



Counseling and Student Personnel Services (CSAA-D) Doctor of Philosophy Program

Student Handbook
2015-2016

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Human Development Services

University of Georgia

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This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Services. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Online Bulletin that outlines official policies of the Graduate School.

<http://www.uga.edu/gradschool/bulletin/>

The Department of Counseling and Human Development Services

As one of nine departments within the College of Education (COE), the Department of Counseling and Human Development Services prepares counseling and student affairs professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical, and practical experiences, and the expertise of its faculty, the department maintains its perennial ranking by *U.S. News and World Report* as one of the nation's top 5 graduate programs in its field.

The Department of Counseling and Human Development Services has the highest enrollment of graduate students at UGA. The department has a rich history of over fifty years service as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields in settings as diverse as K-12 schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies.

The Department of Counseling and Human Development Services

The Department of Counseling and Human Development Services is responsible for administering nine curricular programs across three campuses:

Master's Degree Programs

- College Student Affairs Administration
- Professional Counseling - Community or School Counseling Specializations (M.Ed. or M.A.)

Educational Specialist's Degree Program (Ed. S.)

- Professional School Counseling (Gwinnett)

Doctoral Degree Programs (Ph.D. or Ed.D.)

- Counseling and Student Personnel Services – College Student Affairs Administration Emphasis
- Counseling and Student Personnel Services – P-16 Emphasis (Gwinnett)
- Counseling Psychology
- Student Affairs Leadership (Griffin)

The Department of Counseling and Human Development Services

Students are assisted and directed throughout their programs of study by advisors and advisory committees. While the process of assigning advisors and advisory committees varies by program and by degree level, the goal is to provide students with personal assistance in program planning, monitoring, evaluation, and completion.

Enrollments are restricted in each program to ensure that instructional resources and clinical facilities are adequate and provide students an opportunity to learn in a supportive environment. Therefore, each program is able to build on the natural group dynamics of each cohort to help enhance the learning experience.

The intent of this document is as a departmental overview and should not be considered exhaustive or comprehensive. Individual program handbooks are provided to students for a more detailed description of each graduate program.

The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin is the official document that guides students throughout their tenure as graduate students at the University of Georgia. Although each academic program publishes its own student handbook for program-specific guidelines, the Graduate Bulletin serves as the students' *official handbook*. After matriculation, students must adhere to official guidelines and deadlines of the Graduate School. Students are required to follow the specific policies and procedures of their degree program, as outlined in their program's handbook and other related documents.

Applicants can find current issue information by searching for prefix "ECHD" at:

<http://bulletin.uga.edu/CoursesHome.aspx>

The Graduate Bulletin is located at:

<http://www.grad.uga.edu/bulletin/>

Student Resources

Mailboxes

Graduate Students in all Athens campus programs have mailboxes in 408 Aderhold Hall. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly.

Email

Every UGA student must register for a UGA MyID, which is the sign-on name used to access a wide range of online services at UGA, including email. Students can obtain a MyID at http://eits.uga.edu/access_and_security/myid. Students should become proficient with the UGA email since all program and departmental notices will be posted on email through your UGA account.

Computer Access and Copying

Students **do not** have access to department resources such as the copy machine or other office supplies unless directly related to a teaching assignment or if assisting faculty. Likewise, the staff offices are not to be entered or used without permission, and staff computers cannot be used for student purposes.

Student Resources (cont.)

The Office of Information Technology (OIT)

OIT provides computer facilities and other services for the College of Education. The main office for OIT is room 232 Aderhold. Their phone number is (706) 542-8007.

OIT maintains computer labs in Aderhold and River's Crossing for students in the College of Education. Room 143 in River's Crossing and room 227 in Aderhold have Windows-based computers. Aderhold room 228 offers Mac computers. There's a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft Office, WordPerfect, SPSS, SAS, SYSTAT, email, the internet, and many electronic library databases. There are other computer labs across campus operated by the University Computing Network Service.

A schedule is posted outside the doors of the computer labs indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office near the computer lab and, if available, can assist with computer problems. However, students are responsible for learning the software programs.

Student Resources (cont.)

Libraries

The College Student Affairs Administration program maintains a journal collection in 413 Aderhold. Material should not be removed without permission of a faculty or staff member. Most material can also be found at the UGA Main Library. Students are encouraged to tour the UGA libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is GIL, which allows you to search the library catalog for materials in libraries. And the second is GALILEO, which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. GIL and GALILEO can be accessed from the computer labs, computers in the libraries, or the internet (some of the GALILEO databases are restricted to on-campus use only). Other useful references available on the internet are indexed at the references library home page:

<http://www.libs.uga.edu>

Student Resources (cont.)

Registration

Registration typically begins prior to the end of the semester. The registration calendar can be found at <http://www.reg.uga.edu/calendars>. Prior to the registration dates, students meet with their advisors/major professors to fill out yellow advisement forms. Nikki Williams, located in 408B Aderhold, will use the forms to clear students for registration. Once cleared to register, students go to Athena (www.athena.uga.edu) to complete the registration process. If you have any problems registering, contact Nikki Williams nikkiw@uga.edu.

Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website:

<http://www.hr.uga.edu/benefits/stuins/stuins.html>

Students are required to have health insurance. This website will cover all up-to-date information about health insurance for graduate students. It is your responsibility to comply with the regulations.

Academic Honesty

Students are expected to adhere to the ethical principles outlined by the American Counseling Association and the policies delineated in the University of Georgia's Student Code of Conduct.

UGA Statement of Academic Honesty

UGA's Honor Code:

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Prohibited Conduct

No student shall perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement.

Academic Honesty (cont.)

A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

Examples of Academic Dishonesty. The following acts by a student are examples of academically dishonest behavior:

- a. **Plagiarism** - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
 - i. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
 - ii. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;

Academic Honesty (cont.)

