



Professional Counseling & Supervision, Ed.D.

College of Education

www.westga.edu/eddpcs



The best and the brightest GO WEST.

Doctoral Student Handbook, 2016

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

Welcome

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

The Ed.D. in Professional Counseling and Supervision is an *applied* doctorate with an emphasis on the application of knowledge through continued practice. A new cohort is admitted each summer semester. The 36-hour program is completed in two years of continuous enrollment in a completely on-line format. Two doctoral-level courses are offered each term in a fully on-line format. The program builds upon a strong foundation developed through previous graduate education and professional experience.

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

Sincerely,

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

Faculty

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

BOES, SUSAN R., Professor B.A. Mary Manse College M.Ed. Auburn University Ph.D. Auburn University	PARRISH, MARK S., Associate Professor, and Department Chair B.B.A. Armstrong State College M.Ed. & Ed.S. University of West Georgia Ph.D. Auburn University
BRONKEMA, RYAN, Assistant Professor B.B.A. Western Michigan University M.S. The University of Wisconsin Ph.D. Bowling Green State University	PERRYMAN, TWYLA, Assistant Professor B.S. & M.A. University of Illinois, Urbana- Champaign Ph.D. the University of North Carolina, Chapel Hill
CHIBBARO, JULIA S., Professor B.A. Randolph-Macon, Women's College M.Ed. The Citadel Ed.S. & Ph.D. University of South Carolina	RICKS, LACEY A., Assistant Professor B.S. Georgia Southern University M.Ed. Georgia Southern University Ph.D. Auburn University
FARRAN, LAMA, Assistant Professor B.A. American University of Beirut M.S. The University of Mississippi Ph.D. Georgia State University	UWAMAHORO, OLIVIA, Assistant Professor B.A. University of Tennessee M.Ed. The University of Memphis Ph.D. University of Central Florida
FRAZIER, MICHAEL, Assistant Professor B.A. Clark Atlanta University M.S.Ed. University of Miami Ph.D. University of West Georgia	VARGA, MATT, Assistant Professor and Director of the Ed.D. Program in Professional Counseling and Supervision B.A. Christopher Newport University M.S. & Ph.D. University of Tennessee
LAND, CHRISTY W., Assistant Professor B.A. Lynchburg College M.A. Marymount University PhD. The University of Georgia.	WHISENHUNT, JULIA, Assistant Professor B.A. State University of West Georgia M.A. & Ed.S. University of West Georgia Ph.D. Georgia State University
MATTHEWS, JAIRUS-JOQUIN, Assistant Professor B.S. Tennessee State University M.A. Miami University Ph.D. The University of Georgia	WILSON, KIMBERLY R., Assistant Professor B.A. Winthrop University M.S. The University of South Alabama Ph.D. Florida State University

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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.

STUDENT ADVISEMENT

Initial Advising of Doctoral Students

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

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

The Doctoral Program 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. In addition, 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. Each committee will either have a "research methodologist" on the committee, or have a "consultant methodologist" assigned to the committee by the "Virtual Research Center" in the College of Education. No research study "proposal" will be approved by the doctoral program advisor without evidence of consultation with an approved "methodologist."

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. Through specific coursework, students will develop the description of the program to be evaluated, the literature review in support of the program, and a proposed evaluation method. Each of these assignments 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.

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

- *Dissertation Committee Approval Form;*
- *Dissertation Proposal Approval Form;*
- *Report of Results of Dissertation Defense Form;*
- *Graduate Studies 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 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 and a half (2.5) year period, assuming all prerequisites have been met.

