



Higher Education Administration Doctoral Program Student Handbook



College of Education

Innovation in Teaching, Leadership, and Wellness

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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 and the University of West Georgia or the Department of Counseling, Higher Education, and Speech Language Pathology. While every effort will be made to ensure accuracy of the material stated herein, the University of West Georgia, Department of Counseling, Higher Education, and Speech Language Pathology, and the Area of Higher Education Administration reserves the right to change any provision listed in this handbook, including but not limited to academic requirements for graduation and availability of courses and programs of study without actual notice to individual students. Every effort will be made to keep students advised of such changes.

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

Information regarding academic requirements for graduation will be available in the offices of the Registrar and Deans of major schools and colleges. 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.

Introduction and Welcome

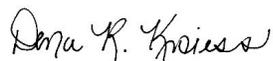
Welcome to the Higher Education Administration (HEA) program in the Department of Counseling, Higher Education, and Speech Language Pathology. The faculty and staff are pleased that you have selected the University of West Georgia (UWG) for the pursuit of your doctoral education. We are committed to making this a positive educational, personal, and professional growth experience.

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 Higher Education Administration. 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 Higher Education Administration is an *applied* doctorate with an emphasis on the application of knowledge through continued practice. A new cohort is admitted each Fall semester. The 60-hour program is completed in three years of continuous enrollment in a completely 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,



Dena R. Kniess, Ph.D.

Associate Professor of Higher Education Administration and College Student Affairs

Director of the Ed.D. program in Higher Education Administration

Department of Counseling, Higher Education, and Speech Language Pathology



Overview of the Department

The Department of Counseling, Higher Education, and Speech Language Pathology is housed in the College of Education (COE) at the University of West Georgia, and is home to the graduate degree programs in Counseling, College Student Affairs and the Doctorate in Higher Education Administration as well as undergraduate and graduate degree programs in Speech Language Pathology.

It is the policy of CHS to actively recruit students from a variety of backgrounds, experiences, and cultural influences. Our faculty and students have diverse backgrounds, and the program strives to maintain multicultural awareness and appreciation. The department is committed to recruiting even more students and faculty from diverse backgrounds.

Vision and Mission Statements

Counseling, Higher Education, and Speech Language Pathology Vision and Mission Statement

Vision Statement

The vision of the Department of Counseling, Higher Education, and Speech Language Pathology is to prepare exemplary practitioners who make a meaningful difference in the community and in the lives of the individuals with whom they work.

Mission Statement

The mission for the Department of Counseling, Higher Education, and Speech Language Pathology is to:

1. Prepare exemplary entry-level practitioners with the professional knowledge, skills, and disposition to deliver evidence-based practices to diverse individuals across the life span.
2. Prepare exemplary advanced-level practitioners with professional knowledge, skills, and dispositions to bring about systemic change through program evaluation, advocacy, and leadership.
3. Provide outreach to the community, including outreach through a comprehensive community clinic that delivers speech-language pathology, audiology, developmental reading instruction, special education, counseling, and related diagnostic and educational services.
4. Explore and communicate new knowledge through applied research.

Higher Education Administration Vision and Mission Statement

Vision Statement:

To advance the practice, intellectuality, and careers of the next generation of higher education professionals.

Mission Statement:

The mission of the University of West Georgia states, “The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community.”

The mission of the Doctorate in Higher Education Administration is to provide practical education that supports the potential of higher education administrators who are seeking to advance their career goals. This program, as an Ed.D., focuses on the practical experiences and education through professional development and academic engagement, which will help prospective students learn how to improve their campus environment.

Goals and Objectives

The program will recruit and admit administrators that work in a higher education/collegiate setting. The program is designed to increase participants’ knowledge of college and university administration, leadership, finance management, and their overall ability to address and solve critical issues in higher education. The purpose of delivering the program fully online helps increase the

exposure and interest of prospective students across the region, state, and nation.

This program aims to:

1. Appropriately and effectively address critical issues in higher education administration through critical analysis and reflective thought.
2. Understand, analyze, and utilize literature to influence decisions in higher education.
3. Conduct and review institutional assessments in order to analyze policy and program effectiveness to make informed decisions.
4. Understand the intricacies and nuances of higher education finance and advancement.
5. Identify legal issues and changes that affect practice in higher education.
6. Identify personal values and ethics as it influences their professional practice.

