



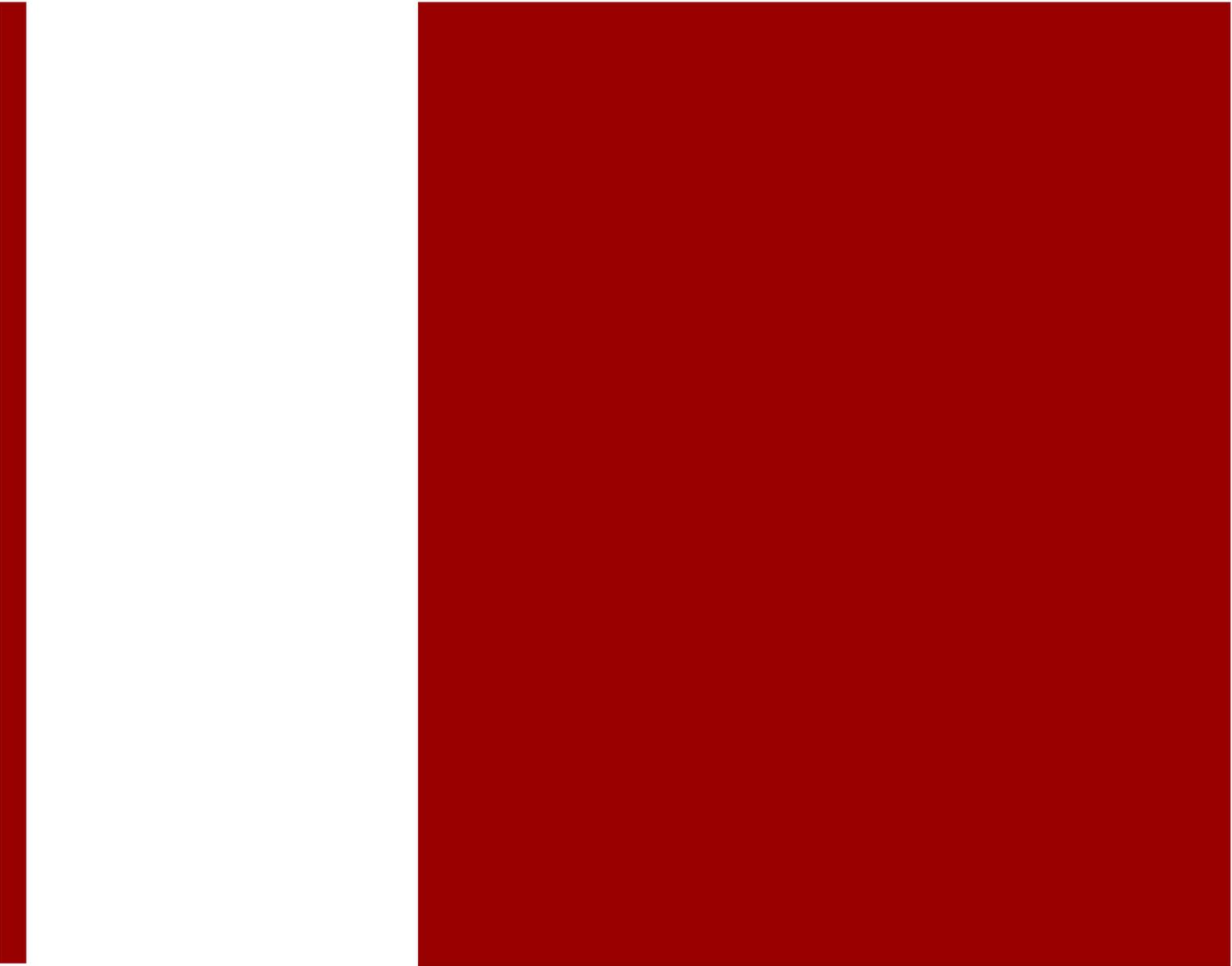
Counseling and Student Personnel Services (CSAA-D) Doctor of Philosophy Program

Student Handbook
2017-2018

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Department of Counseling and
Human Development Services

University of Georgia



Counseling and Human Development Services

Graduate Student Handbook
2017 – 2018

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://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/>

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://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/>

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 (<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://hr.uga.edu/students/student-health-insurance/>

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.

