UNIVERSITY *of* West Georgia

Professional Counseling & Supervision, Ed.D.

College of Education

www.westga.edu/eddpcs

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Doctoral Student Handbook, 2017

Revised: 07/2010; 08/2011; 8/2012, 7/2013, 5/2014, 6/2015, and 6/2016

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 36-hour program is completed in two years of continuous enrollment in a completely on-line format. 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,

Matt Varga, Ph.D.,
Director of the Ed.D. Program in Professional Counseling and Supervision.
Department of Communication Sciences and Professional Counseling

Table of Contents

Faculty

Following is a list of the Department of Communication Sciences and Professional Counseling faculty members who may serve on doctoral students' committees. Additionally, a number of faculty in related areas, or who share student interests may be asked to serve. Doctoral students should work with their advisors to identify additional committee members.

BOES, SUSAN R., Professor
B.A. Mary Manse College
M.Ed. Auburn University
Ph.D. Auburn University

BRONKEMA, RYAN, Assistant Professor
B.B.A. Western Michigan University
M.S. The University of Wisconsin
Ph.D. Bowling Green State University

CHIBBARO, JULIA S., Professor
B.A. Randolph-Macon, Women's College
M.Ed. The Citadel
Ed.S. & Ph.D. University of South Carolina

FARRAN, LAMA, Assistant Professor
B.A. American University of Beirut
M.S. The University of Mississippi
Ph.D. Georgia State University

KNIESS, DENA, Assistant Professor
B.S., English – Writing
M.A., College Student Personnel
Ph.D., Educational Leadership: Higher
Education

LAND, CHRISTY W., Assistant Professor
B.A. Lynchburg College
M.A. Marymount University
Ph.D. The University of Georgia.

LANIER, BETHANY Assistant Professor
B.S. Virginia Tech
M.A. Radford University

PARRISH, MARK S., Associate Professor,
and Department Chair
B.B.A Armstrong State College
M.Ed. & Ed.S. University of West Georgia
Ph.D. Auburn University

PERRYMAN, TWYLA, Assistant Professor
B.S. & M.A. University of Illinois, Urbana-
Champaign
Ph.D. the University of North Carolina,
Chapel Hill

RICKS, LACEY A., Assistant Professor
B.S. Georgia Southern University
M.Ed. Georgia Southern University
Ph.D. Auburn University

SULLIVAN, JESSICA, Assistant Professor
B.A., Communication Disorders
M.S., Deaf Education
Ph.D., Communication Sciences

WILLIAMS, OLIVIA, Assistant Professor
B.A. University of Tennessee
M.Ed. The University of Memphis
Ph.D. University of Central Florida

VARGA, MATT, Assistant Professor and
Director of the Ed.D. Program in
Professional Counseling and Supervision
B.A. Christopher Newport University
M.S. & Ph.D. University of Tennessee

WHISENHUNT, JULIA, Assistant Professor
B.A. State University of West Georgia
M.A. & Ed.S. University of West Georgia
Ph.D. Georgia State University

MATTHEWS, JAIRUS-JOAQUIN, Assistant Professor
B.S. Tennessee State University
M.A. Miami University
Ph.D. The University of Georgia

WILSON, KIMBERLY R., Assistant Professor
B.A. Winthrop University
M.S. The University of South Alabama
Ph.D. Florida State University

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.

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 years of full time study (6 credits). 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 develop the description of the program to be evaluated, the literature review in support of the program, and a proposed evaluation method. 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 (www.westga.edu/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) year period, assuming all requirements have been met. The Plan of Study for Cohort 9 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 meets 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 (http://www.westga.edu/registrar/catalogs.php). The catalog is located on the University of West Georgia website. 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 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.

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: http://www.westga.edu/~handbook/index.php?page=appendixe

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* (*http://www.westga.edu/handbook/64.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 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* (*http://www.westga.edu/handbook/59.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 "program evaluation" dissertation proposal must be completed.

THE DISSERTATION

Enrolling for Dissertation Credit

Students are required to complete a minimum of 9 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 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 as he/she 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 program assistant 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*. 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 insuring all copies of the dissertation are correct in content and form, and submitting the final dissertation to ProQuest.

