Doctor of Education

PROFESSIONAL COUNSELING AND SUPERVISION

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College of Education
http://www.westga.edu/academics/education/cspc/eddpcs

Doctoral Student Handbook

Student Responsibility

The statements set forth in this handbook are for informational purposes only and should not be construed as the basis of a contract between a student, the University of West Georgia, or the Doctorate in Professional Counseling and Supervision. While every effort will be made to ensure accuracy of the material stated herein, the Doctorate in Professional Counseling and Supervision program reserves the right to change any provision listed in this handbook, including but not limited to academic requirements for graduation and availability of courses and programs of study without actual notice to individual students. Every effort will be made to keep students advised of such changes.

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Information regarding academic requirements for graduation will be available in the offices of the Registrar and College of Education. It is the responsibility of each student to keep apprised of current graduation requirements for a degree program in which he or she is enrolled.

In the event that an administrative hearing officer or a court of record determines that "publications" issued by the college create a contractual or quasi-contractual relationship with any person, the amount of damages recoverable by the parties shall be limited to the amount of consideration paid by the person for the privilege of admission, enrollment, continued enrollment, or other service rendered by the institution to such person. As used herein, the term "publications" (without limiting the generality of the normal meaning of the term) shall be deemed to include any and all written forms or other documents issued by the institution concerning applications for admission, enrollment or continued enrollment, waivers of liability, consents to medical treatment, dormitory occupancy, and any and all other written forms, documents, letters or other materials issued by the college in furtherance of its educational mission.
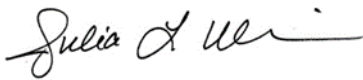
Welcome

On behalf of the faculty in Counselor Education and College Student Affairs, I would like to welcome you to the University of West Georgia (UWG) and to the doctoral program in Professional Counseling and Supervision. We are excited to have you here and look forward to working with you during this time of growth and continued professional development.

The Ed.D. in Professional Counseling and Supervision is an *applied* doctorate with an emphasis on the application of knowledge through continued practice. A new cohort is admitted each summer semester. The 39-hour program is completed in two and a half years of continuous enrollment in a completely on-line format and the 60 credit hour program can be completed in three years of continuous enrollment. Two doctoral-level courses are offered each term in a fully on-line format. The program builds upon a strong foundation developed through previous graduate education and professional experience.

General program information, policies, and procedures are included in this handbook and are intended to provide guidance as you progress through the program. The faculty and staff are pleased that you have selected UWG for the pursuit of your doctoral degree. We are committed to making this experience a hallmark of your professional career.

Sincerely,

Julia Whisenhunt, Ph.D., LPC, NCC, CPCS
Associate Professor of Counselor Education and College Student Affairs
Director, EdD Professional Counseling and Supervision
Department of Communication Sciences and Professional Counseling

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Mission Statement

The Mission of the Professional Counseling and Supervision program (Ed.D.) is to prepare counseling professionals to positively impact their clients and communities of service through effective practices and programs, leadership, and advocacy.

Program Goals

As a result of participating in the Doctoral Program in Professional Counseling and Supervision at the University of West Georgia, students will:

1. Develop a critical understanding of counseling, supervision, evaluation, and social change theories and research that support advanced practices in counseling, supervision, program evaluation, and advocacy.
2. Provide competent and ethical counseling, supervision, program evaluation, and advocacy services in their respective specialty areas.
3. Provide leadership in the design and implementation of advocacy efforts to improve access and opportunity for persons who are marginalized and underserved.
4. Evaluate programs in their respective specialties and use outcomes of evaluations to enhance programs and services and to advocate for the profession.
5. Actively participate in professional activities that lead to advancement of the counseling profession.

Program Level Student Learning Outcomes

1. Candidates will demonstrate knowledge and skills of administrative supervision and consultation by supervising a program evaluation team.
2. Candidates will complete and submit a professional association program proposal or manuscript addressing professional development needs of peers in the context of a current trend in counseling.
3. Candidates will design a program evaluation that, when conducted, will addresses specific evaluation questions in a scientifically credible manner.
4. Candidates will establish the evaluability of a program, develop an evaluation study design, conduct an evaluation study, report results and make appropriate recommendations for program improvement.
5. Candidates will develop advocacy plans to improve access and opportunity for persons in their systems of care who are marginalized and underserved.
6. Candidates will develop a well-integrated, comprehensive review of the literature sufficient to support the evaluation of a program implemented in their respective work settings.

