

University of West Georgia

Professional Counseling & Supervision, Ed.D.

College of Education

www.westga.edu/eddpcs



The best and the brightest GO WEST.

Doctoral Student Handbook, 2011

Revised: 07/2010; 08/2011

Welcome

On behalf of the counseling program faculty, 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 fall. The 36-hour program is completed in two years of continuous enrollment. Two doctoral-level courses are offered each term in the evenings, on weekends, and/or by way of distance learning. 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,

**Debra C. Cobia, Professor and Director
Ed.D. Program in Professional Counseling and Supervision**

Faculty

Following is a list of counseling program 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., B.A. (Mary Manse College), M.Ed. (Auburn University), Ph.D. (Auburn University), *Professor*

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

COBIA, DEBRA C, B.S. (Auburn University), M.Ed. (West Georgia College), Ed.S. (West Georgia College), Ed.D. (University of Alabama), *Professor and Director of Ed.D. Professional Counseling and Supervision Program; Professor Emerita, Auburn University*

DeVITA, JAMES, B.A. (Colgate University), M.S. (University of Tennessee), Ph.D. (University of Tennessee), *Assistant Professor*

GARRETT, MICHAEL, B.A. (North Carolina State University), M.Ed. (University of North Carolina), Ph.D. (University of North Carolina), *Professor and Department Chair of Collaborative Support and Intervention*

KEIM, MICHAEL, B.A. (Wittenberg University) M.Ed. (Western Carolina University), Ph.D. (Auburn University), *Assistant Professor*

PAINTER, LINDA C., A.B., M.Ed. (West Georgia), Ph.D. (Georgia), *Associate Professor*

PARRISH, MARK S., B.B.A (Armstrong State College), M.Ed., Ed.S.(University of West Georgia), Ph.D. (Auburn University), *Assistant Professor*

RUMANN, COREY, B.S., M.S. (University of Wyoming), Ph.D. (Iowa State University), *Assistant Professor and Director of College Student Affairs Program*

STANARD, REBECCA ANN, B.S. (West Virginia University), M.Ed. (Ohio University), Ph.D. (Ohio University), *Professor and Counseling Programs Coordinator*

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Mission Statement

The mission of the Professional Counseling and Supervision Program is to prepare School and Community Counselors to be exemplary leaders in professional counseling and supervision and in program evaluation. In addition, they will demonstrate a commitment to helping marginalized and underserved populations in the communities, schools and agencies they serve.

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. Students may, however, 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). The student's program of study will be signed and dated by the Director and student, and the original copy will be placed in the student's advising folder. Students obtain this form from the program website. If changes are made to the program of study, a change form must be completed, signed, and placed in the student's advising folder. A checklist containing tasks that must be completed during the term of enrollment is located in Appendix A.

The Doctoral Program Advisor

Doctoral program advisors ensure that students have developed a reasonable plan for completing their degree programs, and that students complete and file all forms necessary for the student to complete the degree program. In addition, doctoral program advisors may serve as mentors for students by assisting them in further developing their identity as professional counselors and adopting professional approaches to their work and interactions with others. And, the doctoral program advisor serves as chair of the dissertation committee. The doctoral program advisor must be a full-time tenure-track or tenured faculty member who is a member of the Counseling Programs faculty. Doctoral program advisors serve a number of important functions for doctoral students and should be consulted by students if they have questions or problems related to their academic programs. While doctoral program advisors answer questions related to

program requirements, students are also expected to read the UWG graduate catalog and this handbook to ask well-informed questions.

Faculty advisors 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 faculty advisors to have documents completed and filed on their behalf. Students should be provided with a copy of all documents completed by their faculty advisors and should request such copies for their own files if they are not offered.

The Dissertation Committee

The dissertation committees include the doctoral program advisor, who chairs the committee, and two additional full-time tenure-track or tenured faculty members, one of whom must be a member of the counseling program faculty. After a student and his or her doctoral program advisor have determined which two eligible faculty members will be invited to serve on the student's doctoral advising committee, the student asks the faculty members if they are willing to serve and reports the response of the faculty members to their doctoral program advisor. The doctoral student will then complete and forward to the Program Director the Dissertation Committee Approval Form.

