

Doctor of Education

PROFESSIONAL COUNSELING AND SUPERVISION



College of Education

<http://www.westga.edu/academics/education/cspc/eddpcs>

Doctoral Student Handbook

Student Responsibility

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

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

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

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


Welcome

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

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

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

Sincerely,



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

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Mission Statement

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

Program Goals

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

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

Program Level Student Learning Outcomes

1. Candidates will apply administrative supervision principles to the development of an administrative supervision plan.
2. Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.
3. Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.
4. Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.
5. Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.
6. Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.
7. Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.

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

The Doctoral Program Director

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

The director serves a number of important functions for doctoral students and should be consulted by students if they have questions or problems related to their academic progress. While the director will answer questions related to program requirements, students are also expected to read the UWG Graduate Catalog and this handbook to ask well-informed questions. Dissertation Chairs and the Program Director complete and sign a number of important documents related to a student's academic program. Students are responsible for meeting with their Dissertation Chair to have documents completed and filed on their behalf. Students should be provided with a copy of all documents completed by the chair and should request such copies

for their own files if they are not offered.

The Dissertation Committee

The dissertation committee includes the dissertation chair, who chairs the committee, and one to two additional full-time faculty members (i.e., tenured, tenure-track, or full-time clinical faculty), 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 some, including CEPD 9183. These assignments correspond to a section of the dissertation. After each assignment has been completed, reviewed by course instructors, and revised according to instructor feedback, that chapter will be submitted to the chair for further feedback and refinement.

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

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

CURRICULUM

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

Should it be necessary to revise the sequence, it will be done in such a way as to ensure students are able to complete the degree program in the two and a half (2.5) to three (3) year period, assuming all requirements have been met. The Plan of Study, revised in 2022, 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.

The counseling program faculty meet annually to review each student's progress. The review is based on the material submitted by the student, grades and performance on key assessments,

progress toward completion, and observations/measures of student dispositions. If concerns are noted, the student will receive a report of the review and, if warranted, will work with the student's advisor to develop an improvement plan to remediate deficiencies. Improvement plans will be specific and will include a timeline for demonstration of specified outcomes in the area of remediation. The consequences for continued under performance or dispositional concerns will be specified and may include further remediation or dismissal from the program.

DOCTORAL PROGRAM POLICIES

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

Communication

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email. Failure of communication as a result of the student not checking their 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.

Diversity and Inclusion

The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Communication Sciences and Professional Counseling (CSC) is committed to fostering an educational environment in which diversity is embraced. As such, CSC will not tolerate discrimination against any persons.

All students in the Ed.D. in Professional Counseling and Supervision at UWG must be willing and able to endorse the ethical standards of the American Counseling Association.

Grading Policy

Grading policies are outlined in the course syllabus and are in accordance with the Grading System for Graduate Students as outlined in the Graduate Student Handbook located on the Graduate School's webpage: <https://www.westga.edu/academics/gradstudies/> under student resources. Please refer to the Academic Good Standing Policy below.

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 and dissertation 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 the student’s 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, students who earn two Cs or two U’s (or a combination of one C and one U) during the course of study or one F in a course will be dismissed from the program. Students who earn one C or U and still maintain a 3.0 GPA will be placed on academic probation and must work with their advisor to design a *Student Development Plan* (see [Appendix E](#)), to

remediate deficiencies. Students earning a C or U in a core course must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A C or U in a non-core course will not be included in students' approved plan of studies. Students may retake the same course or substitute another graduate-level course (approved by the advisor) one time. Students must earn a B or higher for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; in other words, all grades will be calculated to comprise the cumulative GPA.

Continuous Enrollment

During dissertation work, students are expected to maintain continuous enrollment in CEPD 9199 until successful completion of the dissertation. It is not permissible to forego enrollment in CEPD 9199 during dissertation work without an approved leave of absence. Failure to adhere to the continuous enrollment policy may result in a suspension from the program.

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 be 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 year are required to reapply to the program and may or may not be readmitted.