STUDENT ADVISEMENT
Initial Advising of Doctoral Students

Advisors will be assigned to students as they are admitted based on an initial impression of shared interests and faculty resources. However, students may identify other faculty with whom they would like to work in an advisory role, and it is perfectly acceptable to request a change as long as all parties (current advisor, program director, proposed advisor) agree that it would be in the best interest of the student. A request that the Director facilitate the change to a different full-time tenure-track or tenured faculty member in the counseling program may be made after the advisor and student have discussed the possibility of such a change. Normally such requests for a change in faculty advisors will be granted unless there is no other full-time tenure-track or tenured faculty member willing or available to advise the student.

Prior to the student enrolling in his or her first semester, the Director will determine which prerequisite courses have been completed and which must be taken as a part of the student's doctoral program. By the end of the student's first semester in the program, the Director will establish the student's program of study, which will include a listing of all required courses, an indication of which semesters the student will complete those courses, and a schedule for completing all other requirements for the Ed.D. There is an expectation that all students making satisfactory progress will complete the degree requirements in two to three years of full-time study (6-9 credits per semester). A checklist containing tasks that must be completed during the term of enrollment is located in **Appendix A**.

The Doctoral Program Director

Doctoral Program Director ensures that students have developed a reasonable plan for completing their degree programs, and that students complete and file all forms necessary to complete the degree program. In addition, the director and chairs may serve as a mentor for students by assisting them in further developing their identity as professional counselors and adopting professional approaches to their work and interactions with others.

The director serves a number of important functions for doctoral students and should be consulted by students if they have questions or problems related to their academic progress. While the director will answer questions related to program requirements, students are also expected to read the UWG Graduate Catalog and this handbook to ask well-informed questions.

Dissertation Chairs and the Program Director complete and sign a number of important documents related to a student's academic program. Students are responsible for meeting with their Dissertation Chair to have documents completed and filed on their behalf. Students should be provided with a copy of all documents completed by the chair and should request such copies

for their own files if they are not offered.

The Dissertation Committee

The dissertation committee includes the dissertation chair, who chairs the committee, and one to two additional full-time tenure-track or tenured faculty members, one of whom must be a member of the counseling program faculty. The Director of the Professional Counseling and Supervision Program will assign committees to each student. The committees will consist of at least one methodologist to ensure the methods are sound.

One of the unique features of this program is the development of the dissertation proposal through embedded assignments in a number of courses in which students enroll during their first year. Students who are actively working to develop a proposal, which they will submit to their committee for approval at the beginning of year two, will work with their chair to refine the proposal. Through specific coursework students will work on the dissertation. Each of these assignments correspond to a section of the dissertation. After each assignment has been completed, reviewed by course instructors, and revised according to instructor feedback, that chapter will be submitted to the chair for further feedback and refinement.

The dissertation chair directs the dissertation process, and oversees completion of the required paperwork (http://www.westga.edu/academics/education/cspc/eddpcs) associated with the dissertation and graduation, including the following:

- Dissertation Proposal Approval Form;
- Report of Results of Dissertation Defense Form;
  UWG forms related to graduation; and,
- UWG Dissertation Formatting Guidelines

CURRICULUM

Courses are offered 100% online. Courses are only offered once during a two and a half (2.5) year cycle of enrollment; therefore, it is important that students enroll as specified to the individual cohort.

Should it be necessary to revise the sequence, it will be done in such a way as to ensure students are able to complete the degree program in the two and a half (2.5) to three (3) year period, assuming all requirements have been met. The Plan of Study, revised in 2018, is located in **Appendix B.**

Transition and Assessment Points

An integral part of the doctoral program is the ongoing assessment of student learning outcomes to determine whether program goals are being achieved. The evaluation plan is located in **Appendix C**. Each of the major transition points experienced by students in the program is associated with a key assessment.