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 committees for approval at the beginning of year two, will work with their advisors to refine the proposal. Specifically, through 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 corresponds 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 advisor for further feedback and refinement. Should conflicts between the student, advisor, and course instructor arise, **the student** will schedule a meeting with the two faculty members and the program director to resolve any differences of opinion about how to continue with the evaluation study.

The dissertation chairperson 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 Committee Approval Form;*
- *Dissertation Proposal Approval Form;*
- *Oral Defense of Dissertation Announcement Form;*

- *Results of Dissertation Defense Form;* and,
- *Graduate Studies forms related to graduation.*

CURRICULUM

Courses are offered in a variety of formats (e.g. on-campus, partial on campus, totally distance, week nights, weekends). Courses are only offered once during a two-year cycle of enrollment; therefore, it is important that students enroll as specified in the chart below.

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 year period, assuming all prerequisites have been met.

Sequence of Coursework/Even-Year Cohort (2010 entry)

Year One

Fall	EDSI 9961 Quantitative Research CEPD 9171 Program Evaluation
Spring	CEPD 9183 Directed Research CEPD 9186 Internship
Summer	EDSI 9962 Qualitative Methods in School Improvement CEPD 9184 Seminar I: Professional Issues


Year Two


Fall	CEPD 9187 Supervision CEPD 9999 Dissertation (3)
Spring	CEPD 9186 Internship CEPD 9999 Dissertation (3)
Summer	CEPD 9185 Seminar II: Advocacy CEPD 9999 Dissertation (3)


TRANSITION POINTS & ASSESSMENT

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 B. Each of the major transition points experienced by students in the program is associated with a key assessment.


Throughout the doctoral program, students will maintain an Assessment Portfolio through their subscriptions to TK20, the Assessment and Data Management System to which all students must subscribe. Students may subscribe directly on line at <https://westga.tk20.com> or may buy a subscription pack at the University bookstore.


 **Program Entry:** To qualify for admission to this program, candidates will have successfully completed requirements for an education specialist degree, hold the credentials necessary to practice counseling in his or her specialty area (e.g. license, certificate), and have earned a master's degree in a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). An admissions committee using a rubric that includes basic qualifications as well as additional credentials or accomplishments that may distinguish applicants evaluates applications. Qualified applicants are invited to interview with an admissions committee at which time applicant responses to a predetermined set of questions is rated by the interviewers. Before the interview, applicants are provided directions for a writing sample. Writing samples are evaluated on a 4-point rubric by at least two reader reviewers for clarity, focus, critical thinking, and structure.


 **Annual Student Review:** Each student will complete an annual progress report to submit to the advisor by April 1 of each year of enrollment. Key assessment will be submitted through TK20.

 **Dissertation Proposal:** At the beginning of the second year of enrollment, candidates will successfully develop and present for advisory committee approval a proposal for the evaluation study being proposed to satisfy the requirements for a dissertation. Proposals consist of an introduction, literature review, and

procedures section. Advisory committee members are asked to read the proposal and use a 4-point rubric to rate the proposal. Ratings of two or higher by all committee members are necessary to continue with a meeting to discuss approval of the dissertation proposal.

 **Dissertation Completion:** At the end of the second year of enrollment, candidates will submit and orally defend the evaluation study conducted to satisfy the requirement for completion of a dissertation. Committee members rate the analysis and results sections, and the appended evaluation report, on a 4-point rubric. Dissertations must receive ratings of 2 or higher from all committee members to continue to a final oral

 **Oral Defense of the Dissertation:** With the agreement of committee members that the dissertation is complete, the candidate presents the results of the study and responds to questions from committee members during a formal oral examination. Candidates must achieve ratings of 2 or more from all examining committee members to pass the examination.