Appeal Procedure

Students have the right to appeal grades or decisions by the program faculty if they think they have been discriminated against, that their due process has been violated, or that policies have not been equally or equitably applied. The procedures for appeals and other academic policies are elaborated in the Student Handbook: <https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>

Grade Appeals

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

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

Student Review

In accordance with best practices, CEP faculty systematically monitor and evaluate the academic and intrapersonal/interpersonal functioning of all students enrolled in programs in Professional Counseling at the University of West Georgia. It is our intent and responsibility to maintain rigorous academic and dispositional standards in the preparation of doctoral students in the Ed.D. program in Professional Counseling and Supervision at University of West Georgia. This review is intended to support students' professional development, monitor student progression, and support program assessment and continuous improvement.

The systematic student review takes place once annually, typically during Spring semesters. The Program Director conducts an audit of students' academic performance and notes any areas of concern. Faculty are then consulted to provide input regarding students' academic performance, intrapersonal/interpersonal functioning, and (as appropriate) dissertation progress. Students for whom areas of improvement are noted are contacted to schedule a meeting with the Program Director. When progress is deficient, students may be provided a Student Development Plan, which is created in collaboration between the student, Program Director, and as appropriate, other faculty member(s). Failure to satisfy the requirements set forth in the Student Development Plan may result in a subsequent student review procedure or program dismissal.

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.

No Dual Degree Option

The Ed.D. in Professional Counseling and Supervision is not a dual degree program and does not award an Ed.S. degree in route to the Ed.D.. Students who do not complete the Ed.D. program will not be awarded an Ed.S. degree in lieu of the Ed.D..

APA Style Compliance

Effective Summer 2020, students are expected to adhere to the Publication Manual of the American Psychological Association (7th ed.). Course assignments, dissertations, and other written documents written in the sixth edition of the APA style manual will not be accepted.

ACADEMIC HONESTY STATEMENT

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

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

Academic fraud includes, but is not limited to, when a student intentionally or unintentionally deceives or misrepresents ideas, information, or themselves 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. All work is expected to be completed by the student and original to the course. Any work that is scaffolded or built upon from previous courses must be identified to the instructor if permission is not already given within the instructions.

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 as outlined by the course syllabus, Student Handbook, and Graduate Catalog. Incidents of academic dishonesty will be treated as described in the *UWG Student Handbook* (<https://www.westga.edu/administration/vpsa/handbook-code-of-conduct.php>) Additionally, the counseling program faculty will review the circumstances of the incident and recommend action up to and including dismissal from the program. Consequences may include in an automatic 0 on the assignment, F in the course, or possible removal from the Program. Plagiarizing a dissertation will have a zero-tolerance policy.

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.

Editor vs. Ghost Writer

An editor may assist with grammar, mechanics, and APA compliance. Anything addressing content, insertion of citations, research, or responding to instructor feedback is strictly prohibited by editors. Utilizing a ghost writer or a paper mill service is strictly prohibited and will be subject to dismissal from the program.

Artificial Intelligence

Unauthorized use of Artificial Intelligence for the purpose of course activity (e.g., assignments, engagement, attendance, etc.) or dissertation writing will be considered academic dishonesty. Any use of Artificial Intelligence in this program must be pre-approved by the respective course Professor and/or Doctoral Director.

ADMISSION TO CANDIDACY

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

THE DISSERTATION

Enrolling for Dissertation Credit

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

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

Dissertation Courses

At the beginning of the semester, students should register for the dissertation hours for which their chair is the instructor. **It is highly recommended that the student and dissertation chair identify goals and expectations to be completed for that semester.** Should the student meet the expectations and goals for that semester, a grade of S should be earned. However, this is only a recommendation and the faculty member overseeing the dissertation may provide the grade the faculty member feels was earned by the student.

Dissertation Proposal Defense

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

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

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

Dissertation Defense

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

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

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

Submitting the Dissertation

The student has full responsibility for ensuring all copies of the dissertation are correct in content and form and submitting the final dissertation to ProQuest. Instructions for submitting to ProQuest can be found [here](#). Please note that, after five returns for revision by the ProQuest administrator, the program Director reserves the right to defer graduation until the student has successfully passed the formatting review. Further, ProQuest revisions not submitted by required deadlines are subject to graduation deferment

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

Degree Representation

Candidates may not formally use the title of Dr. (or any variation thereof) or state their degree attainment (i.e., Ed.D.) until degree conferral.

