



**Annual Program Evaluation Report**  
**Ph.D. in Counselor Education and Supervision**  
**Counselor Education and Counseling Department**

**Review Year:** 2015-16

**Date:** September 26, 2016

**Participants:** Drs. Fred Hanna and Tsui-yee Chow

**SECTION I DEMOGRAPHIC DATA**

**Table 1: DCES Program of Fall 2015 Applicant Data**

<b>Gender</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Matriculated</b>
F	13	7	6
M	3	3	2
Undeclared	0	0	0
<b>Grand Total</b>	<b>16</b>	<b>10</b>	<b>8</b>
<b>Race / Ethnicity</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Matriculated</b>
White / Caucasian	9	5	5
African American / Black	3	2	2
Hispanic / Latino	2	1	1
Asian American / Pacific Islander	0	n/a	n/a
Native American / Alaskan Native	0	n/a	n/a
Multi-racial	2	2	0
Other	0	n/a	n/a
Undeclared	0	n/a	n/a
<b>Age Range</b>	<b>Applicants</b>	<b>Admitted</b>	<b>Matriculated</b>
20 - 24	1	1	0
25 - 29	5	3	1
30 - 39	9	6	7
40 - 49	1	0	0
50 - 59	0	n/a	n/a
60 & Over	0	n/a	n/a
Undeclared	0	n/a	n/a

<b>Grand Total</b>	<b>16</b>	<b>10</b>	<b>8</b>
--------------------	-----------	-----------	----------

**Discussion:** The demographic data shown here indicate that there is a fair balance of diversity in terms of race with 37% of matriculated students being either African American or Latino. Although only 2 of the 8 matriculated students identify as male, this is not unusual in counselor education programs nationwide. In addition, one of the female-identified students also identifies as LGBTQ. As it turned out, this was a good mix of students and there was considerable openness to diversity social justice among these students, who all clearly learned from each other and supported each other regardless of race, gender, or LGBTQ considerations.

## **SECTION II ASSESSMENT OF STUDENT LEARNING OUTCOMES**

### **A. Student Learning Outcome – Knowledge**

The following data is based on the performance of the first DCES cohort at Adler University in their first year of courses taken. The number of students remained the same throughout this period.

**Table 2: Student Group Performance based on the First-year Classes**

<b>Student Group Performance Based on Course Rubric &amp; Course Learning Objectives</b>			
<b>Each standard is rated on a scale of 1 (Below Expectations), 2 (Meet Expectations) and 3 (Exceed Expectations) as described in the Criteria</b>	<b>Number of Students in the Cohort 2015, First Year</b>	<b>Success Criteria: Receives a “2” or higher on each course-based rubric domain</b>	<b>Success Criteria of the course: 90% of Students attained an average of 2 or above in each course rubric</b>
DCES-700: Professional Orientation & Academic Endeavors I	8	2	100%
DCES-701: Professional Orientation & Academic Endeavors II	8	2	100%
DCES-702: Professional Orientation & Academic Endeavors III	8	2	100%
DCES-703: Advanced Individual Counseling & Career Theory	8	2	100%
DCES-704: Advanced Multicultural Counseling, Advocacy, & Leadership	8	2.2	100%
DCES-705: Teaching & Learning in Higher Education	8	2.6	100%

DCES-706: Clinical Supervision and Consultation	8	2.6	100%
DCES-707: Advanced Assessment, Diagnosis, & Treatment Planning	8	2.2	100%
DCES-801: Program Evaluation, Development, & Management	8	2.9	100%
DCES 803: Crisis Intervention, Disaster, & Trauma Management	-	-	100% students passed the courses with a B or a better grade
DCES-821: Qualitative Research Methods in Counseling	8	2.8	100%

**Discussion:** In addition to grades, we examined the overall performance of students based on the course objectives of the courses themselves. Faculty are asked to complete the course rubrics after the conclusion of the courses. Course rubrics are designed based on course objectives which were developed from CACREP standards and DCES program objectives. Faculty rated students' achievement based on each course objective. A rating of 2 or more indicates a successful and positive performance rating by the faculty member. As can be seen in the chart above, all of the students in each course received a rating of 2 or more. The highest possible rating is 3.0 where the student exceeded expectations.

The faculty decided that this change was necessary due to the perception that Comprehensive examination is a more common and better known name for this exam.

## B. Student Learning Outcomes – Skills Assessment

The DCES program assesses the clinical skills of students through their practicum and internship. However, at the time of this program evaluation, students only had completed their practicum.

**Table 3: Skills Assessment**

<b>DCES-850: Advanced Clinical Counseling Practicum &amp; Seminar</b>	<b>Number of Students in the Cohort 2015, First Year</b>	<b>Success Criteria: Receives a “2” or higher on each evaluation criteria</b>	<b>Success Criteria 100% of students attained 2 or above in site supervisors' ratings.</b>
<b>Evaluation Criteria:</b>			

Present a broad theoretical understanding and counseling orientation that is based on knowledge of therapeutic change and a critical review of existing counseling theories.	8	2.5	100%
Understand and apply multiple effective counseling theories.	8	3	100%
Demonstrate an understanding of case conceptualization and effective interventions across diverse populations and settings.	8	3	100%
Exhibit a practice of evaluating self-performance through effective assessments of the client, the counselor (you), and counselor-client dynamics.	8	3	100%
Increased familiarity with clinical assessment and diagnosis using the DSM-V	8	2.3	100%
Self-awareness of person of the therapist issues	8	3	100%
Provide treatment recommendations grounded in research and evidence-based practice	8	2.5	100%
Develop a systems approach to mental health by gaining knowledge of the influence of community and agency dynamics on client demography and service utilization.	8	2.5	100%
Demonstrate an understanding of Adlerian Theory and case conceptualization and treatment planning	8	2.5	100%

**Discussion:** This assessment was done with the purpose of assessing the skill level of students, in this case, their level of clinical skills evident in their doctoral practicum course. As can be seen in the chart, the ratings of the clinical skills of this cohort were quite high, and the site supervisor ratings were also above 2.0 for each of the students in the 2015 cohort. It is also of interest to note that there was no attrition in this cohort for their first year. However, as stated above, at the time of this evaluation students had only completed their practicum course and no internships had been done at that point.

