarly broad. Q27-1 refers to “independently certified for quality” which implies but does not directly state that the course would be reviewed by someone other than the department faculty. Adding this clarification may strengthen its position within Factor 3. Finally, Q27-6 refers to the

online course or programs perceived support by pedagogical skills for online teaching. Currently, the question resides most strongly under Factor 1 but could be strengthened by further defining specific pedagogical perspectives, such as instructional design or curriculum development models which make a stronger connection to course experience concerns.

Moving forward, the CEATOLS will also be refined so that it may be possible to more clearly articulate the perceptions being explored by counselor education faculty by adding qualitative data collection and refining the specific criterion used in section III of the instrument. Additionally, the CEATOLS collected experience of instructors in each CACREP core area. Further research and modification of the CEATOLS would allow for connecting the scores related to perceived effectiveness and concerns to reported levels of experience for each course area.

Recommendation #2. Further exploration of the delivery methods, specifically hybrid and flip classroom models, may provide more insights. As the hybrid platform combines both online and traditional methods of instruction, a hybrid model may be the counselor education community's compromise on integrating technology. As was shown in this study, counselor educators have an equal amount of experience utilizing hybrid course delivery; however, this study was not designed to compare hybrid, online, and traditional course delivery.

In order to achieve these goals, advocacy efforts may assist in defining these terms for the counselor education community. Groups like the Association for Counselor Education and Supervision (ACES), the American Counseling Association (ACA) and even accreditation organizations like CACREP often serve as springboards for these types of issues, looking to provide definition where needed to terms that apply specifically to the counseling and counselor education communities. If terms were defined that specifically outlined what was considered a

fully online course, hybrid course, and online course, research could be continued in earnest and with more meaningful results. Additionally, counselor educators would have a more concrete and agreed upon definition of these terms to reference when completing studies related to course delivery method.

In lieu of a definition being developed and promoted by the counselor education community or an accrediting body, additional study could include industry standard terms from instructional design or curriculum development models. This would require providing these definitions to faculty members responding to the survey in a clear and concrete manner. For example, fully online courses are described as courses delivered online only and typically consisting of no face-to-face components within instructional design models (Poulin & Straut, 2016). Although less relevant than having an agreed upon definition by the counselor education community or an accrediting body, this can provide a reasonable alternative with a body of literature to support defining each delivery model (online, hybrid, and traditional) effectively.

Recommendation #3. The data provided by counselor educators appears to align with the national data represented in larger studies. Still, at least anecdotally, counselor educators have cited the unique nature of the counseling profession presenting a barrier to online education. Qualitative research could provide more details on these perceived barriers and what makes them unique to the counseling profession. In its design, qualitative research provides a basis to collect and analyze information that would allow for the deduction of categories, patterns, and topics related specifically to describing values, attitudes and emotions (Mertler & Charles, 2011) experienced by those considering the potential effectiveness of online counselor education.

Some examples of potential qualitative avenues would include exploring perceptions prior to and after experiencing online coursework as a student and/or faculty member. Based on the results found in this study, we know that some difference in scores exist for those with and without specific experiences, such as being a student in an online course or prior experience teaching an online course. So, what is it about these experiences that impacts the perceptions of effectiveness of online courses? Are faculty without these experiences unduly judging the potential effectiveness of online courses? Having this type of qualitative data would aid in understanding how opinions of online education are formed and what factors seem to change these opinions as participants gain experience.

Recommendation #4. Studies have shown that faculty respond to new tasks, responsibilities, and technologies better when they feel adequately prepared, trained, and/or educated to complete the new task (Ellis, Ginns, & Piggott, 2009). As a result of this study, we know that characteristics like experience as an online student and experience as an online faculty member are at least approaching significance when considering how they rate potential effectiveness of online courses. Knowing that exposure to the online delivery method positively impacts perception, additional training, resources, and experiences for faculty could also modify their perceptions of online counseling courses by providing indirect exposure to the delivery method.

