UTILIZATION OF DISTANCE EDUCATION IN COUNCIL FOR ACCREDITATION OF COUNSELING & RELATED EDUCATIONAL PROGRAMS

A Dissertation

by

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This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

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ABSTRACT

In Education, there has been an amplified interest regarding the need for distance education practices over the course of the last century (Allen & Seaman, 2010, 2013, 2014). The purpose of the present study was to explore the attitudes and experiences of counselor educators in Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counseling programs in relation to distance education. A secondary purpose was to gather data about the implementation of distance education activities in these programs. Exploring this phenomenon provided an up to date picture of the lived experiences of counselor educators with distance education.

This research study employed a phenomenological design with a quantitative survey and qualitative follow-up interviews. The sample for the quantitative phase of the study consisted of 41 CACREP-accredited counseling programs that successfully completed the researcher-designed survey instrument. Maximum variation purposive sampling for the qualitative phase of the study identified four participants for follow-up interviews. Three themes emerged from participant interviews that described the lived experiences of counselor educators with distance education: external encouragement for implementation, adequate preparation and support for development and delivery, and evolving design for counseling programs and courses.

The results of the study indicated that implementation of distance education in counselor education programs was related to both extrinsic and intrinsic motivational factors. Factors such as institutional encouragement, incentives, student needs, adequate support services for distance education, competitive program marketability, and university-level teaching experience, were identified as influencing distance education adoption in counselor education programs.

The results of the study provided information helpful to counselor educators and university administrators planning to implement distance education in counselor education programs. In order for counselor education programs to serve a larger population and remain competitive, they may need to consider incorporating distance education activities within their curriculum. Counselor education preparation programs may need to further infuse instructional components in their curriculums that prepare graduates with the skill and knowledge necessary to implement distance education. A wide range of support services need to be available to assist faculty that want to develop and implement distance education activities. It is recommended that counselor education programs first use a hybrid model in knowledge base courses and transition to making available full distance education courses that include skilled based coursework.

DEDICATION

My dissertation journey could not have been successfully completed without the love, encouragement, and support of three very important people. These individuals raised me to believe that we encounter adversity and persevere through it, so that we may be a pillar of strength for others when they encounter the same. They raised me with the belief that God has given each of us the strength to survive events in our lives so that we can stand with and guide others in their journeys. These three people have stood by me through accomplishments and adversity. These individuals never gave up on me, even when I had given up on myself. They walked alongside me and picked me up when I had fallen. When my legs gave way, they carried me. They stood strong in faith, knowing that God has a path for each of us and while it may seem to be unsurpassable at times, HE always gets us through. They are the people I aspire to be. They are my role-models, my mentors, and my best friends. They are my heart and soul. They are my serenity, my courage, and my wisdom. They are the reason I am the woman I am today; for this, I am eternally grateful.

This dissertation is dedicated to my parents, Miguel and Janie Durán, and my sister, Belinda. I love you!

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Chapter One: Introduction

Technology is increasingly a part of our daily lives (Layne & Hohenshil, 2005). The technological revolution that is occurring in society is infiltrating education at all levels from pre-kindergarten to post-doctoral (Allen & Seaman, 2013; Saba, 2011). Technological incorporation in education programs is a growing trend to which school districts and post-secondary institutions have adapted (Gale, Moss, & Higgins, 2007; Saba, 2006). Technology in counseling and counselor education programs has been investigated at the trend level and in terms of its use within Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited curriculum (Hohenshil, 2000; Quinn, Hohenshil, & Fortune, 2002). Counselor education programs are widely adopting the use of web enhancements such as digital audio and video files, synchronous web communication, and course management systems in courses ranging from introductory to doctoral-level internship (Quinn, Hohenshil, & Fortune, 2002). Some slight commonalities exist in implementation, but technology integration generally occurs at random points in the curriculum and at different times in specific courses (Quinn, Hohenshil, & Fortune, 2002). Educational programs are slowly migrating to incorporate the use of distance education in the academic curriculum, but the phenomenon behind the shift has yet to be investigated.

Societal Issues: Generation

The term “generation" means a cohort-group in which all persons are born in a limited span of consecutive years, whose length approximates the span of a phase of life given to be approximately 22 years, and whose boundaries are fixed by peer relations which are common age, beliefs, and behaviors (Howe & Strauss, 2000). Institutions of higher learning are populated by an evolving genre of students. Each generation brings diverse perspectives and skills to the

table. This research connects to generations with a strong need for technology in education (Wager, 2005). The Net Generation (Net-Geners) or Millennials, as this population is referred to in most of the literature, is the first generation to grow up surrounded by home computers, video games, and the internet (Lippincott, 2005). Net-Geners grew up with access to technology for every aspect of living. Technology is a lifestyle for the Net-Geners; it "is invisible and intuitive; they don't 'learn technology,' nor do they think of it as separate from the activities it enables" (Wager, 2005, p.10). In fact, it is safe to say that the medium of technology used is of little significance to the person; rather, it is the function of life he/she can accomplish with it that holds the utmost importance.

People of the Net Generation (Millenials) are focused and timely; they expect their problems to be solved quickly and easily with the technology that will provide for the most efficient and effective resolution (Tapscott, 2008). The need for rapid and multiple task completion and continuous engagement are also qualities of the millennial generation (Howe & Strauss, 2000). Impatience is something they consider to be immediacy. Millennial students expect the flow of information to be consistent and quick but most importantly, delivered in a fashion they identify with (Oblinger & Oblinger, 2005). The immediacy of resolution for this generation and the ability to move on to another task is of key importance. The millennial population is surrounded by technology in every aspect of their daily living, including their educational environments (Tapscott, 2008). Technical advancements have permeated into the field of counseling (Quinn, Hohenshil, & Fortune, 2002). It is the responsibility of the counseling profession to be cognizant of these advancements and be proactive in regulating and maximizing educational services. In order to implement these technical advancements, a

pedagogical foundation sharing similar fundamental principles and practices that allow for incorporation of technology must be identified and explored.

Service Needs: Reaching Clients and Students

As communities and their schools evolve to reflect the cultural diversity of our larger society, so too must the profession if it is to continue to be an adaptable and viable program and service provider (Gordon, 2003). Counseling programs and services are warranted in rural areas that may not be easily accessible. With the aid of modern technology, geographical limitations are minimal to non-existent (Allen & Seaman, 2010, 2013). It is important to continue to educate students in technical services that they can utilize once becoming graduates of a counseling program. If a graduate from a counseling program was unable to provide services for lack of experience in technology, it could be concluded that this graduate's lack of knowledge creates a disconnect with the preferred learning styles and needs of the broader environment (Adelman, 2002). In the twenty-first century, regardless of geographic location, the needs of clients and students must be addressed through a perspective that accounts for the complex environments in which they live (Green & Keys, 2001). The "anytime, anywhere" (Richardson & Swan, 2003, p.69) marketing edge of fully online counseling degree programs is a major selling point for future graduate students. The convenience factor is one that warrants consideration for program coordinators and directors (Richardson & Swan, 2003).

Ethical Issues: Code of Ethics and Standards

The growing need for technology in counseling programs is further supported by the increased awareness from accreditation boards, professional associations, and licensure boards. All of these distinct entities have demonstrated a vested interest in the transition to online

environments as is reflected by the best practices recommendations and requirements set forth in their standards.

The American Counseling Association's (ACA) Code of Ethics was published with a newly added section on technology in 2005. Section A, "The Counseling Relationship, sub-section 12, Technology Applications," addressed an emerging trend in counseling that was embedded in a traditional practice (American Counseling Association [ACA], 2005). In 2014, ACA released the updated code of ethics document which now has a Section H – "Distance Counseling, Technology and Social Media," with multiple subsections (ACA, 2014). The 2014 *ACA Code of Ethics* makes reference to the use of technology in counseling services and its potential for harm to clients and to the counselor if not executed correctly. If graduate students are not fully aware of the potential successes and harms related to use of technology upon graduation, it would be deemed unethical by their professional ethical codes. Counseling programs must be equipping their students with the proper awareness and knowledge of technology.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has also incorporated a technology component into some required competency areas. CACREP-accredited counseling programs are expected to provide students with infused curriculum training in the area of technology with the objective being that students will not only have knowledge of, but will be able to apply technology once they graduate (CACREP, 2009b). The awareness of the emerging trend of the use of technology even merited a formal statement: CACREP recognizes that alternative instruction methods (for example, distance education) are currently used in many counselor education programs. The following principles apply when evaluating distance education programs:

i. programs offering all or part of the curriculum via alternative structures and delivery modalities will be evaluated against the same CACREP accreditation standards as traditional programs;

ii. accreditation for such programs will be based on demonstrated compliance with CACREP standards; and

iii. CACREP will determine the appropriate structure of the on-site visit to ensure determination of compliance with the standards. (CACREP, 2009a, pp. 8-9)

The Association for Counselor Education and Supervision (ACES) also recognizes the importance of technology and curriculum integration. The association, which is the professional organization for counselor educators, has published both technical competencies for counselor education students and guidelines for online instruction delivery. The organization has seen the vital importance of educating instructors about new and upcoming trends in counselor education (CACREP, 2009b).

Statement of the Problem

There has been an increase in interest regarding the need for distance education courses in education over the course of the last decade (Allen & Seaman, 2010, 2013, 2014). Awareness of distance education in counseling programs is increasing as is evident by the evolution of the counseling profession, the changing student demographic, and incorporation of best practice standards for technology use by accreditation/professional associations (ACA, 2014; CACREP, 2013; SACSCOC, 2011). In 2016, CACREP is scheduled to release updated standards. A second draft has been published and continues to include a technology or alternative education component (CACREP, 2013). However, there is minimal information concerning the trends behind integration of distance learning in counselor education programs, especially from the

counselor educator perspective. The degree to which counselor education programs have embraced distance education is still in question. Various counselor education programs have advocated against distance education because of the nature of clinical orientation (Quinn, Hohenshil, & Fortune, 2002). Conversely, universities such as University of Phoenix, Capella University, and Argosy University have chosen to adopt a fully online distance education paradigm. There are polarities of implementation in CACREP programs, so the experiences that encourage implementation are worth investigating. In addition, the attitudes and experiences of counselor educators could provide insight into the phenomenon of adoption of distance programs. A dearth of literature exists in identifying the extent to which distance education courses and counseling programs are being implemented at the doctoral and master levels, as well as literature examining the views and perceptions of counselor educators.

Purpose of the Study

The purpose of the present study was to explore the attitudes and experiences of counselor educators in CACREP-accredited counseling programs in relation to distance education. A secondary purpose was to gather data about implementation of distance education in these programs. Exploring this phenomenon provided a current view of the lived experiences of counselor educators with distance education. The study obtained the degree of satisfaction as perceived by counselor educators with current distance education offered in their specific accredited counseling programs. The identified relationships with the demographics of their counseling programs and distance education implementation and satisfaction levels were studied. Additionally, the study addressed the identification of adequate support services needed by counselor educators in order to develop and deliver distance education courses in their accredited counseling programs. Lastly, the results of the study provided implications for future research

with counselor educators in CACREP-accredited programs with varying distance education implementation.

Research Questions

Counselor educators' adoption of distance education and its relevance to counselor education programs was explored as it pertained to counselor educators' lived experiences. In addition, the researcher investigated the relationship between counseling program demographics and implementation of distance education. This study was a phenomenological design with a quantitative component and qualitative follow-up interviews. The research study focused on the two overarching research questions:

Research Question 1: What are the lived experiences of counselor educators in CACREP-accredited programs concerning distance education initiatives?

Research Question 2: What factors are associated with the utilization of distance education in CACREP accredited programs? Utilization includes two main sections: implementation and satisfaction with supportive infrastructure.

Factors in this research study included data presented by the counselor educators about their current counseling program demographics: public or private institution classification, doctoral program presence, age range of faculty in the current program, number of program faculty, university-level teaching experience, and overall satisfaction with support service infrastructure in counselor educators' current counselor education program.

Significance of the Study

The distance education instructional modality has served the needs of a new generation of students in education, defied geographical boundary restrictions, and grown in its presence in counseling profession/preparation programs (Gordon, 2003; Quinn, Hohenshil, & Fortune, 2002;

Wager, 2005). An outcome of this study was to provide insight into a phenomenon in distance education and counseling. This information can be of use to those administering counseling programs, to current and future counselor educators, to administrators in distance learning, and to current and future counseling students. The limited amount of information on the degree of implementation as a whole in counseling programs makes this study particularly important. Overall counselor education is embracing distance education due to societal issues, ethical issues, and service needs, and it is important to understand how faculty feel and think about issues related to implementation.

Population and Sample

This research study employed a phenomenological design with a quantitative survey and qualitative follow up interviews. The population for the research study was made up of 212 CACREP-accredited program liaisons as identified by the April 2011 CACREP directory. The CACREP directory is an online search database that allows for multiple criteria searches based on user preference. Liaisons are counselor educators identified by their counseling programs to serve as CACREP contacts.

Quantitative Sample

The surveys were completed by counselor educators currently employed by CACREP accredited counseling programs. The counselor educators answered questions from an institutional perspective. The sample for the quantitative survey was made up of 41 successfully completed instruments.

Qualitative Sample

Purposive sampling is one of the most common sampling techniques used in qualitative research (Patton, 2002). Purposive sampling was incorporated into this research. Traditionally,

purposive samples are smaller in size and are selected to communicate their lived experiences. There are multiple forms of purposive sampling in qualitative research (Patton, 2002), one of which is maximum variation sampling, which was used in this study. This translates to purposively selecting participants based on categorical criteria set forth by the quantitative component of the study (Patton, 2002).

The interviewees were selected to represent programs that matched the following categories: satisfaction level with distance education, presence of implementation of distance learning, program level classification, faculty age range, gender, program size, total faculty count, and university-level teaching. The interviewees were selected to provide a wide variation of perspectives from participants in the demographic survey. This formed a collective body that provided varied experiences related to the phenomenon being studied.

Methodological Approach

Creswell (2007) wrote that a phenomenological design is used to bring forth a "meaning for several individuals of their lived experiences of a concept or a phenomenon" (p.57). This phenomenological research study focused on the lived experiences of counselor educators at various higher education institutions in relation to distance learning. A phenomenological design with a quantitative component was used to gain a better understanding of what was occurring in the research (Creswell, 2007; Patton, 2002). The quantitative component was needed to formulate descriptive statistics to identify what demographic factors played a role in implementation in distance learning and in high satisfaction rates with distance learning support. Additionally, the quantitative component was needed to establish the interview participant pool for the qualitative follow-up interviews and to provide the information necessary for establishing maximum variation in selection of participants to be interviewed. The qualitative interviews

were used to provide an in-depth understanding of counselor educators' experiences with distance education technologies.

Instrumentation

Quantitative. The survey created for this study was derived from a collective body of previously produced surveys in distance education and counselor education that assessed demographic information to produce descriptive statistics on program make up and distance education implementation and usage (see Appendix A). These instruments were revised and combined to better address the research questions at hand.

The survey adaptation consisted of six main sections. Section one was used to find the program demographics including size and types of programs associated with implementation of distance initiatives. Section two investigated program faculty make up including number of tenured faculty, sex, and age of faculty and university-level teaching experience. Following those sections was the inquiry of participation in online or hybrid courses and the order in which they had been introduced into the curriculum. The final section included a Likert-type scale to measure satisfaction with available training and technical support provided by the institution for distance education teaching initiatives. The survey concluded with an invitation to participate in a follow-up telephone interview for the qualitative component of the research study.

Qualitative. A phenomenological approach was used for qualitative inquiry. The qualitative follow-up interviews were conducted by the researcher via telephone interview at a time agreed upon with the interviewee. Interviews were scheduled at the convenience of the participant via electronic correspondence. Each interview was digitally recorded using an external USB digital microphone recorder. As interviews were completed, they were transcribed. Recordings were listened to multiple times by the researcher to ensure accuracy in transcription.

The semi-structured interviews consisted of eight open-ended questions that were designed to elicit interviewee experiences (see Appendix B). The first question assessed what the perceived level of interest was in distance education in counselor education programs. Questions two and three sought to find if there was a perceived difference in adoption level of distance education based on faculty teaching level and age. The fourth question focused on what kind of support was given to develop distance education programs and/or online courses. The fifth question asked participants to identify obstacles they faced in developing online courses. The sixth question assessed the degree of satisfaction with their current distance education program. The seventh question called for recommendations for other faculty who were in the development stages of distance education. The final question asked participants their perceptions about future direction of course work in counselor education. The questions were used as a framework for the interviews. Elaboration and clarification of answers occurred in the interviews as deemed necessary by the researcher.

Data Collection

Quantitative. The CACREP online search database of programs provided the researcher with the information necessary to locate the CACREP liaison contact information and create a distribution list. A contact list had to be created by the researcher because the online contact information list was not able to be exported into a useable electronic format for the survey distribution software program. Once the participant distribution list was completed, it was imported into the Survey Monkey ™ software. The survey was electronically distributed to the 212 participants on the CACREP researcher created distribution. Each liaison was sent an electronic invitation to participate in the survey (see Appendix C). The invitation included information on the study, the researcher, how to access the survey, benefits for the participant

that came from completing the survey, and an opt-out option. Two attempts for data collection were made in the research study. Data collection for the initial distribution of the survey ran from June 3rd to June 30th of 2011. The second data collection started on January 27, 2012. The survey software was equipped with the ability to track responses upon completion of the survey. The information was automatically entered into a response database provided by the software through the managed hosted site.

Qualitative. The qualitative follow-up interviews were conducted after the quantitative component of the study was complete. A potential follow-up interview repository was created as surveys were completed to capture potential participants for the follow-up interviews as was designated by a positive response for further contact on the final question on the survey. Four of the eleven follow-up interview participants were contacted via telephone, and interviews were recorded with a USB digital voice recorder. Purposive maximum variation sampling was used to select the participants in the qualitative section of the research study. Semi-structured interviews were conducted with the interviewees via telephone in a secure location to ensure confidentiality. Upon completion of each interview, it was listened to in its entirety, transcribed, and checked for accuracy.