### C. Professional Dispositions

Students' professional Dispositions were assessed through 7 areas: Self-Awareness, Openness, Interpersonal Effectiveness, Professional Integrity, Respect and Commitment to Diversity & Social Justice, Ethical Practice, and Clinical and Professional Readiness. Instructors were asked to rate students in these areas after each course. At the end of each semester, faculty meet and talk about students' disposition scores.

The scale used for this assessment of professional dispositions is:

- 1 = Deficient
- 2 = Developing
- 3 = Demonstrated

**Table 4: Professional Disposition Assessment Data**

SEMESTER	SELF-AWARE	OPENNESS	INTERPERSONAL EFFECTIVENESS	PROFESSIONAL INTEGRITY	DIVERSITY/SOCIAL JUSTICE	ETHICAL PRACTICE	PROF. READINESS
Fall 2015	2	2.7	2	2.6	2.6	2.8	2.5
Spr 2016	2.3	2.5	2.5	2.5	2.6	2.6	2.5
Sum 2016	2.3	2.5	2.4	2.5	2.6	2.6	2.6
Year Composite	2.2	2.5	2.3	2.5	2.6	2.7	2.6

**Discussion:** It is quite clear that students displayed an acceptable if not a very good level of professional dispositions. The evidence for this is in the fact that all students in all areas scored at least 2.0 or above in the assessments. It is interesting to note that the lowest ratings came about in the first semester of the program in which Self-Awareness and Interpersonal Effectiveness were both rated at 2.0. As it turned out, those lower ratings were never again repeated, as each semester afterward had ratings of not less than 2.3 across all the dispositions. The strongest area, that is, the disposition that received the highest ratings was Ethical Practice, which received a composite rating for the entire year of 2.7. The weakest area was Self-Awareness, which received a composite score of 2.2. Other areas of strength were Diversity & Social Justice (2.6) and Clinical & Professional Readiness (2.6).

#### **D. Discussion & Conclusion of Assessments of Student Performance**

There are many strengths in this cohort that become apparent in the process of examining this assessment of student performance. Perhaps most notably is the evidence of their strength in clinical skills. All displayed excellent counseling skills and all were acknowledged by their site supervisors. Fully half of these students were rated at the highest level (3.0). Another strength of this cohort was revealed in the Professional Dispositions assessment, specifically in the areas of Ethical Practice and their commitment to Diversity and Social Justice. It is important to also note that the overall rating for all courses throughout the first year was quite solid, with the highest ratings being 2.5 and the lowest being 2.3 (on a scale of 3.0).

In terms of their weaknesses, there wasn't much that was revealed in this assessment of this cohort that showed outright deficiencies. There were, however, several areas in need of improvement that need to be addressed. In the context of Professional Dispositions, it may be wise to explore ways to help students increase their level of self-awareness. In addition, more attention should be given to increasing the ratings of DCES 700, DCES 701, and DCES 702

(Professional Orientation courses) as students did not fare as well as they might have in these courses. The instructors of these courses need to work to improve the ratings in these areas, especially in these orientation courses, so that students can become more successful as counselor educators. The rather low rating given in DCES 703 (Advanced Counseling Theories and Career Development) was solved by the next semester by getting a new instructor who had published extensively in this field.

### **SECTION III PROGRAMMATIC DATA AND EVALUATION**

#### **A. Aggregated Data on Program Objectives**

The data in the chart in this section is based on the course rubrics of the first-year courses taken by Cohort 2015. The 12 Program Learning Outcomes are in each syllabus in the DCES program and are treated as program objectives, when relevant and appropriate, and incorporated into the course rubrics. It is important to note that the course rubrics are not only based upon the Program Learning Objectives but that those Program Learning Objectives are based upon CACREP Standards, of course. The rating scale for the rubric itself is a scale from 1 to 3, where 1 is unacceptable, 2 meets expectations, and 3 exceeds expectations. The table below displays the levels of achievement relevant to the 12 Program Learning Outcomes.

**Table 5: Aggregated Data on Program Objectives – 2015 Cohort**

<b>Program Learning Outcomes/Objectives</b>	<b>Average Ratings on Students Individual Performance</b> <i>Success Criteria: Average rating of 2 or above</i>	<b>Average Ratings on Course Objectives Across Different Courses</b> <i>Success Criteria: Average rating of 2 or above</i>
These are composite scores from course rubrics related to each of the program learning outcomes/objectives. The course rubrics are set on a scale of 1-3, 1 (Below Expectations), 2 (Meet Expectations) and 3 (Exceed Expectations) as described in the Criteria.		
1. Demonstrate an in-depth understanding and identification of the various roles of counselor educators in the training and supervision of counselors, teaching, advancing the standards, knowledge and skills based on the profession of counseling, research and scholarly work, advocating the welfare of those whom they serve, and advocating for and leadership within the profession.	2.2 All students achieved the expected level of performance	2.3
2. Demonstrate a conceptual understanding of and ability to apply various theories and models in the supervision of counselors with reference to the characteristics of the counselor supervisees, clinical settings, and relevant therapeutic issues.	3 All students exceeded the expected level of performance	2.7

3. Demonstrate the ability to apply, evaluate, and integrate theories from both individual and systems perspectives in the provision of interventions in different practice areas in counseling and in serving diverse populations.	2 All students are at the expected levels	2
4. Demonstrate competencies in applying teaching strategies, instructional theories, and evaluative measures in the development of curriculum and teaching modules pertaining to counselor education and the training of counselors.	2.6 All students exceeded the expected level	2.6
5. Demonstrate an in-depth understanding and ability in designing and implementing research from both quantitative and qualitative paradigms, and awareness and realization of the importance of research and scholarly contribution to the profession.	2.3 All students exceeded expectation level	2.4
6. Demonstrate an advanced understanding of social change theories, and a keen awareness of social justice issues and their respective causes from social, cultural, and systemic perspectives.	2.2 All students exceeded expectation level	2.2
7. Demonstrate an in-depth understanding of the role of counselor educators in social changes and advancement of the counseling profession; and ability to utilize leadership and advocacy models in order to initiate changes with reference to topical and political conditions.	2.7 All students exceeded expectation level	2.6
8. Demonstrate a high level of awareness and aptitude in assessment and evaluation as well as evidence-informed practices in areas of counseling, teaching, supervision, advocacy, and program development.	2.6 All students exceeded expectation level	2.6
9. Integrate Adlerian principles and counseling approach in areas of counseling, teaching, supervision, and advocacy.	2.6 All students exceeded expectation level	2.6
10. Demonstrate a commitment to socially responsible practice and adherence to ethical standards established by the profession, and to regulations set up by local, regional, and national authorities.	2.7 All students exceeded expectation level	2.6
11. Demonstrate multicultural competencies in all aspects of practice as a counselor educator, with advanced understanding of the impact and management of diverse factors in the preparation of counselors, provision of treatment and intervention for clients, promotion of client welfare, development of programs and services, observation of ethical and legal standards, and initiation of social change through political venues and strategies.	2.7 All students exceeded expectation level	2.6