If online education is something that will continue, as it appears to be, an intervention study may assist in understanding these changes in perception. Given the prevalence of counselor educators who have not experienced online course delivery as a student or faculty member, these individuals could take part in a pre-assessment and post-assessment following an experience with online education or even taking part in a portion of a course designed to expose

the faculty member to common aspects of online education. Experiences with online education could include trainings that expose faculty to the use of technologies like learning management systems (LMS), synchronous video software, lecture recording tools, and interactive activity builders (such as Articulate or Adobe Captivate) that are often used to improve interactive in courses.

It should be noted that many providing opinions on the efficacy and perceived barriers of online education in this study have no experience as a student or faculty member, but may have been trained or educated to do so. By gauging the level of exposure a faculty member has had related to online education, regardless of whether or not they have engaged in putting it to use, may help understand whether or not direct experience is a factor. It may be that exposure is enough to change perceptions of online education or go farther to solidify resistance to the online delivery method.

Conclusion

Supplying courses online has seen continued growth over the past several years. As a result, online coursework has become more prevalent in counselor education, seeking to meet the demand of students. It would appear that counselor educator perceptions of the effectiveness of online education is equivalent to that of other disciplines, a pessimistic outlook that is impacted by the educator's experience both as an instructor and as a student as evidenced by national studies (Allen & Seaman, 2008, 2012, 2014, 2015; Letterman, 2015; Rockinson-Szapkiw & Walker, 2009).

Still, there is much more to learn about how these perceptions are formed and how they might change as technology continues to impact the pedagogy and delivery of online education. Moving forward, the CEATOLS will be refined so that it may be possible to more clearly articulate the perceptions being explored by counselor education faculty by adding qualitative

data collection and refining the specific criterion used in section III of the instrument.

Additionally, the CEATOLS collected experience of instructors in each CACREP core area.

Further research and modification of the CEATOLS would allow for connecting the scores related to perceived effectiveness and concerns to reported levels of experience for each course area.

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Appendix A: Initial Contact Email

Subject: Request for Participation in Research Study

Body: My name is Eric Perry and I am a doctoral candidate in the Counselor Education and Supervision program at Duquesne University. This message is to request your participation in a study created to investigate counselor educator's attitudes toward online learning. There are minimal risks associated with this participation but no greater than those encountered in everyday life. This survey may benefit participants by providing an opportunity to reflect on their educational experiences, pedagogical practices, and/or instructional techniques related to Counselor Education. In addition, participants will benefit from having an anonymous vehicle to voice their opinions related to online education as it relates to Counselor Education.

Your participation in this study and any personal information that you provide will be kept confidential at all times and to every extent possible. Your name will never appear on any survey or research instruments. All written and electronic forms and study materials will be kept secure. Your response(s) will only appear in statistical data summaries. Participants are able to withdrawal from the study at any time; however, as the survey is anonymous, data provided prior to withdrawal from the study cannot be removed from the results. Beyond demographic information, no personally identifying information is requested. The data obtained as a result of this study will be maintained for five years after the completion of the research and then destroyed.

This study is being conducted to meet the requirements of my dissertation. This study has been approved by the Duquesne University Institutional Review Board and is under the supervision of my dissertation chair, Dr. Debra Hyatt-Burkhart, Assistant Professor in the Counselor Education and Supervision Program. Please find contact information for both myself

and Dr. Debra Hyatt-Burkhart below. Feel free to contact either with any questions, concerns, or to request a copy of the results of this study.

To access the survey, please click [HERE](#).