Student assessment data are maintained via subscriptions to TK20, the Assessment and Data Management System to which all students subscribe. Students may subscribe directly on line at https://westga.tk20.com or may buy a subscription pack at the University bookstore. It is important to note failure to submit assignments to TK20 in courses may result in a reduction in the final grade or receive other consequences respective to the instructors' syllabus.

The counseling program faculty meet annually to review each student's progress. The review is based on the material submitted by the student, grades and performance on key assessments, progress toward completion, and observations/measures of student dispositions. Each student will receive a report of the review and, if warranted, will work with his/her advisor to develop an improvement plan to remediate deficiencies. Improvement plans will be specific and will include a timeline for demonstration of specified outcomes in the area of remediation. The consequences for continued under performance or dispositional concerns will be specified and may include further remediation or dismissal from the program.

DOCTORAL PROGRAM POLICIES

Students follow policies and procedures outlined in the Graduate Catalog (https://www.westga.edu/academics/gradstudies/). The catalog is located on the University of West Georgia website and can be found on the Graduate School webpage under Student Resources. In addition, some program specific policies apply to the doctoral program.

Communication

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email. Failure of communication as a result of the student not checking his or her email is not the responsibility of the program or department. Since this is an online program, it is strongly recommended that students check their email at least a few times a day to stay abreast of important program and university updates.

Grading Policy

Grading policies are outlined in the course syllabus and are in accordance with the Grading System for Graduate Students as outlined in the Graduate Student Handbook located on the Graduate School's webpage: https://www.westga.edu/academics/gradstudies/ under student

resources.

- Doctoral students who earn a grade of Unsatisfactory will be placed on Academic Probation, regardless of the cumulative GPA.
- A student who earns a Satisfactory grade the subsequent semester will return to Good Academic Standing.
- Doctoral students who earn a second grade of Unsatisfactory will be dismissed from the University, regardless of the cumulative GPA.
- Two C's and one F can result in academic dismissal

Grading scale

The doctoral program follows the standard graduate grading policy of the University:

A (90-100%), B (80-89%), C (70-79%), and F (69% or below) for most courses, and S (satisfactory) / U (unsatisfactory) for internship courses. Each course syllabus sets the standard for academic grades. Class attendance (evidenced by "online activity documented in CourseDen D2L") is required, as specified by each course instructor.

Incomplete Grades

The grade of Incomplete (I) is assigned at the discretion of the professor ONLY when it is determined that a student is unable to complete some portion of the assigned work in a course for nonacademic reasons beyond his/her control. Reasons include family hardship, illness, accident, or verified disability. In the event one of these circumstances apply, the student should notify the professor and program director immediately. Notification **must** be given in writing before the end of the term. The professor and program director will determine, based on the nature of the condition and the incomplete requirements, the additional time allowed for completing the work before a permanent grade is assigned. An incomplete grade reverts to a grade of F if the required work is not completed within the specified time not to exceed one academic year. A grade of "I" is not computed in the calculation of a student's grade point average.

In most cases, receiving an Incomplete in one or more courses could remove a student from his or her cohort. If this occurs, the student will have to restart the sequence where he or she received the incomplete. The program director will determine when the student may reenter the program, which can occur no sooner than one year after the student is removed from the cohort. In this case, the student will resume courses with a new cohort based on availability of space within the subsequent cohorts.

Please note: Pursuit of the doctoral degree requires students to complete rigorous, time and labor-intensive assignments, and engage in studies in depth. All those who enter doctoral programs should have considered whether their life circumstances permit them to complete such programs. Grades of Incomplete are not assigned because students have not adequately planned for the amount of time commitment necessary to complete requirements within the overall

context of other life roles and responsibilities.

Academic Good Standing

Students must maintain a semester average of at least 3.0 on a 4.0-point scale. Additionally, the expectation is held that doctoral students demonstrate superior academic performance. Consequently, a student who earns two Cs or two U's during the course of study or one F in a course will be dismissed from the program. Students who earn one C and still maintain a 3.0 GPA will be placed on academic probation and must work with her/his advisor to design a *Student Development Plan* (see **Appendix E**), to remediate deficiencies. Any student earning a C in a core course must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A C in a non-core course will not be included in the student's approved plan of studies. The student may retake the same course or substitute another graduate-level course (approved by the advisor) one time. The student must earn a B or higher in order for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; in other words, all grades will be calculated to comprise the cumulative GPA.