Data Analysis

Quantitative. The online survey software produced a database downloadable file that was manipulated for transfer to the Statistical Package for Social Science (SPSS) software. The descriptive data collected allowed for a detailed picture of the sample demographics of the counselor education programs including degree programs offered, faculty descriptive data such as age, gender, university level teaching, etcetera (Newman & Rudestams, 1999). The independent variables discussed in the survey were identified as discrete categorical

measurements for analytical purposes. Chi-squared tests were the best tool for analysis when looking at a 2X2 design for implementation of distance education and dominant gender relationship (Newman & Rudestams, 1999). Each independent variable was analyzed using a nonparametric test for nominal measurements. Chi-squared tests are used for nominal measurements for comparing relationships between two groups. Since the majority of the demographic and program descriptions were categorical, each was analyzed using a chi-squared test to identify statistically significant relationships to implementation. The information was able to provide implementation patterns using descriptive statistics.

The second portion of the survey was used to determine satisfaction with program support services. The survey data collected on satisfaction was also used for discrete measurement. These independent variables were measured using a Likert-type scale, and therefore, were interval scales of measurement. Satisfaction was measured in the context of training programs, incentives for use, and support services for distance education programs.

In addition to the descriptive statistics run on the survey, inferential statistics were also run to assess the impact of program demographics on reported level of satisfaction with available support services. An analysis of variance (ANOVA) is run when relationships between categorical independent variables want to be assessed (Newton & Rudestam, 1999). For this study, ANOVAs were run on the categorical independent variables in the implementation and satisfaction portion of the study to determine if differences existed among more than two groups. ANOVAs were run on parametric continuous data as they applied to relationships between multiple groups on the satisfaction Likert-type scale.

Qualitative. There are specific steps to approach phenomenological data analysis. The steps used for data analysis in the current study are epoche, phenomenological reduction,

imaginative variation, and synthesis of texture and structure (Creswell, 2007; Moustakas, 1994; Patton, 2002). During analysis it was critical to ensure that researcher bias would not influence the interpretation of the content. The interviews were transcribed by the researcher for analysis. They were listened to in their entirety, transcribed, and checked for accuracy. Each transcription was read line by line to identify units of meaning and margin notes were taken. Clusters of meaning were then formulated based on common unit of meaning groupings. These steps were performed on each transcription. Once clusters and sub-clusters had been deduced for each transcription, a collective review was performed. Clusters were joined together to form new clusters, and sub-clusters were at times combined to form new clusters as well. Themes emerged from the combined cluster groups and were identified with a representative title. Reviews of the units of meaning, clusters and sub-clusters, and emerging themes were constantly being performed throughout the research process, a practice that contributes to trustworthiness (Lincoln & Guba, 1986; Creswell, 2007). To ensure that the emergent themes were accurate, a peer reviewer was consulted during this process.

Trustworthiness

Validity in quantitative research is essential in the discovery of truth in a study (Creswell, 2007). Qualitative research also adheres to a standard of expectation for validity in the form of trustworthiness (Creswell, 2007; Patton, 2002). Trustworthiness in this study was established using a variety of resources. Triangulation of data sources allows for a multiple perspective approach to converge on the research study (Creswell, 2007). Triangulation of data sources and methods were achieved by employing a qualitative survey and qualitative follow-up interviews.

Peer-debriefing is the act of consulting with a colleague to verify interpretation of data to ensure trustworthiness (Creswell, 2007; Patton, 2002). Two peer reviewers were involved in the

analytic process. To ensure that my own personal interests and biases were not manipulating the process, my identified themes were presented to two peer reviewers: a counselor educator and a distance education professional. A final way of ensuring trustworthiness in this study was through member-checking. Member-checking is a way to ensure that the experiences of the participants are captured accurately in the transcriptions provided by the researcher (Patton, 2002). Participants were each sent a copy of the transcript to verify that it captured the essence of what they wanted communicated to the researcher in the study. The participants had the ability to add to, delete, or edit content.

Basic Assumptions

For the purpose of this study, the researcher assumed that the counselor educators completed the survey and interviewed honestly. In addition the researcher assumed that the participants chose to participate in the survey of their own free will. Furthermore, it was assumed that the questions presented in the survey and interview measured what they were intended to measure.

Delimitations and Limitations

The study was restricted to only investigating counselor educators who were from CACREP-accredited programs. Social science research is one that is significantly populated by surveys, and time is limited for faculty participation and completion. This may have affected the number of participants in the survey. The interview sample, while purposive and representative, was taken from the participants of the survey only, and therefore, may have affected transferability to a larger population. The counselor educators perhaps had a vested interest in the result findings and may have exhibited biases in answering the questions. Furthermore, the results of the study may be consistent with the needs of all educators in the field. The study did

not account for learning styles or teaching preferences. In addition, the interview information collected was summarized and interpreted by the researcher. Another researcher may or may not have interpreted the interview answers in the same manner.

Researcher and Researcher Bias

The researcher for this case study was a female, Hispanic, doctoral candidate in a CACREP-accredited program in south Texas. The researcher was directly involved with the field of distance education and came into the research understanding her personal biases. The researcher collected information in a non-selective format with a quantitative survey and selected a purposive maximum variance sampling for interviews based on categorical information that would collectively represent the sample. The researcher began the study with an understanding that distance education is not for every profession or program, that professionals within the field directly influence the direction of distance learning, and that adoption of distance education is a multi-tiered decision for academic institutions. In addition, the researcher supported the idea that distance education would be useful in counselor education programs, and that counselor educators would benefit from its implementation into the curriculum.

Definition of Terms

The definitions provided were designed to help the reader better understand the technical terminology that exists in distance education. In addition, they were designed to streamline the understanding of terms in the study. Where no citation accompanies the definition, the definition is the interpreter's definition for the purposes of the study.

ACA - American Counseling Association, the ACA is the professional association for counselors.

ACES - Association for Counselor Education and Supervision; the ACES is the professional organization for counselor education and supervision.

CACREP - Council for Accreditation of Counseling and Counseling Related Educational Programs. CACREP is a national accrediting body for counseling and counseling-related programs.

Distance Education - Instruction that occurs when the faculty and students are not in the same physical space. For this study, distance education is interchangeable with the term distance learning.

Distance Learning - Instruction that occurs when the faculty and students are not in the same physical space. For this study, distance education is interchangeable with the term distance education.

Fully Online Counseling Courses/Programs - Programs in which all academic course requirements can be completed through distance education.

Hybrid Courses/Programs - Programs which academic course requirements can be partially completed through distance education.

Net Generation - The first generation to grow up surrounded by home computers, video games, and the internet. For this study, Net-Geners is interchangeable with the term Millennial.

Web-enhanced Class/Course - A class in which students use distance education for course material delivery including but not limited to discussions, projects, assignments, etc., and which reduces the amount of seat time in the classroom. Class meeting time is reduced by the material covered via distance education but is equivalent to normal full-time class delivery for the same number of credits.

Web-enhanced Programs - Programs which incorporate technology into the curriculum but are not currently offering fully online or hybrid courses.

Organization of Remaining Chapters

This study consisted of five chapters. A thorough review of the literature is detailed in Chapter Two. Chapter three explains the procedures used to conduct the research study. In Chapter Four, a data analysis and findings are presented as well as conclusions derived from the research. Finally, Chapter Five includes a summary of the completed research, the implications of the study, and conclusions of the study. The chapter concludes with recommendations for further research.

Chapter Two: Review of the Literature

Educational pedagogy is evolving and dynamic in nature. The changes over time have transitioned the way learners are educated and how educators deliver instruction. Distance learning has infiltrated the educational environment and modified how traditional instruction is delivered. This chapter provides a review of the literature related to distance education and its role in today's educational environment. The focus of the literature review details the history and background of distance education, the status of and participation in distance learning in the United States, recent trends in distance learning, and the use of technology in counseling and counselor education programs.

The literature review is divided into six sections: foundation of distance education, state of distance education, distance education in higher education, student adoption and participation, faculty adoption and participation, and integration of technology and counseling.

Foundation of distance education focuses on establishing the groundwork of the concept of distance education and its multifaceted transformation. There are two subsections in this section: definition and history. The definition subsection introduces a global view of distance education as it relates to education and establishes the framework of distance education practice for this study. The historical development of distance learning reviews the background that has led to an acceptance of this phenomenon. The state of distance education section provides a preview of the historical growth in online education and provides an overview of online education in the United States. The section on distance education in higher education addresses online versus face-to-face instruction and demographic participation in distance education. The online versus face-to-face instruction subsection addresses the controversial idea of online as compared to traditional instructional delivery. The student adoption and participation section focuses on the influx of

students partaking in distance learning and their demographic characteristics. The faculty adoption and participation section is divided into two subsections: institutional factors and faculty demographic factors. The subsection of institutional and program factors influencing adoption and participation of distance education practices includes the following information: institutional administrative support, number of faculty in counselor education programs, the tenure and promotion process, university incentives, support resources, reaching new student/faculty markets, and the current student needs and access. The subsection on faculty demographic factors influencing adoption and participation covers faculty age, faculty university-level teaching experience, and intrinsic incentives. The final section, integration of technology and counseling, focuses on professional and counselor education practices that are tied to technological influences.

Foundation of Distance Education

The evolution of distance learning has had a forceful impact on society. To better understand the framework of distance learning, a clear definition is necessary. The definition lays the foundation for understanding the history and development of distance education, a concept that has revolutionized industry and education (Allen & Seaman, 2010; Lee, Driscoll, & Nelson, 2004; Saba, 2011).

Definition of Distance Learning in Education

The idea of distance learning has undergone several transformations in society over the past centuries. Distance learning as it pertains to the educational environment has dramatically transformed society over the last couple of centuries (Allen & Seaman, 2010; Casey, 2008; Edelson & Pittman, 2001; Saba, 2011; Shachar & Neumann, 2010). Distance learning has directly affected the practices of economics, government, communication, and public education

(Saba, 1997, 2006, 2011). The definition of distance learning has evolved as course delivery has migrated from a traditional classroom setting to a virtual environment. Having a clear definition of what distance learning refers to in the literature is therefore critical for the advancement of research in distance education (Lee, Driscoll, & Nelson, 2004).

Regional accreditation agencies for educational institutions provide formal definitions that are in line with the federal definition of distance education. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is a private, non-profit, voluntary association charged with accrediting higher education degree-granting institutions for the Southern region (SACSCOC, 2011). SACSCOC defines distance education as:

> A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microware, broadband lines, fiber optics, satellite, or wireless communications, devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs if used as part of the distance learning course or program. (SACSCOC, 2011, p. 119)

It is believed that students are more likely to enroll in courses through the internet than any other form (Allen & Seaman, 2010).

In addition to regional accreditation agencies, state education regulatory boards and program accreditation agencies also have defined distance education. Both maintain alignment with federal definitions of distance learning. State boards provide percentage values for the classification of distance learning courses. The Texas Higher Education Coordinating Board

(THECB) categorizes courses by the amount of distance education instruction delivered: face-to-face (up to 50%), hybrid (50% up to 80%) and fully online (80% to 100%). The current study specifically refers to distance education as it pertains to online and hybrid education. The courses and programs referred to in the study may incorporate a number of instructional technologies and are not limited to a specific format as long as the global definition and state authorization board definitions are met.

History of Distance Education

Since the definition of distance education has now been clarified, it is important to establish the historical context of the development of this method of practice. Throughout the course of history, the need for a form of distance learning incorporation has been warranted (Saba, 2011). The history of distance learning can be traced as far back as the 1600s and the 1800s (Saba, 2011). Distance learning practices evolved without the concept of distance education being clearly defined. Self-improvement groups that began in the 1700s and 1800s expanded from an original geographic location for outreach into a very literal definition of distance learning, for example, the Lyceum and Chautauqua movements (Saba, 2011). In other words, the practice of distance learning and education has been in place for an extended period of time and is well documented. What stemmed from the development of multiple location expansion was the idea of reaching individuals through correspondence instead of relocation.

Correspondence education. One of the major milestones in distance learning was the introduction of correspondence courses. The United States' postal system had a remarkable influence on the development of early cases of distance education (Casey, 2008). Correspondence education appeared in both higher education and the private sector (Edelson & Pittman, 2001). The first version of a distance learning correspondence course was introduced in

Boston with lessons by mail in 1873 (Casey, 2008). The programs that were the target for these early forms of distance learning were vocational skill attainment (Casey, 2008; Saba, 2011). The first post-secondary distance learning program to be recognized was in the late 1800s at the University of Chicago (Casey, 2008).

Distance education and communication broadcasting. It was not until the late 1920s that a connection between distance education and technology emerged (Casey, 2008). Licenses to establish educational radio stations were granted to the University of Wisconsin and the University of Minnesota to broadcast instruction via the airways and use correspondence education (Saba, 2011). The introduction of this new media opened the door for further educational broadcasting development.

The introduction of television into the world of educational broadcasting became a natural next step after the radio had established the original connection. In the 1960s during the civil rights movements, there was a large underserved market of inner city children (Saba, 2011). Distance education and global media became increasingly relevant during this time as they facilitated reaching this underserved population (Saba, 2011). The establishment of the Public Broadcasting Service (PBS) and the Corporation for Public Broadcasting (CPB) were two distance learning solutions that arose during this time (Casey, 2008; Moore & Kearsely, 2012; Saba, 2011). The main purpose of these systems was to deliver educational programs such as Sesame Street (Saba, 2011).

Teleconferencing and videoconferencing. The modalities of correspondence education and educational broadcasting were an asynchronous version of distance learning delivery. Because both methods were based on a one-to-one environment, they did not capture the idea of the group classroom or traditional universities (Moore & Kearsely, 2005, 2012; Saba, 2011). The

reason teleconferencing and videoconferencing gained wide acceptance was because they more closely mimicked the idea of the physical setting. Audio-conferencing gained momentum in the late 1960s into the 1980s with the establishment of the Educational Telephone Network (ETN) (Moore & Kearsely, 2012). Video was added to the audio-conferencing idea and utilized the two-way video concept. These technologies were able to bridge the gap that educators and administrators had seen was lacking in correspondence and audio-conferencing (Moore & Kearsley, 2012). Networks and consortia developed and expanded geographically with the addition of satellites and redirected airways. The National University Teleconferencing Network (NUTN) was established in Washington, D.C. and continues to be a thriving professional network with offices in Dallas (Moore & Kearsley, 2012). NUTN was able to introduce two-way video conferencing which allowed for increased engagement and rapport among the students.

Computer and internet-based education. With the introduction of microprocessors, networked hardwired lines, and the initial late stages of internet development, the face of the virtual classroom was introduced to higher education. A series of stages of increasingly powerful networks were introduced to educational environments, creating a new type of modality of delivery. The United Sates Department of Defense set up a network to link military, education, and defense contractors to the internet using its Advanced Research Projects Agency (ARPA) (Ingles, Ling, & Joosten, 2002; Moore & Kearsley, 2012). In the 1970s the University of Illinois introduced Programmed Logic for Automatic Teaching (PLATO) project that created a computer-based delivery via dial up and some dedicated lines (Ingles, Ling, & Joosten, 2002). Duke University set the platform for internet education with the introduction of the User's Network (USENET) and City University of New York and Yale University created BITNET ("Because It's Time" Network; Moore & Kearsely, 2012). In the mid-1980s the National

Sciences Foundation joined the internet movement with the introduction of NFSNet (Ingles, Ling, & Joosten, 1999).

The World Wide Web significantly increased the outreach of distance learning and its adoption in higher education (Moore & Kearsley, 2005, 2012). A number of universities and colleges started to try out web-based education. The connectivity was faster than computer networks that were hardwired and cumbersome; the World Wide Web has become the "superhighway of information dissemination" (Casey, 2008, p.4). The first fully online accredited university, Mind Extension University, entered the internet movement in 1995, and programs have been growing ever since. Diversity in program offerings in a variety of universities continues to grow (Allen & Seaman, 2014; Moore & Kearsley, 2012). At present, distance education continues to develop and adapt its instructional technology in educational institutions (Moore & Kearsely, 2012).

State of Distance Education

Distance learning in the United States has seen a continued growth in enrollment over the last decade (Allen & Seaman, 2014). The Babson Survey Research Group has been producing a yearly report on the state of online learning in higher education in the United States for over ten years. The longitudinal findings of their report dating from 2002 to 2014 provide a solid foundation for a synopsis of the historical growth in online education.

The research group partnered with industry leaders Pearson, Sloan-C, and Alfred P. Sloan Foundation to bring forth a rich well-rounded insight into the status of online learning (Allen & Seaman, 2010). The reports produced by these partnered industry leaders are broken into a series of questions designed to address current topics of interest for the field of online learning. The

reports are organized in a fashion that will assist in addressing "fundamental questions about the nature and extent of online education" (Allen & Seaman, 2014, p. 3).

Since the inception of the report series, the question of the strategic quality of online course delivery incorporation into the curriculum catalog has been queried (Allen & Seaman, 2010). Online education has been recognized and supported by a number of academic leaders as is evident by a record low in the report series of only 9.7% stating it is not critical to their long-term strategy (Allen & Seaman, 2010).

Academic leaders also agree that students enrolled in at least one online course will continue to increase steadily as they have been for over a decade: "There are virtually no public institutions among those with no online offerings" (Allen & Seaman, 2010, p. 13). The number of students enrolled in at least one online education course has seen a constant rise from Fall 2002 to Fall 2011 as is evident by the 76% total enrollment increase (Allen & Seaman, 2010, 2013). It is important to state that there was a decline in the rise of online enrollment in fall 2012 for the first time since the research group conducted the study in 2002. While there was still an increase in enrollment, it did not follow the enrollment increase of 16% for each previous year (Allen & Seaman, 2013).

Distance Education in Higher Education

With educational enrollments growing and brick and mortar facilities becoming overwhelmingly over crowded, technology adoption lends itself to instructional incorporation. The last two centuries have led to changes in technology that have increased student access (Allen & Seaman, 2013). The range of adoption of distance education for students extends from a single course to enrollment in fully online programs. The awareness of the growing interest in online education has led to substantial growth in educational institutions' distance education

course offerings. It was reported that 62 percent of four- and two-year Title IV institutions provide the opportunity to engage in distance learning courses in fiscal year 2010-2011 (National Center for Education Statistics, 2012). Thus, "If the tendency to use information technology for teaching and learning continues in coming years, distance education will become the dominant form of education in the foreseeable future" (Saba, 2011, p.14; Shachar and Neumann, 2010). Also according to Shachar and Neumann (2010), "It is beyond doubt that distance education has progressed in concept and practice (to encompass where applicable) from an 'anywhere' to an 'anytime' to an 'any pace' delivery method" (p. 318). While the opportunity for participation in distance learning exists, there are some areas that still pose a threat to adoption.