Sincerely,

Eric J. Perry, MA, NCC

Dr. Debra Hyatt-Burkhart

PerryE1@duq.edu

HyattBurkhartD@duq.edu

Duquesne University

Duquesne University

Pittsburgh, PA

Pittsburgh, PA

Initial Screen – SurveyMonkey

Dear Participant:

My name is Eric Perry and I am a doctoral candidate in the Counselor Education and Supervision program at Duquesne University. This message is to request your participation in a study created to investigate counselor educator's attitudes toward online learning. More specifically, this study aims to determine if the nature of the counseling profession creates a barrier to utilizing fully online learning as a delivery system.

There are minimal risks associated with this participation but no greater than those encountered in everyday life. This survey may benefit participants by providing an opportunity to reflect on their educational experiences, pedagogical practices, and/or instructional techniques related to Counselor Education. In addition, participants will benefit from having an anonymous vehicle to voice their opinions related to online education as it relates to Counselor Education.

Your participation in this study and any personal information that you provide will be kept confidential at all times and to every extent possible. Your name will never appear on any survey or research instruments. All written and electronic forms and study materials will be kept secure. Your response(s) will only appear in statistical data summaries. Participants are able to withdrawal from the study at any time; however, as the survey is anonymous, data provided prior to withdrawal from the study cannot be removed from the results. Beyond demographic information, no personally identifying information is requested. The data obtained as a result of this study will be maintained for five years after the completion of the research and then destroyed.

You can review the SurveyMonkey terms of use at

<https://www.surveymonkey.com/mp/policy/terms-of-use/>. You can review the SurveyMonkey privacy policy at <https://www.surveymonkey.com/mp/policy/privacy-policy/> . Additionally, you may review the SurveyMonkey security statement at <https://www.surveymonkey.com/mp/policy/security/> .

This study is being conducted to meet the requirements of my dissertation. This study has been approved by the Duquesne University Institutional Review Board and is under the supervision of my dissertation chair, Dr. Debra Hyatt-Burkhart, Assistant Professor in the Counselor Education and Supervision Program. Please find contact information for both myself and Dr. Debra Hyatt-Burkhart below. Feel free to contact either with any questions, concerns, or to request a copy of the results of this study.

Sincerely,

Eric J. Perry, MA, NCC

Dr. Debra Hyatt-Burkhart

PerryE1@duq.edu

HyattBurkhartD@duq.edu

Duquesne University

Duquesne University

Pittsburgh, PA

Pittsburgh, PA

Completion of this questionnaire will constitute consent to participate in this research study.

*I consent to participate in this research study. (YES / NO)

Appendix B: CEATOLS Instrument Outline

CEATOLS - Counselor Educators Attitudes Toward Online Learning Survey

No identifying information will be gathered during the following survey. Data will be reported and identified only by a randomized number and by data group. This survey consists of point and click questions and should take about 15 minutes to complete.

Section I

1. Are you currently, or have you ever been, a faculty member (of any rank, to include adjunct) in a graduate counselor education program?

- 1: "X" No
- 2: "X" Yes

If No, Survey Ends.

2. Please indicate your current role(s) as a faculty member.

- 1: "X" Adjunct
- 2: "X" Part-Time, Regular
- 3: "X" Full-Time, Non-Tenure Track
- 4: "X" Full-Time, Tenure Track (Not Tenured)
- 5: "X" Full-Time, Tenured
- 6: "X" Other (Open Field Response)

3. Which levels have you taught and approximately how many years have you taught at each level? (Select All that Apply)

- 1: Yes – Undergraduate; Approximate Years of Experience (Open Numerical Field)
- 2: Yes – Graduate; Approximate Years of Experience (Open Numerical Field)
- 3: Yes – Doctoral; Approximate Years of Experience (Open Numerical Field)
- 4: Yes – Other (Open Response); Approx. Years of Experience (Open Numerical Field)

4. Please enter your age.

- 1: Enter Age (Open, Numerical Field)

5. Please indicate your gender (Select One).

- 1: "X" Male
- 2: "X" Female
- 3: Other*

6. Have you ever been a student in an online course? (Select One)

<p>Key</p> <p>*Drop Down Menu</p> <p>**Add additional response fields – unlimited or high limit.</p> <p>"X" Check Box</p> <p>Internal Note Only</p> <p>– Will Not Appear On Form</p>
--

- 1: "X" Yes
- 2: "X" No

IF YES, Move to Question 7. IF NO, Move to Question 8.