12. Forms an identity and function of that of a scholar capable of actively contributing to the knowledge base of the profession, as well as to the knowledge base of the mental health professions in general, through scholarly publications. This can be done conceptually through scholarly writing in the form of analysis of the literature, designing research-based models, or constructively writing articles analyzing the profession itself with the intention of improving it. This also involves not only the ability to conduct quantitative and qualitative research, but also the ability to logically conceive and put in writing both the results and the implications of those results in the venue of scholarly, peer-reviewed journal articles and books.	2.8 All students exceeded expectation level	2.8
--	--	-----

**Discussion:** The information in the table above readily reveals that in the case of each of the 12 Program Learning Objectives all students achieved, at minimum, an acceptable level of performance in all of their courses taken in their first year. In many of the learning outcomes, students clearly exceeded expectation levels. Interestingly, the highest rating (of 3.0) was in Program Learning Outcome #2 in which the student’s ability to demonstrate a conceptual understanding of supervision models and theories, along with an ability to apply this information. On the other hand, Program Learning Outcome #3 received an aggregated rating of 2.0 but in the additional contexts of integrating and evaluating. This could indicate that more work needed to be done to help students to integrate theories and models relevant to clinical counseling. Indeed, the Advanced Theories course (DCES 703) was subsequently modified to provide more focus on integration and evaluation of clinical theories and applications, and we believe the modifications of the course were successful. Other areas in which students mostly exceeded expectations were in the areas of; the role of the counselor educator, ethical and responsible practice, multicultural and diversity competence, and the formation of a scholarly identity.

**B. Aggregated Data on CACREP Doctoral Core Areas – 2015 Cohort First Year Courses**

CACREP Doctoral Core Areas	Average Ratings on Students Individual Performance <i>Success Criteria: Average rating of 2 or above</i>	Average Ratings on Course Objectives Across Different Courses <i>Success Criteria: Average rating of 2 or above</i>
1. Counseling	2.5	2.3
2. Supervision	2.6	2.6
3. Teaching	2.6	2.6
4. Research and Scholarship	2.4	2.3
5. Leadership and Advocacy	2.3	2.3

**Discussion:** In this table, data was organized to show how ratings were given according to the 5 CACREP Core Areas intrinsic to Counselor Education. As can readily be seen, students of the initial 2015 Cohort at Adler University did very well along the lines of each of the core areas, especially with regard to supervision and teaching but also with regard to counseling, research and scholarship, and leadership and advocacy as well. In summary, the objectives of the program seem to have been met in terms of providing a doctoral level education across all of the crucial and critical 5 core areas that make up the essence of counselor education as a profession which includes the CACREP core areas of course. It should be added that hidden within all of these tables is the clear and repeated message that students need to assume the role and identity of the counselor educator in consonance with the understanding of counselor education as a unique profession in the range of mental health professions in general.

#### **SECTION IV REVIEW OF MISSION STATEMENT & PROGRAM OBJECTIVES**

Faculty members reviewed the mission statement and the program objectives, and confirmed that they are relevant for the program and the need of the field for the students.

#### **SECTION V Graduate Data, Site Supervisors & Employers**

There were no graduates of the DCES program at this point as this was the very first year of the program. Thus, it is premature to discuss factors related to graduation such as completion rates, job placement rates, and other factors relevant to graduates of the program and their employers.

#### **SECTION VI PROGRAM MODIFICATIONS**

1. **Course Title Changes:** Done to better reflect course content and course objectives
  - a. **From:** DCES 700: Professional Orientation and Academic Endeavors I  
DCES 701: Professional Orientation and Academic Endeavors II  
DCES 702: Professional Orientation and Academic Endeavors III  
**To:** DCES 700: Professional Orientation and Scholarly Endeavors I  
DCES 701: Professional Orientation and Scholarly Endeavors II  
DCES 702: Professional Orientation and Scholarly Endeavors III
  - b. **From:** DCES 703: Advanced Individual and Career Counseling Theory  
**To:** DCES 703: Advanced Counseling Theories and Career Development
  - c. **From:** DCES 705: Teaching and Learning in Higher Education  
**To:** DCES 705: Pedagogy in Counselor Education
  - d. **From:** DCES 801: Program Evaluation, Development, and Management  
**To:** DCES 801: Program Research, Evaluation, and Development
  - e. **From:** DCES 803: Crisis Intervention, Disasters, and Trauma Management

**To:** DCES 803: Trauma, Crisis, and Disaster Interventions

**f. From:** DCES 900: DCES Candidacy Examination  
**To:** DCES 900: DCES Comprehensive Examination

**2. Course Replacements and Additions**

- a. **Drop:** DCES 802: Advanced Systems, Couple, and Family Counseling
- b. **Drop:** DCES 804: Group Counseling and Supervision
- c. **Added** DCES 805: Advanced Techniques in Counseling & Psychotherapy

**3. Changes Made to DCES 900: Candidacy Examination**

**Rationale:** The faculty decided that this change was necessary due to the perception that Comprehensive examination is a more common and better known name for this exam.

- a. Replaced the 2-part examination (CACREP Standards & Specialty)
- b. Replaced with 5-part exam focusing exclusively on 5 CACREP Core Areas

**4. Changes Made to Internship Credits** for a better system to recognize the hours.

- a. Original 2015 DCES Program had 4 credit hours for 600 hours of Internship
- b. Replaced with 6 credit hours in DCES Program for 600 hours of Internship

**DETAILS OF THE ABOVE CHANGES & MORE ARE IN THE REPORT BELOW PLUS ADDITIONAL DETAILS**

**Changes to the 2015/2016 DCES Program for the  
Adler University 2016/2017 Catalog**

**DCES Program Overview change**

**From:** DCES: Candidacy Exam

**To:** DCES 900: Comprehensive Examination

**Purpose:** The faculty decided that this change was necessary due to the perception that Comprehensive examination is a more common and better known name for this exam.