Online Versus Face-to-Face Instruction

Despite the rapid growth of distance education in recent years and research findings, there is no "statistically significant difference" between the effectiveness of distance and face-to-face instruction. However, the issues of quality in distance education have remained alive (Saba, 2011). Face-to-face traditional instruction has been perceived as superior to online education in communication with instructor and student, overall comprehension of course materials, and course evaluation (Wuensh, Aziz, Ozan, Kishore, & Tabrizi, 2008). Because online education is directly connected to instructional design, there is instructional autonomy in design that may also be related to the areas of perceived differences when compared to face-to-face instruction. . Each instructor-led classroom is different, and so is every online environment (Bernard et. al., 2004). Courses that are viewed as comparable in both delivery modalities have yielded similar achievement levels (Lim, Kim, Chen, & Ryder, 2008; Summers, Waigandt, & Whittaker, 2005). An additional factor to consider is whether the course is part of a larger online program or a stand-alone course. Courses in online programs may have uniformity of instructional delivery

and may, therefore, rate higher on scales of quality for upper level students who have already completed lower level courses (Rovai, Ponton, & Wighting, 2007).

Distance learners adopt characteristics that are non-traditional for higher education (Rovai, Ponton, & Wighting, 2007; Summers, Waigandt, & Whittaker, 2005). Online courses create a more flexible and convenient learning environment that matches the needs of the demographic population of enrolled students in higher education (NCES, 2012; Wuensh et al., 2008). Distance students "manifested significantly stronger intrinsic motivation than traditional classroom students on all three intrinsic motivation measures: (a) to know, (b) to accomplish things, and (c) to experience stimulation" (Rovai, Ponton, & Wighting, 2007). Online students have to have personal responsibility for their performance in academic courses, more so than in face-to-face courses (Bernard et al., 2004; Summers, Waignandt, & Whittaker, 2005). Studies continue to show mixed results when comparing online and face-to- face instruction. Research findings report no differences, place online courses at a higher level of satisfaction than traditional courses, or rate face-to-face instruction above online teaching (Lim, Kim, Chen, & Ryder, 2008; McFarland & Hamilton, 2006; Summers, Waignandt, & Whittaker, 2005; Shachar & Neumann, 2010). The debate of quality in these two modalities of delivery of instruction has continued in educational conversations. However, it is important to point out that the opinions of academic administrators are shifting toward equivalency. A number of academic leaders view online education and face-to-face courses with not only equivalency in quality, but also in learning objectives (Allen & Seaman, 2010, 2013, 2014). What was once looked at as an inferior methodology is now viewed as a legitimate educational delivery method (Bernard et al., 2004; Shachar, 2002; Shachar & Neumann, 2010; U.S. Department of Education, 2009).

Student Adoption and Participation

From 2000 to 2008, the percentage of undergraduates enrolled in at least one distance education class expanded from 8% to 20%, and the percentage enrolled in a distance education degree program increased from two percent to four percent (Radford, 2011). The online student demographic heavily weighted in undergraduate programs, but the graduate population accounts for a significant number of the overall population. Around a third of all enrolled students in the United States in 2013 were pursuing a Master's degree (Aslanian & Clinefelter, 2013). Of the graduate degree seeking students in the study, the major that was predominantly enrolled in was business with around 39% of the total graduate student enrollment in that course of study. Social sciences had 13%, and interestingly enough, psychology dominated that categorical break up and ranked 13th and 14th in the top 15 programs (Aslanian & Clinefelter, 2013). According to the National Center for Education Statistics of the graduate degrees conferred in 2010-2011, 21.8% were in education, and 6% of those were earned in fully online education institutions. In addition 3.45% were earned in psychology, and 8% of those were earned in exclusively distance education institutions (NCES, 2012).

Race/Ethnicity

The demographic makeup of online students mirrors that of face-to-face enrollment. There are some outliers in the literature, but overall, the population distribution is quite equivalent to face-to-face environments. The National Center for Educational Statistics (NCES) provides an overview of enrollment in Title IV institutions.

The NCES reported that 54.7% of students taking online courses were Caucasian, and 54.7% of that population were graduate students. As well, 3.75% of the Caucasian graduate students were enrolled in fully online programs. African American students made up 13.8% of

the total population with 11.2% of that population enrolled in graduate school, and 11.3% of those graduate students were enrolled in fully online distance learning programs. African American students have fallen behind in enrollment compared to Caucasian students in the area of online learning (Flowers, White, Raynor, & Bhattacharya, 2012). Hispanic students collectively made up 13.1% of the overall online college student enrolled population, while 6.25% were in graduate studies with 4.12% enrolled in fully online education programs. The Asian demographic made up 5.35% of the overall population with 5.83% of those enrolled in graduate programs, and 2.37% were enrolled in distance learning programs.

Gender

According to the National Center for Educational Statistics in 2011, there were a total of 21,557,259 students enrolled in higher education. Of those, 57.3% were women and 42.7% were males. Of those enrolled in higher education, 13.6% were enrolled in graduate courses, and 58.7% of those graduate students were women and 41.3% were men. To break down the numbers even further, 6% of women in graduate school were enrolled in an exclusively distance education program as were 4% of men.

Faculty Adoption and Participation

Technology has changed the face of education over the past two decades (Allen & Seaman, 2013; Chapman, 2011; Oomen-Early & Murphy, 2009). According to Shachar and Neumann (2010), "While distance learning in higher education may have been looked down upon two decades ago, it has clearly become well accepted and gained legitimacy over the past decades" (p.327). Distance learning may have been viewed as non-equivalent to face-to-face instructional delivery in the past, but now the idea of equivalency in the modalities is growing significantly (LeBaron, 2008; Chang, Shen, & Liu, 2014). The conversation of distance

education's evolving presence in higher education would be incomplete without consideration of the faculty perspective (Chang, Shen, & Liu, 2014; Howell, Saba, Lindsay, & Williams, 2004; McKenzie, Mims, Bennet, & Waugh, 2000; Parker, 2003; Porter, Graham, Spring, & Welch, 2014; Shachar & Neumann, 2010; Shifter, 2000).

Acceptance of distance education in academia by faculty has shifted over the last few decades (Betts, 2014; Ellis, 2000; Hiltz, Kim, & Shea, 2007; Howell et al., 2004; Layne & Hohenshil, 2005; Parker, 2003; Shifter, 2000; Tabata & Johnsrud, 2008). Faculty attitudes toward distance education have the power to make or break distance learning initiatives on college and university campuses (Johnsrud, Harada, & Tabata, 2005). With the growing presence of distance learning in higher education, the opinions of the individuals behind the delivery of instruction are critical to its success. In addition, there are several factors to consider in exploring implementation of distance education and faculty perspective, including how faculty assimilate into and apply distance learning practices (Johnsrud, Harada, & Tabata, 2005). Factors deterring faculty from implementation are fundamentally important to the evolution of distance learning in higher education as well: "Faculty attitudes have shifted from resistance to curiosity and acceptance, albeit with persistent questions about employment concerns such as scholarly load, career development, support and recognition" (LeBaron, 2008, p.154).

Institutional and Program Factors Influencing Adoption and Participation

Institutional administrative support. Howell et al. (2004) state, "Within a growing acceptance of distance education and widespread technology integration most higher education administrators face technological, organizational, pedagogical, and cultural challenges in helping their institutions adapt to current changes" (p.34). Institutional support for distance learning is sometimes a factor in faculty decisions to implement distance education practices. Several

studies in the literature indicate that having distance education as part of the university mission and vision was a motivating factor for implementation (Betts, 2014; Hiltz, Kim, & Shea, 2007; LeBaron, 2008). If the distance education implementation was in alignment with the overall vision of the university, faculty members were more likely to participate as there was more value placed on it.

With budgetary constraints being put into effect in institutions of higher learning by legislative bodies, administrators are pushed into finding alternative ways to be cost-effective (Chapman, 2011; Parker, 2003; Tabata & Johnsrud, 2008). Some universities and colleges have mandated the use of distance education by including it in faculty contracts (Bolinger & Wasilik, 2009; Chapman, 2011; Shifter, 2000). Not only are financial changes at the university an encouragement for faculty involvement with distance learning, but a desired increase in enrollment is also a contributing factor. Distance education is viewed by some administrators as an effective way of increasing enrollment due to increased class limits, larger population of students to draw from, and non-limiting brick and mortar constraints (Parker, 2003; Tabata & Johnsrud, 2008). This comes at a high cost for quality and faculty preparedness at times. To meet the demands of enrollment growth, faculty are not always provided the opportunity to gradually transition into this new teaching modality, which may affect quality of instruction (Bolinger, & Wasilik, 2009; Oomen-Early & Murphy, 2009; Tabata & Johnsrud, 2008). Pressure from administration may be counterproductive for faculty motivation. Kinley's (2002) study of department chairs noted that administrative involvement was not positively seen by faculty, nor did it increase their adoption of distance learning. In fact, faculty placed more emphasis on direct lines of supervision support versus institutional administration support. Institutional encouragement did not weigh as heavily as director or chair encouragement and

acknowledgement, nor did it outweigh collegial perception of the value of distance learning adoption (Green, Alejandro, & Brown, 2009; Kinley, 2002; Shifter, 2000). There is a disconnect with administrative interpretation of faculty needs in distance education as well, which may account for the lack of faculty support of administrative decisions (Shifter, 2000). In Shifter's (2000) study of faculty and administrators at a research extensive state university, administrators believed that money was the top factor of motivation for faculty, contrary to faculty seeing intrinsic and institutional environment factors as more relevant motivators for implementation.

The role of institutional administration will still heavily play a role in faculty involvement in distance education as they are charged with making policies for the institution. As their awareness and understanding of distance learning grows, it is implied that institutional decision-making will also be influenced (Betts, 2014; LeBaron, 2008; Shachar & Neumann, 2010). Shachar and Neuman (2010) also stated, "We expect that as a new generation of leaders in higher education emerges, the policy making orientation and regulatory models will change to reflect the new paradigm" (Shachar & Neumann, 2010, p. 327).

Number of faculty in program of study. There was limited research on the implementation of distance education based on number of faculty in a particular program of study. The awareness that new faculty and graduate teaching assistant lines needed to be considered in university budgets as distance education grew implied a possible relationship between implementation and program size (Ellis, 2000). It was suggested that the addition of new faculty and graduate students would allow current program faculty the release time to design, develop, and deliver distance courses (Ellis, 2000).

Tenure and promotion process. Tenure and promotion have the potential to provide a positive or negative impact on faculty implementation of distance education (Crawford, Rudy, &

the EDUCAUSE Current Issues Committee [CIC], 2003; Ellis, 2000; Green, Alejandro & Brown, 2009; Hagner, 2000; Howell et al., 2004; Markel, 1999; Porter et. al., 2014). If participation in distance learning is not weighted during the tenure and promotion review process, faculty are less likely to engage in it (Ellis, 2000; Green, Alejandro, & Brown, 2009; Hagner, 2000; Howell et al., 2004; Paulson, 2002). Administrators also advised faculty not to participate in activities that would take time away from research and publications. In Ellis' study in 2000, an administrator stated the following:

> I would say absolutely, I would not recommend any non-tenured faculty member do that [teach in World Campus]. I might say to the faculty member, you should be out writing grant proposals or you should be writing your new book because this is going to get you the reputation from Penn State. It's going to elevate the college. (p. 236)

In fact, time taken from research activities and publications negatively impacts faculty desires to even consider distance learning (Chapman, 2011; Green, Alejandro, & Brown, 2009; Shea, 2007). Several university systems studied in the literature do not reward faculty for their work in distance education (Ellis, 2000; Green, Alejandro, & Brown, 2009; Hagner, 2000; Hiltz, Kim, Shea, 2007; Porter et al. 2014; Shifter, 2000). If they did offer consideration of distance learning practices during promotion, it would be more attractive to newer faculty instead of driving them away from it (Bolinger & Wasilik, 2009; Crawford, Rudy, EDUCAUSECIC, 2003; Ellis, 2000). Porter et al. (2014), in a study of 11 blended learning institution programs, stated that faculty seeking tenure may be turned away from this modality for fear of lower student evaluations of their courses because they are not proficient with this platform.

University incentives. A wide range of desired incentives have been discussed in the literature. The amount of time necessary to design, develop, and deliver distance learning courses

is extensive, and faculty need extra support to accomplish this task successfully (Chang, Shen, & Liu, 2014; Ellis, 2000; Green, Alejandro & Brown, 2009; Howell et al., 2004; Johnsrud, Harada, & Tabata, 2005; O'Quinn & Cory, 2002; Porter et al., 2014; Shifter, 2000). Some of the most common incentives sought out by faculty that encouraged participation in distance education included released time and reduced workload (Chang, Shen, & Liu, 2014; Ellis, 2000; Howell et al., 2004; O'Quinn, & Cory, 2002; Porter et al., 2014). Distance learning courses consume more faculty time than residential courses (Ellis, 2000; Howell et al., 2004; Johnsrud, Harada, & Tabata, 2005). Ellis (2000) indicated that "All the money in the world cannot create more time for a faculty member unless that money is used to buy out some of his/her teaching hours to allow time to develop courses" (p. 240). Any activity that would threaten research and publication would be looked down upon, so faculty release time and workload reduction would afford faculty the time to design and development distance education courses without taking away from research activities.

In addition to time related incentives, financial incentives were important to faculty implementation of distance education practices (Chapman, 2013; Howell et al., 2004; Martin, 2003; O'Quinn & Corry, 2002). Financial incentives could be in the form of monetary stipends or in hardware or software. Financial incentives were the highest ranked incentives in Chapman's (2013) study of a research intensive university in the southern United States. Compensation for effort in distance education is a motivator for several faculty and is viewed as a top motivator for faculty by administration (Shifter, 2000). Johnsrud, Harada, and Tabata (2005), in their study of the university system of Hawaii, found that even if incentives were present, they did not influence adoption of distance education.

Support resources. The presence of support resources at an academic institution, or lack thereof, can be seen as an influential factor for implementation of distance education for faculty (Chang, Shen, & Liu, 2014; Crumpacker, 2001; Henricksen, Mishra, Greenhow, Cain, & Roseth, 2014; Howell et al., 2004; Johnsrud, Harada, & Tabata, 2005; O'Quinn & Corry, 2002; Porter et al., 2014; Shifter, 2000).

Crawford, Rudy, and EDUCAUSE CIC (2003) stated:

> The future of technological successes at higher education institutions depends not only on the availability of technology but also on the extent to which faculty are supported as they develop innovative ways to integrate technology into the learning and research experience. (p. 23)

Without sufficient training, most faculty would not attempt to transition to the distance education modality (Chang, Shen, & Liu, 2014; Porter et al., 2014). While faculty is expert in their content areas, many require training to assist in the transition to a new modality of instruction (Crumpacker, 2003; Howell et al., 2014; Porter et al., 2014). The new technical and pedagogical skills needed to move into this new delivery are significant, and training is important for the transition (Chang, Shen, & Liu, 2014; O'Quinn & Corry, 2002; Shifter, 2000). Hands-on training, mentoring, and role-modeling by peers were just a few of the suggested means of effective training in the literature (Henricksen et al., 2014; Johnsrud, Harada, & Tabata, 2005; Howell et al., 2004). Lee (2001) states "Faculty motivation, commitment, and satisfaction with distance teaching may be in proportion to instructional support they receive" (p. 158).

Reaching new student/faculty markets. Another factor that plays into faculty adoption of distance learning involves increasing enrollment by reaching new student markets (Green, Alejandro, & Brown, 2009; Henricksen et. al., 2014; Kinley, 2002; McKenzie et. al., 2000).

With online program offerings increasing in higher education, the competitive market has extended to a global level (Henricksen et al., 2014; Tabata & Johnsrud, 2008). There is a larger population of students who can be reached if distance education is implemented in programs. Geographical restraints are non-existent with the introduction of the World Wide Web in instruction (Howell et al., 2004; Parker, 2003; Tabata & Johnsrud, 2008). A push for participation in distance education for faculty is the ability to minimize class cancellations due to low enrollment numbers (Parker, 2003). A larger pool of students is accessible with distance learning mediums being employed, which extends to rural demographics, working professionals, students with familial obligations, students with disabilities, program administrators, etc. (Green, Alejandro & Brown, 2009; Henricksen et al., 2014; Kinley, 2002; McKenzie et. al., 2000; Parker, 2003; Tabata & Johnsrud, 2008).

Not only are increasing student enrollment opportunities driving faculty adoption of distance learning, but so are competitive faculty markets (Chapman, 2011; Henricksen et al., 2014; Howell et al., 2004). This is both a motivating factor for faculty to adopt a new instructional delivery and a deterrent as it is seen as a threat for their professional positions. Access to a larger pool of content experts who can be hired as adjunct faculty is a point of concern for some faculty (Chapman, 2011; Henricksen et al., 2014; Howell et al., 2004):

> Some faculty are even worried that distance education movements threaten their livelihood and professional freedom, increasing instructional accountability and oversight, taking traditional students away from the classroom, and promoting greater access to other content experts while squeezing some faculty members out of their profession. (p. 37)

Current student needs and access. The literature continually introduced student need as a factor motivating faculty to adopt a distance learning modality (Crumpacker, 2001; Green, Alejandro, & Brown, 2009; McKenzie et al., 2000; Richardson & Swan, 2003; Shachar & Neumann, 2010). The graduate student population is evolving into a learning anytime and anywhere demographic (Richardson & Swan, 2003; Shachar & Neumann, 2010). Student demand for online courses is increasing as the demographic is consumed with time restrictions limiting their abilities to attend brick and mortar set time schedules: full-time employments, family obligations, and those who could not physically attend campus courses (Chapman, 2011; Crumpacker, 2001; Parker, 2003; Richardson & Swan, 2003). Reaching an audience of students who traditionally would not be reached was a priority for faculty implementing distance learning (Chapman, 2011; Henricksen et al., 2014; McKenzie et al., 2000; Parker, 2003; Richardson & Swan, 2003). Department chairs also voiced the need for distance education to provide students with greater scheduling flexibility (Kinley, 2002).