- ii. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
 - iii. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
 - iv. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.
- b. Unauthorized assistance** - Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by an instructor.

Academic Honesty (cont.)

Examples of prohibited behavior include, but are not limited to, the following when not authorized:

- i. Copying, or allowing another to copy, answers to an examination;
- ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
- iii. Giving or receiving answers to an examination scheduled for a later time;
- iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
- v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;

Academic Honesty (cont.)

- vi. Unauthorized use of a programmable calculator or other electronic device.
- c. **Lying/Tampering** - Giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
 - i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor or to any University official for failure to attend an exam or to complete academic work;
 - ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
 - iii. Altering any academic work after it has been submitted for academic credit and requesting academic credit for the altered work, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);

Academic Honesty (cont.)

- iv. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
- v. Damaging computer equipment (including removable media such as disks, CD's, flash drives, etc.) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
- vi. Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy;
- vii. Submitting for academic advancement an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course, unless done pursuant to authorization from the instructor supervising the work or containing fair attribution to the original work.

Academic Honesty (cont.)

- d. Theft** - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).
- e. Other** - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another. Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

For more information, please see <http://ovpi.uga.edu/academic-honesty>

Financial Support

Enrollment for Graduate Assistantships

UGA requires that any student on a 1/3 time assistantship or greater must be enrolled in a minimum of 12 hours during the funded terms. If an assistantship runs through the summer, students need to register for 9 hours during the summer session. All students on assistantships should register for ECHD 7005 (master's students) or ECHD 9005 (doctoral students) each semester. Each of these specific courses serve as a mechanism to account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements and cannot be used on your program of study; however, you may have periodic meetings called throughout the semester associated with your registration for these credit hours. In some instances, students who have teaching assistantships will register for teaching related courses as well.

Other Financial Aid

The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs, including grants and work-study for qualified students. Visit <http://osfa.uga.edu/> or contact the Office of Student Financial Aid in the Academic Building at (706) 542-8208 for further assistance.

Financial Support (cont.)

The Student Employment Office offers assistance for students who seek employment on campus or in the local community. Visit their website at <http://tate.uga.edu/jobs/> or contact them at (706) 542-3375.

COE also offers scholarships. For further information, visit their website at <http://www.coe.uga.edu/student-services/> or contact the Student Services Office at (706) 542-1717.

Graduate Travel Support

The Department of Counseling & Human Development Services (CHDS) has the opportunity to award students limited travel funding for travel related to their program. Funding supports travel to professional conferences at which students have had proposals accepted for presentation. The applicants should meet with the departmental accountant to complete a Travel Authority to be submitted with proof of acceptance to present and an abstract of the paper. The maximum award will be limited to \$150, based on factors such as prevailing costs at the meeting site, distance traveled to the site, and whether the meeting is national or regional. Doctoral students will receive priority.

Financial Support (cont.)

The Graduate School offers travel funding for students who present research at meetings or conferences of regional or national importance. These awards are competitive and not all who are presenting receive funding. Students interested in applying for Graduate School travel funds should contact the department accountant.

The travel funding packet should be submitted to the department accountant at least two weeks before the Graduate School's deadline. More information regarding this travel funding can be found at:

<http://www.uga.edu/gradschool/financial/travel.html>

The College of Education's Research Office is offering travel funding to encourage COE students to grow professionally by encouraging them to write and present, on a first author basis, at major significant conferences. All requests are to be submitted to the departmental accountant at least one week before the application deadline. More information regarding this travel funding can be found at:

<http://www.coe.edu/research/research-resources/graduate-research/gradtravel>.

Staff

Tonya Cox | Administrative Associate I
402 C Aderhold Hall | (706) 542-1812
tonyacox@uga.edu

Susan Mattox | Administrative Associate II
402 E Aderhold Hall | (706) 542-4122
susanmat@uga.edu

Bobbie Ray | Senior Accountant
408 A Aderhold Hall | (706) 542-2124
bnray@uga.edu

Cassandra Stantom | Administrative Associate II (CCPE)
424 Aderhold Hall | (706) 542-8508
cstatom@uga.edu

Nikki Williams | Student Affairs Professional III
408 B Aderhold Hall | (706) 542-1813
nikkiw@uga.edu

Faculty

Faculty members maintain their own schedules; therefore, appointments should be scheduled directly with individual faculty. When possible, use faculty email and mailboxes for non-urgent messages. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Deryl F. Bailey | Professor, Coordinator of the Professional School Counseling Ed.S. Program
PhD, University of Virginia

dfbailey@uga.edu

Research interests include adolescent development with an emphasis on African American youth, development of enrichment initiatives for adolescents, multicultural and diversity issues in schools and communities, and professional development for school counselors.

Georgia B. Calhoun | Professor and Coordinator of the Community Counseling M.Ed. Program
PhD, University of Georgia

gcalhoun@uga.edu

Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution.

Faculty (cont.)

Linda F. Campbell | Professor and Director of the Center for Counseling and Personal Evaluation
PhD, Georgia State University

lcampbel@uga.edu

Research interests include health psychology; ethical, legal, and regulatory matters; psychotherapy effectiveness; assessment and evaluation; and evidence-treatment.

Diane L. Cooper | Professor
PhD, University of Iowa

dlcooper@uga.edu

Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations.

Jolie Daigle | Associate Professor
PhD, University of New Orleans

jdaigle@uga.edu

Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families.

Faculty (cont.)

Laura A. Dean | Associate Professor and Coordinator of the College Student Affairs Administration M.Ed. Program

PhD, University of North Carolina at Greensboro

ladean@uga.edu

Research interests include small college environments, student affairs standards of practice, and college counseling issues.

Edward Delgado-Romero | Professor and CHDS Graduate Coordinator

PhD, University of Notre Dame

edelgado@uga.edu

Research interests include multicultural counseling, Latino/a psychology, and race and racism in therapy process.