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 & develop strategy for meeting program timeline requirements.	
		Complete coursework as indicated in plan of study	
1	FALL	Advisor will submit the advisory committee approval form	
		Complete coursework as indicated in plan of study	
1	SPRING	Submit annual progress report to advisor by April 1 through Tk20	
		Meet with Advisor regarding student review by March 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	
		Meet with Advisor regarding student review by March 30	
		Submit annual progress report to advisor by April 1 through Tk20	
		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

Doctorate in Professional Counseling and Supervision PROGRAM				
CORE CURRICULUM	**HRS**	**GR**	**SEMESTER PLANNED**	**SUB**
First Summer Semester				
CEPD 9171 Program Evaluation	3			
CEPD 9184 Seminar I: Professional Issues	3			
First Fall Semester				
CEPD 7185 Program Evaluability Seminar	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			
Third Fall Semester (if necessary)				
CEPD 9199 Dissertation	1-3			
Total Hours	**42**			
COMMENTS:				

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 Internship Rubric (mid-program)	CEPD 9184 Professional Issue Project Rubric (early or mid-program)	CEPD 9199: Dissertation Rubric (program exit)	CEPD 9171: Evaluability Assessment (early program) CEPD 9186 Program Evaluation Report (mid-program; and end of program) CEPD 9199: Dissertation Rubric (program exit)	CEPD9184 Advocacy Intervention Rubric (early or mid- program) CEPD 9199: Dissertation Rubric (program exit)	CEPD 9183 Literature Review (mid-program) CEPD 9199: Dissertation Rubric (program exit)

APPENDIX D – Leave Request Form

UNIVERSITY *of* **West Georgia**

ED.D. IN PROFESSIONAL COUNSELING & SUPERVISION

Request for Leave

_____   _____
Name   Date of this 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   Date

_____
Program Director Signature   Date

APPENDIX E – Student Development Plan

[Available Here](#)

PROFESSIONAL COUNSELING AND SUPERVISION
Student Developmental Plan

Professional Development Plan
Ed.D. in Professional Counseling and Supervision

Issues to be addressed per outcome of student review committee:

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.

1.
2.
3.
Student Signature & Date _____   _____

Advisor Signature & Date_____   _____

Committee Member Signature & Date _____   _____

Committee Member Signature & Date _____   _____

Ed.D. Program Director Signature & Date_____   _____

APPENDIX F – Dissertation Guidance Documents

Ed.D. in Professional Counseling and Supervision
Professional Practice Dissertation

Courses with Dissertation Assignments	Specific Assignments and Expectations	Outcomes	Impact
CEPD 9179: Program Evaluation	• Identification of Programs to Evaluate • Evaluability Assessment	Students will have program description completed and evidence of potential for effectiveness established by the **end of the second term of enrollment.**	Graduates of the Ed. D. program will conduct and use program evaluations to improve lives of those with whom they work.
CEPD 9183: Directed Research	• Clear, measurable evaluation questions • Identification of data sources • Scientifically sound evaluation procedures, methods, and realistic timeline	Students will have a well-designed program evaluation plan ready for review by the dissertation committee **no later than the end of the second summer term of enrollment.**	
CEPD 9199: Dissertation	• Proposal Defense • IRB Approval(s) • Data Collection	Students will have the data needed to answer all evaluation **questions by the end of the second fall term of enrollment.**	
CEPD 9199: Dissertation	• Data Analysis • Answers to Evaluation Questions • Data-driven	Students will have a complete Program Evaluation Report **no later than the end of the third summer term of enrollment**.	
CEPD 9199: Dissertation	• Defense of Program Evaluation • Dissertation	Students will have dissertations approved by their committee and final copy submitted to ProQuest **no later than September 2 of the graduating term.**	

APPENDIX G – Dissertation Outline

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. **Executive Summary**
   1.1. Description of program
   1.2. Evaluation questions and purpose of the evaluation
   1.3. Brief description of methods and analytical strategy
   1.4. Summary of main findings
   1.5. Implications of findings
   1.6. Recommendations
2. **Chapter I – Introductions and Background**

2.1. Introduction of problem supported by literature that discusses the problem or phenomenon being served by the program being evaluated

2.2. Purpose of Evaluation

2.3. Description of program being evaluated (including goals, stakeholders, activities)

2.4. Target population/stakeholders for the evaluation

2.5. Overview of report structure

2.6. List of definitions

3. **Chapter II – Literature Review**

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

3.2. Review of evidenced based strategies addressing problem being discussed

3.3. **Note: This should include peer-reviewed academic literature.**

4. **Chapter III – Methodology**

4.1. Introduction

4.2. Purpose of Evaluation

4.3. Evaluation questions

4.4. Evaluation approach/model and rationale for the approach

4.5. Design

4.6. Analytical procedures

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

5. **Chapter IV – Results**

5.1. Details of findings, clearly and logically described

5.2. All evaluation questions are addressed

5.3. Findings are fully supported by data

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

6.1. Discussion and interpretation of findings

6.2. Conclusion of findings

6.2.1. Judgments about program merit and worth

6.3. Recommendations, based on findings, for stakeholders

7. **References**

7.1. References in APA format

8. **Appendices**

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