Sequence of Coursework & Completion Timeline

CEP Ed.D. in Professional Counseling and Supervision

Semester	Coursework Timeline/Requirements	Research/Dissertation Timeline/Requirements	
		Timeline Requirement	Activity
Year 1			
Summer	EDSI 9171 Program Evaluation (3), <i>and</i> CEPD 9184 Seminar I: Professional Issues (<i>or</i> CEPD 9185 Seminar II: Advocacy) (3)	6/1 – 6/30	<ul style="list-style-type: none"> Meet with Dissertation Chair & develop strategy for meeting program timeline requirements.
Fall	CEPD 7185 Program Evaluability Seminar (3), <i>and</i> EDSI 9961 Quantitative Research (3)	8/10 – 12/15... or per instructor's syllabus (during CEPD 7185)	<ul style="list-style-type: none"> Complete "evaluability study"; and Chapter 1 of dissertation... develop the following: <ul style="list-style-type: none"> "Introduction"; and "Literature Review"
		8/10 – 12/15... or per instructor's syllabus (during EDSI 9961)	<ul style="list-style-type: none"> Meet with "methodologist" for 2 hour consultation; Develop "methods" section of dissertation (coordinate with ETF)
Spring	CEPD 9183 Directed Doctoral Research (3), <i>and</i> EDSI 9962 Qualitative Methods (3)	1/1-3/14... or per instructor's syllabus (during CEPD 9183)	<ul style="list-style-type: none"> Develop "methods" section of dissertation;
		3/15... or per instructor's syllabus (during CEPD 9183)	<ul style="list-style-type: none"> As part of the requirement in CEPD 9183, present first draft of "chapters 1 & 2 and the methods section" to "Chair";
		3/31	<ul style="list-style-type: none"> Chair will offer feedback within 2 weeks;
		4/15... or per instructor's syllabus (during CEPD 9183)	<ul style="list-style-type: none"> Make revisions based on the CEPD 9183 instructor and Chair feedback;
		4/30... or per instructor's syllabus (during CEPD 9183)	<ul style="list-style-type: none"> Submit final revisions of "chapters 1 & 2" and the "methods section" to "Chair"

Sequence of Coursework & Completion Timeline (continued)

Year 2		Timeline Requirement	Activity
Summer	CEPD 9187 Supervision (3), <i>and</i> CEPD 9184 Seminar I: Professional Issues (3) (<i>or</i> CEPD 9185 Seminar II: Advocacy (3))	5/1 – 5/15	<ul style="list-style-type: none"> • Finalize draft of chapters 1 & 2 and methods section
		5/16 – 5/31	<ul style="list-style-type: none"> • Submit final draft of chapters 1 & 2 and methods section to Chair
		6/1 – 7/10	<ul style="list-style-type: none"> • Proposal meeting with committee
		7/10 – 7/25	<ul style="list-style-type: none"> • Make final proposal revisions based on committee feedback
		7/25 – 8/1	<ul style="list-style-type: none"> • Submit IRB Application
Fall	CEPD 9186 Internship (Program Evaluation) (3), <i>and</i> *CEPD 9199 Dissertation (1-3)	9/1 - 9/15	<ul style="list-style-type: none"> • Estimated receipt of IRB approval;
		9/16 – 12/1	<ul style="list-style-type: none"> • Data collection;
		12/2 – 1/31	<ul style="list-style-type: none"> • Data analysis
Spring	CEPD 9186 Internship (Administrative Supervision) (3), <i>and</i> *CEPD 9199 Dissertation (1-3)	2/1 – 4/30	<ul style="list-style-type: none"> • Analysis & writing final draft
Year 3		Timeline Requirement	Activity
Summer	*CEPD 9199 Dissertation (1-3)	6/1 – 6/30	<ul style="list-style-type: none"> • Schedule and complete the Oral Defense
		7/1...	<ul style="list-style-type: none"> • Complete the final draft with APA verification
Fall	*CEPD 9199 Dissertation (1-3)	8/10 – 9/1	<ul style="list-style-type: none"> • Complete the final draft with APA verification
		9/2	<ul style="list-style-type: none"> • Submit final dissertation to ProQuest
		12/15	<ul style="list-style-type: none"> • Graduation
*Note: Nine (9) “total ‘Dissertation’ hours” are required for graduation, and must be distributed across the final semesters as directed by the “Dissertation Chair”.			

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 are maintained via subscriptions to TK20, the Assessment and Data Management System to which all students subscribe. Students may subscribe directly on line at <https://westga.tk20.com> or may buy a subscription pack at the University bookstore.

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

- **Program Entry:** To qualify for admission into the Ed.D. program, candidates will have successfully completed requirements for an education specialist degree, (*or the equivalent master's plus 30 semester hours*) 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), or a program that meets CACREP Standards.

Each application is reviewed using a rubric that includes basic qualifications as well as additional credentials or accomplishments, which may distinguish an applicant's appropriateness for admission. Qualified applicants are invited to a "virtual interview" (via GoToMeeting) with an admissions committee at which time applicant responses to a predetermined set of questions is rated by the interviewers.

