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). Reseachers 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 | Information forthcoming

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 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.

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
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 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.

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.

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. 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.

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.

Faculty (cont.)

H. George McMahon | Assistant Professor
PhD, University of Georgia
gmcmahon@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.

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.

Faculty (cont.)

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.

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.

Faculty (cont.)

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.

Ed.D. in Student Affairs Leadership
Student Handbook

Table of Contents

I. Introduction

The Doctor of Education in Student Affairs Leadership (SAL) program began in May, 2013. This part-time, hybrid program, with face-to-face and online course engagement, was developed with these goals in mind:

1. Provide doctoral-level education for student affairs professionals in the state of Georgia who are employed full-time and need a part-time doctoral program.
2. Educate scholar practitioners who will lead their institutions in creating enhanced and effective environments conducive to student learning and development.
3. Create a doctoral-level educational opportunity for student affairs professionals at institutions in more rural settings or at institutions that do not offer post-master's education.

This three-year program (with additional semesters, if needed, for dissertation completion) is situated on the Griffin campus with a one week in residence intensive every May on the Athens campus. Students are required to complete two courses each term (fall, spring, and summer). Most of the coursework will be delivered in a blended format using on-line education (asynchronously and synchronously) with face-to-face meetings several times throughout each semester.

This handbook has been designed to guide students as they navigate through the SAL program at the University of Georgia.

Commitment to Diversity

The Student Affairs Leadership program is committed to multicultural competency. This takes place in an environment where individuals from various cultures and opinions are respected, and unique gifts of individuals are applied to train exceptional students. We recognize that the increased blending of cultures locally and globally supports addressing the concerns of people around the world. Our goal is to create an environment that promotes multicultural self-awareness, knowledge, skills, and experiences enabling our graduates to develop and share knowledge regarding multicultural issues as well as to provide culturally sensitive services to a variety of individuals.

Students

The unique experiences students bring to the program are considered potential learning tools not only to individual students, but also to their classmates. This shared and mutually beneficial experience is the heart of our cohort model. By accepting the invitation to enter the Student Affairs Leadership Program, students also accept the challenges that come with the rigorous demands of earning a doctorate.

II.   Unique Features of the Program

• *Cohort Model of Study:* The Student Affairs Leadership faculty are committed to the cohort model of training for doctoral students.
• *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:* Seven full-time faculty members devote their time to instruction in student affairs administration and are all experienced as student affairs administrators. There are also a number of student affairs administrators who serve as adjunct faculty members in the program.
• *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 the many co-curricular 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 student affairs. Courses offered in the doctoral curriculum are restricted to doctoral students.
• *Flexibility:* The SAL program is a part-time, primarily on-line program.
• *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.

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 Landsman 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 become 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).

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

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 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 in 2012 to become an Assistant Professor in the College Student Personnel program at the University of Maryland.

The inception of the Ed.D. SAL program occurred in November of 2012. In order to administer and develop the program, Dr. Candace Maddox Moore joined the faculty as the SAL program coordinator in the spring of 2013 and taught in the SAL program as well as the College Student Affairs Administration M.Ed. and Ph.D. programs. Dr. Moore earned her Ph.D. from the University of Georgia under the direction of Dr. Diane Cooper. Dr. Moore left in 2016 to become a Clinical Assistant Professor in the Higher Education Student Affairs, and International Education (HESI) program at the University of Maryland.

Dr. Chris Linder joined the faculty in fall of 2013 and teaches in the SAL program as well as the College Student Affairs Administration M.Ed. and Ph.D programs. Dr. Linder earned her Ph.D. from the University of Northern Colorado. Dr. Flo Gudio was her major professor.

Dr. Darris Means joined the faculty in the fall of 2014 and in the SAL program as well as the College Student Affairs Administration M.Ed. and Ph.D programs. Dr. Means earned his Ph.D. from North Carolina State University. Dr. Audrey Jaeger was his major professor.

Dr. Georgianna Martin joined the faculty fall 2016. She teaches the College Student Affairs Administration M.Ed. and Ph.D. programs as well as the SAL program. Dr. Martin earned her Ph.D. from the University of Iowa.

Dr. Marian Higgins joined the faculty in the spring of 2017 as the SAL Program Coordinator after serving as an administrator in the University of Georgia Career Center. Dr. Higgins earned her Ph.D. from the University of Georgia under the direction of Dr. Richard Mullendore.

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. Jan Davis Barham, Associate Dean of Students and Director of the Tate Student Center, University of Georgia

- Dr. William McDonald, Dean of Students at the University of Georgia
- Dr. Bryan Rush, Dean of Students, Erskine College
- Dr. Matt Varga, Assistant Professor of Counselor Education and College Student Affairs in the Department of Clinical and Professional Studies at the University of West Georgia.

V.   Expectations of Students and Faculty

The faculty members in the programs have high expectations of ourselves and of our 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. In order to remove some of the ambiguity about expectations, the following are provided as guidance to students.