Student Resources (cont.)

College of Education Appeals

University of Georgia students have the right to appeal academic decisions. Usually the appeal goes first to the unit responsible for the decision, for example, grades to the faculty members who assigned the grades; department requirements to the department; college or school requirements to the school; university requirements to the Educational Affairs Committee. An unfavorable ruling at one level can be appealed to the successive levels. A faculty decision can be appealed to the department; a department ruling can be appealed to the college in which the instructional unit is located; a college-level ruling can be appealed to the Educational Affairs Committee; the Educational Affairs Committee ruling can be appealed to the President of the University; and, except for grade appeals, the President's ruling can be appealed to the Board of Regents.

Additional details on appeals of academic matters, including special provisions for appeals in academic dishonesty cases, can be obtained from the **Office of the Vice President for Instruction** (<https://ovpi.uga.edu/student-opportunities-resources/student-resources/student-academic-appeals/appeal-process>).

Visit <https://coe.uga.edu/academics/appeals> for additional information concerning appeals.

Student Resources (cont.)

Grade Appeals

Any student who believes that he or she received an incorrect or unfair grade due to factual error, improper or unprofessional bias, or evaluation different from the stated course objectives/criteria or other public criteria, may appeal the grade. Grades are appealed within the department and college in which they are earned, not in the department and college in which the student's major resides.

Exception: Grade appeals, when a grade of I (Incomplete) has lapsed to a grade of F, must go directly to the UGA Educational Affairs Committee. Please note that all grade appeals must be initiated within *one calendar year* from the end of the term in which the grade was recorded.

Appeal route for graduate students:

1. Instructor
2. Department Head*
3. Dean's Office
4. Graduate School
5. UGA Educational Affairs Committee*
6. UGA President
7. Board of Regents

*Prior to review at each of these levels, the faculty member who assigned the student's final grade will receive a copy of the student's letter of appeal and be given the opportunity to provide a response for those reviewing the appeal.

Department Research Pool

The Department of Counseling and Human Development Services (CHDS) has a research pool that graduate students and faculty can use to conduct empirical research (e. g., for publishable papers, dissertation, and other research purposes).

The CHDS Research Pool (CHDS-RP) operates during the fall and spring semesters only, with the specific dates of operation set at the beginning of each new academic year. The research pool is populated by undergraduate students who are enrolled in selected classes of the Department's undergraduate course offerings. The pool typically contains 180-220 students each semester. Students in the pool are required to complete 3.0 hours of research or, alternatively, to write article summaries to fulfill the requirement. Dr. Alan E. Stewart (aeswx@uga.edu) is the coordinator of the CHDS-RP.

Students or faculty who desire to use the research pool must first have their research approved by the University of Georgia Institutional Review Board (IRB, <http://gear.ovpr.uga.edu/applications-and-databases/irb-portal/>). Once the project has been approved, researchers can then apply to use the CHDS-RP by completing this online form: https://ugeorgia.qualtrics.com/SE/?SID=SV_bajg6x3sleEqzel.

Department Research Pool (cont.)

Alternatively, researchers can email the CHDS-RP coordinator and request a word-formatted version of this form to complete and submit. Researchers should submit the researcher request form, along with their approval letter from the IRB, a copy of the informed consent, and debriefing statement (if applicable) to Dr. Stewart (CHDS-RP Coordinator, aeswx@uga.edu). The coordinator will then set up the study on the online platform for research opportunities (Sona Systems) and provide the research with Sona Systems accounts for accessing their research (i. e., to post sign-ups, etc.). The coordinator will also work with researchers to get their studies up and running in Sona.