Program Information

Degree Programs

The Area of Counselor Education and College Student Affairs offers graduate level course work leading to the following degrees:

- M.Ed. with specialties in:
 - College Student Affairs
 - Clinical Mental Health Counseling
 - School Counseling
- Ed.S. degree in Professional Counseling
- Ed.D. in Professional Counseling and Supervision
- Ed.D. in Higher Education Administration

Core Student Learning Outcomes

Candidates will demonstrate advanced knowledge, skills and dispositions consistent with the [NASPA/ACPA Core Competencies](#):

1. Advising and Helping
2. Equity, Diversity, and Inclusion
3. Ethical Professional Practice
4. History, Philosophy, and Values
5. Human Organizational Resources
6. Law, Policy, and Governance
7. Leadership
8. Personal Foundations
9. Student Learning and Development
10. Assessment, Research, and Evaluation

Advising of Doctoral Students

Students are assigned an advisor upon admission to the program and receive initial advisement during orientation. Students must meet with their advisor during their first semester of coursework to discuss program requirements as well as to develop their individual plans of study. Students are also recommended to schedule periodic meetings with their advisor to be sure program requirements are met. It is imperative that students keep in contact with their advisor. Because changes occur, it is the responsibility of students to check their official UWG email address and to visit the Higher Education Administration program page (<http://www.westga.edu/academics/education/cspc/eddhea>) for any notice of change.

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 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 three years of full time study (9 credits).

Dissertation Chair vs. Advisor vs Program Director

The Dissertation Chair is the advisor to the dissertation. This person is responsible for the ethical and responsible oversight of the dissertation as well as direction of the study.

The advisor is a faculty member who helps the student with plan of study questions, curriculum oversight, and/or general academic and professional questions. Additionally, the advisor may serve as a mentor for students by assisting them by further developing their identity as professionals and adopting professional approaches to their work and interactions with others.

The Program Director is responsible for the administrative oversight of the program including communication, Wolf Watch, registration, etc. There is more information below about the Program Director.

There may be instances where the dissertation chair, advisor, and director are the same person, but there are times when they may not be the same.

The Doctoral Program Director

The 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.

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

The Dissertation consists of five chapters: the introduction, the literature review, methods, results, and discussion. There may be times where a sixth chapter is needed if doing a qualitative dissertation. The introduction covers the basics of the topics and introduces the problem and “so what” of the dissertation. The literature review is an exhaustive review of the literature on the phenomenon being studied. The methods section is an overview of the procedures on how the study is to be conducted to answer the research questions. The results section is the reporting of the results of the study. The discussion section, which is often the most difficult, is a review of the findings, their meaning, recommendations, and limitations of the study.

The first three chapters consist of what’s called “the proposal.” Once students develop the proposal and the chair signs off, the student will defend the proposal to his/her committee. Once the committee approves the proposal, the student is approved to advance to conduct the research. This also means the student is a Doctoral Candidate and no longer a doctoral student.

Dissertation Chair

The dissertation chair directs the dissertation process, and oversees completion of the required paperwork (<http://www.westga.edu/academics/education/cspc/eddhea>) 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

The Dissertation Chair is also responsible for the ethical conduct of the research, protection of participants, and that the dissertation is of high quality.

Committee

The dissertation committee includes the dissertation chair, who chairs the committee, and one to two additional full-time tenure-track, tenured faculty members, or full-time professional with a terminal degree. The Director of the Higher Education Administration program will assign committees to each student. The committees will consist of at least one person competent in methods to ensure the methods are sound.

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 three of study and continues until the dissertation has been completed. Students may opt to take more than 3 dissertation credit hours if they are projected to graduate before the 12-credit requirement is met.

The dissertation is partially completed during enrollment in specific courses and is viewed at UWG as a collaborative process. **Students are responsible for initiating communication and working collaboratively with the dissertation chair and committee in identifying goals and timelines for the completion of the dissertation.** Students are also expected to provide documents to the

committee well before meetings and deadlines and should expect to receive feedback in a timely but realistic manner. It is the expectation of this program that faculty will receive two weeks of review time before a proposal and two to three weeks of review time for a dissertation defense.