Students are expected to...
- be dedicated to learning and be willing to put forth the effort necessary to excel.
- 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' valuable 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.
- Engage in appropriate and professional conflict resolution if a conflict arises with another student or faculty member.

Students can expect faculty to...
- 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.
- support students as persons and especially as developing student affairs professionals. Faculty want students to be successful students and to become exemplary student affairs professionals after graduation.
- convey a professional image.
- be involved in regional and national professional organizations, thereby giving the programs and their students national visibility.
- conduct research and present and publish their findings.
- support students in their quest for professional positions after completing the program and throughout their careers.

Policy of Ongoing Evaluation of Student Competence and Progress

Students should know that faculty, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student's knowledge or skills may be assessed; and, (b) ensure—insofar as possible—that the students who complete their programs are competent to manage future relationships (e.g., collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, faculty supervisors and administrators strive not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence relating to other programs, the profession, employers, or the public at large.

Review of Students

A formal review of each student in the program will be conducted once a year by the program faculty. The purpose of the review is to give faculty an opportunity to take inventory of students' progress within the program, to examine their achievements, to identify areas that need further development, and to address these issues with each student individually. The review information will be utilized to determine if a student can sit for the scheduled preliminary exams.

Reasons and Procedures for Dismissal

Failure to comply with the expectations and responsibilities delineated in this handbook can be considered reason for dismissal from the program. Information regarding dismissal procedures can be found using the following links:

The Graduate School's Regulations and Procedures for Probation and Dismissal
http://grad.uga.edu/index.php/current-students/policies-procedures/academics/probation-and-dismissal/
Office of Legal Affairs: http://www.uga.edu/legal/

Grievance Policy
The faculty of the Student Affairs Leadership Program are committed to fostering an environment that is nondiscriminatory, respectful, and free of inappropriate conduct and communication. If a situation arises that you consider being discriminatory or inappropriate, it is important to the faculty that you be aware of the steps and procedures that are available to you.

It is the desire of the faculty that you feel supported and respected as a student. We realize that if a situation does occur, it is often very difficult and frightening to attempt to resolve it given the power dynamics involved. We invite you to use any faculty member as an "advocate" with whom you may discuss the issue informally, or whom you may request to accompany you when discussing your complaint with either the Department Head, or any other University faculty/ staff member.

Procedures specific to the Student Affairs Leadership Program include both informal and formal procedures. Students are expected to attempt to resolve any issues with faculty members or other students directly. If this is not possible due to power differential or other concerns, students are expected to adhere to the following procedures for filing formal grievances:
1. Any disputes that cannot be personally resolved or require formal grievances should be brought to the attention of the program coordinator or major professor.
2. If the issue is not resolved, there is a power differential, or other concerns are present, a student should speak with Department's the Graduate Coordinator.
3. If the issue is not resolved, the next level of appeal is with the Department Head, followed by the College of Education Associate Dean for Academic Affairs, and finally, the Dean of the College of Education. Once these levels have been exhausted, the student may choose to appeal to the Graduate School and the Dean of the Graduate School.

VI.   Academic Information

Advisement and Registration
Upon admission, the SAL Program Coordinator through a group-advising model will initially advise each student. You will later offer your preference for a major professor who will work with you through Preliminary Examination and the selection of the Dissertation topic. The program coordinator will make the final decision. Students may only have a program faculty member serve as his/her major professor.

If you would like to change major professors, you can obtain a change of advisor form from the Graduate School's website http://grad.uga.edu/index.php/current-students/forms/, and have both faculty members sign the form. Return the form to the Student Affairs Professional, who will make the necessary notifications to the Graduate School.

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 student's progress through the program. It is the student's 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. The UGA schedule of courses is available on-line; however, information about departmental courses will be distributed to you prior to pre-registration.

Supervised Practice Internship
Students are eligible to register for the supervised practice internship in the fall semester following the written portion of the preliminary exam process.
As a significant feature of the program, students engage in supervised internship on the students' home campus or other campus in close proximity. Internships can include special university projects and must take place in an office other than where the student is employed.

The learning objectives for the supervised practice are based on the CAS Learning and Developmental Outcomes and are as follows:
- Develop a working understanding of the array of professional leadership roles, functions, and activities relevant to the assigned work setting, including how the functional area relates to other institutional programs (Knowledge Acquisition, Integration, Application).

- Gain and hone additional skill sets that will enhance student's professional experience with appraisal instruments, technology, research literature, professional standards, and assessment and evaluation procedures (Practical Competence).

- Synthesize, integrate, and apply theoretical and philosophical understandings of practice and student development that are appropriate to the internship setting (Knowledge Acquisition, Integration, & Application; Cognitive Complexity).

- Construct and hone student's level of professionalism and ethical practice within the context of the internship site (Intrapersonal Development; Interpersonal Competence; Humanitarianism & Civic Engagement).

- Critically reflect and analyze student's understanding of his/her role as a student affairs leader (Cognitive Complexity).