Faculty Demographic Factors Influencing Adoption and Participation

Faculty age. Faculty age has had both statistically significant and non-statistically significant links to distance education implementation in higher education (Carr, 2000; Howell et al., 2004; Johnsrud, Harada, & Tabata, 2005; Shifter, 2000; Tabata & Johnsrud, 2008). Shifter (2000) found that no relationship existed between age and faculty participation in distance education. Howell et al. (2004) reported that "The NEA [National Education Association] found that senior faculty are just as likely as recent graduates to retool to teach distance learning courses partly dispelling the myth that only younger teachers are joining the ranks of distance education" (p. 35). Age in this study was closely associated with tenure status (Shifter, 2000). Johnsrud, Harada, & Tabata (2005) found that age only had a small effect. They found that "The

demographic variable of 'age' was found to have a small effect; that is, for each additional year in respondents' age, participation in distance education increased by 1 percent ($p<.001$)" (p.37). Older faculty were more likely to adopt distance education practices because they had already attained tenure and promotion as opposed to younger faculty who were trying to publish and do tenure related activities and did not have time to invest in this workload heavy modality (Howell et al., 2004; Tabata & Johnsrud, 2008). Age was closely related to the activities that would be taking place for faculty based on faculty ranking or desired faculty ranking than to a physical lifespan number (Carr, 2000; Howell et al., 2004; Tabata & Johnsrud, 2008).

Faculty university-level teaching experience. Years of experience delivering instruction at the university level is scarce in the literature when considered independent of tenure status and faculty rank (Chang, Shen & Liu, 2014; Shea, 2007). In a study by Change, Shen, and Liu (2007) of 106 distance education instructors in 20 Taiwanese universities, it was inferred that more than four years of experience in delivering instruction allowed faculty to focus on instructional design and interaction with students rather than on facilitating learning. A stronger foundation in teaching that comes with experience may allow faculty to dive into the engagement and interactions pieces of distance education (Change, Shen, & Liu, 2014; Green, Alejandro, & Brown, 2009). The less experience faculty had in delivering instruction at the university-level, the more unprepared they were in terms of making a successful transition to the virtual environment (Green, Alejandro, & Brown, 2009; Shea, 2007).

Intrinsic incentives. Contrary to some studies identified in this research study that emphasize extrinsic incentives, the literature also shows that faculty are intrinsically motivated to implement distance education (Betts, 2014; Crumpacker, 2001; Green, Alejandro, Brown, 2009; Parker, 2003; Shifter, 2000). Faculty members were motivated to adopt distance learning

practices for the intellectual challenge, opportunity to innovate, and professional growth (Green, Alejandro & Brown, 2009; Parker, 2003; Shifter, 2000). An ability to build a global community to share knowledge and improve practice was seen as an incentive by tenured faculty engaged in distance learning (Green, Alejandro, & Brown, 2009). Even if faculty were provided with extrinsic motivation to implement distance learning initially, intrinsic motivation would have to play a role with the retention of faculty in online environments (Green, Alejandro, & Brown, 2009; Hiltz, Kim, & Shea, 2007).

Integration of Technology and Counseling

Technology and counseling in the past were viewed as having minimal connection. To better understand the relationship between the two subject matters, multiple views of counseling have to be considered. This section attempts to provide a picture of technology as related to the professional practice or counseling and counselor education.

Technology in the Professional Practice of Counseling

Technology and counseling, while viewed as autonomous concepts, have forged a connection for decades (Bloom & Walz, 2000). While the integration of the two entities has been portrayed as something modern and relatively new to the field of counseling, a historical lineage exists between the two. Technological innovation has led to the re-evaluation of counseling practices and modified service deliveries in the field (Bloom & Walz, 2000; Currie, 2010; Richards & Vigano, 2013; Sampson & Makela, 2014).

History of technology and counseling. Society has assimilated the technical advancements that have come forth in the last few centuries. Counseling has been perceived to be late to embrace technology (Bloom & Walz, 2000; Hayes, 2008). The role of the counseling profession in the technical evolution can be summarized with the following: “as counselors we

have a unique role in society: to advocate for technology that enhances rather than degrades the human condition" (Fromm, 1968 as cited in Bloom & Walz, 2000).

The 1950s and 1960s introduced the computer to counseling with software programs that served the technical hardware more than the human receiving services. These early software programs tried to simulate a therapeutic dialogue with the client but lacked the vital client/therapist relationship. Hence, the programs were not widely adopted and caused more controversy than acceptance in the profession (Bloom & Walz, 2000; Hayes, 2008). In addition to professional counseling practices, these decades introduced the concept of computer-aided instruction in counselor education: Computer Education Research Laboratory and Programmed Logic for Automatic Teaching Operations (PLATO) (Niemiec & Walberg, 1989 as cited in Brown & Walz, 2000). In the 1970s and 1980s there continued to be an expansion of the use of computer programming in the counseling profession. These computer programs honed in more on treating specific conditions instead of the general therapeutic relationship (Bloom & Walz, 2000). Programs such as PlatoDCS used to assist with critical decision making and MORTON used for clients with mild to moderate depression provided encouragement for computer adoption in counseling (Bloom & Walz, 2000). Counselor education programs continued to increase the use of technology in the 1980s. Technology programs as The Great Therapist Program and SuperShrink were introduced as educational simulations that assisted students to use appropriate responses to clients in a therapeutic relationship (Bloom & Walz, 2000). The 1990s saw a major increase in the use of technology for both counseling practices and in counselor education programs with the introduction of the World Wide Web. Exchange of professional ideas was facilitated with network lists such as CES-NET, COUNSGRAD, and ICN, and research was facilitated with digital resource repositories such as ERIC/CASS (Bloom

& Walz, 2000). The past set the stage for future developments in counseling, and present day practices continue to address the use of technology in counseling practices.

Online counseling. Richards and Vigano (2013) define online counseling as "the delivery of the therapeutic interventions in cyberspace where the communication between a trained professional counselor and client(s) is facilitated using computer-mediated technology" (p. 994). Online counseling shares the same goals for counseling as face-to-face therapy: to assist clients in reaching a state of their normative functioning and improved well-being (Mallen, Vogel, Rochlen, & Day, 2005). The two methods are comparative in multiple dimensions including satisfaction and effectiveness (Trepal, Haberstroh, Duffey, & Evans, 2007). Satisfaction rates for online counseling in comparison to face-to-face sessions had no statistical significance in studies conducted in the profession (Murphy, Parnass, Mitchell, Hallet, Cayley, & Seagram, 2009).

Online counseling employs multiple technology techniques, hardware, and software. Some of the mediums to facilitate this practice include E-mail, text-chat, telephone, video-conferencing, group text-chat, and online journaling (Stevens & Shulman, 2003; Tyler & Guth, 2004). Videoconferencing technologies are consistently used in online counseling because they allow for a simulated traditional experience (Hayes, 2008; Richards & Vigano, 2013). Synchronous delivered group chats provide the same functionality and, therefore, are also a delivery method that is commonly deployed (Zabinski, Wilfley, Calfas, Winzelberg, & Taylor, 2004). Web cameras and online software programs such as Skype have also been incorporated to build and/or enhance the therapeutic alliance.

The profession is still growing in its adoption of online counseling. Licensing boards, accrediting agencies, and professional associations have continually tried to match the pace of

developing technical infrastructure by putting ethical standards and guidelines for best practice in place (ACA, 2005; Trepal et. al., 2007). Regulatory statues and credentials continue to be developed and researched to maintain the integrity of the practice (Sampson & Makela, 2014; Trepal et. al., 2007).

Technology in Counselor Preparation Programs

Technology has changed the way educational systems deliver academic instruction to their student populations. Counselor preparation programs continue to adapt teaching and research practices to include technological advancements (Burt, Gonzalez, Swank, Ascher, & Cunningham, 2011; Hayes, 2008; Kenny, 2008; Trepal et. al., 2007). Counselor education preparation programs have seen growth in technology supported traditional instructional practices and have begun a movement to fully online courses.

Technology infused curriculum. Counselor education programs have adopted technology in a variety of methods ranging from power point presentations, learning management systems, video conferencing, multimedia recording devices, social media, electronic portfolios, and handheld devices, etc. (Burt et al., 2011; Hayes, 2008; Kenny, 2008; Quinn, Hohenshil, & Fortune, 2002; Trepal et al., 2007). Effectiveness of technology incorporation in counselor education programs is noteworthy.

Counselor education curriculum is consistently evolving. Learning management systems and educational platforms assist with electronic content delivery and repositories (Bloom & Walz, 2000; Hayes, 2008). PowerPoint, Animoto, and Prezi are used to enhance presentation delivery for course or professional presentations. Videoconferencing or web-conferencing is used for cyber-supervision, group chats, or presentations (Hayes, 2008; Haberstroh, Trepal, & Parr, 2005).

"Counselor-educators may struggle to incorporate creative interactive strategies that can counteract the negative associations that many students may have with the subject matter" (Walter & Thanasiu, 2011, p. 288). Yet there are proven effective uses of technology incorporation into counselor education programs as reported in Walter and Thanasiu's (2011) course examples article. Role plays were recorded using a pocket camcorder during an assessment class dyad sessions and replayed instantly to the class. In a skills and techniques course, students also recorded themselves and posted results to a video post repository for feedback discussions. A similar activity was conducted with an ethics course. A role play with ethical questionable practices was recorded then shown to the class for identification of ethical issues. These examples provided the students with immediate feedback and a course activity to thoroughly review content presented (Walter & Thanasiu, 2011).

Counselor education online. Online enrollments are increasing significantly in higher education (Allen & Seaman, 2010, 2013). Online learning in counselor education has been visible to an extent in the past, yet the research is limited in the area of solely online counselor education courses (Renfro-Michel, O'Halloran, & Delaney, 2010). Graduate programs have transitioned from traditional face-to-face, to web-enhanced, to fully online and now have a combination in a blended/hybrid course offerings (Allen & Seaman, 2013; Renfro-Michel, O'Halloran, Delaney, 2010; Wantz Tromski, Mortsolf, Yoxtheimer, Brill, & Cole, 2003). There are currently nine universities and colleges that deliver 19 fully online masters and doctoral programs. The breakdown of programs includes 17 master's degree programs and two doctoral programs (CACREP, 2013). Internet based courses and programs will continue to play an active role in the future of counselor education, especially for courses that are not clinical in nature (Layne & Hohenshil, 2005).

One of the most notable studies of distance learning in counselor education programs was Wantz et al.'s 2003 study. In this study, it was reported that 42% of CACREP programs in 2003 indicated a desire for online learning incorporation (Wantz et al., 2003). Distance education at that time was predominantly executed using the learning management systems of Blackboard and WebCT. Course interactivity was reported to exist primarily between faculty and student and followed closely by student to student and student to learning material interactions (Wantz et al., 2003). Online courses during the time of the study revolved around E-mail, followed predominantly by discussion boards and websites. Activities that students were to complete ranked highest with reading assignments, preceded by discussion sessions and case studies. Group projects, research, and problem solving assignments rounded out the higher activity rankings. Some of the main concerns at the time of the survey included quality training, assessment measures utilized, clinical supervision, and an assessment of the appropriateness of courses for online delivery (Wantz et al., 2003).

Chapter Summary

The field of distance learning has been transformed over the last several decades. From its onset centuries ago, the face of higher education has evolved with the adoption of innovative practices supported by technology. Studies continue to explore online and face-to-face methods of instruction emphasizing a number of variables beyond quality. Technology infused into professional counseling practices and counselor education has mirrored technical developments and continues to progress. "The expansion of counselor education without walls will continue over the next decade and beyond" (Layne & Hohenshil, 2005, p.225).

Chapter Three: Methods

While distance education as a whole is increasingly becoming present in higher education (Allen & Seaman, 2010, 2013, 2014), research on counselor educator perceptual factors such as university support, demographics of counselor education program faculty, level of implementation, etc., and relation to the implementation and satisfaction of distance education in counselor education programs has been minimal. This research study was designed to explore the attitudes and experiences of counselor educators in CACREP-accredited counseling programs in relation to distance education as well as to gather data about implementation of distance education in these programs. The goal was to acquire an understanding of the factors that contribute to the implementation of distance education in CACREP-accredited counseling programs. In this study a phenomenological research design was used in order to understand the perceptions of CACREP liaisons describing various issues related to the implementation of and their satisfaction with the distance education efforts on their university campuses.

This chapter includes a detailed explanation of the research design and methodology as well as the measures used and the analysis employed. The chapter addresses the research questions, the sample of the study, the instruments used, data collection procedures, and analysis of the data.

Research Design and Methodology

Research Questions

The phenomenological research study focused on the following two overarching research questions:

Research Question 1: What are the lived experiences of counselor educators in CACREP-accredited programs concerning distance education initiatives?

Research Question 2: What factors are associated with the utilization of distance education in CACREP accredited programs? Utilization includes two main sections: implementation and satisfaction with supportive infrastructure.

Factors in this research study included data presented by the counselor educators about their current counseling program demographics: public or private institution classification, doctoral program presence, age range of faculty in the current program, number of program faculty, university-level teaching experience, overall satisfaction with support service infrastructure in counselor educators' current counselor education program.

Philosophical Assumptions

Societal influences on technology and its development contribute to the constructivist philosophy of this study. The incorporation of societal innovations into the academic classroom is influenced by what is occurring in the surrounding world. Constructivism builds on the idea that individuals define truth as is determined by relativity of the constructs surrounding them (Searle, 1995). Searle referred to social facts as items that only have meaning when individuals place it on them and indicated that meaning is based on individuals' direct involvement with those facts (Searle, 1995). The involvement of individuals with facts and objects is what defines their humanistic meaning. The epistemology of constructivism involves the reasoning behind what has happened as is credited to what is happening in the world around an individual (Searle, 1995). Technological incorporation into the academic classroom may be a result of society incorporating technology into daily social functioning. The researcher adapted this philosophical assumption to better explain the phenomenon in the study as a factor of the surrounding education environments.

Design Methodology

Creswell (2007) wrote that a phenomenological design is used to bring forth a "meaning for several individuals of their lived experiences of a concept or a phenomenon" (p.57). At the core of the study was a desire to understand the attitudes and experiences of counselor educators in CACREP-accredited counseling programs in relation to distance education and to examine their perceptions about factors that might affect the adoption of distance learning in counselor education programs. This phenomenological research study focused on the lived experiences of counselor educators at various higher education institutions in relation to distance learning adoption. A phenomenological design with a quantitative component was used to gain a better understanding of what was occurring in the research (Creswell, 2007; Patton, 2002). The quantitative component was needed to formulate descriptive statistics to identify what demographic factors played a role in implementation in distance learning and in high satisfaction rates with distance learning support. In addition it helped identify which demographic characteristics had high satisfaction levels. Lastly, the quantitative component was needed to establish the interview participant pool for the qualitative follow-up interviews. The qualitative interviews were used to provide an in-depth understanding of counselor educators' experiences of distance education technologies and were designed to amplify the information provided by the demographic survey.

Lens of the Researcher

My first experience with distance learning occurred when I was a high school student enrolled in dual credit courses in a school in the Rio Grande Valley. Video-conferencing was used to facilitate the instruction from the local university to my high school. I was overwhelmed by the idea that I did not need to travel anywhere to receive high-level instruction. During my

master's program, I enrolled in a course that was web-enhanced and used the learning management system to facilitate instruction. These technology supplements to instruction opened my eyes to a world of resources that impacted traditional instructional delivery. My peaked interest led to a career in higher education as a member of the distance learning and instructional technology unit. My thirteen-year career has allowed me to be directly involved with the evolving distance learning and instructional technology profession that supports the academic mission of universities.

During my qualitative study, I had to remain very aware of my professional and personal interest in and feelings about the topic. These were always taken into consideration so as to not influence the data collection and analysis processes. The focus was on participant experience rather than my own, and I wanted to make sure my bias did not interfere with that. To ensure that I did not influence the essence of the study, I constantly debriefed with a colleague who is a professional counselor and a counselor educator.

Population and Sample

The population for the research study was made up of 212 CACREP-accredited program liaisons as identified by the April 2011 CACREP directory. The CACREP directory is an online search database that allows for multiple criteria searches based on user preference. The liaisons are counselor educators identified by their counseling programs to serve as CACREP contacts.

Quantitative sample. The surveys were completed by counselor educators currently employed by CACREP accredited counseling programs. The counselor educators answered questions from an institutional perspective. The sample for the quantitative survey was made up of 41 successfully completed instruments.

Qualitative sample. Purposive sampling is the most common sampling used in qualitative research (Patton, 2002). Purposive sampling was incorporated into this research. Traditionally purposive samples are small in size and participants are selected to communicate rich lived experiences of the phenomenon under investigation. There are multiple forms of purposeful sampling in qualitative research (Patton, 2002). Maximum variation sampling was used in this study. This translates to purposively selecting participants based on categorical criteria set forth by the quantitative component of the study (Patton, 2002).

The interviewees were selected to represent programs that matched the following categories: satisfaction level with distance education, presence of implementation of distance learning, program level classification, age range, gender, program size, total faculty count, and university-level teaching. The interviewees were selected to provide wide variation of perspectives from participants in the demographic survey. This formed a collective body that provided varied experiences related to the phenomenon being studied. A detailed explanation on participant selection is found in the qualitative data participant selection section of this chapter.

Ethical Considerations

Prior to any research with human subjects being conducted, a form was submitted and approved by the university Institutional Review Board (IRB). The process began with an IRB Request for Review form, included primary and secondary investigator contact information, the type of research study, the subject or population of the study, the significance of the study, the methodology to be used in the study, and any possible risks or dangers the subject may incur from his/her participation in the study. The IRB reviewed the application and approved the research. An approval letter was sent out by the research office on campus acknowledging that the research could commence.

Instrumentation

Online collection survey. The survey instrument deployed in this research study consisted of multiple sections. The purpose of the survey instrument was to collect demographic and descriptive information that allowed descriptive statistics of the sample to establish an overview of the participants. In addition, the instrument was used to measure satisfaction using interval scale measurements. The instrument was derived from a series of survey instruments used in distance learning, social science, and education research. The survey was delivered via the electronic distribution software Survey Monkey™. The internet-based instrument was accessible via a URL link embedded within an emailed call for participants. The survey was available 24 hours a day, seven days a week, for four weeks for participants to complete at their desired pace. The survey displayed percentage complete to encourage progress to the participant. The information collected from participants was then automatically stored in an electronic database on the software managed hosted site and available for download via excel or comma-delimitated file. The two formats allowed for ease of transferability into the analytic software, Statistical Package for Social Science Software (SPSS).

The survey consisted of 23 total items broken into six separately titled sections (see Appendix A). The first section focused on obtaining academic institution program demographics. There were five items in this section. Collection of nominal and categorical information for program descriptions was included in this section. Items in this section included optional participant name, college or university name, size of masters and doctoral program, and types of counseling programs offered.