Dissertation Completion: At the end of the last semester of enrollment, candidates will submit and orally defend the evaluation study conducted to satisfy the requirement for completion of 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 (<http://www.westga.edu/registrar/catalogs.php>). The catalog is located on the University of West Georgia website. In addition, some program specific policies apply to the doctoral program.

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 during their doctoral 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) for most courses, and S (satisfactory) / U (unsatisfactory) for internship courses. Each course syllabus sets the standard for academic grades. Class attendance (evidenced by “online activity documented in CourseDen D2L”) is required, as specified by each course instructor.

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 D**), 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. 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 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 C**). 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 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 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 in a timely manner after cause for the appeal occurred. Appeals regarding other issues in the doctoral program shall also follow this procedure and timeline.

ACADEMIC HONESTY STATEMENT

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

Plagiarism 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, 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.

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

ADMISSION TO CANDIDACY

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 “program evaluation” dissertation proposal must be completed.

THE DISSERTATION

Enrolling for Dissertation Credit

Students are required to complete a minimum of 9 hours of dissertation credit but may exceed this amount, if necessary. Enrollment begins in the fall of year two of study and continues until the dissertation has been completed.

The dissertation is partially completed during enrollment in specified courses and is viewed at UWG as a collaborative process. Students are responsible for initiating communication and working collaboratively with the dissertation chairperson and committee in identifying goals and timelines for the completion of the dissertation. Students are also expected to provide documents to the committee well before meetings and deadlines and should expect to receive feedback in a timely but realistic manner.

Oral Presentation of the Dissertation Proposal

Once the student has completed the dissertation proposal, 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.

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.

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 no later than two weeks before the due date, for the student to graduate during that term.

The program assistant will schedule dissertation defenses to be held on an approved, web-based meeting space. Prior to the defense, the student must provide the chair with the *Report of Results of Dissertation Defense Form*, and must apply for graduation according to the deadlines indicated on the Registrar's web site. Considering the results of the oral defense of the dissertation, committee members will arrange to provide required signatures.

Submitting the Dissertation

The student has full responsibility for insuring all copies of the dissertation are correct in content and form, and submitting the final dissertation to ProQuest.

Format Review

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

GRADUATION

Each candidate must apply for graduation the semester before his or her anticipated graduation. 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.

APPENDICES

APPENDIX A... Doctoral Program Checklist

APPENDIX B... Assessment Plan

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APPENDIX A... Doctoral Program Checklist

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

Doctoral Program Checklist

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

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

APPENDIX B... Assessment Plan
Professional Counseling and Supervision, Ed.D.
University of West Georgia

Program Evaluation Plan
Student Learning Outcomes & Assessment Tools

SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Candidates will demonstrate knowledge and skills of administrative supervision and consultation by supervising a program evaluation team.	Candidates will complete and submit a professional association program proposal or manuscript addressing professional development needs of peers in the context of a current trend in counseling.	Candidates will design a Program evaluation that, when conducted, will address specific evaluation questions in a scientifically credible manner.	Candidates will establish the evaluability of a program, develop an evaluation study design, conduct an evaluation study, report results and make appropriate recommendations for program improvement	Candidates will develop Advocacy plans to improve access and opportunity for persons in their systems of care who are marginalized and underserved.	Candidates will develop a well-integrated, comprehensive review of the literature sufficient to support the evaluation of a program implemented in their respective work settings.
Assessment Tools					
CEPD 9186: Administrative Supervision Internship Rubric (mid-program)	CEPD 9184 Professional Issue Project Rubric (early or mid-program)	CEPD 9199: Dissertation Rubric (program exit)	CEPD 9171: Evaluability Assessment (early program) CEPD 9186 Program Evaluation Report (mid-program; and end of program) CEPD 9199: Dissertation Rubric (program exit)	CEPD9184 Advocacy Intervention Rubric (early or mid- program) CEPD 9199: Dissertation Rubric (program exit)	CEPD 9183 Literature Review (mid-program) CEPD 9199: Dissertation Rubric (program exit)

APPENDIX C... Leave Request Form



ED.D. IN PROFESSIONAL COUNSELING & SUPERVISION

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:

Blank lines for writing the reason for the leave request.

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 COUNSELING AND SUPERVISION

Student Developmental Plan

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

Issues to be addressed per outcome of student review committee:

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

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

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

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

- 1.
- 2.
- 3.

