

# University of West Georgia

## Professional Counseling & Supervision, Ed.D.

College of Education

[www.westga.edu/eddpcs](http://www.westga.edu/eddpcs)



**The best and the brightest GO WEST.**

**Doctoral Student Handbook, 2013**

Revised: 07/2010; 08/2011; 8/2012, 7/2013

- *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 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*, Ed.D., LPC  
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., Professor  
B.A. Mary Manse College  
M.Ed. Auburn University  
Ph.D. Auburn University

BOZARD, LEWIS, Assistant Professor.  
B.A. Furman  
M.Div Duke  
M.S. Mercer  
Ph.D. University of North Carolina at Greensboro

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

COBIA, DEBRA C., Professor and Doctoral Program Coordinator & Associate Dean for  
Assessment and Research  
B.S. Auburn University  
M.Ed. & Ed.S. West Georgia College  
Ed.D. University of Alabama

GARRETT, MICHAEL, Professor  
B.A. North Carolina State University  
M.Ed. University of North Carolina  
Ph.D. University of North Carolina

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

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

PERJESSY, CAROLINE CECILE

B.A. Youngstown State University  
MSED Youngstown State University  
Ph.D. Kent State University

STANARD, REBECCA ANN, Professor and Associate Dean for Professional Programs  
B.S. West Virginia University  
M.Ed. Ohio University  
Ph.D. Ohio University

VARGA, MATT, Assistant Professor  
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. & E.S. University of West Georgia  
Ph.D. Georgia State University

|   |           |
|---|-----------|
| <b>Mission Statement</b>  | <b>7</b>  |
| <b>Program Goals</b>  | <b>7</b>  |
| As a result of participating in the Doctoral Program in Professional Counseling and Supervision at the University of West Georgia, students will:   | 7         |
| 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. | 7         |
| 2. Provide competent and ethical counseling, supervision, program evaluation, and advocacy services in their respective specialty areas.  | 7         |
| 3. Provide leadership in the design and implementation of advocacy efforts to improve access and opportunity for persons who are marginalized and underserved.  | 7         |
| 4. Evaluate programs in their respective specialties and use outcomes of evaluations to enhance programs and services and to advocate for the profession.   | 7         |
| <b>STUDENT ADVISEMENT</b>   | <b>8</b>  |
| <i>Initial Advising of Doctoral Students</i>  | 8         |
| <i>The Doctoral Program Advisor</i>   | 8         |
| <i>The Dissertation Committee</i>   | 9         |
| <b>CURRICULUM</b>   | <b>10</b> |
| <i>Sequence of Coursework*</i>  | 10        |
| <i>TRANSITION POINTS &amp; ASSESSMENT</i>   | 11        |
| <b>DOCTORAL PROGRAM POLICIES</b>  | <b>12</b> |
| <i>ENDORSEMENT POLICY</i>   | 12        |
| <i>GRADING POLICY</i>   | 13        |
| <i>Grades reported as incomplete</i>  | 13        |
| <i>LEAVE OF ABSENCE</i>   | 14        |
| <i>APPEALS PROCEDURE and COMMITTEE</i>  | 14        |
| <i>Appeals of Student Review Decisions</i>  | 15        |
| <b>ACADEMIC HONESTY STATEMENT</b>   | <b>15</b> |
| <b>ADMISSION TO CANDIDACY</b>   | <b>16</b> |
| <b>THE DISSERTATION</b>   | <b>16</b> |
| <i>Enrolling for Dissertation Credit</i>  | 16        |
| <i>Oral Presentation of the Dissertation Proposal</i>   | 16        |
| <i>Oral Defense of the Dissertation</i>   | 17        |
| <i>Submitting the Dissertation</i>  | 17        |
| <b>GRADUATION</b>   | <b>17</b> |
| <b>APPENDIX A</b>   | <b>19</b> |
| <i>Program Checklist</i>  | 19        |
| <b>APPENDIX B</b>   | <b>21</b> |
| <i>Assessment Plan</i>  | 21        |
| Program Evaluation Plan   | 22        |
| Professional Counseling & Supervision, Ed.D.  | 22        |
| <b>Appendix C</b>   | <b>25</b> |

|  |           |
|--|-----------|
| <i>Leave Request</i>                   | 25        |
| <b>Appendix D</b>                      | <b>27</b> |
| <i>Student Development Plan</i>        | 27        |
| <b>Appendix E</b>                      | <b>29</b> |
| <i>Dissertation Guidance Documents</i> | 29        |