 **Assessment Portfolio:** Students will maintain a portfolio on TK20 to display graded assignments, rubrics, reflections, and other artifacts that demonstrate their attainment of learner outcomes associated with each program goal (see assessment plan in Appendix B).

POLICIES

ENDORSEMENT POLICY

Students seeking endorsements from program faculty related to jobs, credentials, or other professional activities will receive endorsements that reflect only the expertise they gained in their Ed.D. program.

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). Each course syllabus sets the standard for academic grades. Class attendance is required, as specified by each course instructor.

Students must maintain a semester average of at least 3.0 on a 4.0-point scale. A student who earns two Cs during the course of study or an F in a course will be notified by Graduate Studies and subsequently reviewed by the Student Review Committee. The Student Review Committee will recommend to the program faculty an appropriate action. Options include developing and completing a *Student Development Plan* (see Appendix A), being placed on academic probation, or dismissal from the program.

Grades reported as incomplete

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. Should one of these circumstances apply, 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 uncompleted 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.

LEAVE OF ABSENCE

If there is 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). The director may consult with the Student Review 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 by 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 two academic years are required to reapply to the program and may or may not be readmitted.***

APPEALS PROCEDURE *and* COMMITTEE

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 at the university website <http://www.westga.edu/~handbook/index.php?page=appendix>

Grade Appeals

Doctoral instructional faculty has 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. Grade appeal is accomplished by submitting the Student Grade Appeal Form (<http://www.westga.edu/~vpaa/GradeAppealForm>) to the course instructor with an accompanying letter

stating the exact nature of the appeal and the reason for the appeal. Subsequent appeals, if necessary, are made to the program director, Department Chair, Dean of the College of Education, Vice President for Academic Affairs, and the Senate Academic Policies and Procedures Committee, as outlined in the *UWG Student Handbook*.

All academic appeals, regardless of their nature, shall be concluded by the semester after cause for the appeal occurred.

Appeals of Student Review Outcomes

A student who feels that a decision by the Counseling 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 by 30 days after notification of the faculty's recommendations. Subsequent appeals, if necessary, are made to the Department Chair, program faculty, Dean of the College of Education, Vice President for Academic Affairs, and the Senate Academic Policies and Procedures Committee, as outlined in the *UWG Student Handbook*.

All appeals of program faculty decisions, regardless of their nature, shall be concluded by the semester 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 occurs when a student represents words, ideas, or information obtained from another person or source without giving credit. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.

Academic fraud occurs when a student intends to deceive or misrepresent ideas, information, or him/herself. Academic fraud also occurs when a student uses or buys ghost-written papers or papers developed by another.

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, including 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.

Incidents of academic dishonesty will be referred to the Student Review Committee for action.

ADMISSION TO CANDIDACY

Admission to Candidacy by the University

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

Prior to the conduct of research, students must obtain approval of their advisory committees and the review boards of the University and the site at which the program evaluation will be conducted.

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.

There is an expectation that students will complete and defend their dissertations within the 2-year period of full time study on which the program is built. Students called to military service or students with other circumstances may apply for an extension of time to the director, who will consult with the Student Review Committee and the Dean of the Graduate School.

Note: A guide for the development of the Professional Practices Dissertation will be available to students under separate cover by September, 2011.

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 or 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.

Oral Presentation of the Dissertation Proposal

Once the student has completed the dissertation prospectus or proposal, the dissertation chair and student will schedule the proposal defense with the committee. This is a closed meeting for the student and dissertation committee. The dissertation proposal form should be completed at the conclusion of the proposal defense. Once this form, and the IRB approval are signed by the Ed.D. Director and the Director of Graduate Studies, the student can be recommended for candidacy.

Oral Defense of the Dissertation

Once the dissertation is completed in acceptable form and approved by the dissertation committee, the oral defense of the dissertation may be scheduled. The defense must be scheduled before the final date listed on the Graduate Studies webpage in order for the student to graduate during that term. The student works closely with the dissertation committee to schedule the defense using the *Oral Defense Announcement Form*. All dissertation defenses must be announced at least two weeks in advance. Dissertation defenses are open to interested faculty, students, and community members although their participation is limited to the questioning session after the committee has deliberated on the outcome of the oral defense. At the defense, the student must have available the Approval Certificate Page of the dissertation, the *Report of the Oral Defense Form*, and other forms required by the Office of Graduate Studies for dissertation completion and graduation. Considering the results of the

oral defense of the dissertation, committee members will arrange to provide required signatures.