Student Signature & Date _____

Advisor Signature & Date _____

Committee Member Signature & Date _____

Committee Member Signature & Date _____

Ed.D. Program Director Signature & Date _____

APPENDIX E... Dissertation Guidance Documents

Education Doctorate in Professional Counseling and Supervision Professional Practice Dissertation

Courses with Dissertation Assignments	Specific Assignments and Expectations	Outcomes	Impact
CEPD 9179: Program Evaluation	<ul style="list-style-type: none"> • Identification of Programs to Evaluate • Evaluability Assessment 	Students will have program description completed and evidence of potential for effectiveness established by the end of the second term of enrollment.	Graduates of the Ed. D. program will conduct and use program evaluations to improve lives of those with whom they work.
CEPD 9183: Directed Research	<ul style="list-style-type: none"> • Clear, measurable evaluation questions • Identification of data sources • Scientifically sound evaluation procedures, methods, and realistic timeline • Draft of Literature Review 	Students will have a well-designed program evaluation plan ready for review by the dissertation committee no later than the end of the second summer term of enrollment.	
CEPD 9999: Dissertation	<ul style="list-style-type: none"> • Proposal Defense • IRB Approval(s) • Data Collection 	Students will have the data needed to answer all evaluation questions by the end of the second fall term of enrollment.	
CEPD 9999: Dissertation	<ul style="list-style-type: none"> • Data Analysis • Answers to Evaluation Questions • Data-driven Recommendations 	Students will have a complete Program Evaluation Report no later than the end of the third summer term of enrollment.	
CEPD 9999: Dissertation	<ul style="list-style-type: none"> • Defense of Program Evaluation • Dissertation 	Students will have dissertations approved by their committee and final copy submitted to ProQuest no later than September 2 of the graduating term.	

APPENDIX F... Dissertation Outline

Outline of Professional Practices Dissertation (from 2016 Handbook)

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 final document includes (in summary):

1. Title Page
2. Signature Page (please use the one in the Ed.D. Handbook, not the grad studies handbook)
3. Executive Summary
4. Copyright (optional)
5. Dedication (optional)
6. Acknowledgments (optional)
7. Vita
8. Table of Contents
9. List of Tables, Figures, or Illustrations

Chapter I

- Introduction and Background
- Integrated Literature Review (Review of related research of best evidence for program and its activities/interventions)

Chapter II

- Methodology

Chapter III

- Results

Chapter IV

- Summary, Conclusions, and Recommendations
- Tables, Figures, or Illustrations

References & Appendices

- References
- Appendix/Appendices (including expansive lit review)

Details of what to include in the body of the document (in detail):

1. Executive Summary

- 1.1. Description of program
- 1.2. Evaluation questions and purpose of the evaluation
- 1.3. Brief description of methods and analytical strategy
- 1.4. Summary of main findings
- 1.5. Implications of findings
- 1.6. Recommendations

2. Table of Contents and other Sections that Preface the Report

- 2.1. Table of contents w/ first and second level headers
- 2.2. List of tables, figures, and appendices
- 2.3. Acronyms or abbreviations included in the report
- 2.4. Acknowledgements

3. Chapter I... Introductions and Background

- 3.1. Purpose of Evaluation
- 3.2. Description of program being evaluated (including goals, stakeholders, activities)
- 3.3. Target population and relevant audiences for the evaluation
- 3.4. Integrated Literature Review (Review of related research of best evidence for program and its activities/interventions)
- 3.5. Overview of report structure

4. Chapter II... Methodology

- 4.1. Evaluation approach/model and rationale for the approach
- 4.2. Design, including sample sizes and timing of data collection
- 4.3. Methods of data collection including all instruments
- 4.4. Sources of information and data
- 4.5. Limitations of evaluation (e.g. methods, data sources, potential bias, etc.)