Application for Graduation

Each candidate must apply for graduation the semester before their 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.

ENDORSEMENT FOR GEORGIA CERTIFICATION UPGRADE

Georgia School Counselor Certification Upgrades through the Georgia Professional Standards Commission

For those enrolled in the 60-hour track and who currently hold S-5 certification, it may be possible to qualify for an upgrade to S-6 while pursuing the Ed.D.. To qualify, students must have successfully completed the following requirements:

1. A minimum of 36 semester hours of coursework required for a level 7 doctoral degree; and
2. The oral and/or written comprehensive examinations or the institution's determined equivalent (i.e., the dissertation proposal).
3. Application with the Georgia PSC Alternate Level 6 Certification Option Form is required.

Following degree completion, all Ed.D. PCS students who are certified School Counselors in Georgia (S-5 and S-6 levels) may be eligible for the S-7 upgrade.

APPENDICES

APPENDIX A – Doctoral Program Checklist

39-Hour Track			
Due (Year)	Due (Sem.)	Task	Date Completed
1	SUM	Become familiar with degree requirements as published in the Doctoral Student Handbook and Graduate Bulletin	
		Identify any missing prerequisite courses and complete plan of study	
		Meet with Dissertation Chair and develop a strategy for meeting program timeline requirements.	
		Complete coursework as indicated in plan of study	
1	FALL	Complete coursework as indicated in plan of study	
		Provide updates to Dissertation Chair and meet as needed to discuss dissertation topic and/or progress	
1	SPRING	Complete coursework as indicated in plan of study	
		Provide updates to Dissertation Chair and meet as needed to discuss dissertation topic and/or progress	
2	SUM	Complete coursework as indicated in plan of study	
		Provide updates to Dissertation Chair and meet as needed to discuss dissertation topic and/or progress	
2	FALL	Complete coursework as indicated in plan of study	
		Complete advisor-approved dissertation proposal and schedule a proposal meeting; submit dissertation approval form	
		Complete IRB and other necessary permissions to conduct dissertation study	
2	SPRING	Complete coursework as indicated in plan of study	
		Complete analysis and write draft of findings and discussion	
3	SUM	Finalize findings and analysis	
3	FALL	Complete coursework as indicated in plan of study	
		Schedule and hold final oral examination (dissertation defense)	
		Submit application for graduation	
		Complete final draft of full dissertation with APA verification	
		Submit final dissertation to ProQuest	
		GRADUATE!!	

60-Hour Track			
Due (Year)	Due (Sem.)	Task	Date Completed
1	SUM	Become familiar with degree requirements as published in the Doctoral Student Handbook and Graduate Bulletin	
		Identify any missing prerequisite courses and complete plan of study	
		Meet with Dissertation Chair and develop a strategy for meeting program timeline requirements.	
		Complete coursework as indicated in plan of study	
1	FALL	Complete coursework as indicated in plan of study	
		Provide updates to Dissertation Chair and meet as needed to discuss dissertation topic and/or progress	
1	SPRING	Complete coursework as indicated in plan of study	
		Provide updates to Dissertation Chair and meet as needed to discuss dissertation topic and/or progress	
2	SUM	Complete coursework as indicated in plan of study	
		Provide updates to Dissertation Chair and meet as needed to discuss dissertation topic and/or progress	
2	FALL	Complete coursework as indicated in plan of study	
		Provide updates to Dissertation Chair and meet as needed to discuss dissertation topic and/or progress	
2	SPRING	Complete coursework as indicated in plan of study	
		Complete advisor-approved dissertation proposal and schedule a proposal meeting; submit dissertation approval form	
		Complete IRB and other necessary permissions to conduct dissertation study	
3	SUMMER	Complete coursework as indicated in plan of study	
		Complete analysis and write draft of findings and discussion	
3	FALL	Complete coursework as indicated in plan of study	
		Finalize findings and analysis	
3	SPRING	Complete coursework as indicated in plan of study	
		Schedule and hold final oral examination (dissertation defense)	
		Submit application for graduation	
		Complete final draft of full dissertation with APA verification	
		Submit final dissertation to ProQuest	
		GRADUATE!!	