7. What levels were the course(s) taken online? (Select all that apply)

- 1: "X" High School
- 2: "X" Undergraduate
- 3: "X" Graduate
- 4: "X" Doctoral
- 5: "X" Continuing Education
- 6: "X" No Credit
- 7: "X" Career or Technical College
- 8: N/A
- 9: Other (Open Field)

8. Have you ever served as an instructor or moderator for a fully online/virtual course? Note: A fully online course consists of curriculum delivered only online with no in-person meetings.

- 1: "X" No
- 2: "X" Yes

9. Have you every served as an instructor or moderator for a fully online/virtual course in a Counseling or Counselor Education program? Note: A fully online course consists of curriculum delivered only online with no in-person meetings.

- 1: "X" No
- 2: "X" Yes

10. Have you ever served as an instructor or moderator for a hybrid course? Note: A hybrid course is a mix of online and in-person course delivery?

- 1: "X" No
- 2: "X" Yes

11. If yes, have you every served as an instructor or moderator for a hybrid course (a mix of online and traditional instruction) in a Counseling or Counselor Education program? Note: A hybrid course is a mix of online and in-person course delivery.

- 1: "X" No
- 2: "X" Yes

12. Please list the titles, level (graduate or doctoral), and delivery method of the courses taught.

- 1: (course name) – (select graduate or doctoral)* - (select traditional, fully online or hybrid)*

- 2: (course name) – (select graduate or doctoral)* - (select traditional, fully online or hybrid)*
 3: (course name) – (select graduate or doctoral)* - (select traditional, fully online or hybrid)*
 4: (course name) – (select graduate or doctoral)* - (select traditional, fully online or hybrid)*
 5: (course name) – (select graduate or doctoral)* - (select traditional, fully online or hybrid)*
 6: (course name) – (select graduate or doctoral)* - (select traditional, fully online or hybrid)*
 7: (course name) – (select graduate or doctoral)* - (select traditional, fully online or hybrid)*
 **click here for additional fields

NOTE: Only graduate and doctoral levels are listed. Other levels are not listed as they are not part of the study.

13. Please indicate which (if any) of the below CACREP required courses you taught fully online. *(2016 CACREP Standards, Section II and III)*

- Professional Orientation and Ethical Practice
 Human Growth and Development
 Social and Cultural Diversity
 Career Development
 Counseling and Helping Relationships
 Group Counseling and Group Work
 Assessment and Testing
 Research and Program Evaluation
 Practicum
 Internship
 None
 Other (Open Field)

14. Please indicate which (if any) of the below CACREP required courses you taught face to face (traditional). *(2016 CACREP Standards, Section II and III)*

- X Professional Orientation and Ethical Practice
 X Human Growth and Development
 X Social and Cultural Diversity
 X Career Development
 X Counseling and Helping Relationships
 X Group Counseling and Group Work
 X Assessment and Testing
 X Research and Program Evaluation
 X Practicum
 X Internship
 X None

15. Please indicate which (if any) of the below CACREP required courses you taught in hybrid format (a mix of face to face and online instruction). *(2016 CACREP Standards, Section II and III)*

- Professional Orientation and Ethical Practice

- “X” Human Growth and Development
- “X” Social and Cultural Diversity
- “X” Career Development
- “X” Counseling and Helping Relationships
- “X” Group Counseling and Group Work
- “X” Assessment and Testing
- “X” Research and Program Evaluation
- “X” Practicum
- “X” Internship
- “X” None

Section II

Please select one of the following options to complete the statement.