Researchers should keep the following in mind before applying to use the pool:

- All research using the CHDS-RP must be approved first by the UGA IRB.
- Projects should be of reasonable length and in no case longer than 2.0 hours (credits).
- Projects should be reasonable in scope with regard to the number of participants requested. Projects requiring more than 100 – 150 participants may well take more than one semester to complete.

Department Research Pool (cont.)

- The CHDS-RP strives to offer students a variety of options and modalities for participation. In-lab / in-person studies are good ways to introduce students to the research process and to help them learn something as a result of their participation.
- Researchers designing online studies (i. e., surveys) are strongly encouraged to use the Qualtrics platform. Faculty and students in the College of Education have free access to a full-feature version of Qualtrics after obtaining a Qualtrics account from Mr. Dave Wynne (wynned@uga.edu). Researchers considering platforms other than Qualtrics should consult with Dr. Stewart first before getting their research approved by the IRB because modifications may be needed to use non-Qualtrics platforms.
- The pool operates on a first-come, first-served basis for researchers each semester. Projects that begin later in a semester may not be completed if an insufficient number of participants remain.
- Researchers who do not comply with CHDS-RP procedures may have their access to the pool restricted or removed.

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 <https://coe.uga.edu/students/financial-aid> 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://grad.uga.edu/index.php/current-students/financial-information/travel-funding/>

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.

Staff

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

Susan Mattox | Office Manager
402 E Aderhold Hall | (706) 542-4122
susanmat@uga.edu

Cassandra Statom | Office Manager (CCPE)
424 Aderhold Hall | (706) 542-8508
cstatom@uga.edu

Jennifer Throckmorton | Senior Accountant
408 A Aderhold Hall | (706) 542-2124
jthrock@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.

Collette Chapman-Hilliard | Assistant Professor, PhD,
University of Texas

collette.hilliard@uga.edu

Research interests include racial and ethnic minority identity development, cultural knowledge and critical consciousness while clinical interests include multiculturalism and social justice in therapy, trauma experiences, and women's issues.

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.

Faculty (cont.)

Jolie Daigle | Associate Professor and Coordinator of the School Counseling M.Ed. Program
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.

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
PhD, University of Notre Dame

edelgado@uga.edu

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

Faculty (cont.)

Merrily S. Dunn | Associate Professor and Graduate Coordinator

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.

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.

Marian Higgins | Clinical Assistant Professor and Coordinator of the Student Affairs Leadership, Ed.D. program

Ph.D. University of Georgia

mawells@uga.edu

Interests include career development, diversity, equity, and inclusion in the workplace, supervision, staff development and training

Faculty (cont.)

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."

Linda D. Logan | 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.

Faculty (cont.)

Chris Linder | Assistant Professor and Coordinator of the Counseling and Student Personnel Services – College Student Affairs Administration Emphasis Doctoral Program

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.

Georgianna Martin | Assistant Professor

PhD, University of Iowa

glmartin@uga.edu

Research interests include the social class identity and experiences of low income, first-generation college students, impact of out of class experiences on college outcomes, and social and political activism in higher education.

H. George McMahon | Assistant Professor

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.)

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.

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 are responsible for and must adhere to the information in the handbook during the year they begin the program. Enrollment in the program acknowledges receipt of the handbook, which is available on the program website and shared in the doctoral-level foundations course. All paperwork for the program will be completed and on file with the Academic Advisor for the Department of Counseling and Human Development Services.

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 students' time in the program.
- **Faculty:** There are **seven** full-time faculty members who devote 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 are often employed through assistantships in the Student Affairs Division or Department of Counseling and Human Development Services. Assistantships carry with them a stipend and 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 learning community, which provides support to students as they work toward 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. Faculty in the department 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 housing and residential life). Ted made many contributions to student affairs 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 Dr. Fred Newton, who received his training under Dr. Richard Caple at the University of Missouri, joined Ted.. 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 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, program faculty decided to engage in re-evaluation of the program 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 literature about graduate preparation. 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" at both the master's and doctoral levels. Dr. Winston retired in 2002.