Submitting the Dissertation


A minimum of five final copies of the dissertation must be submitted to Graduate Studies for processing and binding. All costs incurred for binding and processing the dissertation are the responsibility of the student. Students are not required to file a copyright for their dissertation but may do so at their own expense.


GRADUATION

Each candidate must apply for graduation the semester before his or her anticipated graduation. 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. These forms are available online at http://www.westga.edu/registrar/index_8712.php#Applying

Graduate Steps to Graduation:

-  1. Submit the [Graduate Application for Graduation](#) and the [Graduate Alumni Information Form](#) (optional) prior to the appropriate deadline listed below.
 - ***Graduate Graduation Application Deadlines***
 - Spring Graduation - October 1
 - Summer Graduation - March 1
 - Fall Graduation - August 15
 - A \$30.00 application fee (cash or check only) must be submitted along with the application and information form. The forms and payment can be submitted at the Enrollment Services Center located in Parker Hall or they can be mailed to the following address: Enrollment Services Center, University of West Georgia, 1601 Maple Street, Carrollton, GA 30118
-  2. Submit Theses, EdS Research Projects, and Dissertations by the below deadlines:
 - Summer 2011 Graduation – July 14, 2011
 - Fall 2011 Graduation – November 17, 2011
 - Spring 2012 Graduation – April 19, 2012

 3. Pay all fees owed to the University. This includes parking tickets, obligations to the library, or any other departmental fees.

 Required attire for the graduation and doctoral hooding ceremony are:

- Black doctoral gown,
- Gold tassel,
- Doctoral hood reflecting the colors of the University of West Georgia, and
- Either a tam or mortarboard cap.

Students may rent, when available, or buy their regalia for the graduation ceremony. Students should contact the bookstore no later than eight weeks before graduation regarding their regalia. Alternately, appropriate regalia may be bought from Jostens through the bookstore or on-line.

APPENDIX A

PROGRAM CHECKLIST

**Professional Counseling and Supervision, Ed. D.
University of West Georgia**

Doctoral Program Checklist

Due	Task	Date Completed
Year one	Become familiar with degree requirements as published in the Doctoral Student Handbook and Graduate Bulletin	
Fall, year one	Identify and missing prerequisite courses and complete plan of study	
Fall, year one	Submit Plan of study to Program Director*	
Spring, years one and two	Submit annual progress report to advisor by April 1 through Tk20	
Spring, years one and two	Meet with Advisor regarding student review by June 30	
Year one	Establish an advisory committee; submit approval form	
Fall, Year two	Complete advisor-approved dissertation proposal and schedule a proposal meeting; Submit dissertation approval form	
Fall, year two	Complete IRB and other necessary permissions to conduct evaluation study	
Years one and two	Complete coursework as indicated in plan of study	
Ongoing	Develop Assesment Portfolio in Tk20	
Year two	Submit application for graduation	
Spring or Summer Year two	Schedule and hold final oral examination (dissertation defense)	
Summer Year two	GRADUATE!!	

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

APPENDIX B

Assessment Plan

Program Evaluation Plan
Professional Counseling & Supervision, Ed.D.