Leave of Absence

In the case of unusual personal or professional circumstances, the student may request a Leave of Absence from the program. The request should be developed in cooperation with the program director, using the *Request for Leave Form* (see **Appendix D**), which can found on the program's website. The director may consult with the student's advisory committee to determine whether leave should be granted. The student must be in academic and professional good standing at the time the request for leave is made.

To be considered for readmission, the student submits, in writing, a request for readmission along with a professional development plan indicating how he/she intends to meet program requirements. The request should be submitted to the program director 60 days prior to the beginning of the semester during which the student wishes to reenter the program. An interview may be conducted to determine if the student is ready to reenter the program. If the student is readmitted, he/she will be assigned to the next available cohort starting at the beginning of the term following the last completed term, if space is available. Students' whose leaves extend beyond one academic years are required to reapply to the program and may or may not be readmitted.

Appeal Procedure

Students have the right to appeal grades or decisions by the program faculty if they think they have been discriminated against, that their due process has been violated, or that policies have

not been equally or equitably applied. The procedures for appeals and other academic policies are elaborated in the Student Handbook:
https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php

Grade Appeals

Doctoral-level instructional faculty have the responsibility of evaluating students by standards and a grading system that is publicized and known to the students. The responsibility for determining the grades for each student rests on the faculty member assigned to teach the course.

A student who feels the grade assigned for the class is arbitrary or unfair is entitled to appeal the grade. Appeals should follow the procedures as outlined in the *UWG Student Handbook* (*https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php).*

Appeals of Student Review Decisions

A student who feels that a decision by the Faculty is arbitrary or unfair is entitled to appeal the decision. Appeals must be submitted in writing with a rationale for the appeal to the Director within 14 days after notification of the faculty's recommendations. Subsequent appeals, if necessary, are made as outlined in the *UWG Student Handbook.*

All appeals of program faculty decisions, regardless of their nature, shall be concluded in a timely manner after cause for the appeal occurred. Appeals regarding other issues in the doctoral program shall also follow this procedure and timeline.

ACADEMIC HONESTY STATEMENT

Doctoral students are expected to adhere to the highest standards of academic honesty throughout the program.

Plagiarism includes, but is not limited to, when a student represents words, ideas, or information obtained from another person or source without giving proper credit. Direct quotations must be indicated and ideas of another must be appropriately acknowledged according to APA.

Academic fraud includes, but is not limited to, when a student intentionally or unintentionally deceives or misrepresents ideas, information, or him/herself to a university official. Academic fraud also occurs when a student uses or buys ghost-written papers or papers developed by another or an assignment from one class for another without the approval from the course instructor.

Improper academic conduct on the part of the student shall include, but not be limited to: obtaining and/or using information during an examination by means other than those permitted by the instructor, supplying of such information to other students; submitting through electronic

media work that is not the work of the student, such as having another individual post work to CourseDen sites in the name of the student; and submitting work that is ghostwritten or bought from any source.

All forms of academic dishonesty, including but not limited to cheating, plagiarism, and falsification of academic records, are subject to disciplinary action outlined by the University of West Georgia and at the discretion of the faculty member and program director.

Incidents of academic dishonesty will be treated as described in the *UWG Student Handbook (*https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php*)* Additionally, the counseling program faculty will review the circumstances of the incident and recommend action up to and including dismissal from the program.

In an effort to help educate students on plagiarism, students are required to submit their dissertation proposal and full dissertation to Turnitin.com prior to defending their proposal. Additionally, students are required to submit their final dissertation to turnitin.com before defending their proposal. The Director of the program will help students with this process.

ADMISSION TO CANDIDACY

In order for a student to be recommended for admission to candidacy for the doctoral degree, one condition must be met: an approved dissertation proposal must be completed.

THE DISSERTATION
Enrolling for Dissertation Credit

Students are required to complete a minimum of 12 hours of dissertation credit, but may exceed this amount, if necessary. Enrollment begins in the fall of year two of study and continues until the dissertation has been completed.