**DCES Program Learning Outcomes**

**From:** Nothing in the Adler Catalog

**To:** 12 specific Learning Outcomes to be used in all syllabi and added to the Adler Catalog

**Purpose:** Change made for the sake of clarity, CACREP and Adler assessment purposes and specificity.

### **DCES 700, 701, 702: Courses title changes**

**From:** DCES 700: Professional Orientation and Academic Endeavors I

DCES 701: Professional Orientation and Academic Endeavors II

DCES 702: Professional Orientation and Academic Endeavors III

**To:** DCES 700: Professional Orientation and Scholarly Endeavors I

DCES 701: Professional Orientation and Scholarly Endeavors II

DCES 702: Professional Orientation and Scholarly Endeavors III

**Purpose:** The new title for these 3 one credit consecutive courses was considered more accurate, more oriented around scholarly publication and research, and directly in line with recommendations made by the Higher Learning Commission (hereafter HLC) when they reviewed the DCES program before it got under way in April of 2015. The HLC noted that the program needed more emphasis on scholarly publication, and research. The new courses contain a special emphasis on scholarly publication in Counseling and Counselor Education and Supervision journals along with other mental health scholarly journals.

### **DCES 700: Course description change**

**From:** In this first course of the three-course sequence (DCES 700, 701 & 702). This course aims at fostering the development of the counselor educator identity among the students. It will orient students to the role of counselor educator, and their ethical and legal responsibility as a scholar, trainer, supervisor, and gate keeper of the profession. With the assistance from the course instructor and/or faculty mentor, students will start formulating a plan to develop their specialty area(s) either through mindful development of practicum and internship experiences, and/or integrating the specialty area in the dissertation research and conference presentations. Students will also start building a professional portfolio and a plan for their leadership and involvement in professional organization. Practicum and internship planning and application process, and the Institutional Review Board approval procedures will be discussed. The course will also introduce students about academic writing and in-depth understanding of the principles of the APA style and manual. Students will become familiar with the processes and resources available for the production of original research and professional development and involvement.

**To:** In this first course of the three-course sequence (DCES 700, 701 & 702). This course aims at fostering the development of the counselor educator identity among the students. It will orient students to the role of counselor educator, and their ethical and legal responsibility as a scholar, trainer, supervisor, and gate keeper of the profession. With the assistance from the

course instructor and/or faculty mentor, students will start formulating a plan to develop their specialty area(s) either through mindful development of practicum and internship experiences, and/or integrating the specialty area in the dissertation research and conference presentations. Students will also start building a professional portfolio and a plan for their leadership and involvement in professional organization. Practicum and internship planning and application process, and the Institutional Review Board approval procedures will be discussed. A primary focus of the course is to train students in the process of scholarly research, writing, and publication, along with the understanding of the rules and principles of the APA style. Students will also become familiar with the processes and resources available for the production of original research and involvement in professional organizations.

**Purpose:** Changes were made to emphasize scholarly research, writing, publication in alignment with HLC recommendations along with involvement with professional organizations.

### **DCES 701: Course description change**

**From:** Prerequisite: DCES-700. In this second course of the three-course sequence (DCES 700, 701 & 702). This course aims at strengthening the development of the counselor educator identity as an active contributing member of the profession. It will emphasize on students' actual involvement in organizations. Ethics regarding writing, publishing, and conducting scholarly activities will be discussed. With the assistance from the course instructor and/or faculty mentor, students will start implementing their plan of specialty area by conducting a more in-depth literature review regarding the area and refine their interests and explore whether there will research and dissertation opportunities regarding the topic. During the course they will also start the search of practicum opportunities for second semester fall.

**To:** Prerequisite: DCES-700. In this second course of the three-course sequence (DCES 700, 701 & 702), this course aims at strengthening the development of the counselor educator scholarly identity as an active contributing member dedicated to the profession. It will emphasize students' actual involvement in counseling organizations. Ethics regarding writing, publishing, and conducting scholarly activities will be discussed. With the assistance and guidance from the course instructor and/or faculty mentor, students will start implementing their plan of research specialty area by conducting a more in-depth literature review regarding the area and refine their interests and explore possible research and dissertation avenues regarding the topic. Students will explore scholarly presentation and publication opportunities. During the course they will also start the search for practicum opportunities for second fall semester.

**Purpose:** Changes were made for the sake of specificity and clarity, as well as emphasis on scholarly presentation and publication opportunities and instructions. These themes were also recommended by the HLC in April of 2015.

### **DCES 702: Course description change**

**From:** Prerequisite: DCES-701. In this last course of the three-course sequence (DCES 700, 701 & 702). This course aims at strengthening the development of the counselor educator identity as a scholar and active contributing member to the literature of the field. It will emphasize on students understanding of academic writing, formulating manuscript for journal submission, submission process, and guidelines set forth by major counseling peer review journals. Further refinement of the literature review of the specialty area will serve a base for part of their dissertation as well as a paper to be submitted to newsletters or journals by the end of the semester. To conclude this professional orientation course sequence, students will learn the construction of a CV as part of their professional portfolio.

**To:** Prerequisite: DCES-701. In this last course of the three-course sequence (DCES 700, 701 & 702), this course aims at further strengthening the development of the counselor educator identity as a scholar and active contributing member to the literature of the field. It will emphasize the actual development and implementation of scholarly manuscripts for submission to major counseling peer reviewed journals. The submission process is discussed. Further refinement of the literature review of the specialty area is done so as to form a foundation for the literature review for their dissertation as well as a paper to be submitted to scholarly journals by the end of the semester. To conclude this professional orientation course sequence, students will learn the construction of a CV as part of their professional profile.

**Purpose:** In this course description, it was important to emphasize that this course will require the writing of a scholarly paper to submit to scholarly peer reviewed journals, aligned with CACREP's directions on students' scholarship ability development.

### **DCES 703: Course title change**

**From:** Advanced Individual and Career Counseling Theory

**To:** Advanced Counseling Theories and Career Development

**Purpose:** According to an examination of CACREP programs done several years ago by this author, the majority of counselor education programs had at that time some version of an "Advanced Counseling Theories" course. This change was made to bring this course more into line with other counselor education CACREP programs and also, indirectly, the DCES program itself, along with current research advancement in studies of counseling theories.