## 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. 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). 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 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 Counselor Education and College Student Affairs 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](http://www.westga.edu/eddpcs)) associated with the dissertation and graduation, including the following:

- *Dissertation Committee Approval Form;*
- *Dissertation Proposal Approval 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\*

#### Year One

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

#### Year Two

|        |  |
|--------|--|
| Fall   | CEPD 9187 Supervision and<br>CEPD 9999 Dissertation (3)      |
| Spring | CEPD 9186 Internship and<br>CEPD 9199 Dissertation (3)       |
| Summer | CEPD 9185 Seminar II: Advocacy<br>CEPD 9199 Dissertation (3) |

*\* Please note that the faculty are developing a proposal to begin offering this program fully on line beginning summer 2014. Consequently, there may be some changes in the course sequence that will impact the fall2013 cohort.*

## 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.

Student assessment data is 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.

The counseling program faculty in a meeting scheduled for this purpose reviews each student's progress annually. The basis for the review shall be 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. As well, the consequences for continued under performance or dispositional concerns will be specified and may include further remediation or dismissal from the program.

- **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 present for advisory committee approval a proposal for the evaluation study to satisfy the requirements for a dissertation. The format for proposals can be found in Appendix E. Once approved by the committee chair, the student submits the proposal through Tk20 for review. The proposals are routed from the chair, to the two additional committee members. Advisory committee members are asked to read and 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. Again, the document is released by the chair, uploaded in Tk20 by the student, and reviewed by all using the 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.

## DOCTORAL PROGRAM POLICIES

Students follow policies and procedures outlined in the Graduate Catalog. The catalog will be located on the University of West Georgia website. In addition, there are some program specific policies that apply to the doctoral program.

### 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. Additionally, the expectation is held that doctoral students demonstrate superior academic performance. Consequently, a student who earns two Cs during the course of study or an 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 work with her/his advisor to design a *Student Development Plan* (see Appendix A), to remediate deficiencies.

### *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

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). 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 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-level 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. Appeals should follow the procedures as

outlined in the *UWG Connection and Student Handbook*  
(<http://www.westga.edu/handbook/64.php>).

### ***Appeals of Student Review Decisions***

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, Dean of the College of Education, Vice President for Academic Affairs, and the Senate Academic Policies and Procedures Committee, as outlined in the *UWG Connection and 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 treated as described in the *UWG Connection and 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.

## **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**

### **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.

### **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 meeting is scheduled and announced by the program assistant and may be attended by persons in the College who have an interest in the area of study. The dissertation proposal form should be completed and signed at the conclusion of the proposal defense.



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.

### 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.

Dissertation defenses are announced by the program assistant and 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 located online on Banweb.

## **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 any missing prerequisite courses and complete plan of study   |                |
| 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  |                |
| 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.**

| <b>Evaluation Questions and Related Standards (CF= College of Education Conceptual Framework; PG#=specific program goal)</b>   | <b>Learner Outcomes</b>   | <b>Data Sources</b>  | <b>Data Collection Methods</b>   | <b>Data Collection Procedures</b>   | <b>Improvement Plan</b> |
|--|---|--|--|---|-------------------------|
| 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> )   | 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 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. |                         |

| <b>Evaluation Questions and Related Standards (CF= College of Education Conceptual Framework; PG#=specific program goal)</b>   | <b>Learner Outcomes</b>  | <b>Data Sources</b>   | <b>Data Collection Methods</b>   | <b>Data Collection Procedures</b>  | <b>Improvement Plan</b> |
|--|--|---|--|--|-------------------------|
| 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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. |                         |

| <b>Evaluation Questions and Related Standards (CF= College of Education Conceptual Framework; PG#=specific program goal)</b>                            | <b>Learner Outcomes</b>   | <b>Data Sources</b>   | <b>Data Collection Methods</b>   | <b>Data Collection Procedures</b>   | <b>Improvement Plan</b> |
|---|---|---|--|---|-------------------------|
| 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 current trend in counseling. | Embedded Assginment in CEPD 9184, Counseling Seminar: Based on aidentificaiton 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 manuscribpt 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 & 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 D**

### **Student Development 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 E**

### **Dissertation Guidance Documents**

Sample Approval Certificate Page

TITLE OF DISSERTATION (all caps, centered)

Except where reference is made to the work of others, the work described in this dissertation is my own or was done in collaboration with my advisory committee. This dissertation does not include proprietary or classified information.