Merrily S. Dunn | Associate Professor and Coordinator of the Counseling and Student Personnel Services – College Student Affairs Administration Emphasis Doctoral Program

PhD, The Ohio State University

merrily@uga.edu

Research interests include identity development, living/learning environments in post-secondary education, the preparation of student affairs practitioners, and gender issues.

Faculty (cont.)

Brian A. Glaser | Professor and Department Head
PhD, Indiana State University
bglaser@uga.edu

Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations.

Natoya H. Haskins | Assistant Professor
PhD, The College of William & Mary
nhaskins@uga.edu

Research interests are multicultural perspectives, school counselors' interventions with special populations, and school counselor advocacy instrument development.

Bernadette D. Heckman | Associate Professor,
Coordinator and Training Director of the Counseling
Psychology PhD program
PhD, Washington University
bheckman@uga.edu

Research interests include HIV/AIDS, substance use, and headache. She was the recipient of the Ohio Psychological Association's Mark Sullivan Early Career Award "in recognition of contributions to the field psychology and/or psychological health of individuals that address diversity and the unique needs of diverse individuals and populations."

Faculty (cont.)

Linda D. Hughes | Public Service Assistant
PharmD, University of Colorado

ldh0307@uga.edu

Educational and professional experiences are in the area of pharmacy education. Interests are in the areas of pharmacy, pediatrics, effects of medication on behavior, and medication therapy management.

Douglas K. Kleiber | Professor
PhD, University of Texas

dkleiber@uga.edu

Social psychology of leisure and sport, life span development, motivation, and leisure education.

Chris Linder | Assistant Professor
PhD, University of Northern Colorado

linder@uga.edu

Research interests include race and gender in higher education, college student identity development, and inclusive campus environments.

Faculty (cont.)

Candace Maddox | Academic Associate and Coordinator of the Student Affairs Leadership Ed.D. Program

PhD, University of Georgia

cmaddox@uga.edu

Research interests include black identity development, qualitative research methods, psychosocial development, and supervision practices.

Darris Means | Assistant Professor
PhD, North Carolina State University

dmeans@uga.edu

Research interests include college access and persistence for low-income students, first-generation students, and students of color; the collegiate experiences of LGBT students of color; diversity in higher education; and spirituality.

H. George McMahon | Assistant Professor and Coordinator of the School Counseling M.Ed. Program
PhD, University of Georgia

gcmcmahon@uga.edu

Research interests include Ecological School Counseling, school counselor's role in educational equity and systemic change, professional school counselor identity construction, and group work in schools.

Faculty (cont.)

Pamela O. Paisley | Professor
EdD, North Carolina State University
ppaisley@uga.edu

Research interests in expressive and play media intervention outcome assessment, school counseling professional development, counseling supervision, developmental interventions with children and adolescents, consultation, and roommate satisfaction.

Rosemary E. Phelps | Professor
PhD, University of Tennessee
rephelps@uga.edu

Research interests in multicultural training issues and concerns, racial and ethnic identity development, recruitment and retention of African American students in higher education, scale construction, roommate satisfaction, and preparing future faculty.

Pedro Portes | Professor
PhD, Florida State University
portes@uga.edu

Executive Director of CLASE and the Goizueta Foundation Distinguished Chair of Latino Teacher Education.

Faculty (cont.)

Anneliese A. Singh | Associate Professor and
Coordinator of the Counseling and Student Personnel
Services – P-16 Emphasis Doctoral Program
PhD, Georgia State University

asingh@uga.edu

Research interests in multicultural counseling and social justice, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQI, immigrants), advocacy to end child sexual abuse in South Asian communities, feminist theory and practice, Asian American counseling and psychology issues, and empowerment interventions with trauma survivors.

V. Gayle Spears | Clinical Associate Professor
PhD, University of Kentucky

gspears@uga.edu

Interests include women's issues and feminist therapy, clinical intervention with children, and developmental disabilities.

Alan E. Stewart | Associate Professor
PhD, University of Georgia

aeswx@uga.edu

Research interests include trauma, death, and loss following motor vehicle crashes, family roles, relationships and emotional processes, ecological/environmental psychology, and professional development in psychology.

Counseling and Student Personnel Services (CSAA-D) Student Handbook

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I. Introduction

The Ph.D. program in College Student Affairs Administration (new name-pending University approval) (CSAA-D) at The University of Georgia is designed primarily to prepare individuals for practice and scholarship in one or more of the following areas.

- College student affairs administration
- Graduate education of student affairs professionals
- Student assessment, outcomes research, and program evaluation in a student affairs context

This handbook has been designed to guide students in the College Student Affairs Administration (CSAA-D) program at the University of Georgia.

Students

A limited number of students enroll each year in the CSAA-D Program. The College Student Affairs Administration program is committed to recruiting a diverse student body.

II. Unique Features of the Program

- **Small size:** The program limits enrollment, which assures students ample individual attention and the opportunity to have meaningful personal interaction with the program's faculty throughout their time in the program.
- **Faculty:** There are **six** full-time faculty members who devote their time to instruction in student affairs administration. All are experienced as student affairs administrators. There are also a number of student affairs administrators who serve as adjunct faculty members in the program.
- **Financial Support:** Full-time students typically have the opportunity to hold assistantships in the Student Affairs Division or Department of Counseling and Human Development Services, which provides additional opportunities for practical experience. Assistantships, in addition to stipends, carry with them a waiver of non-Georgia-resident charges and tuition reduced to \$25 per semester. Full-time employees of UGA and other state university system institutions may be eligible for tuition support for part-time study through the Tuition Assistance Program benefit.
- **Community Support:** Students and faculty in the program work to form a true learning community, which provides support to students as they meet the program's requirements and explore learning opportunities through joint projects with faculty and fellow students.
- **Advanced Specialized Study:** The program is designed specifically for persons who are committed to careers in higher education. Courses offered in the doctoral curriculum are restricted to doctoral students.
- **Flexibility:** Students can enroll full-time or part-time. Doctoral courses in this program are generally taught in the afternoon or evening and typically meet once per week.
- **Commitment to Student Development Goals:** The program is based in a belief that higher education should focus on assisting students' intellectual, psychosocial, and ethical growth. Graduates acquire expertise in enhancing students' educational experiences.
- **Research Experience:** Students are involved as partners with CSAA-D faculty in

research teams throughout their programs Students are expected to be active members of one or more research teams during their enrollment in the program.