Section two revolved around obtaining faculty demographic makeup. The six items in this section consisted of a drop down menu of nominal interval scales used to describe faculty

members in a given program: number of full time faculty, tenured faculty, female faculty, male faculty, age of faculty, and university-level teaching experience. The information collected in this section allowed for better identification of the faculty makeup of the programs surveyed.

Section three included one question that required a categorical yes or no answer. The question asked for implementation of online courses in the participant's program either in a fully online or hybrid course capacity. The data in this section were collected to analyze which program characteristics would correlate with implementation of distance education in the academic curriculum and if satisfaction levels were correlated with implementation.

The five items in section four were used to measure course implementation in counseling programs. The items requested nominal and interval answers to determine patterns of program implementation amongst the sample collected. Implementation of distance education in the academic curriculum in the participant's program in an online and hybrid format, year of implementation, and sequence if existence of course implementation were specifically called for in the question.

Section five introduced an interval Likert-type scale, four question series to measure program satisfaction. The questions were used to measure satisfaction with training programs for online education, incentives for online course creation, and support services for faculty and for students. The four point Likert-type scale questions were in the format of *Strongly Agree, Agree, Disagree, and Strongly Disagree*.

The final section of the survey prompted the user to declare his/her willingness to participate in a follow-up telephone interview. If the participant chose to accept to participate, a text box for contact information input was displayed. This allowed the researcher to create a follow-up interview applicant pool for the qualitative component of the study.

Qualitative. The qualitative follow-up interviews were conducted by the researcher at a time agreed upon with the interviewee. Interviews were scheduled at the convenience of the participant via email. The interviews were digitally recorded using an external USB digital microphone recorder. As the interviews completed, they were transcribed. Recordings were listened to multiple times by the researcher to ensure accuracy in transcription.

The semi-structured interviews consisted of eight open-ended questions that were designed to elicit interviewee experiences (see Appendix B). The first question assessed what the perceived level of interest was in distance education in counselor education programs. Questions two and three sought to find if there was a perceived difference in adoption level of distance education based on faculty teaching level and age. The fourth question focused on what kind of support was given to develop distance education programs and/or online courses. The fifth question asked participants to identify obstacles they faced in developing online courses. The sixth question assessed the degree of satisfaction with current distance education program. The seventh question called for recommendations for other faculty who were in the development stages of distance education. The final question asked participants their perceptions about future direction of course work in counselor education. The questions were used as a framework for the interviews. Elaboration and clarification of answers occurred in the interviews as deemed necessary by the researcher.

Trustworthiness

Validity in quantitative research is essential in the discovery of truth in a study (Creswell, 2007). Qualitative research also adheres to a standard of expectation for validity in the form of trustworthiness (Creswell, 2007; Patton, 2002). Trustworthiness in this qualitative study was established by triangulation of methods and data sources. Triangulation of data sources allows

for a multiple perspective approach to converge on the research study (Creswell, 2007). In this study qualitative interviews and survey results were used as data sources. The methods used were statistical operations in the quantitative portion of the study and grounded theory in the qualitative data analysis. Member checking is a way to ensure that the experiences of the interviewee are represented accurately in the transcription provided by the researcher (Patton, 2002). In addition, allowing the interviewee to edit or add to the transcription for clarification is also possible and adds to the trustworthiness of the study. In this study, interview participants were sent copies of their transcriptions and asked to verify, add or delete information as necessary to ensure that the essence of what they meant to communicate in the interviews was captured. Consulting with a colleague to verify interpretation of data is another method of ensuring trustworthiness (Creswell, 2007; Patton, 2002). A distance education professional and a practicing counselor served as peer reviewers in this study. These methods of ensuring validity and rigor in qualitative studies will be further explained in future sections in this chapter.

Data Collection

The research study employed two methods of data collection. The first was a quantitative survey instrument deployed to the population with a series of categorical, range, and interval scale questions. The second method was a qualitative follow-up interview with maximum variation sampling. Each method of data collection is elaborated on in their respective sections in the chapter.

Quantitative Data

Participant distribution list. The CACREP online search database of programs provided the researcher with the information necessary to locate the CACREP liaison contact information and create a distribution list. A contact list had to be created by the researcher

because the online contact information list was not able to be exported into a useable electronic format for the survey distribution software program. The contact liaison information was accessible on the site after a couple of navigation steps. From the main CACREP site *cacrep.org*, the researcher clicked on the "For Students tab" and then clicked on "Finding a CACREP program" to find the directory list. The search criteria available on the program directory site drop down lists were region/state and program type. Other search criteria included private, public, part-time, full-time, faith-based, multiple locations, and online. The directory produced a list of details on the program in a list format. In addition to the details previously referenced for the counselor preparation programs, others descriptive information was also present on the website, including state, institution name, program type, CACREP start, CACREP expiration, degree(s) offered, website links, and more information. By clicking on the detail button under "more info," the CACREP liaison contact information was displayed. Council for Accreditation of Counseling and Related Educational Programs (CACREP) liaisons were listed as the program contacts. These steps were repeated per counseling program until all 212 accredited program liaison contact information was on the researcher created distribution list.

Survey distribution. Once the participant distribution list was completed, it was imported into the Survey Monkey ™ software. The survey was electronically distributed to the 212 participants on the CACREP researcher created distribution. Each liaison was sent an electronic invitation to participate in the survey (see Appendix C). The invitation included information on the study, the researcher, how to access the survey, benefits for the participant that came from completing the survey, and an option to "opt out" if the participant did not wish to take part in the survey.

Data collection-first attempt. Data collection for the initial distribution of the survey ran from June 3rd to June 30th of 2011. The survey software was equipped with the ability to track responses upon completion of the survey. The information was automatically entered into a response database provided by the software through the managed hosted site. Due to the low response rate of only 23 completed surveys, a re-evaluation of recruitment ideas was reviewed, and a second distribution was sent.

Data collection-second attempt. Attempt two of data collection began on January 27, 2012. The survey instrument was redistributed to the CACREP liaison list excluding participants who had already completed the survey. This time the researcher collected an additional 20 surveys bringing the total of completed survey participants to 43. After a review of submissions, two surveys were deemed unusable due to incompleteness of the survey instrument. In summary, 43 total surveys were submitted after two rounds of distribution, and of those, 41 were completed successfully to be used in this study.

Potential follow-up interview repository. Surveys were reviewed as they were received, and an excel worksheet was created as a repository of potential follow-up interview participants. Participants for the list were gathered based on a "yes" response on the final question of the quantitative survey. The excel worksheet was populated with name, preferred contact telephone number, and identifying participant completion number assigned by Survey Monkey™; this information was collected in a text box on the survey if a "yes" response was received on the final question and from the exported csv file. A total of 11 survey respondents acknowledged their willingness to participate in a follow-up interview.

Qualitative Data

Participant selection. The selection process for identifying the interviewees involved a two-step process: response to final survey question and descriptive statistic information in vital categories to achieve maximum variation sampling.

Participants were first considered if they answered "yes" to the final question on the quantitative survey which read, "Are you interested in participating in a brief follow-up questionnaire or interview?" Survey participants were then asked to provide a telephone number where they could be reached. The information from these participants was then inputted into the potential follow-up interview participant excel sheet. This gave the researcher a pool of participants to find the individuals who would provide maximum variation from the general sample. The excel worksheet had the following headings: participant number (given based on chronological order of survey completion date), gender, size of program, program level, faculty age range, faculty total count, university-level teaching experience, implemented distance learning, and overall satisfaction. Each cell under the aforementioned headings was filled with the demographic data collected from the survey for each participant.

Identification of the purposive maximum variation representative sample of participants was derived from the quantitative portion of the study. The participant pool was reviewed to identify those who would provide the most diverse representative sample of the participants who completed the survey. The goal of the maximum variance sample was to select at least one individual to represent each categorical level for the demographic characteristics collected in the survey.

I reviewed the filled excel worksheet to see if there were any characteristic patterns that stood out that would represent the most collective demographic characteristics of the sample. I

decided to look at the implementation of distance learning and total satisfaction columns first. The satisfaction variable had three categorical levels, and I wanted each represented in the interviews, so I started by grouping those participants. Participant #2 and #6 were in the high category, #8, #9, and #11 were in low, and the remaining five participants were in the moderate category. I looked at the number of participants in each category and decided I would aim for one participant from the high and low categories and two from the moderate because it had the highest frequency. From the satisfaction group, I broke down the participants into implementation level. It was important that both levels be represented to see if there was variance in their perspectives based on their lived experiences with distance education implementation. Participants #3, #1, and #9 had not implemented distance learning. There were a higher percentage of participants who had implemented distance learning than those who had not, so I moved forward with selecting one from those who had implemented and three from those who had not implemented. The next category to consider was program level. There were only 11 doctoral programs total in the survey sample. There were three participants who currently had doctoral programs: participants #5, #7, and #11. It was important for me to have a doctoral program level represented to capture the perspective on implementation and satisfaction and see if it varied from masters level only programs. The next layer of selection taken into account was program size. I wanted an even distribution of participants based on gender. This decision started the participant selection definitive process. There were only two males in the follow-up participant excel worksheet, participant #4 and #5. After careful review of their demographic representation, I concluded there were enough categorical differences in their profiles. Participant #4 varied from Participant #5 in program level, program size, faculty age

range, and in university-level teaching experience. These two participants represented the moderate satisfaction level category and had implemented distance learning.

To keep track of the categories that had been met as the participant selections were made, I created an additional linked worksheet called "Represented Characteristics" that would trigger a represented status marker in the categories that the participants were meeting as they were selected. As the representative categories were met, they would be highlighted to see what criteria could be used for the next participant selection. This made the identification process for remaining participant selection clearer as I was now looking for specific criteria in the remaining participants.

I started reviewing criteria of participants in the same categorical review process I had just performed when finding the first two participants. I needed one representative from the low satisfaction and one from the high level as the two desired moderate category participants had already been selected. In the low satisfaction category, there was one female participant who had not implemented distance learning, participant #9. This participant was selected to meet my desired implementation level incorporation. Once the represented characteristics excel worksheet was updated with participant #9's information, the only remaining categories not represented were high satisfaction level, private institution classification, even split faculty age range, large faculty count, and high university-level teaching category. Of the two participants remaining in the high satisfaction category, one met four out of the five remaining categories, and one met three of five. I decided to go with participant #2 to complete the follow-up interview participant request list. The four selected interviewees at the conclusion of the selection process were participants #2, #4, #5, and #9.

In summary, the completed distribution included one participant from a program with doctoral and master's level programs and three from programs with master's degrees only (see Table 3.1). In regards to faculty age range, one participant taught with a lower faculty age range (26 to 45), two taught in higher faculty age range institutions (45+), and one taught at an evenly distributed age range university. Two participants were in the small faculty count category, one was in the medium category, and one was in the large faculty count category. The university level teaching experience descriptive had three levels represented. One participant had a low year range category (0 to 5), two had a moderate year range category (6-15), and one had a high category (16+). The program size levels were also all represented with one participant at a low program size, two at a moderate program size, and one at a large program size level. Both possible answers for implementation of distance learning were represented in the sample with one participant answering no and three answering yes. The final question category considered for inclusion in the follow-up interviews was overall satisfaction level range. One participant was in the low level (4-9), two were in the moderate category (10-12), and one was in the high (13-16) range. Overall, the four participants covered a wide range of categories well-representing the survey sample.

Table 3.1

Characteristics of Follow-Up Interview Participants

Characteristic	Participant 1	Participant 2	Participant 3	Participant 4
Gender	Male	Female	Male	Female
Institution Classification	Public	Public	Public	Public
Program Level	Doctoral	Masters	Masters	Masters
Program Size	Small	Medium	Medium	Large
Faculty Age Range	Low (26-45)	Even Split	High (45+)	High (45+)
Faculty Total Count	Small (3-6)	Large (11-17)	Small (3-6)	Medium (7-10)
University-Level Teaching Experience	Low (0-5)	High (16+)	Moderate (6-15)	Moderate (6-15)
Implemented Distance Education	Yes	Yes	Yes	No
Overall Satisfaction	Moderate (10-12)	High (13-16)	Moderate (10-12)	Low (4-9)

Contacting interview participants - first round. After identification for inclusion in the study, each participant was sent an electronic request for follow-up interview (see Appendix D). The e-mail included some brief background information on survey completion and reminded them of their expressed willingness to participate in the interview based on their survey answer. Instructions on scheduling the interview with the researcher were also included and so was a schedule of availability times. Two individuals responded within a day of receiving the request to schedule an appointment, and one responded two days after. The appointments agreed upon

were confirmed in an electronic correspondence with confirmation of date, time, and contact telephone number. The remaining participant, #2, had not replied to the request at this time. The participants were then renamed based on the order of scheduled appointments and will be referred to as that designation for the remainder of the study.

Interview for participant #1 (P1), formerly repository participant #5, was conducted via telephone in a locked office via speaker telephone and recorded by a USB digital microphone recorder and recording software. I provided background information about the study and informed him of the structure of the interview. Eight questions were asked in the interview and answered by the interviewee. A final question, "is there any additional information you would like to add about distance education that may not have been covered in the interview?" was asked of the participants as well. At the conclusion of the interview, P1 was informed that he would be receiving an electronic gift card for his time and was given information about the next steps for the research.

I reached out again to participant #2 (P2), formerly repository participant #2, for an interview request following the interview with P1. This time I contacted her via telephone. She answered the telephone and mentioned she happened to have time to conduct the interview at that time if I was able to do so. I fortunately had the equipment ready, and we agreed to conduct the interview at that time. The interview was conducted in a locked office via telephone and recorded using a USB digital microphone voice recorder. The same structure used with P1 for the interview was also followed with P2. At the conclusion of the interview, P2 was informed that she would be receiving an electronic gift card for her time and the next steps for the research were provided.

Transcribing - first round. I began transcribing prior to conducting interviews three and four. During the first two interviews, I started noticing several similarities in responses. I wanted to see what the data in the study would say. I was unsure if I was hearing what I wanted to hear based on my own connection with the field or if it truly was what was said directly by the participants. The transcription process was completed using a set of adaptive noise canceling headphones that connected directly to the digital voice recorder. The interviews were listened to from start to end first without transcription. After the initial review, I began typing the transcriptions. After completion of the transcript, a final reading review of it was done while listening to the audio recorded interview. This was done to ensure accuracy of the interview transcription.

Contacting interview participants – second round. Interview participant #3 (P3), formerly repository participant #4, was contacted via telephone in a locked office. Interviews were recorded using a USB digital microphone recorder and recording software. I provided the same background information of the study and information on the structure of the interview for him as I had done for P1 and P2. At the conclusion of the interview, P3 was informed that he would be receiving an electronic gift card for his time and was given information about the next steps for the research. Participant #4, formerly repository participant #9, was also contacted via telephone, but the interview was conducted at my home via telephone. The interview was recorded using the same recording device. The same interview content and structure were used for this interview. Upon completion of the interview, the participant was informed that she would be receiving a gift card for her time and was given information about the next steps for the research.

Transcribing – second round. Transcriptions for the second round were done in the same manner as the first round. The same hardware equipment was used as well as the same design structure of transcribing. During this process, several common phrases, ideas, experiences, and suggestions that had been mentioned in the first two interviews were becoming apparent. I believed that data saturation was reached after the four transcriptions as multiple common lived experiences arose to the surface upon initial review.

Member checking. To ensure that the transcriptions had accurately captured the essence of what the participants had stated, member checking was performed. Interviewees were asked to verify that the researcher transcriptions of the interview content were correct. This process is known as member checking (Merriam, 1998). Each participant was sent a digital copy of his/her transcript and asked to review it for accuracy. I wanted to make sure each participant had the opportunity to correct or add to the content. An email correspondence was requested only if updates needed to be applied to the current version; if no updates were needed and the digital copy was accurate, no action was required. A read receipt request from Microsoft Outlook was applied to the emails to verify delivery and read status. A read receipt was received from all four participants, and in addition, three participants sent in electronic correspondence affirming accuracy.

Data Analysis

Quantitative Analysis

The initial portion of the study was centered on the collection of descriptive statistics of the survey participants collected via survey software to establish normative data. Forty-three surveys were collected during this stage of data collection, and only 41 were considered successfully completed. One of the advantages of adopting survey software was the ease of

transferability into statistical software. Upon determination that the data collection process had been completed, the information was downloaded from the survey software. The online survey software produced a database downloadable file that was manipulated for transfer to the SPSS.

The descriptive data collected allowed for a detailed picture of the sample demographics of the counselor education programs including degree programs offered, faculty descriptive data such as age, gender, and university level teaching, etcetera (Newton & Rudestam, 1999). The independent variables discussed in the survey were identified as discrete categorical measurements for analytical purposes. Because these variables were categorically measured, example gender was male or female, chi-squared tests were the best tool for analysis when looking at a 2 X 2 design for implementation of distance education and dominant gender relationship (Newman & Rudestams, 1999). Each independent variable was analyzed using a nonparametric test for nominal measurements. Chi-squared tests are used for nominal measurements for comparing relationships between two groups. Since the majority of the demographic and program descriptions were categorical, each was analyzed using a chi-squared test to identify relationship to implementation. The information was able to provide implementation patterns using descriptive statistics.

The first set of specific research questions analyzed focused on the differences in implementation of distance education courses in categorical groups:

Research Question #1: Is implementation of a distance education program associated with size of faculty?

Research Question #2: Is implementation of a distance education program associated with age of faculty?

Research Question #3: Is implementation of a distance education program associated with years of university-level teaching experience?

The second portion of the survey was used to determine satisfaction with program support services. The survey data collected on satisfaction was also used for discrete measurement. These independent variables were measured using a Likert-type scale, and therefore, are interval scales of measurement. Satisfaction was measured in the context of training programs, incentives for use, and support services for distance education programs.

In addition to the descriptive statistics run on the survey, inferential statistics were also run to measure analysis of variance. An analysis of variance is run when relationships between categorical independent variables want to be assessed (Newman & Rudestams, 1999). For this study, ANOVAS were run on the categorical independent variables in the implementation and satisfaction portion of the study to determine if differences existed among more than two groups. ANOVAS were run on parametric continuous data as they applied to relationships between multiple groups on the satisfaction Likert-type scale.

The second set of specific research questions addressed level of satisfaction with distance education in CAREP programs. This set of research questions focused on satisfaction with training programs, incentives for course development, support services for faculty, and support services for students.