Dr. Diane Cooper, who studied under Dr. Albert [AI] Hood at the University of Iowa, joined the faculty in 1996 to assist in the coordination of the growing programs. 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, 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 recently retired as a student affairs faculty member 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 coordinated their student affairs preparation program. She is a graduate of The Ohio State University where Dr. Robert F. Rodgers served as her major professor.

Dr. Jeanette Barker joined the CSAA faculty in the fall of 2003 from Georgia State University where she directed the Student Affairs Division Assessment Efforts. Dr. Barker left UGA in 2006 to return to administration. She currently serves as the Interim vice Chancellor for Institutional Research, Institutional Evaluation, and Planning at North Carolina Central University.

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

Dr. Laura Dean joined the faculty in the fall of 2006, having served as a Vice President of Student Affairs and Dean of Students, 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 UGA in 2012 to become an Assistant Professor in the College Student Personnel program at the University of Maryland.

In 2013, faculty in the CSAA program, at the request of vice presidents for student affairs throughout the state of Georgia, initiated an Ed.D. program designed to serve mid-level professionals throughout the state who wanted to pursue doctoral education but could not move to Athens or Atlanta to pursue their degrees. The hybrid-online program meets for one week in the summer in Athens and three times throughout each semester in Griffin, Georgia.

Dr. Candace Maddox Moore joined the faculty in the spring of 2013, to coordinate 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 served as 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. Maddox Moore left UGA in 2016 to serve as a faculty member in the College Student Personnel Program at the University of Maryland.

Dr. Chris Linder joined the faculty in the fall of 2013. She earned her Ph.D. from the University of Northern Colorado under the direction of Dr. Flo Guido. She worked as a student affairs administrator for 10 years, with the bulk of her experience as a women's center director at Colorado State University. 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 where Dr. Audrey Jaeger served as his major professor. He also served the Associate Director of Elon Academy, a college access and success program, at Elon University.

Dr. Georgianna Martin joined the faculty in the fall of 2016, coming from the University of Southern Mississippi where she served as Assistant Professor of Student Affairs Administration/Higher Education. She earned her Ph.D. from the University of Iowa under the direction of Dr. Deb Liddell. Previously, she was a student affairs practitioner in residence life and Greek life at Millsaps College and Creighton University, as well as serving on the faculty at Loyola University-Chicago.

Dr. Marian Higgins joined the faculty in spring of 2017 to coordinate the Ed.D. in Student Affairs Leadership program. She earned her Ph.D. the UGA College Student Affairs Administration program under the direction of Dr. Richard Mullendore. Previously, she was the Director of Career Development and Programs at the University of Georgia Career Center.

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. Current adjunct faculty members for the CSAA program include:

- Dr. Eric Atkinson, Assistant Vice President for Student Engagement
- Dr. Willie Banks, Vice President for Student Affairs, Indiana State University
- Dr. Jan Davis Barham, Associate Dean of Students and Director of the Tate Student Center
- Dr. Karen Kalivoda, Director, Disability Resource Center & University Testing Services
- 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, Associate Dean of Students
- Dr. Michael Shutt, Interim Senior Director of the Center for Diversity & Inclusion, Emory University
- Dr. Ralphel Smith, Associate Director for Residence Life, University Housing
- 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 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 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 class and 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 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.

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

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. This handbook will not duplicate graduate school policy 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

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. Students will meet with their advisor every semester before registration opens to receive guidance on courses and have the registration form signed. Completed and signed forms are to be turned into Nikki Williams in Aderhold 408B. CSAA-D classes have department restrictions and after submitting the form, the department will provide students access for the ECHD courses listed on the form. Student may need to reach out to other departments for access to courses outside of the CSAA-D program.