APPENDIX B – Plan of Study

Ed.S. in Counseling upon Admission Plan of Study 39-Hour Track

Year	Time	Course/Title/ Semester Hours	Credit Hours
Year 1	Summer	EDLE 8324 Ethical Leadership in Education [3]	3
		CEPD 9184 Doctoral Seminar: Professional Issues [3]	3
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3]	3
		EDSI 9961 Quantitative Research Methods [3]	3
	Spring	EDSI 9962 Qualitative Research Methods [3]	3
		CEPD 9183 Directed Doctoral Research [3]	3
Year 2	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3]	3
		CEPD 9187 Doctoral Practicum in Supervision [3]	3
	Fall	CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus)	3
		CEPD 9199 Dissertation [3]	3
	Spring	CEPD 9199 Dissertation [3]	3
Year 3	Summer	CEPD 9199 Dissertation [3-6]	3-6
	Fall	CEPD 9199 Dissertation/flex	3
Total Credits			39

No Ed.S. in Counseling upon Admission Plan of Study

60-Hour Track

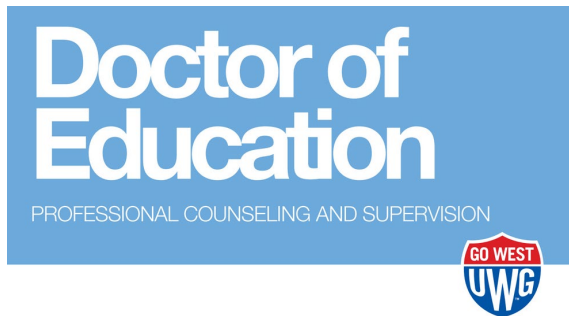
Year	Time	Course/Title/ Semester Hours	CH
Year 1	Summer	CEPD 9184 Doctoral Seminar: Professional Issues [3] EDLE 8324 Ethical Leadership in Education [3]	6
	Fall	CEPD 8185 Professional Research Writing [3] EDSI 9961 Quantitative Research Methods [3]	6
	Spring	CEPD 9183 Directed Doctoral Research [3] EDSI 9962 Qualitative Research Methods [3]	6
Year 2	Summer	CEPD 9171 Program Evaluation [3] CEPD 9187 Doctoral Practicum in Supervision [3] Elective Opportunity	6
	Fall	CEPD 9153 Advanced Therapeutic Techniques in Counseling [3] CEPD 9186 Doctoral Internship [3] (Administrative Supervision Focus) Elective Opportunity	6
	Spring	CEPD 9199 Dissertation [3] CEPD 9186 Doctoral Internship [3] (Program Evaluation Focus) Elective Opportunity	6
Year 3	Summer	CEPD 9185 Doctoral Seminar: Advocacy for Marginalized and Underserved Populations [3] CEPD 9199 Dissertation [3] Elective Opportunity	6
	Fall	CEPD 9199 Dissertation [3] Elective Opportunity	3
	Spring	CEPD 9199 Dissertation [3] Elective Opportunity	3
Core Class Credits			48
Credits with 4 Electives			12
Total Credits			60

(Approved electives include, but are not limited to, the following: CEPD 8138, CEPD 8152, CEPD 8171, and CEPD 8141. Additional courses may be approved by the program director.)

APPENDIX C – Assessment Plan
Program Evaluation Plan
Student Learning Outcomes & Assessment Tools

SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
Candidates will apply administrative supervision principles to the development of an administrative supervision plan.	Candidates will demonstrate advanced knowledge of professional counseling intervention through the creation of an advocacy plan to improve services for marginalized, underserved populations.	Candidates will demonstrate advanced knowledge of professional counseling through the creation of a professional association presentation.	Candidates will analyze relevant literature and develop a comprehensive dissertation literature review.	Candidates will apply knowledge of research through the development of a scientifically credible dissertation research method.	Candidates will analyze and evaluate dissertation research data to draw scientifically credible conclusions.	Candidates will create an integrated dissertation discussion that synthesizes dissertation findings within the framework of existing literature and offers data-driven recommendations for practice.
Assessment Tools						
CEPD 9187: Administrative Supervision Model CEPD 9186: Administrative Supervision Final Report	CEPD 9185: Advocacy Intervention	CEPD 9184: Professional Presentation	CEPD 9183: Literature Review Dissertation Proposal Evaluation (completed by dissertation chair and committee member) Dissertation Defense Evaluation (completed by dissertation chair and committee member)	EDSI 9961: Quantitative Data Analysis Project EDSI 9962: Qualitative Data Analysis Project Dissertation Proposal Evaluation (completed by dissertation chair and committee member) Dissertation Defense Evaluation (completed by dissertation chair and committee member)	EDSI 9961: Quantitative Data Analysis Project EDSI 9962: Qualitative Data Analysis Project Dissertation Proposal Evaluation (completed by dissertation chair and committee member) Dissertation Defense Evaluation (completed by dissertation chair and committee member)	Dissertation Proposal Evaluation (completed by dissertation chair and committee member) Dissertation Defense Evaluation (completed by dissertation chair and committee member)