Dissertation Courses

At the beginning of the semester, students should register for the dissertation hours for which their chair is the instructor. Students have the option to enter the number of credits, this number will typically be 3, but students can elect to take more if they are on track for an early completion of their dissertation. **It is highly recommended that the student and dissertation chair identify goals and expectations to be completed for the semester of enrollment.** Should the student meet the expectations and goals for that semester, a grade of S should be earned. However, this is only a recommendation and the faculty member overseeing the dissertation may provide the grade as he/she feels was earned by the student.

Dissertation Proposal Defense

Once the student has completed the dissertation proposal to the chair's satisfaction, the dissertation chair and student will schedule the proposal defense with the committee. 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 successfully defending the proposal, and prior to the conduct of research, students must also obtain approval of the review boards of the University and any additional sites where research may occur. 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. This training is typically completed within a course. 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 and approved by the dissertation chair, the oral defense of the dissertation may be scheduled. When scheduling the defense, the 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 to ensure graduation requirements and deadlines are met.

The program assistant will schedule dissertation defenses to be held on an approved, web-based meeting space. Prior to the defense, the student must provide the chair with the *Report of Results of Dissertation Defense Form*. Considering the results of the oral defense of the dissertation,

committee members will arrange to provide required signatures.

When completing the dissertation, it is required 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.

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)

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 on the Graduate Schools website. 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 also subject to graduation deferment.

Transfer Credits

A maximum of 6 semester hours of appropriate graduate credit may be transferred from another academic institution upon approval of the Program Director. Credit transfer is not guaranteed and is up to the discretion of the Program Director. Credit applied towards a previous degree cannot be transferred.

The following conditions must be met:

- Coursework credited toward awarding of another degree cannot be transferred.
- No course older than 7 years will be accepted for transfer credit
- Work must have been for graduate degree credit
- Transfer courses must meet the student learning objectives for the courses they replace

A transfer credit request form is available in the department office and must be signed by the appropriate parties.

Plan of Study

The plan of study is available online. It is also located in [Appendix A](#). The plan of study may change depending on the year of entrance into the program. Additionally, the plan of study is not a binding contract.

Course Syllabi

Course syllabi contain descriptions of course objectives, activities, evaluation criteria, and other

general information. The syllabus is often considered the agreement between the student and instructor on completing course requirements. Whenever there is a conflict between two sources of information (i.e. CourseDen vs. Syllabus) the syllabus should always win unless there is an apparent and obvious error.

Program Evaluation and Student Evaluation

Assessment of Student Learning Outcomes:

An integral part of all of our degree programs is the ongoing assessment of student learning outcomes. In order to achieve this goal, key assessments across the curriculum are linked to learning outcomes. Data are entered into Tk20, the Assessment and Data Management System to which **all students must subscribe**. Students may subscribe directly online at <https://westga.tk20.com> or may buy a subscription pack at the University bookstore.

Course Evaluations

At the end of each semester students are asked to anonymously evaluate each course and instructor. This is a University-wide evaluation process. The purpose of this evaluation is to provide the instructor with constructive feedback relative to future teaching of the course, teaching style, and interpersonal skills. Additionally, students may, at any time, communicate to any faculty member their needs, observations, or appraisal. The data collected from all evaluation methods may be used by faculty for continuous improvement of the program.

Student Review Process

The student review process, not to be confused with the systematic review process, specifically addresses poor academic standards or dispositional issues affecting the student and/or classmates. The purpose of this process is to (a) ensure the student's right to equal application of policies and procedures and (b) ensure due process is met.

Faculty or students may initiate the student review process by submitting a written request to the Department Chair. Faculty will discuss the request and a committee will be convened to address the concerns in question. Students are notified in writing by email if under review with a detailed description indicating the concerns and reason for review. Additionally, if under review, students will be notified of the process for responding and given an appropriate opportunity to respond.

The student review committee will request a meeting with the student, collect any information relevant to the situation, and make a recommendation that best addresses the severity of the situation. The recommendation can include, but is not limited to, a professional development plan, retake of classes, suspension, or expulsion.

Course Registration

The Scoop

The [Scoop](#) is an online resource published each semester. This indispensable guide contains essential information including the University calendar, general announcements, class periods, exam schedules, registration deadlines, financial aid information, a map of the campus, and other important details.