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 additional hands-on experience under the supervision and guidance of qualified and dedicated professionals in the field of higher education.

Students with five or more years of full-time post-masters professional work experience in student affairs at the time of admission to the program are 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 (180 hours) as well as a 3-credit hour teaching internship.

Teaching internships are specifically connected to CSAA Masters courses taught by program faculty, and preference is given to students who are closer to degree completion. The faculty member teaching the course in which the student interns will serve as the faculty supervisor.

For the administrative internship, students must be supervised by someone with a terminal degree and complete a written plan for the internship learning outcomes and evaluation process. The internship experience should be discussed and designed with the student's advisor, who will serve as the faculty supervisor. In general, administrative internships cannot be completed as part of one's current job responsibilities. In consultation with the site and faculty supervisors, each intern should develop three to 10 learning outcomes for the internship experience. Each outcome should be supported by specific activities in which the intern will be involved to accomplish the learning outcome and evidence that the outcome has been satisfactorily accomplished/achieved. The internship plan should be submitted to the faculty internship supervisor by the end of the second week of classes of the semester in which the internship is taking place.

EXAMPLE

Learning Outcome: I will understand the laws and know the case precedents related to administrator liability for hazing in student organizations.

Activities to Accomplish Outcome:

1. Conduct library research on topic.
2. Consult the legal counsel's office.
3. Contact Center for the Study of the Fraternity at Indiana University and request information, especially policies and statements developed by national fraternities.
4. Read current policy statements and procedure protocols for handling reported instances of hazing.
5. Discuss issues with [name staff members knowledgeable about this topic]
6. Write a summary of findings with an annotated bibliography of resources and submit to site supervisor by [specify date].

Evidence of Accomplishment:

1. Record of staff consultations

2. Completion of summary findings paper, which site supervisor judges to be at least “adequate”

At the conclusion of the internship, the site supervisor and intern should complete a written evaluation of the intern, including a summary of the learning outcomes and evidence that the intern achieved each outcome. The final report should be submitted to the faculty supervisor by the end of the last week of classes during the semester in which the student is registered for internship credit hours. The format of the final report will vary depending on the internship and internship supervisor. The faculty supervisor will assign the final grade in consultation with the site supervisor and after reviewing the final evaluation.

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 ACPA or NASPA. One must be a member of the 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 (pending approval from CSAA faculty)

In late spring of the first year of coursework for the program, students will meet with their advisors for a formal evaluation of their performance thus far in the program. Students are expected to write a brief reflection to share with their advisors about their first year as a PhD student. In their reflection, students should consider the following questions:

- What went well for me this year?
- What could have been improved?
- What did I learn about myself this year?
- What will I do similarly and differently moving forward in the program?

Additionally, faculty advisors will collect information from the other faculty in the program, specifically the faculty teaching courses to students in the program, for additional feedback about the students' performance. Specifically, feedback will focus on the student's contributions to learning, their openness to feedback and growth, their development as a writer, and their mastery of scholarship relevant to student affairs practice.

Faculty advisors will write a letter summarizing the student's growth and development in the program, including recommendations for continued development.

Additional student reviews will be conducted periodically throughout the students' educational process, depending on their pace and progress. Students are expected to make tangible progress on their dissertations after completing coursework and achieving candidacy and may be asked to leave the program if they have not made sufficient progress on their dissertations two years post-candidacy (successfully passing preliminary exams). In general, sufficient progress involves successfully defending a dissertation prospectus. Additionally, students should continue to make progress on their dissertations after defending their prospectuses. Similar to the previous milestone, if a student has not made progress on their dissertation in two years post prospectus defense, they may also be asked to leave the program.

f. Program of Study Checklist

For a complete outline of program requirements, see the checklist provided at the end of this handbook. Prerequisites for the program may be met through previous coursework (classes taken during a master's program or classes taken prior to enrolling in the program), by taking the master's level courses in the CSAA program while enrolled as a doctoral student at UGA, through a course at another institution, or through an independent study approved by the program faculty. Specific arrangements are at the discretion of the faculty.