APPENDIX D – Leave Request Form



PROGRAM LEAVE REQUEST

Name	
Date of Request	

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

I accept the responsibility for submitting in writing a request for a readmission interview with the Program Director in order to determine my readiness for readmission to the program. This request must be made by at least 60 days prior to semester of proposed reentry.

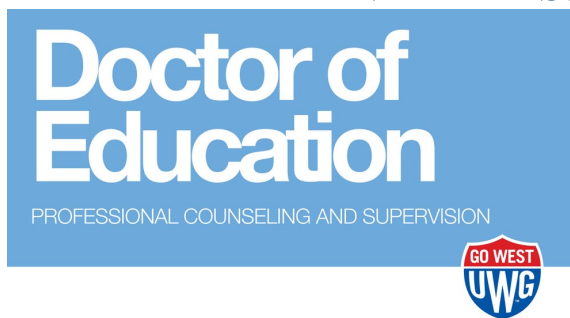
I understand that I must be in academic and professional good standing at the time of my request and that I will be assigned to the next available cohort on a space available basis.

_____ Approved

_____ Denied

Student Signature and Date	
Program Director Signature and Date	

APPENDIX E – Student Development Plan



STUDENT PROFESSIONAL DEVELOPMENT PLAN

Student Name and 917: Click or tap here to enter text.

The purpose of this Student Professional Development plan is to identify specific, measurable expectations regarding student performance in an effort to support student success within the Ed.D. program in Professional Counseling and Supervision (Ed.D. PCS) at University of West Georgia.

Your faculty has noted the following concerns regarding your progress and performance in the Ed.D. PCS program:

1.

Accordingly, your faculty has the following expectations for improvement in your progress and performance in the Ed.D. PCS program:

1.

If you have any questions regarding this remediation plan, please address them to me, Dr. Julia Whisenhunt. The faculty will re-evaluate your performance at the beginning of the _____ semester and, if sufficient evidence of improvement is not noted, we will initiate another student review meeting. Here is the program academic good standing policy for your reference:

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, students who earn 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 or U and still maintain a 3.0 GPA will be placed on academic probation and must work with their advisor to design a Student Development Plan, to remediate deficiencies. Students earning a C or U in a core course must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A C or U in a non-core course will not be included in students' approved plan of studies. Students may retake the same course or substitute another graduate-level course (approved by the advisor) one time. Students must earn a B or higher for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; in other words, all grades will be calculated to comprise the cumulative GPA.

Please sign to indicate that you have read and understand the aforementioned parameters of this remediation plan.

Click or tap here to enter text.

Advisor Name

Advisor Signature and Date

Click or tap here to enter text.

Student Name

Student Signature and Date

APPENDIX F - Dissertation Outline for Program Evaluation

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

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

The final document includes:

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

1. Chapter I – Introductions and Background

- 1.1. Introduction of problem supported by literature that discusses the problem or phenomenon being served by the program being evaluated
- 1.2. Purpose of Evaluation
- 1.3. Description of program being evaluated (including goals, stakeholders, activities)
- 1.4. Target population/stakeholders for the evaluation
- 1.5. Overview of report structure
- 1.6. List of definitions