- **Development of Teaching Expertise:** Students have many opportunities to develop skills as teachers under supervision. Students take a teaching internship that involves co-teaching a master's level student affairs administration course with a full-time faculty member.

III. History of the Program

In 1966 the Department of Counselor Education decided to offer a program in college student personnel. It recruited Dr. Theodore K. Miller from the State University of New York at Buffalo to develop the program. He arrived in Georgia in 1967 and began to construct the master's program in Student Personnel in Higher Education (SPHE) and to develop a student affairs specialty within the existing Ph.D. and Ed.D. programs in counseling and student personnel services. Dr. Miller (Ted as he was known to students and colleagues alike) received his doctorate from the University of Florida where he studied under Ted Landsmon and worked extensively with Dr. Harold Riker (one of the early pioneers in the housing and residential life area). Ted made many contributions to the student affairs field including serving as President of the American College Personnel Association (1975-1976) and as co-author of *The Future of Student Affairs*, which became one of the principal philosophical statements for the "student development movement." He went on to serve as the first president of the Council for the Advancement of Standards in Higher Education (CAS). Ted retired in 1997 but still serves as an Emeritus Professor in the Program.

In 1972 Ted was joined by Dr. Fred Newton who received his training under Dr. Richard Caple at the University of Missouri. Dr. Newton left the University of Georgia in 1978 to become Director of the Counseling Center at Duke University; he is now the Director of the Counseling Center at Kansas State University.

Dr. Roger Winston, who had completed his degree at the University of Georgia in 1973 and who was working at Georgia Southwestern State University as Associate Dean of Students, was selected to replace Dr. Newton on the faculty in 1978.

In 1988 serious re-evaluation of the program was undertaken to determine whether it was meeting the needs of student affairs practice at the doctoral level. A committee composed of department faculty members and student affairs staff studied the curriculum for over two years. Alumni and currently enrolled doctoral students also studied the curriculum and reviewed the literature. The faculty concluded that the counseling based program should be changed substantially to become an administration-based program.

In 1990 Roger Winston became the coordinator of the newly created student affairs administration specialty within the degree designation "Counseling and Student Personnel Services." Dr. Winston retired in 2002.

Since inauguration of the SAA (now CSAA-D) Program, Dr. Diane Cooper (who studied under Dr. Albert [Al] Hood at the University of Iowa) joined the faculty in 1996. She came to the program by way of the University of North Carolina at Greensboro where she was an administrator and Appalachian State University where she taught in their preparation program.

Dr. Sue Saunders is a 1979 University of Georgia graduate--came aboard when Ted retired in 1997. She left the program in 2000 to become Dean of Students at Lycoming College. She

currently serves on the faculty at the University of Connecticut.

Dr. Merrily Dunn joined the faculty in Fall 2001. She came to the University of Georgia from Mississippi State University where she headed their student affairs preparation program. She is a graduate of The Ohio State University Dr. Robert F. Rodgers was her major professor

Dr. Jeanette Barker joined us in the fall of 2003 from Georgia State University where she directed the Student Affairs Division Assessment Efforts and left us in 2006 to return to administration and is now the Director of Research and Evaluation at North Carolina Central University.

Dr. Richard Mullendore joined us in the fall of 2004, having served as a Student Affairs Vice President, most recently at UGA. He received his Ph.D. from Michigan State University Dr. Louis Stamatakos was his major professor. Dr. Mullendore retired in August 2014.

Dr. Laura Dean joined the faculty in the fall of 2006 having served as a Student Affairs Vice President and Dean, most recently at Peace College in North Carolina. She received her Ph. D. at the University of North Carolina at Greensboro under the direction of Dr. Nicholas Vacc.

Dr. Michelle M. Espino joined the faculty in the fall of 2008. She earned her Ph.D. from the University of Arizona and was the former Coordinator of Student Programs at Southern Methodist University (TX). Dr. Espino left us in 2012 to become an Assistant Professor in the College Student Personnel program at the University of Maryland.

Dr. Candace Maddox joined the faculty in the spring of 2013, serving as the coordinator for the Ed.D. in Student Affairs Leadership. A “triple dog,” she holds her undergraduate, M.Ed., and Ph.D. degrees all from UGA; her graduate degrees are from the CSAA program, where Dr. Cooper was her major professor. She has worked as a student affairs administrator at several Georgia institutions; most recently she was Associate Director for Student Development in University Housing at Georgia College and State University.

Dr. Chris Linder joined the faculty in the fall of 2013. She earned her Ph.D. from the University of Northern Colorado after working as a student affairs administrator for 10 years. She served as the coordinator of the master’s program in Higher Education at the University of Denver and as a senior lecturer at The Ohio State University prior to coming to UGA.

Dr. Darris Means joined the faculty in the fall of 2014. He earned his Ph.D. from North Carolina State University. He also served the Associate Director of Elon Academy, a college access and success program, at Elon University.

IV. Adjunct Faculty

Student affairs staff members at The University of Georgia and other higher education related sites serve as adjunct faculty members for the program. Students will also work with various staff members throughout the University community to obtain internship placements.