The dissertation is partially completed during enrollment in specified courses and is viewed at UWG as a collaborative process. **Students are responsible for initiating communication and working collaboratively with the dissertation chairperson and committee in identifying goals and timelines for the completion of the dissertation.** Students are also expected to provide documents to the committee well before meetings and deadlines and should expect to receive feedback in a timely but realistic manner. It is the expectation of this program that faculty will receive at least two weeks of review time before a proposal and two to three weeks of review time for a dissertation defense.

Dissertation Courses

At the beginning of the semester, students should register for the dissertation hours for which their chair is the instructor. **It is highly recommended that the student and dissertation chair**

identify goals and expectations to be completed for that semester. Should the student meet the expectations and goals for that semester, a grade of S should be earned. However, this is only a recommendation and the faculty member overseeing the dissertation may provide the grade the faculty member feels was earned by the student.

Dissertation Proposal Defense

Once the student has completed the dissertation proposal to the chairs satisfaction, the dissertation chair and student will schedule the proposal defense with the committee. The program assistant schedules this meeting. The dissertation proposal form should be provided to the chair by the student and completed and signed at the conclusion of the proposal defense. This form can be found on the Program's Webpage The student and chair should permit two weeks for the committee to read the dissertation proposal prior to scheduling a defense.

After the successfully defending the proposal and prior to the conduct of research, students must also obtain approval of the review boards of the University and the site at which the program evaluation will be conducted. These approvals are sought after the student has received committee approval to begin the research.

Students are responsible for receiving approval by the Institutional Review Board as part of the proposal process, before beginning their dissertation research. Forms can be obtained at http://www.westga.edu/oso/. Additionally, students are required to complete the CITI training as described on the ORSO website. CITI training is intended to prepare students with the knowledge needed to responsibly conduct research. Finally, when the research has been completed, a Research Completion Form must be completed and submitted to the UWG IRB.

Dissertation Defense

Once the dissertation is completed in acceptable form and approved by the dissertation committee, the oral defense of the dissertation may be scheduled. When scheduling the defense, chair and student should allow for at least two to three weeks review time for the dissertation committee. It is important to consider the review time as well as ProQuest deadlines when scheduling dissertation defenses.

The student will schedule dissertation defenses to be held on an approved, web-based meeting space. Prior to the defense, the student must provide the chair with the *Report of Results of Dissertation Defense Form* found on the program's website under forms. Considering the results of the oral defense of the dissertation, committee members will arrange to provide required signatures.

When completing the dissertation, it is recommended that the student visit https://www.westga.edu/gradstudies/theses-dissertations.php prior to sending the final dissertation to faculty for important information and dates relevant to the dissertation.

Submitting the Dissertation

The student has full responsibility for ensuring all copies of the dissertation are correct in content and form, and submitting the final dissertation to ProQuest. Instructions for submitting to ProQuest can be found here. Please note that, if the ProQuest administrator must return the dissertation for revisions more than twice, there may be a charge for each additional review.

Format Review

Compare the formatting of the required Content Pages to that of the sample Content Pages included in the appendix of the UWG Thesis and Dissertation handbook. Before uploading to ProQuest, confirmation from the Dissertation Chair of a successful defense and a signed copy of the format review form is required. (**Must use UWG Thesis & Dissertation Handbook guidelines for formatting**)

GRADUATION

Each candidate must apply for graduation the semester before his or her anticipated graduation. Information on Graduation can be found here. Candidates should work with the Registrar's office to identify and complete necessary paperwork. All forms should be completed in cooperation with the candidate's advisor, and then submitted to the director for signature and forwarding to the Registrar's office.

APPENDICES

APPENDIX A – Doctoral Program Checklist

Due (Year)	Due (Sem.)	Task	Date Completed
1	SUM	Become familiar with degree requirements as published in the Doctoral Student Handbook and Graduate Bulletin	
		Identify any missing prerequisite courses and complete plan of study	
		Meet with Dissertation Chair and develop a strategy for meeting program timeline requirements.	
		Complete coursework as indicated in plan of study	
1	FALL	Complete coursework as indicated in plan of study	
1	SPRING	Submit annual progress report to advisor by March 1 through Tk20	
		Meet with Advisor regarding student review by April 30	
		Complete coursework as indicated in plan of study	
2	SUM	Complete advisor-approved dissertation proposal and schedule a proposal meeting; submit dissertation approval form	
		Complete IRB and other necessary permissions to conduct evaluation study	
		Complete coursework as indicated in plan of study	
2	FALL	Complete data collection and analysis of evaluation	
		Complete coursework as indicated in plan of study	
2	SPRING	Complete analysis and write final draft of evaluation	
		Submit annual progress report to advisor by March 1 through Tk20	
		Meet with Advisor regarding student review by April 30	
		Complete coursework as indicated in plan of study	
3	SUM	Schedule and hold final oral examination (dissertation defense)	
		Submit application for graduation	
3	FALL	Complete the final draft with APA verification	
		Submit final dissertation to ProQuest	
		Complete coursework as indicated in plan of study	
		GRADUATE!!	