Find The Scoop at <https://www.westga.edu/student-services/registrar/the-scoop.php>

Class Bulletin

A listing of courses offered during the current and, usually two semesters past, can be found on the UWG website. The class bulletin can be found here: <https://grim.westga.edu/www/schedule.htm>

Selection of Courses

Selection of courses should be done in consultation with one's advisor. During advisement sessions, the academic advisor will review the [Plan of Study](#) and discuss scheduling of classes with the exception of entering cohort students.

Academic Orientation

Students who are newly admitted in the HEA program will receive an invitation to a mandatory Academic Orientation and will have the opportunity to be initially advised. This orientation will also present important information about being a graduate student at the University of West Georgia. Additionally, students and faculty will be introduced, and important details relevant to the HEA program will be shared.

Continuing Students

Registration dates are available online in the [Scoop](#). After the first semester, continuing students may register for next semester courses during "early registration." Registration may be accomplished on-line at <http://banweb.westga.edu>, in person at the Registrar Office, or by mail. Registration during the "early registration" period is recommended because returning students are more likely to obtain a seat in the desired class.

Class Schedules and Mode of Delivery

Courses are offered fully online (synchronous or asynchronous).

Drop/Add and Withdrawal

If it is necessary to drop or add a course after registration, there is a one to three day opportunity at the beginning of each semester. After that time period, withdrawal policies are in effect, including a grade of "W" on the transcript and no refund of tuition. See www.westga.edu/registrar/ for policies and procedures.

Financial Aid and Tuition

Fees and Fee Payment

Fee payment may be made on-line <https://www.westga.edu/student-services/bursar/index.php>, in person at the Registrar's Office, or by mail. If payment is late, classes may be dropped and a late fee will be assessed.

Financial Aid

Financial Aid is available in a variety of forms including federal, state, institutional loans, grants, scholarships and work programs. Please visit the Financial Aid office www.westga.edu/finaid/ for

more information. Loans are typically dispensed around two weeks after classes start. If students have taken out loans, fees will be taken out of the loan money before it is dispensed.

Grades

Academic Standing and Retention

Grades are letter grades of A, B, C, and F for graduate students. The Dissertation Course is graded with S/U (satisfactory and unsatisfactory). All students enrolled in HEA programs must maintain a cumulative graduate-level GPA of 3.0 or higher to remain in good academic standing. **Any student obtaining a grade lower than a B in a core course must retake the course, regardless of the cumulative GPA, and obtain a grade of B or higher.** A grade lower than a B in a non-core course may not be included in the student's approved plan of study. The student may retake the same course and obtain a grade of B or higher, or substitute another graduate-level course (approved by the advisor) to include in the approved plan of study. Receiving an F or two C's will result in suspension from the program for a minimum of one semester.

Academic Honesty

Academic honesty is expected by all students. 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.

Other forms of academic dishonesty include, but are not limited to, using or purchasing ghostwritten papers, presenting someone else's ideas or information obtained from another person or source as one's own, or presenting another's work as their own. If plagiarism or another form of academic dishonesty occurs, it will be dealt with in accordance with the instructor's syllabus, the academic misconduct policy outlined in the Student Handbook, and the Graduate Catalog. Consequences may include 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.

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.

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.

- Doctoral students who earn a grade of Unsatisfactory will be placed on Academic

Probation, regardless of the cumulative GPA.

- A student who earns a Satisfactory grade the subsequent semester will return to Good Academic Standing.
- Doctoral students who earn a second grade of Unsatisfactory will be dismissed from the University, regardless of the cumulative GPA.
- Students who earn two C's or one F may be dismissed from the program.

Academic Standards

Academic Standards are described in the Graduate Catalog located on the Graduate School's webpage: <https://www.westga.edu/academics/gradstudies/> under student resources.

Academic Appeals

Students have the right to appeal a course grade. Policy for grade appeals are located on the Graduate School's webpage: <https://www.westga.edu/academics/gradstudies/> under student resources.

Assignment of Incomplete

An incomplete (I) indicates that a student was doing satisfactory work, but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. An incomplete will be given only for illness, death in the family, or other instances deemed appropriate per the faculty. An incomplete must be removed by the completion of work within one calendar year; otherwise, the Incomplete (I) becomes a Failure (F).