---

YOUR NAME HERE (all caps, centered); Your signature on the line above

Certificate of Approved:

---

(name, rank, Department of Professional and Clinical Studies  
Dissertation Chairperson

---

[name, rank, Department of Professional and Clinical Studies  
Dissertation Committee Member

---

[name, rank, department)  
Dissertation Committee Member

Approved:

---

Dean, The College of Education

Education Doctorate in Professional Counseling and Supervision  
Professional Practice Dissertation

| Courses with Embedded Dissertation Assignments | Specific Assignments and Expectations   | Outcomes  | Impact  |
|--|---|---|---|
| CEPD 9179:<br>Program Evaluation               | <ul style="list-style-type: none"> <li>• Identification of Programs to Evaluate</li> <li>• Evaluability Assessment</li> <li>• Evidence to Support Program Interventions using What Works Clearinghouse Standards</li> </ul> | Students will have program description completed and evidence of potential for effectiveness established by the <b>end of the first term of enrollment.</b>                 | Graduates of the Ed. D. program will conduct and use program evaluations to improve lives of those with whom they work. |
| CEPD 9183:<br>Directed Research                | <ul style="list-style-type: none"> <li>• Clear, measurable evaluation questions</li> <li>• Identification of data sources</li> <li>• Scientifically sound evaluation procedures, methods, and realistic timeline</li> </ul> | Students will have a well-designed program evaluation plan ready for review by the dissertation committee <b>no later than the second fall term of enrollment.</b>          |   |
| CEPD 9999:<br>Dissertation                     | <ul style="list-style-type: none"> <li>• Proposal Defense</li> <li>• IRB Approval(s)</li> <li>• Data Collection</li> </ul>  | Students will have the data needed to answer all evaluation <b>questions by the end of the second fall term of enrollment.</b>  |   |
| CEPD 9999:<br>Dissertation                     | <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Answers to Evaluation Questions</li> <li>• Data-driven Recommendations</li> </ul>   | Students will have a complete Program Evaluation Report <b>no later than the end of the second spring term of enrollment.</b>   |   |
| CEPD 9999:<br>Dissertation                     | <ul style="list-style-type: none"> <li>• Defense of Program Evaluation Dissertation</li> </ul>  | Students will have dissertations approved by their committee and final copies submitted to the graduate studies office <b>no later than July 15 of the graduating term.</b> |   |

## Outline of Professional Practices Dissertation

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.

1. Title Page
2. Executive Summary
  - 2.1. Description of program
  - 2.2. Evaluation questions and purpose of the evaluation
  - 2.3. Brief description of methods and analytical strategy
  - 2.4. Summary of main findings
  - 2.5. Implications of findings
  - 2.6. Recommendations
3. Table of Contents and other Sections that Preface the Report
  - 3.1. Table of contents w/ first and second level headers
  - 3.2. List of tables, figures, and appendices
  - 3.3. Acronyms or abbreviations included in the report
  - 3.4. Acknowledgements
4. Introductions and Background
  - 4.1. Purpose of Evaluation
  - 4.2. Description of program being evaluated (including goals, stakeholders, activities)
  - 4.3. Target population and relevant audiences for the evaluation
  - 4.4. Review of related research (10-12 pages of best evidence for program and its activities/interventions) NOTE: An integrated literature review appears in Appendix A.
  - 4.5. Overview of report structure
5. Methodology
  - 5.1. Evaluation approach/model and rationale for the approach
  - 5.2. Design, including sample sizes and timing of data collection
  - 5.3. Methods of data collection including all instruments
  - 5.4. Sources of information and data
  - 5.5. Limitations of evaluation (e.g. methods, data sources, potential bias, etc.)
6. Results



- 6.1. Details of findings, clearly and logically described
- 6.2. Discussion of findings, both positive and negative
- 6.3. All evaluation questions are addressed
- 6.4. Findings are fully supported by data
7. Summary, Conclusions, Recommendations
  - 7.1. Summary of findings
  - 7.2. Discussion and interpretation of findings
  - 7.3. Judgments about program merit and worth
  - 7.4. Recommendations, based on findings, for stakeholders
8. References and Appendices
  - 8.1. References in APA format
  - 8.2. All appendices referenced in the text, in the order they are referenced
  - 8.3. Integrated Literature Review (final appendix)