* Any changes must be submitted to the program director, signed and dated by the candidate, the advisor, and the director.

APPENDIX B – Plan of Study
CEP Ed.D. in Professional Counseling and Supervision
EdS Upon Admission

Doctorate in Professional Counseling and Supervision PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Summer Semester				
EDLE 8324 Ethics in Educational Leadership	3			
CEPD 9184 Seminar I: Professional Issues	3			
First Fall Semester				
EDSI 9923 Leadership and Diversity in the 21st	3			
EDSI 9961 Quantitative Research	3			
First Spring Semester				
EDSI 9962 Qualitative Methods	3			
CEPD 9183 Directed Doctoral Research	3			
Second Summer Semester				
CEPD 9185 Seminar II: Advocacy	3			
CEPD 9187 Supervision	3			
Second Fall Semester				
CEPD 9186 Internship	3			
CEPD 9199 Dissertation	3			
Second Spring Semester				
CEPD 9199 Dissertation	3			
Third Summer Semester				
CEPD 9199 Dissertation	3-6			
Third Fall Semester				
CEPD 9199 Dissertation	3			
Total Hours	39			
COMMENTS:				

CEP Ed.D. in Professional Counseling and Supervision
No EdS Upon Admission

Doctorate in Professional Counseling and Supervision PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Summer Semester				
EDLE 8324 Ethics in Educational Leadership	3			
CEPD 9184 Seminar I: Professional Issues	3			
First Fall Semester				
CEPD 8185 Professional Writing	3			
EDSI 9961 Quantitative Research	3			
First Spring Semester				
CEPD 9183 Directed Doctoral Research	3			
EDSI 9962 Qualitative Research	3			
Second Summer Semester				
CEPD 9171 Program Evaluation	3			
CEPD 9187 Supervision	3			
Elective Opportunity				
Second Fall Semester				
EDSI 9923 Leadership and Diversity in the 21st	3			
CEPD 9186 Internship	3			
Elective Opportunity				
Second Spring Semester				
CEPD 9199 Dissertation	3			
CEPD 9186 Internship	3			
Elective Opportunity				
Third Summer Semester				
CEPD 9185 Seminar II: Advocacy	3			
CEPD 9199 Dissertation	3			
Elective Opportunity				
Third Fall Semester				
CEPD 9199 Dissertation	3			
Elective Opportunity				

Third Spring				
CEPD 9199 Dissertation				
Elective Opportunity				
Total Hours	60			
COMMENTS: Electives are any courses at the 8000 or 9000 level and that are approved by the Director of the program.				

APPENDIX C – Assessment Plan

Program Evaluation Plan
Student Learning Outcomes & Assessment Tools

SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Candidates will demonstrate knowledge and skills of administrative supervision and consultation by supervising a program evaluation team.	Candidates will complete and submit a professional association program proposal or manuscript addressing professional development needs of peers in the context of a current trend in counseling.	Candidates will design a Program evaluation that, when conducted, will addresses specific evaluation questions in a scientifically credible manner.	Candidates will establish the evaluability of a program, develop an evaluation study design, conduct an evaluation study, report results and make appropriate recommendations for program improvement	Candidates will develop Advocacy plans to improve access and opportunity for persons in their systems of care who are marginalized and underserved.	Candidates will develop a well-integrated, comprehensive review of the literature sufficient to support the evaluation of a program implemented in their respective work settings.
Assessment Tools					
CEPD 9186: Administrative Supervision Final Report	CEPD 9184: Professional Issues Project Rubric (early or mid-program)	CEPD 9199: Dissertation Rubric (program exit)	CEPD 9199: Dissertation Rubric (program exit)	CEPD 9185: Advocacy Intervention	CEPD 9183 Literature Review (mid-program) CEPD 9199: Dissertation Rubric (program exit)