1. Relative to traditional face-to-face courses, how effective do you believe online counseling-related courses are toward developing knowledge necessary to be a competent counselor?
 - a. Much Less Effective
 - b. Somewhat Less Effective
 - c. No More or Less Effective
 - d. Somewhat More Effective
 - e. Much More Effective

2. Relative to traditional face-to-face courses, how effective do you believe online counseling-related courses are toward developing principles and practices of treatment for mental health disorders necessary to be a competent counselor? *(CACREP Clinical Mental Health Counseling D-1)*
 - a. Much Less Effective
 - b. Somewhat Less Effective
 - c. No More or Less Effective
 - d. Somewhat More Effective
 - e. Much More Effective

3. Relative to traditional face-to-face courses, how effective do you believe online counseling-related courses are toward the development of methods, skills, and approaches to group work necessary to be a competent counselor? *(CACREP Professional Identity 6-A)*
 - a. Much Less Effective
 - b. Somewhat Less Effective
 - c. No More or Less Effective
 - d. Somewhat More Effective
 - e. Much More Effective

4. Relative to traditional face-to-face courses, how effective do you believe online counseling-related courses are toward the development of a professional counselor identity necessary to be a competent counselor? *(CACREP Introduction)*
- Much Less Effective
 - Somewhat Less Effective
 - No More or Less Effective
 - Somewhat More Effective
 - Much More Effective
5. Relative to traditional face-to-face courses, how effective do you believe online counseling-related courses are toward the development of mastering the knowledge and skills to practice effectively as a competent counselor? *(CACREP Introduction)*
- Much Less Effective
 - Somewhat Less Effective
 - No More or Less Effective
 - Somewhat More Effective
 - Much More Effective
6. Relative to traditional face-to-face courses, how effective do you believe online counseling-related courses are toward the development of the student's ability to create a professional relationship that empowers diverse individuals to accomplish mental health, wellness, education and career goals as a competent counselor? *(20/20: A Vision for the Future of Counseling Group Definition of Counseling)*
- Much Less Effective
 - Somewhat Less Effective
 - No More or Less Effective
 - Somewhat More Effective
 - Much More Effective

Section III

For each statement, please indicate the level of importance for each factor provided as it relates to providing coursework in a fully online format with a graduate counselor education program.

Scale: (Extremely Important, Very Important, Moderately Important, Of Little Importance, Unimportant)

Institutional Concerns

1. Online course/program is being offered by an institution that also offers in-person instruction.
2. Online course/program is being offered by an institution that only provides online instruction.
3. Online course/program is being offered by a non-profit institution.
4. Online course/program is being offered by a for-profit institution.
5. Online course/program is offered by a CACREP accredited institution.
6. Online course/program is offered by an institution with significant experience with online education.
7. Online course/program is offered by an institution with a strong reputation for in-person instruction.

Programmatic Concerns

1. The same faculty teach both online course/program and in-person course/program.
2. Online course/program is being offered as a part of a degree or certificate program.
3. Online course/program leads to academic credit.
4. Faculty control policies and standards for online courses/programs.
5. Faculty involvement in course decision making for online courses/programs.
6. Faculty maintain property rights over intellectual content.
7. Online course/program is subject to regular oversight by senior faculty, chairs, or administration.

Course Development Concerns

1. Online course/program has been independently certified for quality.
2. Online course/program is developed using the ACES (Association for Counselor Education and Supervision) Guidelines for Online Instruction.
3. Online course/program is developed using CACREP requirements.
4. Online course/program uses synchronous video meeting tools (such as Skype or other video conferencing software).
5. Online course/program uses synchronous audio meeting tools (such as a conference call).
6. Online course/program supported by pedagogical skills for online teaching.
7. Online course/program provides adequate support for media (videos, recorded lectures, graphics, etc.)

Workload and Support Concerns

1. The workload is equitable to teaching a traditional course.
2. Compensation is equitable to teaching a traditional course.
3. Online courses are valued for promotion and tenure.