Graduation Requirements and Information

Completion of the Dissertation

Completion of the dissertation and successful submission to ProQuest qualifies as completion of this requirement for graduation. The final dissertation will not be "signed off" on by the Director until the final dissertation is accepted by ProQuest.

Application for Graduation

A student is required to submit an application for graduation with the Graduate Office. Directions for completing this process can be found at <https://www.westga.edu/student-services/registrar/graduation.php>. The deadline for submission of the graduation application is typically as follows:

Graduate Application Deadlines

Spring Graduation	October 1
Summer Graduation	March 1
Fall Graduation	August 1

Graduation Regalia and Supplies

Graduation supplies may be ordered online through the University Bookstore website <http://www.bookstore.westga.edu/>.

General Information

I.D. Cards

Student ID cards are made in the Wolves Card Office located in the University Community Center (UCC), Top Floor, from 8 am until 5 pm, Monday through Friday. Student I.D. cards are free of charge for students enrolled in a University program. The same card is used throughout the entire enrollment period. It is validated as students pay fees each term and is non-transferable.

MyUWG

MyUWG is an innovative tool designed to simplify the process of using email, Banweb, WebCT and more. It provides a central login and url for access to almost everything students' need at UWG. To access MyUWG go to <http://myuwg.westga.edu/>

MyUWG email account

Upon admission to the university every student is automatically provided with a free Google Apps account and free personal webspace with a domain of @my.westga.edu. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

HEA Listserv

The HEA Program maintains a student listserv. You are automatically enrolled in this listserv upon admission to the program. The listserv is moderated and used to communicate about important matters such as deadlines, course scheduling changes, job openings and other current news items.

Parking and Vehicle Registration

All vehicles parking on campus must be registered with Parking Services. Students must register their vehicles and obtain a hangtag in person at Parking Services in Row Hall (hours 7:30 AM to 4:30 PM). Students have the first five class days after the beginning of their first semester to register their vehicles. Upon vehicle registration, a hangtag will be issued and is required for parking on campus. Failure to display a hangtag will result in a citation. Park only in the designated parking areas that is depicted on the parking hangtag. It is important to pay all parking tickets promptly; unpaid parking tickets will result in an inability to register for classes until the fine is paid. Parking ticket appeals must be made within five days. Students should be familiar with the UWG Parking Code found at the Parking Services webpage.

Student Support Services

Personal Counseling

Personal counseling for students is available at no cost through UWG Counseling Center. Students are encouraged to use this confidential service if the need should arise. Often when learning how to promote growth and change for students, it becomes necessary to examine one's own change

process. Faculty may suggest students seek counseling when personal issues appear to be interfering with the student's professional development. Any contact with UWG Counseling Center is confidential. To learn more about services or to learn how to make an appointment visit <http://www.westga.edu/counseling/>.

Accessibility Services

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. Students with a documented disability may work with the Office of Accessibility Services to receive essential services specific to their disability. Disabilities may be temporary or permanent, and are categorized into three areas; physical, psychological and learning disorders. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Accessibility Services at <https://www.westga.edu/student-services/counseling/accessibility-services.php>.

Career Services

UWG career services offers comprehensive resources for students including job search information, student employment, and volunteer opportunities. Staff also provides help with resume and cover letter writing and mock interviews. To learn more about UWG career services visit <https://www.westga.edu/student-services/careerservices/index.php>.

Additional Resources

Bookstore

The University Bookstore is a campus resource for UWG textbooks, gear and supplies. The bookstore website enables students to buy or sell used and new textbooks; find official UWG gear; and purchase software, gifts, and graduation supplies on-line. Search the bookstore homepage at www.bookstore.westga.edu/.

CourseDen/BrightSpace

CourseDen/D2L is the online course management system used by UWG. All or part of your course content for every course will be delivered using CourseDen. The log in page for CourseDen is at <https://westga.view.usg.edu/>. Your login is your UWG ID and password. Help information is noted on the login page as well as at <https://uwgonline.westga.edu/>.