APPENDIX D – Leave Request Form

Doctor of Education
PROFESSIONAL COUNSELING AND SUPERVISION
GO WEST UWG
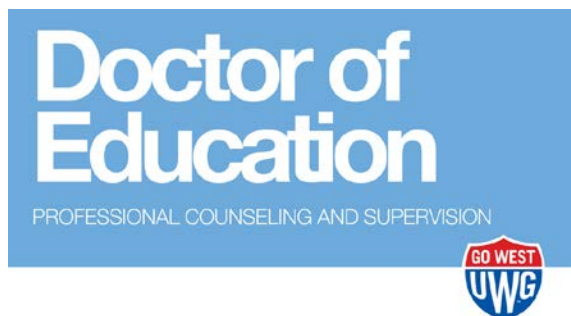
PROGRAM LEAVE REQUEST

Name	
Date of Request	

I hereby request a leave from the Professional Counseling & Supervision program at the University of West Georgia for the following reason:

I accept the responsibility for submitting in writing a request for a readmission interview with the Program Director in order to determine my readiness for readmission to the program. This request must be made by at least 60 days prior to semester of proposed reentry.
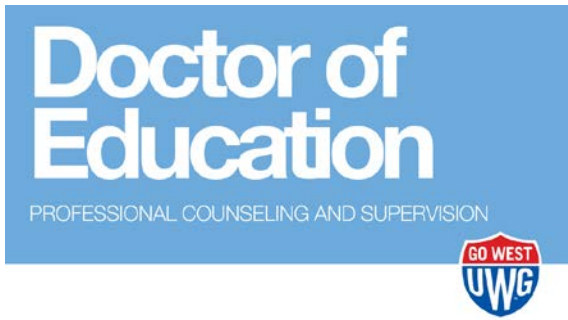
I understand that I must be in academic and professional good standing at the time of my request and that I will be assigned to the next available cohort on a space available basis.

_____ Approved   _____ Denied

Student Signature and Date	
Program Director Signature and Date	

APPENDIX E – Student Development Plan

STUDENT PROFESSIONAL DEVELOPMENT PLAN

Issues to be addressed per outcome of student review committee:

1.
2.
3.
4.

Step 1: Professional development goals related to the issues above should be clearly stated and measurable. They should each specify what change is required, the strategies/activities that will be implemented in an effort to achieve the goals, and how and when the change will be assessed.

Step 2: The committee-approved plan should be forwarded to the Ed. D. Program Director and will be placed in the student's file.

Step 3: A report detailing the outcomes of the plan and further recommendations of the student's advisory committee will be submitted to the Program Director according to the timeline specified for the plan's completion.

Step 4: If the plan has been successfully implemented and the advisory committee is satisfied that remediation has occurred, the report will be filed and no further action will be warranted. If the committee has further recommendations regarding the student's progress, a program faculty meeting will be called to recommend further action.

Student Signature & Date _____   _____

Advisor Signature & Date _____   _____

Committee Member Signature & Date _____   _____

Committee Member Signature & Date _____   _____

Ed.D. Program Director Signature & Date _____   _____

APPENDIX F - Dissertation Outline for Program Evaluation

Doctoral candidates in Professional Counseling and Supervision conduct a program evaluation to meet the dissertation requirement for the Ed.D. This project is based on professional practice and is designed to improve programs delivered in the candidates' work settings. The candidate is expected to evaluate a program currently being delivered to address crucial problems in the practice setting (e.g. school, community agency, university) with the intention of improving professional practice. Coursework, research, and fieldwork included in this applied degree program are integrated and connected.

Candidates will use the following outline as they prepare the final report of their evaluation studies for review by their advisory committees. The highlighted areas are those that must be included in the proposal. Beginning with those who graduate in 2015 or later, dissertations will be submitted electronically. Details will be made available regarding hardcopies for those who wish to obtain them. The UWG Dissertation Style Guide must be used when developing the Dissertation.