- Dr. Eric Atkinson, Associate Dean of Students and Director of Student Life
- Dr. Willie Banks, Associate Dean of Students, Indiana State University
- Dr. Jan Davis Barham, Associate Dean of Students and Director of the Tate Student Center

- Dr. Alicia Caudill, Executive Vice President for Student Affairs
- Dr. T. W. Cauthen, Assistant Dean of Students for Student Life
- Dr. Karen Kalivoda, Director, Disability Resource Center
- Dr. Gerald Kowalski, Executive Director, University Housing
- Dr. Bill McDonald, Dean of Students
- Dr. Joe Moon, Dean for Campus Life & Community Affairs, Oxford College/Emory University
- Dr. Bryan Rush, Dean of Students, University of Southern Indiana
- Dr. Keener Scott, Associate Director for Staff Development and Student Conduct, University Housing
- Dr. Beau Seagraves, Assistant Dean of Students for Tate Student Center
- Dr. Michael Shutt, Assistant Dean for Campus Life & Director of the Office of LGBT Life, Emory University
- Dr. Ralphel Smith, Associate Director for Residence Life, University Housing
- Dr. Tom Walter, University Ombudsman, University of North Georgia
- Dr. Andy Wilson, Dean of Academic and Student Services, Johns Hopkins University
- Mr. Victor Wilson, Vice President for Student Affairs

V. Expectations of Students and Faculty

The faculty members in the College Student Affairs Administration Master's and Doctoral programs have high expectations of themselves and students. We aspire to be an outstanding professional preparation program. To a large extent, the enthusiasm, commitment, and professionalism of students and faculty on and off campus determine our success.

Students are expected to...

- be dedicated to learning and be willing to put forth the effort necessary to excel. Students are expected to take advantage of as many professional learning experiences as they can. Further, students are expected to become active members of professional associations by joining, attending conferences, submitting program proposals, and volunteering for special projects.
- provide support and guidance to the students in the Master's program. This presents an extraordinary opportunity to make significant contributions to the student affairs profession by assisting in the education of student affairs professionals in training.
- be self-motivating and seek assistance when it is needed. To ask for help from classmates or faculty is not a sign of weakness, but of intelligence.
- attend all classes and be prompt. Tardiness is a sign of disrespect for the instructor and fellow class members because it disrupts the learning environment. Tardiness in keeping appointments also shows disrespect and is wasteful of others' time.
- have read all assigned materials before the appointed class and to come to class prepared with questions and topics for discussion.
- submit work by the specified deadline.
- be cooperative and supportive of others in their efforts to learn; unhealthy excessive competition among students is not valued and is actually destructive of morale and learning.

- contribute to the learning community, which means going beyond class attendance and completion of class requirements. Students and faculty both have an obligation to contribute to the learning community of which we are members.
- adhere to high standards of academic integrity and professional ethics. The ACPA Statement of Ethical Principles and Standards, the NASPA Standards of Professional Practice, and the University of Georgia Conduct Code apply to all students in the programs.
- act professionally at all times. Each student is a representative of everyone, including fellow students and faculty, associated with the programs. When involved in professional activities with student affairs staff, students should adopt the mode of dress of the practicing professionals.
- be loyal to the program and those associated with it. If a student has a problem or criticism of the program, other students, or faculty, it should be dealt with within the program and directly with the persons involved.

Students can expect faculty to...

- work hard and reflect credit on the programs.
- be available to students. The best way to assure availability is to make an appointment. DO NOT apologize for seeking assistance or consultation. Email is generally the most efficient way to make appointments.
- be prepared for class.
- set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
- care about students as persons and especially as developing student affairs professionals. Faculty want students to be successful.
- be involved in regional and national professional organizations, thereby giving the programs and their students' national visibility.
- conduct research and publish their findings.
- support students in their quest for professional positions after completing the program and throughout their careers.

VI. Academic Information

a. Advisement and Registration

Upon admission, each student is assigned an advisor from the graduate faculty members associated with the CSAA-D program. Students may remain with this advisor or may elect to work with another faculty member. Advisors work with students on the publishable paper as well as assisting with anything else related to being a doctoral student. After successfully completing the publishable paper and the majority of coursework, students are eligible to take the preliminary examination. Prior to the preliminary examination and the selection of the dissertation topic, students must request a faculty member to serve as major professor for the remainder of the program.

The advisor-student relationship is not limited to advisement and registration activities. Ideally, students will seek consultation frequently with their advisor about program plans, personal and developmental issues, and career planning. All faculty members associated with the doctoral program are available for consultation with students, and attention is given to providing an appropriate amount of individual challenge and support as students progress through the program. It is students' responsibility, however, to request assistance from their advisor when they have questions, desire guidance, or are experiencing problems. All faculty members are available by appointment. (It is usually easier to make appointments via e-mail.)

Registration occurs each semester and forms can be obtained in 402 Aderhold. The UGA schedule of courses is available on-line; however, information about departmental courses will be distributed prior to pre-registration.

b. ECHD 8990 Seminar

All students are expected to enroll in and actively participate in the ECHD 8990 Seminar each fall and spring semester they are enrolled. This seminar is a weekly meeting of all doctoral students and faculty. As part of this seminar, students will participate in at least one research team.

c. Internship Experiences

The internship program provides an opportunity for students to gain first-hand experience under the supervision and guidance of qualified and dedicated professionals in the field of higher education.