Ingram Library

The Ingram Library on the UWG campus houses a multitude of resources, including books, professional journals, government documents, and the Annie Belle Weaver Special Collections. Visit the library's website www.westga.edu/~library/ for complete information about the library holdings, reference resources, circulation, and other details. A useful service offered by the library is Ask-A-Librarian, an electronic connection to library staff.

Appendix A

Program Sheet and Plan of Study Work Sheet EdD in Higher Education Administration

CORE CURRICULUM	HRS	GR	Session Offered	Pre-req
First Fall Semester				
HESA 9210 History of Higher Education	3		1 st Half	
HESA 9211 Organizational Theory	3		2 nd Half	
HESA 9212 Advanced Seminar in Leadership	3		Full	
First Spring Semester				
HESA 9213 Critical Issues and Trends in Higher Education	3		2 nd Half	HESA 9210, 9212
HESA 9214 Analysis of Higher Education Literature	3		Full	HESA 9210
HESA 9215 Advanced Legal Issues and Policy Studies	3		1 st Half	HESA 9211
First Summer Semester				
HESA 9216 Values and Ethics in Higher Education Leadership	3		Full	
HESA 9217 Diversity Issues in Higher Education	3		Full	
Second Fall Semester				
HESA 9219 Governance in Higher Education	3		2 nd Half	HESA 9211
HESA 9222 Quantitative Research in a Higher Education Environment	3		Full	
HESA 9218 Higher Education Finance and Advancement	3		1 st Half	
Second Spring Semester				
HESA 9220 Enrollment Management	3		1 st Half	HESA 9219, 9218
HESA 9224 Institutional Assessment and Program Effectiveness	3		2 nd Half	HESA 9222
HESA 9221 Qualitative Research in a Higher Education Environment	3		Full	
Second Summer Semester				
HESA 9223 Applied Research Practices	3		Full	HESA 9221, 9222
HESA 9225 Directed Doctoral Research	3			HESA 9221, 9222
Third Fall Semester				
HESA 9999 Dissertation*	3		Full	HESA 9225
Third Spring Semester				
HESA 9999 Dissertation*	3		Full	HESA 9225
Third Summer Semester				
HESA 9999 Dissertation*	3		Full	HESA 9225
Third Fall Semester				
HESA 9999 Dissertation*	3		Full	HESA 9225

	Total Hours	60		
COMMENTS:				

Appendix B

SYSTEMATIC REVIEW AND RETENTION PROCEDURES

Higher Education Administration
University of West Georgia

In order to promote professional and personal development, faculty systematically monitor and evaluate the academic, professional, and intrapersonal/interpersonal functioning of all students enrolled in programs in Counselor Education and College Student Affairs at the University of West Georgia.

Each student will participate in progress monitoring at least twice during his or her enrollment. Students will be notified by email when they are eligible for review and will complete a form called *Student Progress and Accomplishments* available to them in Tk20. The data provided by students will be reviewed in combination with course grades, key assessment results, and behavioral observations to identify strengths and potential areas for improvement during a faculty meeting scheduled for this purpose. Outcomes of the review are shared with the student through results of the *Performance Monitoring Rubric*. The 4-point rubric is used to rate performance as Exemplary (4), Proficient (3), Developing (2), and Unsatisfactory (1).

Acceptable progress at the first review is determined by rubric scores of 2 or higher in all categories. Any scores of 1 (unacceptable) will immediately result in a professional development plan developed jointly by the student and his/her advisor. The goal of the plan is remediation of the problem area. Continued participation in the program will be contingent on successful remediation of the problem area(s).

Acceptable progress at the second review is determined by rubric scores of 3 or higher in all categories. Any scores of 1 (unacceptable), or more than one score of 2 (developing), will immediately result in a referral to the student review committee and may result in suspension or expulsion from the program.

Student Rights

- Students have a right to review this policy
- Students have a right to receive written description of the faculty concerns prior to any meetings to discuss progress or remediation
- Students have a right to respond to concerns raised about their progress and have their responses considered and integrated, when feasible, into professional development plans
- Students whose progress review results in recommendations for suspension or dismissal have the right to appeal that decision beginning with the department head.

Appendix C

Doctoral candidates in Higher Education Administration program conduct a 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 higher education.

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

The Ed.D. in Higher Education Administration prefers the following 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, in the order they are referenced