The final document includes:

1. Title Page
2. Signature Page
3. Abstract
4. Executive Summary (Ed.D. PCS only)
5. Copyright (optional)
6. Dedication (optional)
7. Acknowledgments (optional)
8. Vita (optional)
9. Table of Contents
10. List of Tables, Figures, or Illustrations
11. Body of Dissertation
12. APA Style References
13. Appendices

The Ed.D. in Professional Counseling and Supervision prefers the following outline for the Body of the Dissertation.

1. **Chapter I – Introductions and Background**
   1.1. Introduction of problem supported by literature that discusses the problem or phenomenon being served by the program being evaluated
   1.2. Purpose of Evaluation
   1.3. Description of program being evaluated (including goals, stakeholders, activities)
   1.4. Target population/stakeholders for the evaluation
   1.5. Overview of report structure
   1.6. List of definitions
2. **Chapter II – Literature Review**

    2.1. Broad to specific review of the problem being addressed by the program being evaluation

    2.2. Review of evidenced based strategies addressing problem being discussed

    2.3. Note: This should include peer-reviewed academic literature.

3. **Chapter III – Methodology**

    3.1. Introduction

    3.2. Purpose of Evaluation

    3.3. Evaluation questions

    3.4. Evaluation approach/model and rationale for the approach

    3.5. Design

    3.6. Analytical procedures

    3.7. Limitations of evaluation (e.g. methods, data sources, potential bias, etc.)

4. **Chapter IV – Results**

    4.1. Details of findings, clearly and logically described

    4.2. All evaluation questions are addressed

    4.3. Findings are fully supported by data

5. **Chapter V – Discussion, Conclusions, Recommendations**

    5.1. Discussion and interpretation of findings

    5.2. Conclusion of findings

        5.2.1.   Judgments about program merit and worth

    5.3. Recommendations, based on findings, for stakeholders

6. **References**

    6.1. References in APA format

7. **Appendices**

    7.1. All appendices referenced in the text, in the order they are referenced

APPENDIX G - Dissertation Outline for Traditional Dissertation

Doctoral candidates in Professional Counseling program can also conduct a traditional dissertation to meet the dissertation requirement for the Ed.D. This project is based on professional practice and is designed to enhance various skills for practitioners in the field of higher education.

Candidates will use the following outline as they prepare the final report of their dissertation for review by their advisory committees. The first three chapters are those that must be included in the proposal. Dissertations are submitted electronically. Details will be made available regarding hardcopies for those who wish to obtain them. The UWG Dissertation Style Guide must be used when developing the Dissertation.
The final document includes:

1. Title Page
2. Signature Page
3. Abstract
4. Copyright (optional)
5. Dedication (optional)
6. Acknowledgments (optional)
7. Vita (optional)
8. Table of Contents
9. List of Tables, Figures, or Illustrations
10. Body of Dissertation
11. APA Style References
12. Appendices

The Ed.D. in Professional Counseling Supervision prefers the following outline for the Body of the Dissertation.
1. **Chapter I – Introductions and Background**
   1.1. Introduction and purpose of problem being researched supported by literature that discusses the problem or phenomenon
   1.2. Statement of the problem
   1.3. Purpose of the Study
   1.4. Research Questions
   1.5. Significance of the study
   1.6. Preview of methods and procedures
   1.7. Conceptual Framework
   1.8. Organization of Study
   1.9. List of definitions
2. **Chapter II – Literature Review**
   2.1. Literature indirectly and directly related to topic
   2.2. Review of evidenced based strategies addressing problem being discussed
   2.3. **Note: This should include peer-reviewed academic literature.**
3. **Chapter III – Methodology**
   3.1. Introduction
   3.2. Design of study
   3.3. Research questions
   3.4. Procedures
4. **Chapter IV – Results**
   4.1. Demographic data
   4.2. Details of findings, clearly and logically described without commentary
5. **Chapter V – Discussion, Conclusions, Recommendations**
   5.1. Summary of findings
   5.2. Discussion and interpretation of findings supported by literature
   5.3. Conclusion of findings

    5.4. Implications of the study for practice
    5.5. Recommendations for further research
6. **References**
    6.1. References in APA format
7. **Appendices**
    7.1. All appendices referenced in the text, in the order they are referenced