5. Chapter III... Results

- 5.1. Details of findings, clearly and logically described
- 5.2. All evaluation questions are addressed
- 5.3. Findings are fully supported by data

6. Chapter IV... Summary, Conclusions, Recommendations

- 6.1. Summary of findings
- 6.2. Discussion and interpretation of findings
- 6.3. Judgments about program merit and worth
- 6.4. Recommendations, based on findings, for stakeholders

7. References and Appendices

- 7.1. References in APA format
- 7.2. All appendices referenced in the text, in the order they are referenced

APPENDIX G... Sequence of Coursework & Completion Timeline

Semester	Coursework Timeline/Requirements	Research/Dissertation Timeline/Requirements	
		Timeline Requirement	Activity
	Year 1		
Summer	EDSI 9171 Program Evaluation (3), <i>and</i> CEPD 9184 Seminar I: Professional Issues (<i>or</i> CEPD 9185 Seminar II: Advocacy) (3)	6/1 – 6/30	<ul style="list-style-type: none"> Meet with Dissertation Chair & develop strategy for meeting program timeline requirements.
Fall	CEPD 7185 Program Evaluability Seminar (3), <i>and</i> EDSI 9961 Quantitative Research (3)	8/10 – 12/15... or per instructor’s syllabus (during CEPD 7185)	<ul style="list-style-type: none"> Complete “evaluability study”; and Chapter 1 of dissertation... develop the following: <ul style="list-style-type: none"> “Introduction”; and “Literature Review
		8/10 – 12/15... or per instructor’s syllabus (during EDSI 9961)	<ul style="list-style-type: none"> Meet with “methodologist” for 2 hour consultation; Develop “methods” section of dissertation (coordinate with ETF)
Spring	CEPD 9183 Directed Doctoral Research (3), <i>and</i> EDSI 9962 Qualitative Methods (3)	1/1-3/14... or per instructor’s syllabus (during CEPD 9183)	<ul style="list-style-type: none"> Develop “methods” section of dissertation;
		3/15... or per instructor’s syllabus (during CEPD 9183)	<ul style="list-style-type: none"> As part of the requirement in CEPD 9183, present first draft of “chapters 1 & 2 and the methods section” to “Chair”;
		3/31	<ul style="list-style-type: none"> Chair will offer feedback within 2 weeks;
		4/15... or per instructor’s syllabus (during CEPD 9183)	<ul style="list-style-type: none"> Make revisions based on the CEPD 9183 instructor and Chair feedback;
		4/30... or per instructor’s syllabus (during CEPD 9183)	<ul style="list-style-type: none"> Submit final revisions of “chapters 1 & 2” and the “methods section” to “Chair”

Sequence of Coursework & Completion Timeline (Appendix G continued)

Year 2		Timeline Requirement	Activity
Summer	CEPD 9187 Supervision (3), <i>and</i> CEPD 9184 Seminar I: Professional Issues (3) (<i>or</i> CEPD 9185 Seminar II: Advocacy (3))	5/1 – 5/15	<ul style="list-style-type: none"> Finalize draft of chapters 1 & 2 and methods section
		5/16 – 5/31	<ul style="list-style-type: none"> Submit final draft of chapters 1 & 2 and methods section to Chair
		6/1 – 7/10	<ul style="list-style-type: none"> Proposal meeting with committee
		7/10 – 7/25	<ul style="list-style-type: none"> Make final proposal revisions based on committee feedback
		7/25 – 8/1	<ul style="list-style-type: none"> Submit IRB Application
Fall	CEPD 9186 Internship (Program Evaluation) (3), <i>and</i> *CEPD 9199 Dissertation (1-3)	9/1 - 9/15	<ul style="list-style-type: none"> Estimated receipt of IRB approval;
		9/16 – 12/1	<ul style="list-style-type: none"> Data collection;
		12/2 – 1/31	<ul style="list-style-type: none"> Data analysis
Spring	CEPD 9186 Internship (Administrative Supervision) (3), <i>and</i> *CEPD 9199 Dissertation (1-3)	2/1 – 4/30	<ul style="list-style-type: none"> Analysis & writing final draft
Year 3		Timeline Requirement	Activity
Summer	*CEPD 9199 Dissertation (1-3)	6/1 – 6/30	<ul style="list-style-type: none"> Schedule and complete the Oral Defense
		7/1...	<ul style="list-style-type: none"> Complete the final draft with APA verification
Fall	*CEPD 9199 Dissertation (1-3)	8/10 – 9/1	<ul style="list-style-type: none"> Complete the final draft with APA verification
		9/2	<ul style="list-style-type: none"> Submit final dissertation to ProQuest
		12/15	<ul style="list-style-type: none"> Graduation
<p>*Note: Nine (9) “total ‘Dissertation’ hours” are required for graduation, and must be distributed across the final semesters as directed by the “Dissertation Chair”.</p>			