Students with 5 or more years of full-time post-Masters professional work experience in student affairs at the time of admission to the program are only required to complete a 3 credit hour teaching internship. Students with less than 5 years of full-time post-Masters professional work experience in student affairs at the time of admission must complete a 3 credit hour administrative internship as well as the 3 credit hour teaching internship. The internship experience should be discussed and designed with the program advisor. In general, administrative internships cannot be completed as part of one's current job responsibilities. Teaching internships are specifically connected to CSAA Masters courses, and preference is given to students who are closer to degree completion.

d. Professional Liability Insurance

All students must have professional liability insurance prior to participating in an administrative internship. Relatively low-cost coverage can be obtained through one of the professional associations. One must be a member of the professional association before being eligible to obtain insurance. Students are encouraged to join one or both national professional associations as soon as they enter the program. As members, students will receive copies of the journal and newsletters, as well as information about workshops and conferences. Membership applications can be obtained online. Information regarding liability insurance will be sent to new members of ACPA and NASPA.

ACPA – College Student Educators International
One DuPont Circle, Suite 360A
Washington, DC 20036-1110
(202) 835-2272

www.acpa.nche.edu

NASPA – Student Affairs Administrators in Higher Education
111 K Street, NE, 10th Floor
Washington, DC 20002
(202) 265-7500
www.naspa.org

VII. Student Resources and Academic Processes

a. APA Writing Style

The *Publication Manual of the American Psychological Association* (6th edition) is the required resource manual for preparing papers for both the CSAA programs. It is recommended that students purchase a manual prior to beginning their program of study.

b. Mail Boxes

Each student is assigned a mailbox in 402 Aderhold. All written communication from the Department of Counseling and Human Development Services with students is through these mailboxes or via your UGA e-mail account.

c. E-Mail

All students must have a UGA e-mail account. **Students will receive important program information via their UGA e-mail account only.** The faculty assumes that students check their e-mail regularly, at least daily.

d. Ethical Standards

Students are expected to adhere to the Ethical Principles and Standards published by ACPA (<http://www.myacpa.org/ethics>) and the NASPA Standards of Professional Practice (<https://www.naspa.org/about/student-affairs>). Serious breaches of ethical standards can lead to termination of enrollment. Students are also expected to abide by the UGA academic honesty policy (<https://ovpi.uga.edu/academic-honesty>) as well as UGA's Code of Conduct (http://conduct.uga.edu/code_of_conduct/index.html).

e. Annual Student Progress Review

Each year the academic progress of all students enrolled in the program for two or more semesters is evaluated. The CSAA-D faculty will communicate the results of the evaluation to each student.

f. Program of Study Checklist

For a complete outline of program requirements, see the checklist provided at the end of this handbook.

g. Guidelines for Submission and Approval of Ph.D. Publishable Paper

Prior to taking preliminary exams, students are expected to conduct a data based research project (following either a qualitative or quantitative paradigm) worthy of publication in a professional journal. This requirement may add additional financial expense (transcription, travel or other related costs); however, many professional organizations offer grant competitions for potential funding. See individual association websites for possible funding opportunities.

The student will develop a research prospectus in consultation with his/her program advisor. The rationale and theoretical foundation must be clearly specified, the hypotheses or research questions must be explicitly stated, and the procedures for data collection must be replicable and clearly explained. Strict adherence to style and format as specified in the *Publication Manual of the American Psychological Association* (6th ed.) is required.

1. The prospectus should include the following:
 - Statement of the problem
 - Concise literature review
 - Statement of hypothesis or hypotheses to be tested (or research questions)
 - Operational definitions
 - Description of intervention to be used (if appropriate)
 - Description of target population, sampling procedures, and data collection plan
 - Description of research design (if appropriate)
 - Description of instruments or techniques to be used to collect data
 - Identification of data analysis techniques to be used
 - Potential implications of the study
2. The proposed study must: (a) be of a quality and scope that would be worthy of publication in a scholarly/professional journal, and (b) be data-based. The study may be primarily qualitative, quantitative, or a mixed design. Selection of research methodology should be determined by the nature of the research question(s). Replication of previous studies is permissible for the publishable paper with approval of the advisor.
3. The program advisor will assist the student in selecting two additional faculty members to serve as a committee to consider and approve the prospectus and ultimately to evaluate the final manuscript. The committee must be comprised of no more than two faculty members from the CSAA program. Student affairs professionals with a Ph.D. are permitted to serve as committee members for the Publishable Paper only.
4. Early in the process, the student and program advisor typically discuss the level of collaboration and eventual shared authorship the student prefers for the publishable paper project. In general, this project is collaborative and leads to shared authorship of resulting publications; however, the student may choose to work more independently and submit the paper as a single author.
5. After receiving approval from advisor, the student submits the prospectus to the committee no later than two weeks prior to the defense date.
6. The committee may: (a) approve the research plan, (b) approve the plan with required changes, (c) approve the plan with recommended changes, or (d) disapprove the plan and require a new prospectus be submitted. After receiving approval of the research proposal (and before collecting data), the student will submit and receive approval of

the plan by the Institutional Review Board.

Prior to submitting the proposal to the Institutional Review Board the student must complete CITI training.

Instructions at: <http://research.uga.edu/hso/citi-training/>

7. The student will then collect data and write the results, discussion, implications for practice, and suggestions for further research.
8. The final manuscript of the research should conform to APA guidelines for journal articles, typically average 25-30 pages inclusive of tables and references. Students should submit completed publishable papers to the committee at least 2 weeks prior to the defense date.
9. The committee will consider the manuscript and take one of the following actions: (a) approve, (b) require changes and resubmission, or (c) reject with the requirement to conduct a new study. (As a general rule, students should expect to make revisions before receiving final approval of the manuscript.)
10. Final approval of the manuscript must be obtained at least three weeks before sitting for the preliminary examination.
11. The chair of the publishable paper committee must be physically present for the defense. If a single committee member is unable to physically attend, he/she can be included via conference call or Skype.

h. Written Preliminary Examination

Graduate School Policy

Much of the policy governing doctoral degree requirements and the processes and policies detailing them are given to departments and programs by the graduate school. In order to be certain doctoral students always have the most current graduate school policy this handbook will not duplicate that material. Please see the general graduate school website (www.grad.uga.edu) and the site specific to Ph.D. programs (<http://grad.uga.edu/index.php/current-students/policies-procedures/academics/types-of-degrees-offered/doctor-of-philosophy-phd/>) for current policies governing the activities and requirements listed below.