4. The time commitment is equitable to teaching a traditional course.
5. Appropriate technology support is offered.
6. Appropriate technology training is offered.
7. The time commitment for grading and feedback is equitable to teaching a traditional course.

Student Experience Concerns

1. Online course/program allows for social interactions among students.
2. Online course/program allows for professional relationships between faculty and students.
3. Online course/program provides adequate orientation for students.
4. Online course/program provides adequate technological support for students.
5. Online course/program provides adequate opportunities for professional identity development
6. Online course/program provides adequate opportunities for counseling skill development.
7. Online course/program provides opportunities for evaluation of professional and personal competence for the field of counseling.

Appendix C: Paper Consent Form**D**UQUESNE **U**NIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

TITLE: Counselor Education Unplugged? An Exploration of Current Attitudes Surrounding the Use of Online Learning as a Modality in Graduate Counselor Education.

INVESTIGATOR: Eric J. Perry, MA, NCC;
Doctoral Candidate,
Duquesne University

ADVISOR: (if applicable) Debra Hyatt-Burkhart, Ph.D., LPC
Assistant Professor
Duquesne University
410D Canevin Hall
Pittsburgh, PA
HyattBurkhartD@duq.edu ; (412) 396-5711

SOURCE OF SUPPORT: This study is being performed as partial fulfillment of the requirements for the doctoral degree in Counselor Education and Supervision at Duquesne University.

PURPOSE: The primary aim of this study is to investigate counselor educator's attitudes toward online learning.

PARTICIPANT: In order to qualify for participation, you must be: At least 18 years of age AND have served as a faculty member in higher education. And counselor education??

PROCEDURES: To participate in this study, you will be asked to answer questions that include providing demographic information, details related to your experience as an instructor in higher education, as well as your opinions as they relate to online learning and online learning specific to Counselor Education. The survey is provided via SurveyMonkey and takes approximately 15 minutes to complete. These are the only requests that will be made of you.

RISKS AND BENEFITS: There are minimal risks associated with this participation but no greater than those encountered in everyday life. This survey may benefit participants by providing an opportunity to reflect on their educational experiences, pedagogical practices, and/or instructional techniques related to Counselor Education. In addition, participants will benefit from having an anonymous vehicle to voice their opinions related to online education as it relates to Counselor Education.

COMPENSATION: There will be no compensation for participation in this study.

Participation in the project will require no monetary cost to you.

CONFIDENTIALITY: Your participation in this study and any personal information that you provide will be kept confidential at all times. Your name will never appear on any survey or research instruments. All written and electronic forms and study materials will be kept secure. Your response(s) will only appear in statistical data summaries. Beyond demographic information, no personally identifying information is requested. The data obtained as a result of this study will be maintained for five years after the completion of the research and then destroyed. The Survey Monkey Security Statement can be accessed at <https://www.surveymonkey.com/mp/policy/security/>. The Survey Monkey Privacy Policy can be accessed at <https://www.surveymonkey.com/mp/policy/privacy-policy/>.

HIPAA AUTHORIZATION: N/A

RIGHT TO WITHDRAW: You are under no obligation to participate in this study. You are able to withdrawal from the study at any time; however, as the survey is anonymous, data provided prior to withdrawal from the study cannot be removed from the results.

SUMMARY OF RESULTS: A summary of the results of this research will be supplied to you, at no cost, upon request.

VOLUNTARY CONSENT: I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. On these terms, I certify that I am willing to participate in this research project.

I understand that should I have any further questions about my participation in this study, I may call the PI, Eric J. Perry, at [REDACTED] or the Advisor, Dr. Debra Hyatt-Burkhart at 412-396-5711. Should I have questions regarding protection of human subject issues, I may call Dr. Linda Goodfellow, Chair of the Duquesne University Institutional Review Board, at 412.396.1886.

Participant's Signature

Date

Researcher's Signature

Date