g. Forms

Throughout your time in the program you are required to complete a number of forms to be

signed by your advisor and committee members. The most up-to-date forms are available on the graduate school's website. Nikki Williams, the academic advisor for CHDS, will work with CSAA-D students on completing the forms at the appropriate times; however, it is the student's responsibility to ensure these forms are completed thoroughly and on-time. Please plan ahead and fill these forms out as early as possible. Some of these forms are more complex and complicated than they seem to be at first glance. Plan ahead. Specifically, you must complete the Program of Study and Advisory Committee forms at least three weeks prior to taking your written exams. Your oral exam must be announced three weeks in advance. After successful defense of the oral exam, your committee will sign forms indicating you passed. Finally, your dissertation defense must be announced at least three weeks prior to your defense, which means you must plan ahead at least four weeks prior to the defense. Your committee will sign attesting to a successful defense, but the final paperwork confirming approval of your dissertation is not completed until you have submitted final revisions to your chair, received approval, and submitted the final version to the Graduate School.

h. 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 design) and write a paper 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.

Students will develop a research prospectus in consultation with their 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. Generally, the prospectus should include the following (students should check with their advisors for additional clarification and guidance):
 - Statement of the problem
 - Concise literature review
 - Statement of hypothesis or hypotheses to be tested or research questions to be examined
 - Operational definitions
 - Description of intervention to be used (if appropriate)
 - Description of target population, sampling procedures, and data collection plan
 - Description of research design
 - 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 committee members to review and approve the prospectus and 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 two 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 taking 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/ze can be included via conference call or Skype.

i. Written Preliminary Examination

Students must identify their doctoral committee prior to taking preliminary exams. The doctoral committee must be comprised of at least three faculty members who hold graduate faculty status. At least two CSAA program faculty will serve on each student's 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 one 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). Students may use an electronic list of references specific to each day of the exam and the references list may be as long as the student needs. The references list will also be submitted with the answer to the exam question. The fourth day of the exam will include a case study related to the student's specialty area. The student may take the case study home and complete it within 24 hours.
- Students will use computers checked out from the College of Education's Office of Information Technology to respond to the questions. No personal computers will be allowed. A room in Aderhold will be reserved for the duration of the exam. 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; the student's committee is responsible for evaluating the written and oral examination. 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. If the number of readers who rate a question as a pass or fail is the same (a tie), the student passes the question.

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 written comprehensive examinations a maximum of three times. Failure to pass on the third attempt means automatic dismissal from the program.

VIII. Professional Organizations

Learning is achieved not only in the classroom, but through practice in and exposure to the profession. One of the key elements of professional development 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.

ASHE: Association for the Study of Higher Education is a scholarly society with 2,000 members dedicated to higher education as a field of study. ASHE is committed to diversity in its programs and membership, and has enjoyed extraordinary success in involving graduate students in Association activities. (retrieved from <http://www.ashe.ws/>). ASHE's annual conference typically takes place in the fall.

AERA: American Educational Research Association, a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good. (retrieved from <http://www.aera.net/About-AERA>). Division J of AERA is the division specifically geared toward higher education. AERA's annual conference is typically held 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.