Admission
Time Limit
Research Skills Requirement
Advisory Committee
Programs of Study
Acceptance of Credit by Transfer
Grade Average
Comprehensive Examination
Admission to Candidacy
Dissertation Planning
Dissertation Approval and Defense

Submitting the Dissertation Application for Graduation

The doctoral committee must be comprised of at least three faculty members who hold graduate faculty status. No more than two program faculty will serve on the doctoral committee.

While each student's committee is responsible for the development and evaluation of the written and oral examinations, general policies and guidelines have been set by the program faculty.

- Students will be restricted to four hours per day (typically 9 AM to 1 PM) to respond to that day's examination question. Generally, examinations will be administered as Day 1 (student development theories), Day 2 (higher education administration, leadership, and student affairs practice), and Day 3 (research and measurement), with Day 4 being a take-home case study related to the specialty area.
- Students will use computers to respond to the questions. A room in Aderhold will be reserved for the duration of the exam. No personal computers will be allowed. Students can check out computers from OIT. Listed below are the four areas in which College Student Affairs Administration students are examined on written prelims. Representative topics in each of the four areas are provided; the examination, however, is not limited to these specific topics. Effort will be made to devise questions that allow the student to demonstrate his or her breadth and depth of learning.

Comprehensive Examination Content

Student Development & Person-Environment Interaction Theories

- Theories of psychosocial, intellectual, moral development
 - Research findings related to major theories
 - Critical evaluation of major theories
 - Critical evaluation of published research
 - Application of theories to underrepresented student populations
 - Modifications/new theories related to gender, ethnicity, and sexual orientation
 - Theories of person-environment interaction
 - Research findings related to major theories
 - Critical evaluation of major theories
 - Critical evaluation of published research
 - Application of theories to underrepresented student populations
 - Application to various settings, (e.g., residence halls, college classes, total campus)
- Use of student development and person-environment theories in student affairs practice
- Effects of college on students

Higher Education Administration, Leadership, and Student Affairs Practice

- Professional ethics
- History of higher education and student affairs
- Philosophies of higher education and student affairs practice
- Theories and practices of organizing in student affairs
- Legal issues in higher education

- Student and environmental characteristics and responses to special needs
- Professional practice standards
- Accreditation processes
- Theories of administration and management (applied to higher education)
- Planned change models, processes, and strategies
- Organization development theories, techniques, and practices
- Professional, paraprofessional, allied professional, and support staffing (recruitment, selection, orientation, supervision, staff development, and performance appraisal)
- Theories of leadership (applied in higher education)
- Consultation theory and practices in higher education
- Policy analysis and formulation

Research & Measurement

- Qualitative and quantitative research paradigms
- Qualitative research designs and analyses
- Quantitative research designs and analyses
- Instrument construction theory and techniques (including determination of validity and reliability)
- Assessment of learning outcomes, developmental domains and collegiate environments
- Program evaluation and outcomes assessment

Individualized Case Study

The case study, developed primarily by the advisor and designed to reflect the student's major area of focus, is given when students turn in their written response to the Day 3 exam. The case study response is due 24 hours later, on Day 4. Any specific information regarding how this is to be submitted will be provided when the case is distributed.

Comprehensive Examination Grading and Remediation

The preliminary exam is designed to give students an opportunity to organize and synthesize their learning while in the program. Students are expected to cite sources or authorities to support their answers. The program faculty is responsible for constructing the questions and for evaluating the responses; each student's advisory committee assists in evaluation, as well. The written examination is designed to ensure that a student possesses the knowledge that the profession expects from a person holding a doctorate in College Student Affairs Administration. Each question will be marked as either pass or fail. A pass is defined as a majority of readers rating a response as pass.

Students who fail one question will have to remediate that question (typically a writing project) and have the content specifically and extensively examined during the orals. If a student fails the remediation of a single question, the student may be required to complete a non-credit directed study, a writing project, and an oral defense. A student who fails more than one question will be required to retake the entire examination again at a future administration, including retaking any questions passed in previous administrations of the comprehensive exam. Students may take comprehensive examinations a maximum of three times. Failure to pass on the third attempt means automatic dismissal from the program.

VIII. Professional Organizations

Learning in this program is achieved not only in the classroom, but through actual practice in and exposure to the profession. One of the key elements of the profession is involvement in professional organizations. All doctoral students are expected to be actively involved in at least one professional organization during their course of study.

ACPA: College Student Educators International is an international professional organization. It fosters student development in higher education in areas of services, advocacy, and standards by offering professional programs for educators committed to the over-all development of post-secondary students. The ACPA conference is typically held annually in the spring.

NASPA: Student Affairs Administrators in Higher Education is an international professional organization that seeks to develop leadership and improve practices in student affairs administration. The NASPA conference is typically held annually in the spring.

Southern Association for College Student Affairs (SACSA) is a regional organization that focuses on current practices and research that have implications and applicability for practitioners. The SACSA conference is typically held annually in the fall.

Georgia College Personnel Association (GCPA) enhances the higher education community through advocacy and support for the holistic development of students.

University of Georgia Student Personnel Association (UGASPA) is a student-led organization that serves as a social and educational group for students, staff, and faculty. Social and educational events (such as brown bag lunches with speakers from the student affairs professional staff) will be promoted, sponsored, and coordinated by UGASPA throughout the year. Membership and active involvement in **UGASPA** carries with it the following benefits:

- Opportunity to acquire leadership and other professionally valuable experiences directly applicable to future careers
- Opportunity to help build and enrich the student-faculty community within the Program
- Demonstration of a commitment to the field and professional colleagues
- Opportunity to develop meaningful social and personal relationships with fellow students, especially those who do not share classes, and faculty
- Opportunity to network with student affairs practitioners.