### **DCES 703: Course description change**

**From:** This course aims to advance doctoral level counseling students in the understanding and study of traditional, contemporary, and emergent theories in counseling as well as career counseling beyond the foundational study of the field in the master's level program. With research evidence, students are asked to examine critically the strengths and weaknesses of these theories when applying them to diverse populations and clinical settings. There will be a special

focus on the discussion of the infusion of Adlerian theory and principles in clinical practices. The course also supports students' further development of their personal theory of counseling.

**To:** This course provides doctoral level counseling students with an advanced, in-depth understanding of traditional, contemporary, and emergent theories of counseling and psychotherapy as well as career counseling. The philosophical assumptions and underpinnings of the major counseling and career theories are examined in such a way as to enhance the understanding and practice of psychotherapy and career counseling at a level well beyond the foundational study of these fields in master's level programs. The course is grounded in the research literature on effectiveness and models of psychotherapeutic change. The importance of the therapeutic relationship is emphasized along with advanced practices with diverse populations in the context of oppression, liberation, and social justice. There is a focus on infusing Adlerian theory into psychotherapy integration in its five major manifestations. The underlying theme of the entire course is on enhancing the understanding and skill level of students, with the focus being on dialectically recognizing and meeting the therapeutic needs of the client rather than the dogmatic acceptance of the counselor's preferred theoretical filter.

**Purpose:** Course and the course description was updated to meet and reflect the latest research findings and trends in the field, and also to meet the spirit and letter of the CACREP 2016 Standards.

#### **DCES 704: Advanced Multicultural, Counseling, Advocacy, & Leadership**

##### **Course description change.**

**From:** This course is designed to strengthen doctoral students' ethical and multicultural competencies as counselors/practitioners, counselor educators, supervisors, and researchers. In addition, this course also focuses on students' understanding of leadership and advocacy models and development of advocacy and leadership skills. Students are required to explore and analyze current policies and resources which are impacting their practice and the welfare of their clients, and formulate advocacy strategies and plans for social changes. Self-reflection and confronting personal biases are also part of the course content.

**To:** Add at the end of last sentence: along with the practice and application of social justice in the context of race, gender, white privilege, and LGBTQ populations, and other diversity issues.

**Purpose:** This change was made for the sake of clarity, specificity, and accuracy in order to provide students with a more useful description.

#### **DCES 705: Course title change**

**From:** Teaching and Learning in Higher Education

**To:** Pedagogy in Counselor Education

**Purpose:** The original title was too generic in the sense that it gave the misleading idea that the context of the course was teaching in higher education. In fact, the accurate and more CACREP oriented new title accurately conveyed that the course is indeed oriented around teaching and pedagogy in Counselor Education and Supervision specifically. The new title is also more in line with the mission of the DCES program and counselor identity overall.

### **DCES 705: Course description change**

**From:** This course is designed to orient doctoral counseling students to the major teaching and learning theories, perspectives, and developmental trends in higher education. There will be in-depth discussion on issues related to accountability, accreditation, program evaluation and development, and the role of faculty in higher education. The course will also emphasize the role of counselor education in training and preparing counselors to make contributions in the field: e.g. process, criteria for gatekeeping and evaluation, their ethical and legal responsibilities, and the leadership and advocacy of the profession. Other foci include: in-depth exploration of pedagogical techniques, and use of technology in teaching, curriculum design, writing of learning outcomes and objectives, and assessment of teaching and learning outcomes. Throughout the course, students will also develop their teaching philosophy and portfolios.

**To:** This course is designed to orient doctoral level counseling students to the major teaching and learning theories, perspectives, and developmental trends in the field of counselor education. The course includes in-depth discussion of teaching methods, pedagogy, learning styles, and characteristics of effective teachers. Also covered are issues related to accountability, accreditation, program evaluation, program development, and the role of professors as counselor educators. The course will also emphasize the role of counselor educators in training and preparing beginning and advanced counselors to make contributions to the field. Specifically addressed in the course is how to effectively teach the counseling relationship, use of techniques, counseling process factors, and effective modes of presentation, as well as criteria for gatekeeping, ethical and legal responsibilities, leadership, and becoming a successful professor of counselor education. Other foci include an in-depth exploration of pedagogical techniques, use of technology in teaching, online teaching and curriculum design, writing of learning outcomes and objectives, construction of a syllabus, and assessment of teaching and learning outcomes and evaluations. Throughout the course, students will also develop their teaching philosophy and learn how to find positions in higher education.

**Purpose:** Changes were made in this course description to emphasize counselor identity and an overall counseling context rather than that of higher education. An emphasis is also added in the context of counselor training as well as on learning in the overarching framework of counseling and counselor education.

### **DCES 707: Course description change**

**From:** This course aims at advancing students' competencies in conducting biopsychosocial assessment, case conceptualization, treatment planning, and assessing intervention outcomes. Students should gain a better understanding of group and individual psychometric theories and approaches to assessment, and integrating assessment and diagnostic data to inform treatment strategies with reference to individual clients' characteristics and clinical needs. Students will be asked to critically examine the applicability of various assessment tools and diagnostic criteria in DSM V among different clienteles through research evidence. The course will also focus on further refinement of students' ability to select, administer, and interpret tests and inventories to assess abilities, interests, and identify career options.

**To:** This course aims at advancing students' clinical competencies in conducting biopsychosocial assessment, case conceptualization, treatment planning, and assessing intervention outcomes as a form of research. Students will gain a better understanding of group and individual psychometric theories and approaches to assessment, and learn to integrate assessment and diagnostic data to inform treatment strategies with reference to individual clients' characteristics and clinical needs. Students will be asked to critically examine the applicability of various assessment tools and diagnostic criteria in the DSM V among different clienteles through research evidence and application. The course will also focus on further refinement of students' ability to select, administer, and interpret tests and inventories to assess abilities, interests, and identify career options.

**Purpose:** Minor changes made for the sake of clarity and specificity.

### **DCES 801: Course title change**

**From:** Program Evaluation, Development, and Management

**To:** Program Research, Evaluation, and Development

**Purpose:** The new title was considered more accurate, more oriented around research, and less emphasis on management, which is inaccurate.