2. Chapter II – Literature Review

- 2.1. Broad to specific review of the problem being addressed by the program being evaluation
- 2.2. Review of evidenced based strategies addressing problem being discussed
- 2.3. Note: This should include peer-reviewed academic literature.**
- 3. Chapter III – Methodology**
 - 3.1. Introduction
 - 3.2. Purpose of Evaluation
 - 3.3. Evaluation questions
 - 3.4. Evaluation approach/model and rationale for the approach
 - 3.5. Design
 - 3.6. Analytical procedures
 - 3.7. Limitations of evaluation (e.g. methods, data sources, potential bias, etc.)
- 4. Chapter IV – Results**
 - 4.1. Details of findings, clearly and logically described
 - 4.2. All evaluation questions are addressed
 - 4.3. Findings are fully supported by data
- 5. Chapter V – Discussion, Conclusions, Recommendations**
 - 5.1. Discussion and interpretation of findings
 - 5.2. Conclusion of findings
 - 5.2.1. Judgments about program merit and worth
 - 5.3. Recommendations, based on findings, for stakeholders
- 6. References**
 - 6.1. References in APA format
- 7. Appendices**
 - 7.1. All appendices referenced in the text and presented in the order in which they are referenced

APPENDIX G - Dissertation Outline for Traditional Dissertation

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

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

The final document includes:

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

Outline for the Body of the Dissertation:

1. **Chapter I – Introductions and Background**
 - 1.1. Introduction and purpose of problem being researched supported by literature that discusses the problem or phenomenon
 - 1.2. Statement of the problem
 - 1.3. Purpose of the Study
 - 1.4. Research Questions
 - 1.5. Significance of the study
 - 1.6. Preview of methods and procedures
 - 1.7. Conceptual Framework
 - 1.8. Organization of Study
 - 1.9. List of definitions
2. **Chapter II – Literature Review**
 - 2.1. Literature indirectly and directly related to topic
 - 2.2. Review of evidenced based strategies addressing problem being discussed
- 2.3. **Note: This should include peer-reviewed academic literature.**
3. **Chapter III – Methodology**
 - 3.1. Introduction
 - 3.2. Design of study
 - 3.3. Research questions

- 3.4. Procedures
- 4. **Chapter IV – Results**
 - 4.1. Demographic data
 - 4.2. Details of findings, clearly and logically described without commentary
- 5. **Chapter V – Discussion, Conclusions, Recommendations**
 - 5.1. Summary of findings
 - 5.2. Discussion and interpretation of findings supported by literature
 - 5.3. Conclusion of findings
 - 5.4. Implications of the study for practice
 - 5.5. Recommendations for further research
- 6. **References**
 - 6.1. References in APA format
- 7. **Appendices**
 - 7.1. All appendices referenced in the text and presented in the order in which they are referenced

APPENDIX H - Dissertation Outline for Article Style Dissertation

Doctoral candidates in Professional Counseling program can also conduct an article style, three-chapter dissertation to meet the dissertation requirement for the Ed.D. This project is based on professional practice and is designed to enhance various skills for practitioners in the field of professional counseling.

Candidates will use the following outline as they prepare the final report of their dissertation for review by their advisory committees. Chapter II and an abbreviated Method must be included in the proposal. Dissertations are submitted electronically. Details will be made available regarding hardcopies for those who wish to obtain them. The [UWG Dissertation Style Guide](#) must be used when developing the Dissertation.

The final document includes:

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

Outline for the Body of the Dissertation:

1. **Chapter I – Introduction, Literature Review, and Preview of the Articles**
 - 1.1. Introductory statements
 - 1.2. Statement of the problem
 - 1.3. Purpose of the Study
 - 1.4. Literature indirectly and directly related to topic (peer reviewed articles)
 - 1.5. Research questions
 - 1.6. Significance of the study
 - 1.7. Conceptual Framework
 - 1.8. Preview of conceptual article and research article
 - 1.9. List of definitions
2. **Chapter II – Conceptual Article**
 - 2.1. Introduction
 - 2.2. Background literature
 - 2.3. Implications
 - 2.4. Discussion
3. **Chapter III – Research Article**
 - 3.1. Introduction and background literature
 - 3.2. Method
 - 3.3. Results/Findings

- 3.4. Discussion
- 3.5. Implications
- 4. **References**
 - 4.1. References in APA format
- 5. **Appendices**
 - 5.1. All appendices referenced in the text and presented in the order in which they are referenced. Must be in APA format.