Evaluation Questions and Related Standards (CF= College of Education Conceptual Framework; PG#=specific program goal)	Learner Outcomes	Data Sources	Data Collection Methods	Data Collection Procedures	Improvement Plan
1. Are candidates able to identify underserved populations in their practice settings and accurately identify client and student needs? (PG: 1-2; and, CF: <i>Field-based Inquiry, Betterment of Society</i>)	1 Candidates will evaluate an intervention delivered in their work settings to respond to specific client or student needs identified by local data.	Candidates will complete an embedded assignment in CEPD 9171, Counseling Intervention Evaluation, during the first term of enrollment.	The assignment will be evaluated using a 4-point rubric designed for this purpose.	Course instructor will evaluate the assignment using the 4-point rubric through Tk20.	
2. Are students able to identify and use empirical and theoretical literature to support of counseling programs and interventions they implement for underserved, marginalized, or other special needs client groups? (PG: 1, 3; and, CF: <i>Betterment of Society, Professional Excellence</i>)	Candidates will develop a well-integrated, comprehensive review of the literature sufficient to support the evaluation of a program implemented in their respective work setting.	Candidates will complete an acceptable review of the literature that provides clear support for the program to be evaluated in the professional practices dissertation process by April of the first year of enrollment.	Course instructor will rate review of literature on a 4-point rubric.	Course instructor will evaluate the assignment using the 4-point rubric through Tk20.	

Evaluation Questions and Related Standards (CF= College of Education Conceptual Framework; PG#=specific program goal)	Learner Outcomes	Data Sources	Data Collection Methods	Data Collection Procedures	Improvement Plan
3. Are students proficient in the evaluation of programs? PG: 1-2, 4; CF: <i>Field-based inquiry, Professional Excellence, Betterment of Society</i>)	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 submit a complete dissertation to committee members for review by May of the second year of enrollment.	The advisory committee members will rate candidates' dissertation studies on a 4-point rubric as evidence that the committee has approved the student to continue to the final oral	Advisory committee chair will provide the Doctoral Program Director with the completed rubrics for inclusion in the annual report.	
4. Are students able to use results from a program evaluation to improve services for underserved, marginalized, or other special needs client groups? (PG: 2-5; and, CF: <i>Field-based inquiry, Professional Excellence, Betterment of Society</i>)	4.a. Candidates will make appropriate recommendations for improvement of interventions or programs based on outcomes evaluation data. 4.b. Candidates will identify and propose data driven program improvements indicated by the results of their dissertation evaluation projects	4.a. Evaluation report completed as part of an embedded assignment, Counseling Intervention Evaluation, in CEPD 9171. 4.b. Evaluation report that constitutes the body of the dissertation	4.a. The course instructor will evaluate the assignment using a 4-point rubric designed for this purpose. 4.b. Advisory committee members will evaluate the recommendations included in the evaluation report on a 4-point rubric developed for this purpose.	4.a. The course instructor will evaluate the assignment using the 4-point rubric and submit the results to the program director for inclusion in the annual evaluation report. 4.b. Advisory committee chair will coordinate the completion of the 4-point rubric at the candidate's oral examination and submit the results to the program director for inclusion in the annual evaluation report.	

Evaluation Questions and Related Standards (CF= College of Education Conceptual Framework; PG#=specific program goal)	Learner Outcomes	Data Sources	Data Collection Methods	Data Collection Procedures	Improvement Plan
5. Are students actively advocating for the counseling through contributions to the knowledge base? (PG: 4-5; and, CF: <i>Professional Excellence</i>)	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.	Embedded Assignment in CEPD 9184, Counseling Seminar: Based on identification of emerging professional development needs of counselors in their respective specialty areas: candidates will develop and submit a program proposal for presentation at a professional conference and/or develop a manuscript submitted for review for possible publication in a peer-reviewed journal.	Course instructor will evaluate the assignment using a 4-point rubric designed for this purpose.	Course instructor will evaluate the assignment using the 4-point rubric and submit the results to the program director for inclusion in the annual evaluation report.	

Appendix C

Leave Request



Request for Leave

Name

Date of this request

Date admitted to the program

I hereby request a leave from the Professional Counseling and 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 to determine my readiness for readmission to the program. This request must be made by at least 60 days before 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

Program Director Signature

Date

Appendix D

Student Development Plan



Student Developmental Plan

Student's Name

Advisor

Issue(s) Discussed:

DEVELOPMENTAL PLAN:

Activity

Timeline

Activity	Timeline
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