### **DCES 801: Course description change**

**From:** This course will explore in-depth models of program evaluation and development. Students will learn about the application of research techniques and models to conduct need assessment, input, process, and outcome program evaluation; and use the evaluation data to inform program development or enhancement. Aspects of research grant writing and fund acquisition for program development will be discussed. Students will also have a chance to explore funding opportunities for program development, as well as the role of program managers in observing state and federal accreditation and funding guidelines.

**To:** This course will explore in-depth models of program evaluation and development. Students will learn about the application of research techniques and models to conduct needs

assessments, input, process, and outcome program evaluation; and use the evaluation data to inform program development or enhancement. Mixed research designs and action research will also be covered. Aspects of research related to program evaluation, grant writing, and fund acquisition for program development will be discussed. Students will also have a chance to explore funding opportunities for program development, as well as learn the role of program managers in observing state and federal accreditation and funding guidelines.

**Purpose:** Minor change made to emphasize the addressing of mixed research designs and action research.

### **DCES 803: Course title change**

**From:** Crisis Intervention, Disasters, and Trauma Management

**To:** Trauma, Crisis, and Disaster Interventions

**Purpose:** Rather than use the old title, the course was given this new title in the belief that it is more counseling oriented, more accurate, and once again, less emphasis on management, which is inaccurate.

### **DCES 804: New course description**

**From:** The course is designed to advance both students' theoretic understanding of group dynamics and practice in leading and designing various types of group work, counseling, and therapeutic groups for diverse clientele and clinical issues. Students should be able to demonstrate competency in the conceptualization of development, clinical issues, cultural factors, and in providing intervention to advance the group and therapeutic effects on its members. Evidence-based intervention and research on group effectiveness and design of group treatments are also emphasized. Students will develop supervisory skills and strategies in the training of entry level counselors/group leaders. In addition, professional and ethical issues in establishing, designing, and leading groups and training and supervising group leaders will be discussed.

**To:** The course is designed to advance both students' theoretical understanding and skill level in actual practice in facilitating group dynamics. Several approaches to group work are covered, including wellness and personal growth, mental health, and therapeutic groups for diverse clientele, settings and clinical issues. Students will be able to demonstrate competency in the conceptualization of group process, group stages, clinical issues, cultural factors, and in providing intervention to bring about therapeutic effects for its members. Evidence-based interventions and research on group effectiveness and design of group treatments are also emphasized along with the development of effective group leader characteristics and relationship styles. Students will develop supervisory skills and strategies in the training of entry level to advanced group counselors. In addition, professional and ethical issues in leading groups in terms of both training and supervising group leaders will be discussed. The overall emphasis of

the course is to produce group counselors and therapists with advanced understanding, skills, and effectiveness.

**Purpose:** The new course description provided more by way of accuracy, specifics and clarity and to emphasize advanced group approaches and practice.

### **DCES 805: New course ADDED**

**From:** Nothing of this nature in DCES program

**To:** Advanced Techniques in Counseling and Psychotherapy

**Purpose:** To expand the repertoire of the counselor education doctoral student in terms of actual techniques not limited by theory but presented as a multifaceted use of techniques based on integrated by the freedom paradigm in counselor education.

### **DCES 805: Course description ADDED**

**From:** Nothing of this nature in DCES program

**To:** PREREQUISITE: DCES 703. As the logical extension of the Advanced Counseling Theories course (DCES 703), this course explores the wide range of techniques, strategies, procedures, and approaches in counseling and psychotherapy, all in the context of successfully treating mental and emotional disorders as well as bringing about enhanced states of wellness, well-being, and psychological freedom. Theory is not a focus for this course so much as actual techniques applied from an advanced integrative perspective. Techniques and procedures taken from such diverse schools as Adlerian, cognitive-behavioral, psychodynamic, Gestalt, existential, mindfulness and concentrative meditation, feminist, multicultural, and couple and family systems approaches are explored. In addition, various models of change and change dynamics are applied, along with research findings on what brings about therapeutic change and positive outcomes in counseling and psychotherapy. Also covered is therapy with difficult clients. Skill building comprises a major part of the course, including empathy enhancement, timing, persuasion, clinical intuition, clinical decision making, and managing countertransference and projective identifications. The approach of the course is oriented around how to best serve the needs of clients while achieving therapeutic change sooner rather than later.

**Purpose:** To expand the repertoire of the counselor education doctoral student in terms of actual techniques not limited by theory but presented as a multifaceted use of techniques based on integrated by the freedom paradigm in counselor education.

### **DCES 851: Course description change**

**From:** Prerequisites: DCES-850, DCES-705, DCES-706. DCES Students are required to complete 600 hours of internship. Mandatory internship experiences are: Supervision (minimum

100 hours); Teaching or other continuous didactic activities (minimum 100 hours); and Research (minimum 100 hours). Students can complete these elements of internship in any order or simultaneously. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, and/or activities approved by a faculty advisor. When formulating internship plans, students should consider using the experience to enhance their career profile. Internship plans in relation to different internship experiences are subject to the approval of student's advisor or program director. In addition to the field hours and site supervision, students are required to register for DCES 851 for group supervision and support.

**To:** Prerequisites: DCES-850, DCES-705, DCES-706. DCES Students are required to complete 600 hours of internship. Mandatory internship experiences are: Supervision (minimum 100 hours); Teaching or other continuous didactic activities (minimum 100 hours); and Research (minimum 100 hours). Students can complete these elements of internship in any order or simultaneously. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, a new area of clinical counseling, and/or corresponding activities approved by a faculty advisor. Internship plans must be approved by the faculty advisor or the program director of DCES. When formulating internship plans, students should consider using the experience to enhance their career profile, and where possible, speciality areas. In addition to the field hours and site supervision, students are required to register for DCES 851 for group supervision and support.

**Purpose:** These are minor clarifications for the sake of simplifying the internship process.

### **DCES 852: Course description change**

**From:** Prerequisites: DCES-703, DCES-705, DCES-706, DCES-851. This is a continuation of students' internship experience toward the goal of completing the 600 hours requirement in the mandatory 100 hours of experiences in teaching, research and supervision. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, and/or approved activities. Internship plans in relation to different internship experiences are subject to the approval of student's advisor or program director. In addition to the field hours and site supervision, students are required to register for DCES 852 for group supervision and support.