Research Question #4: Are there differences in the reported satisfaction of the available training and support for distance education between programs who do implement and those that do not implement a distance education program?

Research Question #5: Are there differences among different age categories of faculty in level of satisfaction with available training and support for distance education?

Research Question #6: Is university-level teaching experience associated with level of satisfaction with available training and support for distance education?

In summary, descriptive and normative statistics were used to better understand the sample. Interval statistics were used to gauge satisfaction and inferential statistics were used to identify the relationships between implementation and satisfaction in groups identified with the descriptive and normative statistics. A chi-squared test was used as the preferred unit of analysis for all research questions with the exception of question four. An ANOVA was preferred for research question four because of its independent variable with two levels: male and female. A two-way contingency table analysis was used to gauge if implementation of distance learning was affected by institution classification, program level, faculty age range, total faculty count, and university level teaching experience.

Qualitative Analysis

There are specific steps to be followed in phenomenological design qualitative analysis. These steps are epoche, phenomenological reduction, imaginative variation, and synthesis of texture and structure (Creswell, 2007; Moustakas, 1994; Patton, 2002). Epoche is defined by Patton (2002) as "a Greek word meaning to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of perceiving things" (p. 484). Since I was a professional engaged in the field of distance education and very active in professional associations related to distance education at the time of the study, I had to be extremely aware of my own personal biases during the data collection and analysis phases of the research study. To ensure that I would employ epoche during the study, I debriefed with a colleague who was currently a professional counselor and counselor educator after every interview and after every transcription.

This enabled me to be aware of my attitude, feelings, and thoughts related to participant interview information.

The next step in the analysis process was phenomenological reduction. Phenomenological reduction is the analytical process of repeatedly looking at the data to reduce it to only what it is intended to represent without external influences (Moustakas, 1994; Patton, 2002). Moustakas (1994) referred to this process as horizontalizing. During this stage, the information collected during the interview process was dissected, segmented and analyzed, and re-analyzed. The individual transcriptions were reviewed line by line, and notes were taken in the margins of the study. Common phrases, experiences, and words were underlined to highlight units of meaning. The margin notes were used to formulate initial codes for the information collected. The document was re-reviewed, and sentences were highlighted that related to the units of clustered meaning that were related to distance education implementation and satisfaction specifically. The same process was done for each of the four participants with a different highlighter color being used for each individual participant so as to not lose track of which participant the information pertained to. This is important if a full context reference is needed for clarity of perspective of a statement. Upon completion each highlighted sentence was cut out of the transcribed document. Originally, there were a total of eight clusters with two having sub-clusters.

I then reviewed each cluster to identify units of meaning that did not necessarily relate directly to that cluster or were redundant. These identified units of meaning were removed from the cluster and were placed in a Ziploc bag labeled with the original cluster to which they pertained. I proceeded to review the complete transcript once again to verify the individual units of meaning truly connected to the experiences of that individual. After this, I switched some of

the units of meaning to a different cluster as they had more relevance when reviewed in the context of the entirety of the transcription with another cluster. To ensure that my own personal interest and biases were not manipulating the process, my identified themes were presented to two peer reviewers: a counselor educator and a distance education professional.

The next step in the phenomenological analysis process was imaginative variation. During this stage, "the researcher develops enhanced or expanded versions of the invariant themes" (Patton, 2002, p. 486). The main goal of this stage for me was to see if I could find commonalities within the clusters. I re-reviewed my clusters and their sub-clusters to see if there was a connection between the groups. I looked at units of meaning I had put aside and examined if I could re-incorporate them. I considered whether I could merge clusters together or shift units of meaning from cluster to cluster based on relevancy. I wanted to make sure I had units of meaning that contributed to the essence of the phenomenon being investigated. After careful study, clusters were reduced to five with two of those containing sub-clusters.

The concluding step was synthesis. Synthesis is a step that "requires an integration of the composite textual and composite structural descriptions, providing a synthesis of the meaning and essences of the experience" (Patton, 2002, p. 486). At this point in the analysis, distance education profession definitions and language were used by the researcher to clearly state the essence of the lived experiences of the participants in relation to implementation of distance education. With the addition of professional verbiage, I was able to convert two clusters into sub-clusters under two of the three remaining clusters. After having done this, I concluded with three themes with two having sub-themes.

It was critical that this process be analyzed by my colleagues to ensure legitimacy of findings. I consulted a peer reviewer to review the process of theme development and the final

themes reached with me. Some modifications were considered, and dialogue continued until were in accordance. We collaborated until consensus was reached on the final themes and sub-themes.

Chapter Four: Results

The purpose of the present study was to explore the attitudes and experiences of counselor educators in CACREP-accredited counseling programs in relation to distance education. A secondary purpose was to gather data about implementation of distance education in these programs. The phenomenological research study focused on the following two overarching research questions:

Research Question 1: What are the lived experiences of counselor educators in CACREP-accredited programs concerning distance education initiatives?

Research Question 2: What factors are associated with the utilization of distance education in CACREP accredited programs? Utilization includes two main sections: implementation and satisfaction with supportive infrastructure.

Factors in this research study included data presented by the counselor educators about their current counseling program demographics: public or private institution classification, doctoral program presence, age range of faculty in the current program, number of program faculty, university-level teaching experience, overall satisfaction with support service infrastructure in counselor educators' current counselor education program.

Quantitative Results

Descriptive Information

Table 4.1 shows the extended listing of demographic characteristics of CACREP-accredited counselor education programs as they relate to implementation or non-implementation of distance education for the 41 participants surveyed.

Table 4.1

Characteristics of Counselor Educators at CACREP Programs X Distance Education Implementation Status

Characteristic	Currently implementing distance education	Not currently implementing distance education
Institution Classification		
Public (*N*=24)	58.3%	41.7%
Private (*N*=17)	58.8%	41.2%
Doctoral Program (*N*=10)	80.0%	20.0%
Faculty Age Range		
Low (26-45) (*N*=9)	55.6%	44.4%
Even Split (*N*=5)	60.0%	40.0%
High (45+) (*N*=27)	59.3%	40.7%
Faculty Total Count		
Small (3-6) (*N*=21)	61.9%	38.1%
Medium (7-10) (*N*=14)	57.1%	42.3%
Large (11-17) (*N*=6)	50.0%	50.0%
University-Level Teaching Experience		
Low (0-5) (*N*=7)	28.6%	71.4%
Moderate (6-15) (*N*=23)	65.2%	34.8%
High (16+) (*N*=11)	63.6%	36.4%
Overall Satisfaction*		
Low (4-9) (*N*=9)	44.4%	55.6%
Moderate (10-12) (*N*=20)	75.0%	25.0%
High (13-16) (*N*=9)	55.6%	44.4%

Note. *3 participants skipped this question

The majority of the categorical variables had higher percentages in the implementation category than in the non-implementation. There were only two instances out of the variables evaluated that had a higher percentage in the non-implementation category: low overall satisfaction level and low university-level teaching experience. The results yielded that the

highest discrepancies between implementation and non-implementation in a particular category existed in the doctoral program level and low university-level teaching experience. There was a 60% difference from those who had implemented distance education (80%) to those who had not (20%) in the doctoral program level category. The reverse scenario applied to low university-level teaching experience: there was a 42.8% difference from those who had not implemented distance education (71.4%) to those who had implemented it (28.6). The lowest difference in implementation status occurred in the low faculty age range. A difference of 11.2% existed between those who had implemented distance education (55.6%) and those who had not (44.4%). There was no difference reported in the large total faculty count category. Inferential statistical analyses were run to examine certain categories more closely in research questions one through three.

Overall satisfaction levels as they pertained to distance education implementation status produced an interesting result. The difference of the low, moderate, and high categories was 11.2%, 50%, and 11.2% respectively. This showed the polarities of the category level had possible commonalities in implementation status. Inferential statistics were run to address this scenario in particular in research question six.

Specific Research Questions

There were six specific supplemental research questions used for analysis in the study to explore possible factor relationships as they connect to utilization, specifically implementation and satisfaction.

Research Question #1: Is implementation of a distance education program associated with size of faculty?

Research Question #2: Is implementation of a distance education program associated with age of faculty?

Research Question #3: Is implementation of a distance education program associated with years of university-level teaching experience?

Research Question #4: Are there differences in the reported satisfaction of the available training and support for distance education between programs who do implement and those that do not implement a distance education program?

Research Question #5: Are there differences among different age categories of faculty in level of satisfaction with available training and support for distance education?

Research Question #6: Is university-level teaching experience associated with level of satisfaction with available training and support for distance education?

The results for each of the questions are discussed below.

Research question #1. For research question #1, no significant differences were found for the relationship between distance learning implementation and the faculty size of program. A two-way contingency table analysis was conducted to evaluate whether implementation of distance learning would be affected by a small, medium, or large faculty size of a counseling program. The two variables in this table were faculty size with three levels (small, medium, large) and implementation of distance learning with two levels (yes and no).

Implementation of distance learning as it related to size of program was not statistically significant: Pearson $\chi 2(2, N = 303) = .88$, $p = .64$, Cramér's $V = .54$. The proportions of implementation of distance learning as it related to small, medium, and large years was .36, .39, and .25 respectively.

Research question #2. For research question #2, no significant differences were found for the relationship between distance learning implementation and the program faculty age range. A two-way contingency table analysis was conducted to evaluate whether implementation of distance learning would be affected by counseling program faculty age range. The two variables in this table were program faculty age range with two levels (26-45, 46+) and implementation of distance learning with two levels (yes and no). Implementation of distance learning as it related to size of program was not statistically significant, Pearson $\chi 2$ (1, $N = 303$) = .05, $p = .83$, Cramér's $V = .13$. The proportions of implementation of distance learning as related to 26 to 45 years of age and 46+ years of age was .36 and .64 respectively.

Research question #3. Implementation of distance learning as it related to university-level teaching experience of counseling program faculty was statistically significant. A two-way contingency table analysis was conducted to evaluate whether implementation of distance learning in counseling programs was affected by years of university-level teaching experience in counseling programs. One variable used in this analysis was years of university-level teaching experience with three levels (low from 0-5 years, medium from 6-15 years, large from 16+ years). The other was a dichotomous yes or no implementation of the distance learning variable. Implementation of distance learning and years of university-level teaching experience were found to be statistically significantly related: Pearson $\chi 2$ (2, $N = 304$) = 6.54, $p = .04$, Cramér's $V = .15$. The proportions of implementation of distance learning and years of low, medium, or large university-level teaching experience was .28, .46, and .26, respectively.

Further analysis was conducted on the proportions to evaluate the difference among these proportions in relation to each other. Table 4.9 shows the results of the additional analysis. The Holm's sequential Bonferroni post hoc method was used to control for Type I error at the .05

level across all three levels of years of university-level teaching. Only one pairwise difference was considered significant. This occurred between the medium years of university-level teaching and the large years of university-level teaching. The probability of distance learning implementation was about 1.77 times (.46/.26) more likely when the university-level teaching experience was medium as opposed to large.

Table 4.2

Results for the Holm's Sequential Bonferroni Method Pairwise Comparisons

Comparison of levels of university-level teaching	Pearson chi-square	*p* value (Alpha)	Cramér's *V*
Low vs. Medium	.36	.55 (.017)	.04
Low vs. High	2.86	.09 (.017)	.13
Medium vs. High	6.27*	.01 (.017)	.17

Note. **p* value ≤ alpha = .05

Research question #4. A one-way analysis of variance (ANOVA) was conducted to evaluate the relationship between implementation of distance learning and total satisfaction. The independent variable, implementation of distance learning, was broken into two levels: yes and no. The dependent variable was the change in total satisfaction level as it pertained to adequate training, incentives, faculty, and student support. No significant differences were found between the implementation and non-implementation group on total satisfaction. The ANOVA was not significant: $F(1, 36) = .18$, $p = .68$.

Research question #5. Level of satisfaction and faculty age range did not meet the statistical significance level necessary. A two-way contingency table analysis was conducted to

evaluate whether counseling program faculty age range would have an impact on overall satisfaction level. The two variables in this table were program faculty age range with two levels (26-45, 46+) and overall satisfaction level with three levels (low, moderate, and high). Overall satisfaction levels as they related to counseling program faculty age range was not statistically significant: Pearson $\chi 2$ (2, $N = 283$) = .60, p = .74, Cramér's V = .05. The proportion of overall satisfaction levels for low, moderate, and high levels as they related to 26 to 45 years of age was .39, .34, and .38 respectively. The 46+ years of age was .61, .66, and .62.

Research question #6. For research question #6, no significant differences were found for the relationship between faculty university-level teaching experience and overall satisfaction level. A contingency table analysis was conducted to evaluate if overall satisfaction level with distance learning would be affected by university-level teaching experience of a counseling program faculty. The two variables in this table were university-level teaching experience with three levels (low from 0-5 years, medium from 6-15 years, large from 16+ years) and overall satisfaction level with three levels (low, moderate, and high). Overall satisfaction level as it related to university-level teaching experience was not statistically significant: Pearson $\chi 2$ (4, $N = 283$) = 8.54, p = .07, Cramér's V = .07. The proportions of satisfaction levels related to university-level teaching experience are low satisfaction to low years was .30, moderate satisfaction to medium years was .54, and high satisfaction to high years was .40.

In this analysis there appears to be a departure from linearity as the linear-by-linear association (1, $N = 283$) = 5.15, p = .02, which was less than the cut off alpha level of .05. Thus, it seems that there was evidence that a curvilinear trend underlies this data. On perusing the cross tabulation tables for each level of experience case, the overall satisfaction level was low for low

range years of faculty experience, high for moderate range years of experience, and low for high range years of experience. Figure 4.10 has a legacy graph demonstrating curvilinear trend.

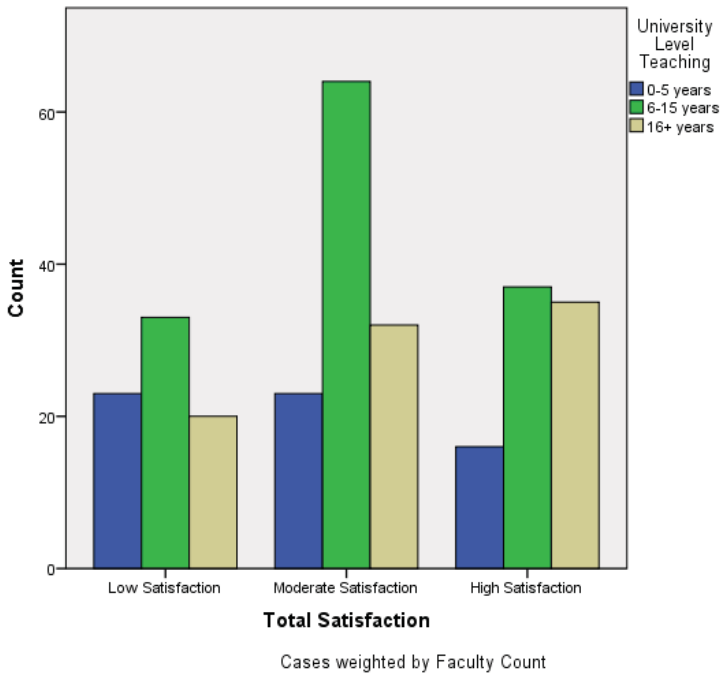

Figure 4.10. Bar graph for curvilinear trend for satisfaction level and university-level teaching experience.

Qualitative Results

The overarching question guiding the qualitative component was designed to provide insight into the lived experiences of counselor educators in CACREP-accredited programs concerning distance education. It intrigued me to learn who or what played a role in counselor educator's choice of supplementing the academic setting with distance education. I desired to know how factors influenced the adoption of distance education from the perspective of the counselor educator and what those factors were. I wanted to know if having a strong technical support system on campus helped influence their use of distance education. Additionally, I wanted to see what role counselor educators saw distance learning playing in counseling programs today and in the future. This desired information was not captured in the quantitative

component of the study. The voiced experiences of four counselor educators are represented in the results below.

Emergent Themes

Three themes emerged from the follow-up interviews with participants. They included (a) external encouragement for implementation with the subtheme student needs; (b) adequate preparation and support for development and delivery with a subtheme of effective communication of services; and (c) evolving design for counseling programs and courses.

Theme 1: External encouragement for implementation. There was an expressed sense of an institutional push to transition to distance education as an influential factor in adoption as it affected enrollment for the academic institution. Additionally, participants believed that in order to stay competitive with other counseling programs, some distance education had to be implemented. Participants also noted that the counseling profession's incorporation of technology tools to facilitate service delivery and licensing influenced counselor education practices. The participants agreed that the counseling profession is changing and counselor education programs should follow what their profession is doing to produce higher quality practitioners. All four interview participants voiced that these three factors played an active role in the decision to implement distance learning. For example, P3 stated that counselor educators "continue to be encouraged and sometimes pressured to continue to make our courses more online." He also commented, "I really think it is not going to be different than any other environment, education, k-12, professional element." P1 voiced that:

> while we are strongly encouraged to do what we can to increase enrollment, we don't get a lot of support . . . there is an expectation to making the changes that need to change here… faculty will sometimes create steps to get there…but if what we are

> asking…doesn't enroll many students in the present it is generally . . . there is like this future emphasis and there is this present panic.

Participants seemed hard-pressed not to adopt distance learning because they wanted to stay current with the counseling profession. There was also a consensus that in order to remain competitive with counseling programs nationally, they needed to adapt to this changing environment. P4 stated:

> Well I think that there are so many programs that are out there. I think that all Counselor Ed programs are looking for ways to draw students in and to be user friendly, and I know that a lot of programs have several online or distance classes. I think a lot more are thinking of ways to do that now.

Similarly, P2 stated:

> Now with supervision going online in some states, you can do it all online I think. So I don't know; it is going to be harder in the future to not do distance. At some point it is going to be a necessity to have something online, some distance learning, to stay competitive.

P1 agreed that the profession influenced the current offerings, and it was a benefit for the field. He stated, "so counseling is moving this direction, so if our education reflects what counseling might be, then we already end up with better practitioners." P4 commented about how distance education has increased the enrollment and stated that it has "helped us with recruiting and the numbers we have." P1 summed up his opinion about external influences, indicating "We probably all need to find a way and a time to start connecting the dots here."

Sub-theme: Student needs. Participants also displayed great concern for their students' needs; this drove some of the transition to incorporate distance education in the curriculum.

P1 indicated:

> What we do is mostly out of our own sense of desire to be available [to students] and be good teachers. We are a rural school, so we are looking at ways to cut down students driving two hours to class then back home.