The College Student Affairs Administration Graduation Association (CSAAGA) 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 coordinated by CSAAGA throughout the year. Membership and active involvement in CSAAGA 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
- 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

CSAAGA 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 Checklist

Prerequisites

ECHD 7060 Cross Cultural Counseling (or any diversity training course) _

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
EDHI 8300	Law and Higher Education
ERSH 6300	Descriptive Statistics

Required Courses

College Student Affairs Administration Doctoral Core

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 9400	Seminar in Student Affairs Administration
ECHD 9410	Organizational Development, and Consultation in Higher Education
ECHD 9420	Advanced Theories of College Student Development
ECHD 9430	Environmental Assessment and Facilities Management
ECHD 9450	Staffing Practices in Student Affairs
ECHD 9460	Issues in Student Affairs Administration (2 semester hours taken during last fall in program)
ECHD 9470	Collaboration in Academic and Student Affairs
ECHD 9480	The College Student
ECHD 9490	College Student Outcomes Assessment and Accreditation
ECHD 9930	Equity, Diversity, & Inclusion in Student Affairs
ECHD 9970	Educational Research in Counseling and Human Development Services

Research and Evaluation Core

ECHD 9000	Doctoral Research (part-time 1 credit hour/semester; full-time 3 credit hours/semester through oral prelim defense)
ECHD9300	Dissertation (12 hours minimum required)
ERSH 8310	Applied Analysis of Variance Methods in Education
ERSH 8320	Applied Correlation and Regression Methods in Education
QUAL 8400	Qualitative Research Traditions
QUAL 8410	Designing Qualitative Research

Elective Courses (at least 6 semester hours)

Supervised Practice*

ECHD 9830	Administrative Internship in Student Affairs Administration
ECHD 9850	Teaching Internship in Counseling and Human Development Services

* Students with five or more years of full-time post-masters professional work experience in student affairs at the time of admission to the program are 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 a 3-credit hour teaching internship.

Course Rotation Schedule

The Course Rotation Schedule includes a list of courses scheduled to be offered during the terms shown. This is the typical schedule for the CSAA-D core courses. Please note that there may be unanticipated changes and students will be notified if changes are made.

ECHD 9400	Seminar in Student Affairs Administration	Every Fall
ECHD 9410	Organizational Development and Consultation in Higher Education	Odd Numbered Summers (e.g., SU17, SU19)
ECHD 9420	Advanced Theories of College Student Development	Even Numbered SP Semesters (e.g., SP18, SP20)
ECHD 9430	Environmental Assessment and Milieu Management	Odd Numbered FA Semesters (e.g., FA17, FA19)
ECHD 9450	Staffing Practices in Student Affairs	Odd Numbered SP Semesters (e.g., SP17, SP19)
ECHD 9460	Issues in Student Affairs Administration	Every Fall
ECHD 9470	Collaboration in Academic and Student Affairs	Even Numbered SP Semesters (e.g., SP18, SP20)
ECHD 9480	The College Student	Even Numbered Summers (e.g., SU18, SU20)
ECHD 9490	College Student Outcomes Assessment and Accreditation	Odd Numbered SP Semesters (e.g., SP17, SP19)
ECHD 9930	Equity, Diversity, and Inclusion in Student Affairs	Even Numbered FA Semesters (e.g., FA18, FA20)
ECHD 9970	Educational Research in Counseling and Human Development Services	Every Fall

X. 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 & Stndnt Persn Svc.

Relevant Master's or Other Graduate Degree Courses

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-	F17	WMST8100	3		F18	ECHD 9410	3		Sm19
ECHD 9970	2	A	F17	ECHD 9930	3		F18	WMST8030	3		F19
ECHD 9470	3	A	Sp18	ECHD 9830	3		F18	ECHD 9430	3		F19
ERSH 8320	3	A	Sp18	ECHD 9000	12	S	VAR	ECHD 9460	2		F19
ECHD 9420	3	A-	Sp18	QUAL 8410	3		Sp19	ECHD 9300	12		VAR
ERSH 8310	3		Sm18	ECHD 9490	3		Sp19				
QUAL 8400	3		Sm18	ECHD 9850	3		Sp19				
ECHD 8990	6		VAR	ECHD 9450	3		Sm19				
TOTAL HOURS											82

Research Skills Requirement (if applicable)

Departmental Requirements

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

(Chair)

APPROVALS

Graduate Coordinator Date

Graduate Dean Date

Courses start to expire at the beginning of: GPA