**To:** Prerequisites: DCES-703, DCES-705, DCES-706, DCES-850. This is a continuation of students' internship experience toward the goal of completing the 600 hours requirement in the mandatory 100 hours of experiences in each of the areas of teaching, research and supervision. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, a new area of clinical counseling, and/or approved activities. Internship plans in relation to various internship experiences are subject to the approval of student's advisor or the program director of DCES. In addition to the field hours and site supervision, students are required to register for DCES 852 for group supervision and support.

**Purpose:** These are minor clarifications for the sake of simplifying the internship process.

### **DCES 853: Course description change**

**From:** Prerequisites: DCES-703, DCES-705, DCES-706, DCES-852. This is a continuation of students' internship experience toward the goal of completing the 600 hours requirement in the mandatory 100 hours of experiences in teaching, research and supervision. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, and/or approved activities. Internship plans in relation to different internship experiences are subject to the approval of student's advisor or program director. In addition to the field hours and site supervision, students are required to register for DCES 853 for group supervision and support.

**To:** Prerequisites: DCES-703, DCES-705, DCES-706, DCES-850. This is a continuation of students' internship experience toward the goal of completing the 600 hours requirement which includes the mandatory 100 hours of experiences in teaching, research and supervision. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, clinical counseling, consultation, professional leadership, and/or approved activities. Internship plans are subject to the approval of student's advisor or the program director. In addition to the field hours and site supervision, students are required to register for DCES 853 for group supervision and support.

**Purpose:** These are minor clarifications for the sake of simplifying the internship process.

### **DCES 854: Course description change**

**From:** DCES 854 is designed and required for students who did not have Community Service Practicum, Social Justice Practicum, or equivalent prior to their admission to the DCES program; they are expected to complete 200 hours of internship in the area of community services, leadership, advocacy, and social justice. Students tailor their experiences to fulfill the requirement as approved by their program advisor. When formulating internship plans, students should consider using the experience to enhance their career profile.

**To:** This is a continuation of students' internship experience toward the goal of completing the 600 hour requirement which includes the 100 hours of experiences in teaching, research, and supervision. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, clinical counseling, consultation, professional leadership, and/or approved activities. Internship plans are subject to the approval of student's advisor or the program director. In addition to the field hours and site supervision, students are required to register for DCES 854 for group supervision and support.

**Purpose:** These are minor clarifications for the sake of simplifying the internship process

## **New DCES Elective Courses Added**

### **DCES 891: Counseling Children and Adolescents (3 credits)**

**Course was removed from the catalog due to excessive similarity to many master's level courses.**

### **DCES 892: Advanced Adlerian Counseling and Parent Education (3 credits)**

**Course was deleted subject to reintroduction of a different Adlerian course in the future.**

### **DCES 893: Veterans and Military Counseling (3 credits)**

Course was removed from the catalog because the faculty who are a specialist in the area left the University.

### **DCES 894: Technology and Counseling in DCES (3 credits)**

Course was removed from the catalog due but may be subject to reintroduction of this or a similar course in the future subject to interest and availability of a suitable instructor.

### **DCES 895: Special Topics for Counseling Diverse Populations (3 credits)**

**From:** The course will vary in content depending on faculty expertise and student interest. Regardless of the topic, students will explore an in-depth examination of clinical issues involved with the population, respective theoretical and evidence-based treatment interventions, and related diversity and ethical issue considerations. Doctoral students will also investigate the training and supervision of counselors who work with the chosen population.

**To:** This is a general course that will, in different manifestations, vary in content depending on faculty expertise and student interest. Regardless of the topic, students will explore an in-depth examination of clinical issues involved with the target population, respective theoretical and evidence-based treatment interventions, all related to diversity and ethical considerations. Doctoral students will also investigate the training and supervision of counselors who work with the chosen population.

**Purpose:** This description was rewritten for clarity and specificity.

### **DCES 896: Leadership in Mental Health (3 credits) Course description change**

**From:** This course is tailored for those students who plan to take on leadership and administrative roles in mental health agencies. Students will collaborate on in-depth

examinations on the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory processes from the field, state, and federal perspectives. The role of a community agency leader in relation to risk management and coordination in the response to crises, disasters, and trauma will also be discussed. Special emphases will be given to administrative personnel's responsibilities in embracing the development and welfare of agency employees. Adlerian principles will also be integrated into theories and practicing models in regard to students' development of leadership, managerial, and supervisory skills. Finally, the courses will guide the students' realization of the interrelationship of the leadership in agencies and that in the community in order to become agents for social change and provide advocacy for those in need.

**To:** This course is tailored for those students who plan to take on leadership and administrative roles in mental health agencies and practice. Students will collaborate on in-depth examinations on the principles of development, management, and evaluation of programs and service delivery formats. This includes the contexts of public mental health policies, financing, regulatory processes, considered from local, state, and federal perspectives. The role of a community agency leader in relation to risk management and coordination in the response to crises, disasters, and trauma will also be discussed. Special emphasis will be given to the responsibilities of administrative personnel in embracing the development and welfare of agency employees. Adlerian principles will be integrated into theories and practicing models with regard to students' study and development of leadership, managerial, and supervisory skills. Finally, these courses will guide the students' recognition and realization of the interrelationship of leadership in agencies with leadership in the community in order to become agents for social change and provide advocacy and aid for those in need.

**Purpose:** Changes were made for the purpose of clarity and more accurate course description

### **DCES 900: Comprehensive Examination: Course description change**

**From:** Students can apply for the comprehensive examination during the last semester when they are finishing all the core courses and may take the examination in the following semester while working on the electives (option). The examination is composed of five parts: Part I is concerned with counseling theories and practice. Part II is concerned with professional issues such as, but not limited to, counselor identity, advocacy, and teaching. Part III addresses the area of clinical supervision. Part IV addresses the area of research. Responses to the questions are to be completed in ten days and should be replete with scholarly references. Part V focuses on students' teaching orientation, philosophy, and competencies. Students must pass the comprehensive examination before entering dissertation and related courses.

**To:** Each student must take and pass a written comprehensive essay examination prior to candidacy for the doctoral degree. The exam assesses competence in the five CACREP core areas (counseling, leadership and advocacy, supervision, teaching, and research). The comprehensive examination typically takes place in the summer I semester every year. Passing the comprehensive exam is one of several prerequisites to initiating dissertation coursework.