P3 provided an example:

> Supervision, about half of the time I am meeting my students over Skype, other than having them drive in for an hour to meet for an hour and then drive back an hour. They are able to do that at any place.

P4 agreed:

> Our students are busy; they have lives. They are trying to work and go to school; we are trying to be more marketable and user friendly. We offer one online courses that students take for fall and spring semesters. The other two classes are back to back on the same day, so I am happy that our students have to be here basically one day a week.

P2 had a similar situation on her campus. She said, ". . . because it is 51% online, then the rest is face-to-face or hybrid . . . gives the students the chance to take two or three classes but not have to drive to campus every day." She also stated that students saved not only time, but had easy access to course resources. She said, "I post resources online like even my face-to-face classes. I put all my PowerPoints and assignments now online. So they don't even bring hard copies; they upload them."

Theme 2: Adequate preparation and support for development and delivery. The participants thought there was a strong sense of encouragement from their external environment, almost pressure, to implement distance education without adequate preparation or support. The participants stressed the need for support during the development and teaching process and the

need for effective training to transition to a virtual setting. Two of the participants believed they lacked the knowledge to be successful in this type of course. All participants would like to have seen incentives whether financial, products, or course release to assist in the development process.

P4 stated, "I know they [administration] want us to do more of it [distance education] and I think they are trying to catch up to speed and getting people and resources to make that happen, but I don't know of any yet." P1 stated that one of the greatest obstacles for distance education course development was lack of support. He stated:

> There are departments on campus to assist . . . when there are, their understanding of counseling needs are often limited and therefore, difficult to comprehend the needs of the program. I think the greatest obstacle really has been . . . a lack of someone to sit down and appreciate the needs of the program and to find the time to help us.

P2 communicated that while support was available, sometimes the instructional effectiveness of the support was questionable, and therefore, not adequate to support autonomous development. P2 stated: "Someone came and did a one-day seminar and gave me a book, so I could read after hours. I really didn't understand anything [they] were saying because I hadn't put my hands in it." P1 and P3 believed strongly about the need for incentives, whether financial or course release. P3 voiced:

> For me it is time. I've got the skills and the knowledge, I just really… if I had some course release I could probably, you know, do more of that. It is going to require a lot of time and effort, not just to develop the course, but also it is a fallacy that it takes less time; it takes more time to teach online courses.

P2 introduced the student need for support as well. She stated:

> Having an IT student contact would really help faculty. Trying to encourage someone to be available to students 24/7 is good. If you are going to have online classes, you are going to have students who work in the middle of the night.

P4 believed that preparation for distance education needed to begin at an earlier stage:

> I think most of us in our counselor Ed doc programs didn't learn how to do that. I didn't. So if we are going to be counselor educators in programs that do distance learning, I think there needs to be some training at the doctoral level on how to do that.

Sub-theme effective communication of services. While the awareness that even a minimal level of support may exist on their campuses, the participants voiced concerns about their lack of awareness of what those resources actually were or where they were. P4 stated:

> I don't know how much support there is for the distance education piece because it is new territory for us. I don't even know who really is in charge of distance education here. I think overall I don't really know what kind or how much support they really are going to provide me.

P2 stated awareness of a local contact is critical, but communicating availability is just as important. She stated:

> Having someone close by, a resource person, an IT person. Now I have one across the hall so I just run over there and say 'I don't know what I' m doing' and I feel like I will get it resolved. But I did not even know he was there until he had already been here for a while.

Theme 3: Evolving design for counseling programs and courses. The interview participants agreed that the evolving educational environment was causing a call for change in instructional delivery. The interview participants voiced their agreement that current course and

program offerings needed to transition to stay competitive and to remain up to date with the changing expectations of the counseling field, but the form of delivery was diverse. The four participants strongly believed that due to the nature of the counseling profession, there had to be a face-to-face element in program and course design. They further agreed that the clinical aspect of the curriculum would be best done in a traditional setting versus distance education. The participants also went on to explain the types courses were the courses that could be more easily adapted to the distance education environment. Three participants discussed the option of the hybrid delivery method as strategic for delivering the counseling curriculum, and one preferred the medical model. P1 was currently involved in a program with a hybrid component but thought that it was not meeting program needs. He said:

> I think it is too easy for people to show up for classes that might meet all day on a Saturday, four times in a semester or whatever the hybrid looks like. It is too easy to put on a good face for that time.

He also suggested an alternative model:

> I think that my own personal preferences in counseling in general are that somehow we need to go to the medical model of teaching. And I actually think that online could facilitate that. What I mean by that is you watch me work as an expert counselor, you watch what I do. Then before we actually let you do a physical exam, you have watched several. You have had a discussion on exactly what a doctor did and why [they] did it that way. I think actually online can facilitate that in some way if we really get smart.

Alternatively, P2 expressed the opinion that a hybrid model was the most effective way to adapt to the distance education environment. She stated:

> You know for me it was easier to start with a hybrid. I mean really that's how I started. It was easier, so if I made a mistake, the world didn't crash around me because I could do it the old fashioned way because there was a face-to-face component anyway. Here's how to start, [putting] resources online in a face-to-face class, then the hybrid course delivery. A couple little pieces at a time added up to being more comfortable. So baby steps are really helpful.

P3 and P4 also believed that the hybrid combined the best of both worlds in delivery. They further elaborated that some courses were easier to adapt to a distance modality, and some courses were not necessarily intended for distance delivery. P3 stated:

> I am not convinced that some courses should be at a distance. I would say some of the more foundational course things like lifespan development, legal and ethical issues. They lend themselves more to reading and applying those to case scenarios where it is more knowledge as opposed to skill-based.

P4 indicated that she was, "…looking for maybe ways to do two or three more of some of those core fundamental classes, the more lecture orientated courses."

Participants agreed that a residential component was necessary for a program, and that a fully online modality was not their preference. P3 stated, "I am still very skeptical as to how counseling can be taught completely at a distance. And I can guarantee we will never be a completely online program. P4 agreed:

> I hope we never get to a counselor Ed program that is all online. I know there are some I think that is a terrible thing because of the nature of the clinical piece of our field. I just can't see that working. I feel like some component of face-to-face, especially in

> counseling is necessary. I want to see students; I want to see if they are getting it and their reactions and those kinds of things.

P2 concurred, stating:

> Even the online programs have a residential piece, so they are technically not all online. Because counselor education is such a "people" field, it is important that we be able to interact with our students. We need some time where we can be face-to-face.

The importance on some face-to-face time was summed up by P1:

> My wish is for that not to be lost. Part of counselling still means we get to know students very well, Online we don't necessarily get to judge how they interact with people, and I just think I need to have something more.

Summary

The analysis of the data collected validated how awareness of distance education has grown in the counseling field and how acceptance is still evolving. Even though participants in the study were from a variety of educational settings, commonalities in their lived experiences emerged in their follow-up interviews, and this provided insight to the quantitative data collected. The participants' perceptions were that external influences such as academic institutional demands for increased enrollment and competitive marketability and an evolving counseling profession were all factors to be considered in implementation. In addition, the need to increase convenience and cost for their student program populations was of high importance for the counselor educators interviewed in the study, a factor that also influenced distance education adoption. The follow-up interviews brought forth the importance of adequate and accessible support resources for distance modalities. Appropriate preparation for future counselors and counselor educators was also an area of need that arose from the interviews. A

stronger support infrastructure was sought out by the participants for themselves and their students. More importantly, effective communication of what those resources were and where were not in place for a majority of the participants. An alternative instructional delivery method was the choice of the participants to match the needs of the evolving design of both counseling programs and courses. From the interviews came consensus about the essential requirement for a face-to-face component for counseling. A complete online design for counseling programs was not supported.

Chapter Five: Discussion

The purpose of the present study was to explore the attitudes and experiences of counselor educators in CACREP-accredited counseling programs in relation to distance education. A secondary purpose was to gather data about implementation of distance education in these programs. The investigation explored factors that influence counselor educators who have implemented distance education programs. A phenomenological qualitative research design was utilized. The design also employed a quantitative survey measure to obtain descriptive information about the sample. Qualitative follow-up interviews were conducted to provide understanding of the lived experiences of counselor educators with distance education. Chapter five represents the collective summary of the research findings, and is organized into the following subsections: quantitative review, qualitative review, implications of the study, recommendations for future research, and a summary of the study.

Quantitative Review

The population for the research study consisted of 212 liaisons of CACREP-accredited programs as identified by the CACREP directory. There were a total of 41 participants who successfully completed the quantitative survey distributed through Survey Monkey™. Quantitative data gathered provided the foundation for descriptive statistics of the sample of counselor educators surveyed. Levels of satisfaction with support services provided to counselor educators were investigated. Fifty-nine percent of represented counseling programs had implemented distance education activities and 41 percent had not yet implemented distance education activities. These findings differed from those of Wantz et al. (2003), who surveyed 127 counselor education programs as related to distance education activities in their respective programs. Wantz's findings indicated that 42% of the counselor education programs had

implemented distance education activities. The growth in the percent of programs implementing distance education from 2003 to 2012 in counselor education programs aligns with the enrollment trends in higher education (Allen & Seaman, 2013). This study, however, only focused on hybrid and fully online courses, while web-enhanced courses were not considered. The presence of distance education as a supplement to traditional instruction, known as web-enhancements, could potentially influence a higher yield of implementation if added to the study.

Six research questions were analyzed using inferential statistics. Chi-squared tests and an ANOVA gauged differences in implementation based on program faculty count, faculty age range, and university level teaching experience. Implementation of distance learning as it relates to the number of faculty in a counseling program was not statistically significant. The literature is scarce in reference to this demographic characteristic. A consistent variable that has been found in the literature in reference to implementation is time. Time is specifically referred to as workload and design hours. Faculty teaching workload and the high number of hours needed to design, develop, and deploy distance education courses have been extensively covered in the literature (Betts, 2014; Ellis, 2000; Green, Alejandro, & Brown, 2009; Howell et al., 2004; O'Quinn & Corry, 2002; Parker, 2003). A reason program faculty size was introduced in this study was to investigate whether a relationship existed between faculty program count and implementation. There were no statistically significant differences as related to number of faculty and implementation of distance education programs. However, further research in the area might be beneficial to the field. Another focus of research related to distance education has been on class size. A study of the University of Hawaii system regarding faculty attitude, adoption, and application of technology demonstrated that larger class sizes could deter faculty from adopting distance learning practices (Johnsrud, Harada, & Tabata, 2005).

Implementation of distance learning as it relates to faculty age was examined in the current study and was found to be not statistically significant. Age was not associated with whether or not faculty adopted distance learning activities, a finding inconsistent with those of Johnsrud, Harada, and Tabata (2005) who found that "age did have a minor effect size on implementation. It was found that for each additional year in respondents' age, participation in distance education increased slightly" (p. ii). The results of the study are supported by works in the literature that view intrinsic motivators as a greater influence on acceptance than a physical lifespan number (Carr, 2000; Howell et al., 2004, Parker, 2003; Shifter, 2000). Factors that may have attributed to these results may include the associated level or desired level of tenure and rank of faculty. Faculty who were older were more likely to adopt distance education practices because they had already attained tenure and promotion as opposed to younger faculty who were trying to publish and participate in tenure related activities and did not have time to invest in this workload-heavy modality (Howell, et al., 2004; Tabata & Johnsrud, 2008).

Implementation of distance learning as it pertains to years of university-level teaching experience was found to be statistically significant. Faculty members with the least number of years of teaching experience were less likely to implement distance education activities. These findings were similar to a study by Shifter in 2000, which surveyed 263 self-identified young faculty such as assistant professors, instructors, and non-tenured faculty. Younger faculty were not as motivated as the tenured faculty because teaching online was viewed as having a negative impact on obtaining tenure (Shifter, 2000). The idea that tenure status plays a crucial role in motivating faculty to implement distance learning activities was found in multiple research investigations (Howell et al., 2004; Oomen-Early & Murphy, 2009; Shifter, 2000). The required time to develop online courses deterred new faculty members from implementing distance

education activities as well (Oomen-Early & Murphy, 2009; Shifter, 2000). In addition, years of experience was linked to confidence in undertaking new instructional delivery methods because a strong pedagogical foundation in a traditional modality had already been established (Chang, Shen, & Liu, 2014; Green, Alejandro, & Brown, 2009; Shea, 2007). It was inferred that a stronger foundation in teaching that comes with years of experience allowed faculty to focus on instructional design and student engagement rather than on facilitating learning (Cheng, Shen, & Liu, 2014). This study did not distinguish between tenured and non-tenured status, nor did it take into consideration faculty rank.

No significant differences were found between implementation status and overall satisfaction level with program support services such as training and faculty incentives for distance education. In 2009, Cook, Ley, and Crawford found that motivating factors were related to satisfaction with program support services for distance education, specifically with financial incentives and course release times. These findings are inconsistent with the results of the current study. Ellis (2000), in a qualitative study with post-secondary faculty, also found that incentives, or the lack there of, did influence adoption of distance education practices. Once again, there are other factors that could influence faculty decision to engage in distance learning outside of satisfaction with university support services for distance education: time, workload, pursuing tenure, personal motivation, and etcetera. Intrinsic motivational factors were cited in the literature as a primary reason faculty choose to implement distance education, and one of the primary reasons they remain involved with it (Betts, 2014; Green, Alejandro, & Brown, 2009; Hiltz, Kim, & Shea, 2007; Parker, 2003; Shifter, 2000). In addition, university incentives such as release time and money were extrinsic motivational factors that influenced the decision to implement distance education regardless of support service availability (Chang, Shen, & Liu,

2014; Chapman, 2011; Porter et al., 2014). This study did not segregate types of support services offered and their correlation with implementation; rather the service offerings were bulked into an overall satisfaction category. Independent reviews of services may have brought forth different results.

Faculty age range and university-level teaching experience as they relate to overall satisfaction level with distance education programs were not statistically significant. Johnsrud, Harada, and Tabata's (2005) findings lend support to this study's findings of some faculty choosing not to participate in distance education even if adequate support resources were available. They also found that the culture of acceptance of distance education at the department level by their peers provided encouragement for faculty adoption more so than environmental factors including support services (Johnsrud, Harada, & Tabata, 2005). In addition, faculty were motivated to implement distance education for the intrinsic factors such as intellectual challenge, professional growth, and opportunity for innovation, factors that are independent of support services on a campus (Betts, 2014; Crumpacker, 2001; Green, Alejandro, & Brown, 2009; Parker, 2003; Shifter, 2000). However, Ulmer, Watson, and Derby (2007) stated in a quantitative study distributed to faculty in SACS accredited institutions on perceptions of the value of distance education that ". . . experience breeds acceptance in distance education" (p.69). Once again, different types of support services offered were not explored independently, but instead, were bulked into an overall satisfaction category. Faculty tenure status and faculty rankings were not individually explored for the study. Independent reviews of services, faculty rank, and tenure status may have brought forth different results.

Qualitative Review

Theme 1: External Encouragement for Implementation

The participants interviewed in this study were interested in distance education and expressed the need for its infusion into the academic curriculum. They recognized the institutional push toward online teaching. With enrollment numbers being a priority and the need for offering online courses to a growing geographical market, administrators in higher education continue to focus on increasing the number of distance education programs. Altekruse and Brew (2000) found in their study of technology and counselor education programs that university administrators look to distance education as the answer to increasing enrollment. These findings were reinforced during follow up interviews with faculty members in the current investigation. Participant ideas of an institutional push to implement distance education are mirrored in several studies in the literature (Betts, 2014; Hiltz, Kim, & Shea, 2007; Howell et al., 2004; LeBaron, 2008; Parker, 2003). Institutional encouragement can be attributed to several factors including budgetary constraints and physical space limitations. Contrary to the perspective of the participants in the study, studies in the literature viewed institutional encouragement as having a negative effect on implementation (Kinley, 2002; Shifter, 2000).

Program marketability was emphasized by those interviewed in the current study as was the importance of staying competitive in a geographically unbound field. Participants believed that distance education practices were necessary to remain competitive in the counselor preparation program market. With geographical restraints being practically eliminated from the picture, programs are migrating to distance education to remain competitive (Henricksen et al., 2014; Howell et al., 2004; Parker, 2003; Tabata & Johnsrud, 2008). These findings were similar to those of Kinley (2002) in a survey of department chairs. Department chairs believed that

distance education allows programs to reach new markets and a new group of students, a critical part of competitive marketability (Kinley, 2002).

Participants in the current study thought there was a need to support the graduate student's lifestyle with appropriate program offerings. They stated that curriculum should allow students flexibility. The evolving graduate student population is looking to find opportunities that lend themselves to their time-restricted lifestyles (Richardson & Swan, 2003; Shachar & Neumann, 2010). Obligations for graduate students may include familial obligations and full-time professional responsibilities (Chapman, 2011; Crumpacker, 2001; Parker, 2003). McKenzie et al. (2000) and Kinley (2002) also expressed the need for faculty and department chairs to provide students flexibility. The findings in the current study differed from Shifter's (2000) investigation that found top factors for implementation were not external but more so intrinsic, such as the desire to use technology and innovation in courses for intellectual challenge. Student demographics were not weighted in this study and would offer a different perspective if this study were to be repeated.

Theme 2: Adequate Preparation and Support for Development and Delivery

The interviewees expressed the need for incentives to transition to a virtual environment. All participants expressed the present need for distance education in some capacity in graduate programs while sharing their perception of inadequate support services at their institutions. These findings are similar to those found in the literature (Crumpacker, 2001; Ellis, 2000; Lee, 2001; Shifter, 2000, Thatcher, 2007). Participants reported a need for a greater amount of preparation in teaching online courses in doctoral programs, a lack of effective distance training courses, lack of campus resources, lack of communication of resources, and a lack of incentives. The literature describes similar issues for faculty implementing distance education and those

choosing not to venture into the distance education modality (Crumpacker, 2001; Howell et al., 2004; O'Quinn & Corry, 2002). The modality is one that needs a new skill set that warrants technical training and pedagogical training. Types of incentives were not examined independently or in correlations with tenure status or faculty rank.