UGASPA provides a unique opportunity for doctoral students to assist in the education and professional development of master's level students and to further their own education. Because doctoral students have the advantage of more experience in the field, they can make valuable contributions to enhancing the quality and depth of the learning environment in the student affairs programs.

IX. College Student Affairs Administration Ph.D. Program Check List

<i>Course</i>	Prerequisites	<i>Taken At</i>	<i>Date</i>
ECHD 7400	Foundations of Student Affairs Administration	_____	_____
ECHD 7420	Theories of College Student Development	_____	_____
ECHD 7440	Administration in College Student Affairs	_____	_____
ECHD 7840	Internship in Student Affairs	_____	_____
ECHD 7060	Cross Cultural Counseling (or any diversity training course)	_____	_____
ERSH 6300	Descriptive Statistics	_____	_____
EDHI 8300	Law and Higher Education	_____	_____

REQUIRED COURSES

College Student Affairs Administration Doctoral Core

ECHD 8000	Special Topics on Diversity in Student Affairs
ECHD 9400	Seminar in Student Affairs Administration
ECHD 9420	Advanced Theories of College Student Development
ECHD 9480	The College Student
ECHD 9410	Organization Development, Policy Development and Consultation
ECHD 9430	Environmental and Facilities Management
ECHD 9450	Administrative Practices in Student Affairs
ECHD 9470	Academic Student Services
ECHD 9460	Student Affairs Administration Capstone (2 semester hours taken during last fall in program)
ECHD 8990	Research Seminar in Counseling and Human Development Services (Take each semester: part-time students 1 cr. hr./full-time students 3 cr. hours)
ECHD 9490	College Student Outcomes Assessment and Accreditation
ECHD 9970	Research methods

(continued on next page)

<i>Course</i>		<i>Taken At</i>	<i>Date</i>
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Research and Evaluation Core

ERSH 8310	Applied Analysis of Variance	_____	_____
ERSH 8320	Applied Correlation and Regression Methods in Education	_____	_____
QUAL 8400	Qualitative Research in Education		_____
QUAL 8410	Designing Qualitative Research	_____	_____
ECHD 9000	Doctoral Research (part-time 3 cr. hours once, 1-2 cr. hours thereafter/full-time 3 cr. hours each semester until oral prelim defense)	UGA	_____
ECHD 9300	Dissertation (12 hours minimum required)	UGA	_____

Elective Courses (at least 6 semester hours)

_____	_____	UGA	_____
_____	_____	UGA	_____

Supervised Practice *

ECHD 9830	Administrative Internship in Student Affairs Administration	UGA	_____
ECHD 9850	Teaching Internship in Student Affairs Administration	UGA	_____

*All students must complete at least 3-6 hours of internship. Students with 5 or more years of full-time post-masters professional work experience in student affairs at the time of admission to the program are only required to complete a 3 hour teaching internship. Students with less than 5 years of full-time post-masters professional work experience in student affairs at the time of admission must also complete a 3 hour administrative internship.

X. Publishable Paper

Title:

Date publishable paper prospectus approved: _____

Date publishable paper submitted: _____

Date publishable paper _____

XI. Admission to Candidacy

Date program of study submitted: _____

Date prelims taken: _____

Date of oral examination

Date Admission to Candidacy form submitted: _____

XII. Dissertation

Date dissertation prospectus approved: _____

Date of submission of Human Subjects
Research form: _____

Date of oral defense of dissertation: _____

Date dissertation approved in Graduate
School: _____

Revised 8/12/2015

XIII. Sample Program of Study

Final Doctoral Program of Study

Reset Form

Final Doctoral Program of Study

The University of Georgia Graduate School
210 S. Jackson St., Athens, GA 30602

(Please submit this original TYPED form and one (1) copy of this form to the Graduate School)

Name	Ima SAA Sample	CAN # (810)	811-00-0000
Address	123 Main St.	Degree	Ph.D.
	Athens, GA 30605	Major	Counseling & Stdnt Persn Svc.

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours	Course #	Hours

Doctoral Courses

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
ECHD 9400	3	A-	F12	ECHD 9470	3	A	SP14	ECHD 9000	12	S	VAR
ECHD 9490	3	B+	SP13	QUAL 8400	3	A	SP14	ECHD 9300	3		VAR
ECHD 9450	3	A	SM13	ECHD 9480	3	A-	SM14				
ERSH 8310	3	A-	SM13	ECHD 9460	2	S	F14				
ECHD 9430	3	A	F13	QUAL 8410	3	A	F14				
ECHD 9970	2	A	F13	ECHD 9850	3	S	SP15				
ERSH 8320	3	A	F13	ECHD 9410	3	A	SM15				
ECHD 9420	3	A-	SP14	ECHD 8990	6	S	VAR				
										TOTAL HOURS	64

Research Skills Requirement (if applicable)

Departmental Requirements

Doctoral Advisory Committee: (Please type all names, sign, and date)

Type committee member's name here

Type major professor's name here	(Chair)
Type committee member's name here	

APPROVALS

Graduate Coordinator (Name & Signature) Date

Graduate Dean Date

Courses start to expire at the beginning of: GPA

XIV. Statement of Receipt

Department of Counseling and Human Development Services

The following *Statement of Receipt* must be submitted to your Advisor

STATEMENT OF RECEIPT

I acknowledge that I have read the Graduate Handbook for the Department of Counseling and Human Development Services and the CSAA-D program. I understand that I am responsible for the information, policies and procedures contained therein and that it is my responsibility to seek clarification for any information I do not understand.

Student Name (Print)	Student Signature
CSAA-D Program Name (Print)	Date