Students must have completed the DCES core courses with the exception of internship hours and elective courses and have a GPA of 3.5 or higher in order to be eligible to take the comprehensive examination. Students must inform their faculty advisor of their intent to take the examination by the end of the February prior to the summer in which the comprehensive examination takes place. The entire comprehensive examination must be completed during the semester in which it is begun. For further details regarding the comprehensive examination, refer the DCES Doctoral Handbook.

**Purpose:** The above descriptions regarding the DCES Comprehensive Examination were written prior to any students actually taking the exam. The new conditions and circumstances of the exam are now contained in the extensive *DCES Comprehensive Examination Manual* and the *DCES Doctoral Handbook*. (see attached).

### **DCES Dissertation Information for DCES 901, 902, 903**

**From:** Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be used as a means to add knowledge, preferences, and evidences in counseling and the five core competencies in counselor education (teaching, supervision, advocacy, research, and practice). Students start to formulate their research area during first-year courses, such as Professional Orientation and Academic Endeavors, and will refine their research topic as they are taking their research courses. Faculty advisors will assist them during the process of establishing a dissertation committee, who will guide the student to complete their dissertation in compliance with the required format and standards.

**To:** Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be structured and oriented toward adding to the knowledge base of Counselor Education in one or more of the five core competencies in the field (teaching, supervision, advocacy, research, and counseling practice). Students start to formulate their research area during first-year courses, such as Professional Orientation and Scholarly Endeavors, and will refine their research topic as they are taking their research courses. Faculty advisors will assist them during the process of establishing a dissertation committee, who will guide the student to complete their dissertation in compliance with the required format and standards.

**Purpose:** This was rewritten for the sake of clarity and to update information to meet current DCES requirements.

### **DCES 901: Dissertation I: Course description changes**

**From:** Prerequisite: DCES-900. Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be used as a means to add knowledge, preferences, and evidences in counseling and 5

core competencies in counselor education (teaching, supervision, advocacy, research, and practice). In this first course of dissertation, students are expected to form their dissertation committees, finalize their dissertation proposal, and coordinate an oral defense of the proposal at the end of the semester. Students who cannot complete the tasks designated in DCES 901 will receive an Incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 902.

**To:** Prerequisite: DCES-900. Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be structured and oriented toward adding to the knowledge base of counseling and the five core competencies in counselor education (teaching, supervision, advocacy, research, and practice). In this first course of dissertation, students are expected to form their dissertation committees, make major progress on their dissertation proposal (completing Chapters 1 & 2), and ideally coordinate an oral defense of the proposal at the end of the semester (after completing Chapter 3). Students who cannot complete the tasks designated in DCES 901 will receive an Incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 902.

**Purpose:** Changes were made to make dissertation activities more clear at this beginning stage of the dissertation conceptualization and proposal. Another purpose was to provide more in terms of expectations so that students have a sense of what to do. Of course, more details are available in the DCES Doctoral Dissertation Handbook.

### **DCES 902: Dissertation II: Course description changes**

**From:** Prerequisite: DCES-901. In this phase of the dissertation, students work on and complete their IRB application. Upon the approval of the IRB, students can start the implementation process of the dissertation, including data collection. Students who cannot complete the tasks designated in DCES 902 will receive an Incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 903.

**To:** Prerequisite: DCES-901. In this phase of the dissertation, students work on and complete their IRB application. Upon the approval of the study by the IRB, students can begin to implement the methodology of the dissertation research, including data collection. Students who cannot complete the tasks designated in DCES 902 will receive an Incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 903.

**Purpose:** Changes were made to make dissertation activities more clear at this stage of the dissertation conceptualization and proposal. Another purpose was to provide more in terms of expectations so that students have a sense of what to do. Of course, more details are available in the DCES Doctoral Dissertation Handbook.

### **DCES 903: Dissertation III: Course description changes**

**From:** Prerequisite: DCES-902. Students in this phase are expected to analyze data and work on the conclusion of the dissertation. Students will need to coordinate an oral defense for the dissertation. After the passage of the defense, students can start the editing process with professional editors and prepare for the submission of the final version of the dissertation. Students who cannot complete the tasks designated in DCES 903 will receive an Incomplete grade and must continue to complete the course objectives in the following semester.

**To:** Prerequisite: DCES-902. Students in this phase are expected to analyze data and work on the conclusion of the dissertation (chapters 4 & 5). Students will need to coordinate an oral defense for the dissertation that includes all members of the dissertation committee. After the successful completion of the defense, students can conclude any final edits required by the committee and submit the final version of the dissertation. Professional editors can be used at this point. Students who cannot complete the tasks designated in DCES 903 will receive an Incomplete grade, and must continue to complete the course objectives in the following semester before they can register for DCES 904.

**Purpose:** Changes were made to make dissertation activities more clear at this stage of the dissertation conceptualization and proposal. Another purpose was to provide more in terms of expectations so that students have a sense of what to do. Of course, more details are available in the DCES Doctoral Dissertation Handbook.

### **DCES 904: “Course” Added**

**From:** Nothing

**To:** DCES 904: Dissertation Continuation

**Purpose:** Previous to the establishment of this 1 credit course, if a student did not finish the dissertation in a period of one year, through courses 901, 902, and 903, there was no way to remain formally connected to the program in terms of dissertation activity. We added this “course” so that a student can continue their dissertation work in a formal manner.

### **DCES 904: Dissertation Continuation: Course Description**

**From:** DCES-903. The course is designed for students to continue to receive support and guidance for their dissertation committee after DECS 903. Students at this stage are expected to analyze data and work on the conclusion of the dissertation. Students will need to coordinate an oral defense for the dissertation. After the passage of the defense, students can start the editing process with professional editors and prepare for the submission of the final version of the dissertation. Students will continue to register for this course until the completion of the dissertation.

**To:** Prerequisite: DCES-903. This course is designed for students to continue to receive support and guidance from their dissertation committee after DECS 903. Students at this stage are expected to continue to analyze data and at the least, outline a manuscript aimed toward publication of the study or literature review in a scholarly journal. Students will continue to register for this course until the completion of the dissertation.

**Purpose:** This course was established to serve as a means to continue dissertation research under the formal affiliation of the university through registering for credit hours as necessary.