Delivering online courses involves a significant investment of time, and therefore, incentives are necessary to serve as encouragement for faculty (Ellis, 2000; Howell et al., 2004; Johnsrud, Harada, & Tabata, 2005; Oomen-Early & Murphy, 2009). Interviewees believed that time was a major factor in developing online courses; therefore, they recommended released time or a lessor workload during the development period and instructional delivery. The need for released time is a reoccurring reference in the literature and coincides with what is presented in this study and others (Cook et al., 2009; Oomen-Early & Murphy, 2009). Contrary to the findings for adequate support services and preparations in this study is the idea of intrinsic motivation being the driving force behind implementation of distance learning. A number of studies indicate that regardless of the environment, the desire on the part of faculty members for intellectual challenge, innovation, and professional growth are the primary reason faculty undertake a distance education modality (Green, Alejandro, & Brown, 2009; Hiltz, Kim, & Shea, 2007; Parker, 2003; Shifter, 2000).

Theme 3: Evolving Design for Counseling Programs and Courses

Participants shared similar views on the future direction of distance education in counselor education programs. All stated there had to be a residential component in counseling programs because of the clinical and humanistic nature of counseling. The importance of a face-to-face component in teaching clinical courses was shared by Pereira et al. (2007) in a study on the effectiveness of distance education in a medical profession course. Hampton and Olney

(2008) also agreed that clinical studies are better suited for a hybrid modality after their analysis of a blended psychiatric rehabilitation course. The hybrid modality was listed as a preference for three of the four participants in the qualitative component of the study. Renfro-Michel (2010), in a study of using technology with adult learners in counselor education, also listed hybrid as a preference since hybrid students outperformed face-to-face students in his study. According to Wantz et al. (2003), participants interviewed in their study believed that knowledge-based theoretical courses are more adaptable to the distance education modality than skill-based/clinical courses:

> Regarding the reactions, concerns, and perceptions that counselor educators have about distance learning, among the most commonly cited concerns was the inappropriateness of the distance learning format for classes featuring application of skills and techniques. (p.341)

The consensus expressed by interviewed participants was that distance education is here, and it needs to be accepted and embraced in programs if they are to stay competitive (Allen & Seaman, 2014). Overall, participants believed that as the counseling profession evolves, counselor preparation programs should stay current in the training of professional counselors.

Limitations

Every effort was made to conduct a thorough exploration of the lived experiences of counselor educators in accredited counseling programs and to investigate factors that influenced the implementation of distance learning. However, there are several limitations that should be noted.

Population and Sample

It was the intent of the researcher to ensure that a diverse sample was collected from the population. The population was limited to individuals who were listed as the CACREP contact for a counseling program. The individuals may or may not have had a vested interest in distance education when filling in the quantitative instrument. There is an influx of surveys and questionnaires in social science research, so individual bias of the counselor educator contacts in selecting which studies to participate in is also a limiting factor. In addition, the programs represented by the completed surveys received in the sample were a small percentage of the population. The number of surveys collected can also be attributed to the large number of survey requests received in the social sciences. The follow-interview sample, while purposive and representative, was taken from the participants of the survey only, which may affect transferability to a larger population. In addition, participants volunteered to participate in the follow-up interviews; this may mean they had a vested interest in distance education and had bias in answering. While there was diversity in the types of programs, it was a self-selected sample; another researcher may have selected participants in a distinct fashion. The interview information collected was summarized and interpreted by the researcher. Another researcher may or may not have interpreted the interview answers in the same manner. Furthermore, the results of the study may not be consistent with the needs of all educators in the field.

Demographic Factors

Counselor educators completed the surveys on behalf of their counselor education program; therefore, their own demographic information was not considered in the study. Furthermore, neither tenure status nor faculty rank were studied as characteristics of the faculty members surveyed. In addition, when investigating satisfaction with support services offered,

individual services were not studied independently, but rather were bulked into overall satisfaction with services.

Institutional factors influencing distance education were not all considered in the study. State authorization, financial aid guidelines, FERPA, and HIPPA were not referenced in the research. These regulations, while important to distance education overall, were not included as factors in this study.

Implications of the Study

The goal of this study was to gain insight into the lived experiences of counselor educators in relation to distance education and to explore the factors influencing implementation of distance education in counselor education programs. The study examined how counselor educators perceived the infusion of distance education in counselor preparation programs. The research findings of this study are applicable to counselor educators, future counselors, counselor preparation program administrators, university administrators, and distance education personnel.

Counselor educators are infusing technology in their courses and so are counselors in professional practice. The structure of counselor education programs has been changing and will continue to do so as the needs of students and professional practice evolve (Wantz et al., 2003). Counselor preparation programs are responsible for graduating effective practitioners; therefore, introducing students to the latest technology tools for counseling in their preparation programs may be a benefit to the students and the field of professional counseling.

Counseling programs are competing in a global market ever since distance education delivery was introduced. Distance education activities can help increase enrollment in counselor education programs and meet the needs of a large number of students. To remain competitive in the market, participants expressed that it might be beneficial for counselor education programs to

incorporate distance education activities into the curriculum. There are currently a large number of programs using the distance education modality of teaching. In addition, several works in the literature agreed that programs were no longer competing for enrollments locally but have now entered into a global market (Green, Alejandro, & Brown, 2009; Henricksen et al., 200). Globally, distance education courses and programs are growing. This fact may need to be considered when deciding to implement distance learning in counselor preparation programs, to remain competitive and continue to see growth in enrollment. This may mean programs could adopt a different marketing strategy that targets a larger geographic distribution. In addition, cohorted programs may look at having an on-ground cohort as is traditional as well as an online or hybrid cohort to expand the reach of their services. Collaboration opportunities with other higher education institution counselor education programs that have different degree programs offered may also be considered as joint degrees could expand the reach of counselor education programs.

Adequate preparation of counselor educators can facilitate the adoption of distance education. The counseling profession has increasingly adopted online counseling and online supervision an indicator of the acceptance of technology in the profession. There was a lack of preparation in learning how to develop and implement distance education activities expressed by faculty in this study. In addition, a desire was expressed for counselor preparation programs to prepare students to use technology. Counselor education preparation programs may need to introduce instructional components that help prepare counselor educators to implement distance education programs, including how to develop online classes. An item to consider would be technology in counseling courses integrated into the curriculum which could introduce pedagogical foundations of online learning. Additionally, introducing tools used to enhance

traditional teaching and to conduct cybersupervision and cybercounseling would be beneficial. If a course is not available, counselor education programs may consider offering training seminars or workshops for their students on specific tools. This could be in collaboration with academic technology departments on campus or via online webinars. Another possibility would be to offer workshops at state and national conferences. This would be a service to a larger population of interested individuals who would benefit from technology training in one central location.

Adequate resources for the development and deployment of distance education courses are necessary to assist faculty with the transition to the distance learning environment (Chang, Shen, & Liu, 2014; Howell et al., 2004; Porter et al., 2014). Effective training programs can assist faculty in acquiring the necessary skills to develop and implement fully online and hybrid courses. It may be important for institutions to provide adequate diverse support services for faculty in order to develop and implement distance education and to assist in the transition to a virtual environment for at least some course work. Training programs that demonstrate how to navigate a distance learning system and how to create content in that system in a hands-on setting, may be beneficial to faculty. Training programs that are delivered in a distance education or hybrid modality that allow a faculty member to take on the role of a student may expand the understanding of the characteristics for student success in an online environment. With faculty members' time being limited, a variety of workshop types and delivery methods seem to be a positive menu of opportunities of which faculty can take advantage. Support resources on campus may be a good avenue for exploration in programs. Released time and financial incentives could possibly encourage faculty to use new technology in their programs. There are several grant opportunities, including Title III and Title V federal grants, which might facilitate these types of incentives for universities that are already experiencing budget cuts. In addition,

working in collaboration with other universities to maximize resources would also be worth investigating. Faculty expressed the desire for peer mentoring or for assistance from faculty who had already successfully implemented distance learning; therefore, a campus faculty mentoring or instructional coaching program may be advantageous. Centers for teaching excellence or faculty support centers at institutions could work together to form professional development certifications to bring academic value to engaging in distance learning activities, therefore, encouraging faculty to engage in this practice as well.

The interviewed faculty stated their preferred design in distance education and counseling is one that does not dismiss the face-to-face component of the program. This statement is supported by the literature (Hampton & Olney, 2008; Pereira et al., 2007; Renfro-Michel, O'Halloran, & Delaney, 2010; Wantz et al., 2003). The profession of counseling calls for a human connection as stated by faculty. Faculty in this study preferred a hybrid model that combined face-to-face and online content. In addition, knowledge and theory courses were viewed as more adaptable to a distance education format than skill-based courses. The faculty participants did not want to lose the ability to meet with students face-to- face at some point during the course of study. The implication for counselor preparation programs is that it might be beneficial to begin with a hybrid/blended model in knowledge-based courses if they are considering implementing distance education in their programs. The hybrid and knowledge-based combination may be an easier course to adapt to the distance education modality while still preserving the traditional classroom instruction.

Recommendations for Further Research

The research presented in this study focused on exploring the attitudes and experiences of counselor educators as related to distance education activities. In addition, data was gathered

about implementation of distance education in counselor education programs. Future investigations can continue to examine the growth of distance education programs in counselor education and levels of satisfaction of faculty involved in developing and implementing these programs.

A recommendation for further research derived from this study is to explore individualized support service programs existing at counselor education program institutions. This would help identify what types of support are most influential in distance learning adoption. Chang, Shen, and Liu (2014) also recommended examining training support services and how they affect distance education adoption. A more thorough look at release time, financial incentives, consideration in the tenure and promotion process, and hardware/software incentives would benefit program administrators in identifying where to allocate funds or resources for program development. A pre and post study of a counselor education preparation program that introduces a technology component either in the curriculum or through workshops as it relates to self-efficacy in distance education could be beneficial as well.

A second recommendation for research is to examine tenure processes as they relate to distance learning implementation. Shifter (2000) concurred that research was needed to determine if lack of value recognition in the tenure process negatively influenced adoption across faculty rankings. Introducing the variables of tenure status and faculty ranking could be beneficial if the study were to be conducted again.

Furthermore, a comparative study examining counselor preparation distance education skill-based courses and face-to-face skill based courses would be beneficial. There was a limited amount of research on individual distance education skill-based courses in counselor education.

A comparative study among face-to-face, online, and hybrid instructional deliveries may also yield interesting results.

The evolving educational environment brings with it a new set of challenges and successes. The role of technology needs to be continually studied as time has a significant impact on acceptance of this modern practice. Updated studies to contribute to the literature on faculty perceptions of and motivation toward distance education implementation are beneficial as most studies were conducted in the early 2000s.

Summary of the Study

This study used a phenomenological research design that was informed by the perceptions of CACREP liaisons describing various issues related to the implementation and satisfaction of distance education efforts on university campuses. This study used a quantitative survey and qualitative follow-up interviews. The purpose of the first phase was to collect data from a survey distributed to 212 CACREP liaisons thus, providing descriptive statistics of their counseling programs. The instrumentation used in this phase was a researcher-developed survey derived from topics of interest found in the literature. The survey consisted of 23 items divided into six sections: program demographics, faculty demographics, implementation of distance education status, courses implemented, satisfaction level with distance education support service offerings at the institution, and a request for a follow-up interview. Two attempts were made to collect survey responses. The 41 counselor educators who answered the survey on behalf of their counselor education programs represented diverse program demographics. The second phase of qualitative interviews added depth and breadth to the completed survey by providing insight into the lived experiences of counselor educators involved in distance learning. Data analysis for the quantitative component consisted of chi-square tests and an ANOVA. These analyses were used

to gauge differences in implementation based on size of program, faculty age range, and university-level teaching experience. Purposive maximum variation sampling was used to decide on the follow-up interview participants. A purposive maximum variation selective sample was crafted to ensure that diverse characteristics were represented in the qualitative component: implementation of online courses, faculty age range, gender, program size, faculty total count, university level teaching experience, and overall satisfaction level. Four participants completed a follow-up telephone interview that was recorded using a USB digital voice recorder. The interviews were transcribed by the researcher and analyzed for theme identification. Triangulation was achieved by multiple methods of data collection, peer-debriefing, and member-checking. Three themes emerged from the follow-up interviews with participants. They included (a) external encouragement for implementation, with the subtheme student needs; (b) adequate preparation and support for development and delivery, with a subtheme of effective communication of services; and (c) evolving design for counseling programs and courses. The results of the study were compared to previous findings in the literature that would either support or refute the findings of this investigation.

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Appendix A: Survey Questionnaire

Section 1: Program Demographics

1. Name (optional)

2. Your college or university

3. Size of Masters Program

4. Size of Doctoral program

5. Check off the programs offered in your department

   - AC - addiction counseling
   - CC - community Counseling
   - ClC - college counseling
   - CMHC - clinical mental health counseling
   - CrC - career Counseling
   - GC - gerontological counseling
   - MFC - marriage and family counseling
   - MHC - mental health counseling
   - SA - student affairs
   - SC - school counseling

Section 2: Description of Faculty

1. Full time faculty in department _____

2. Tenured faculty in department _____

3. Female faculty in department _____

4. Male faculty in department _____

5. Number of faculty in age range described
   26-45 _____
   46+ _____

6. Enter number of faculty that have the corresponding university level teaching experience
   0-5 years _____
   6-15 years _____
   16 or more years _____

Section 3: Course Information: Online and Hybrid (partial face-to-face/partial online)

1. Does your program offer online courses? (fully online or hybrid)
   Yes _____ (proceed to Section 4)
   No _____ (proceed to Section 5)

Section 4: Distance Education Descriptives

1. What percentage of your program is offered fully online? _____

2. Which of the following CACREP courses are offered fully online? Chronologically order courses from first offered (1) to last offered (10)
   - Professional Orientation and Ethical Practice
   - Social and Cultural Diversity
   - Human Growth and Development
   - Career Development
   - Helping Relationships
   - Group Work
   - Assessment
   - Research and Program Evaluation

3. When was the initial year of delivery for your first fully online course?

4. Which of the following CACREP courses are offered in a hybrid format? Chronologically order courses from first offered (1) to last offered (10)
   - Professional Orientation and Ethical Practice
   - Social and Cultural Diversity
   - Human Growth and Development
   - Career Development
   - Helping Relationships
   - Group Work
   - Assessment
   - Research and Program Evaluation

5. When was the initial year of delivery for your first hybrid course?

Section 5: Program Satisfaction

Select which best describes how you feel about the support services at your institution.

1. The institution offers adequate training programs to transition to an online delivery system.

   Strongly Agree Agree Disagree Strongly Disagree

2. The institution offers incentives to faculty to transition to an online delivery system.

   Strongly Agree Agree Disagree Strongly Disagree

3. The institution offers adequate support services for faculty offering distance education courses.

   Strongly Agree Agree Disagree Strongly Disagree

4. The institution offers adequate support services for students taking distance education courses.

   Strongly Agree Agree Disagree Strongly Disagree

Section 6: Thank you for completing the survey.

1. Are interested in participating in a brief follow-up questionnaire or interview?
   Yes _____
   No _____

2. If yes, please enter a phone number with area code.
   _____

Appendix B: Qualitative Follow-Up Interview Questions

1. How would you describe your level of interest in distance education in counselor education courses?

2. Do you believe that there is a difference in adoption level of distance education in relation to faculty teaching experience?

3. Do you believe that there is a difference in adoption level of distance education in relation to faculty age?

4. What kind of support was given to you to develop distance education programs and/or online courses?

5. What obstacles did you face in developing online courses?

6. Tell me about your level of satisfaction with your current distance education offerings?

7. What are your recommendations to other faculty in counselor education programs regarding developing online or distance education programs?

8. What do you perceive is the future direction of distance education in counselor education?

9. Any additional information you would like to add about distance learning?

Appendix C: Email Request for Participation for Survey

"Utilization of Distance Education in Council for Accreditation of Counseling and Related Educational Programs(CACREP) Programs"

Greetings CACREP Liaison:

Your counseling program is being invited to participate in a research study about the utilization of distance education in CACREP accredited counseling programs. This study is conducted by Michelle Durán from the Counseling and Educational Psychology Department at Texas A&M University Corpus Christi as part of a doctoral research dissertation supervised by Dr. Robert Smith. You were selected as a participant in this study because your counseling program is accredited through CACREP. Please complete this survey pertaining to your department's offerings in distance education, if another person has this information please distribute accordingly.

There are no known risks if you decide to participate in this research study nor are there costs to you. The information you provide will be used to identify the degree to which distance education is incorporated into accredited programs and to develop a best practices implementation model. The survey will take about 15 minutes to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits to universities and programs across the country.

Click the following link to access the survey:
http://www.surveymonkey.com/s.aspx?sm=QewcrDbkDtXLwFGCihDWeg_3d_3d

Your participation in this study is voluntary and is greatly appreciated. Upon submission of the survey, you will be entered into a drawing for a chance to win an IPOD media playing device and/or ITunes Gift Cards.

If you have any questions about the study, please contact
Michelle Durán
michellefnc@yahoo.com
(956)###-####

Respectfully,
Michelle Durán

If you choose to opt-out of this survey opportunity please click on the following link.
http://www.surveymonkey.com/optout.aspx?sm=QewcrDbkDtXLwFGCihDWeg_3d_3d

Appendix D: Follow-up Interview Request E-mail

Dear Dr. (*Insert Name)*,

Thank you for your participation in my dissertation study, ***Utilization of Distance Education in CACREP Programs.***

Based on the survey you completed two years ago, you were interested in partaking in a follow up interview for the study on the topic of distance education. I would greatly appreciate the opportunity to gain additional information about your distance education program (offerings, processes, strategies, etc.) with a brief telephone interview.

As a university professional myself, I know your time is very valuable and limited. I would love to have your input for my study and was hoping that this time in the fall semester would be convenient timing. I will be available to conduct interviews between October 14th – October 20th from 8am to 9pm (at your convenience). Please reply to this e-mail with a couple of convenient dates and times for me to call you for a brief, approximately 20-30 minute telephone interview. You will receive a confirmation email with the scheduled date and time of the interview phone call.

Benefits:

The findings of this study will have applicability for distance education incorporation in CACREP counseling programs. ***In addition, you will receive a $25.00 Amazon electronic gift card delivered instantly to you for your time invested in this study.***

If you would like to talk to someone in regards to this research you can contact the researcher, Michelle Durán, at 956-###-#### or by e-mail at michelle.duran@AAAAA.AAA.

Thank you very much for considering this request. I truly am at a crucial time in my academic career and am hoping to graduate in December after several trying life circumstances. Your participation will be greatly appreciated. I hope to hear from you very soon.

Michelle Durán
Doctoral Candidate, Counselor Education, Texas A&M University-Corpus Christi
Past-President, Texas Distance Learning Association