Internship Placement—Students will identify an internship site in consultation with the instructor for the supervised practice course during the summer session prior to the start of the supervised practice course. If students require assistance with securing an internship, they can work with the instructor for the supervised practice course to identify a site in the state of Geogia or outside of the state.

Site Supervisor— Persons eligible to serve as on-site supervisors are involved in upper level decision making and have a broader span of institutional influence than the student intern. The site supervisor cannot be the direct employment supervisor for the student intern. The program prefers that site supervisors have a terminal degree. Supervisory responsibilities will include collaborating with interns to create intended learning objectives and to develop a plan for achieving the objectives supported with tangible products. The site supervisor will provide no less than 30 minutes of supervision with the student on a biweekly basis, at minimum, for the purpose engaging in on-going conversations regarding the experience and the progress made toward completion of the learning objectives. Supervisors will formally evaluate the student three times during the year-long internship; 1) at the midpoint of the fall semester, 2) at the beginning of the spring semester (may include revisions of learning objectives), and 3) a final evaluation at the end of the spring semester. Supervisor will also work with the instructor for the supervised practice internship to negotiate the scope of internship related objective and projects, if needed.

Internship Projects—The projects can take a number of forms; it should be of direct relevance to the internship site and have the potential of creating something of value to the site. The project(s) should also elevate the leadership experience of the intern. Examples of projects might include, but are not limited to, benchmarking current practices at other institutions; research on a topic and drafting a policy statement; creating a staff manual on a specific topic; planning, coordination, and groundwork for a conference or meeting; coordinating staff training and/or development; providing research in support of budgetary decisions; creation of a web site; developing online training modules; assembly of resources on a topic; and design and implementation of a assessment or evaluation project. When possible, this project should allow for a high degree of autonomy for the intern, with appropriate human and technological support.

Site Agreement Form and Learning Contract—Students are expected to establish a series of learning goals and objectives to be accomplished during the internship in coordination with their site supervisor. Students will arrange meetings with the instructor for the companion internship course to determine the specifics of internship

site/outcomes/learning objectives during start of the fall semester of their third year. See appendices A and B for templates of the site agreement and learning contract.

Supervised Practice Internship Hours—Students will complete 60 hours over the course of a semester that equates to 3 hours per week of internship site related work and 1 hour per week of course related responsibilities. Internship coursework includes biweekly synchronous class meetings with associated readings and assignments. Students will meet three times a semester on the UGA Griffin campus and students will register for 3 credit hours.

Examples of Work Week:
1. During the week, you engage in two hours of benchmarking activities related to a project for internship site from your office on your campus, participate in a one-hour synchronous class with instructor and cohort, and attend one staff meeting to take place on site with your internship supervisor.

2. During the week, you facilitate a two hour-long training session on site for your internship supervisor, spend one hour responding to emails and arranging for an upcoming event to take place on site for your internship from your office on your campus, and spend one hour writing a biweekly log.

Professional Liability Insurance—Students are strongly encouraged to have professional liability insurance as interns engaging in professional activities with various agencies. *Note: Most professional organizations provide this option for their membership.*

Evaluation—Students will be given an opportunity to evaluate the site, instructor, and their overall experience.

Biweekly Reporting—Students will submit biweekly reports describing their internship experience. These will be submitted during the week when there is no synchronous meeting.

Intern Checklist

Responsibility	Completed
1. Obtain Professional Liability Insurance (optional)	
2. Locate Internship Site	
3. Inform Course Instructor of Site and Receive Approval	
4. Confirm Internship Site-Submit Site Agreement to Course Instructor	
5. Craft Learning Objectives with Site Supervisor	
6. Submit Learning Contract to Course Instructor	
7. Receive Approval of Learning Contract from Course Instructor	

Responsibility	Completed
8. Complete Coursework and Associated Assignments	
9. Plan and Implement Virtual Workshop	
10. Submit Evaluation of Site to Course Instructor	

Grades

The majority of courses in the program are graded A-F, accompanied with a plus and minus system of grading. There are also select courses that are graded on a satisfactory/unsatisfactory basis. In general, students are expected to maintain a B average or higher in all their classes. However, if a student is struggling with a particular class, he or she is strongly encouraged to consult with his or her major professor or advisor for guidance prior to the end of that particular class. A 'C' (meaning not a C-) is the lowest grade that can count towards graduation. Failure to achieve a C in a course means the course must be retaken.

Per the Graduate School an Incomplete "I" is only permissible for a specific reason, "This letter indicates that a student was doing satisfactory work, but for nonacademic reasons beyond his/her control, was unable to meet full requirements of the course." The instructor has full discretion regarding the grade assignment. A grade of "Incomplete" may be changed once the student has successfully met the outstanding requirements. In general, receiving an "Incomplete" is considered unusual and undesirable. Thus, the utmost effort should be made to ensure course requirements are completed at the time they are due. However, in the rare case that an "Incomplete" must be assigned, it is the student's responsibility to assure that incomplete work is submitted to the instructor. Per the Graduate School policy, "When an incomplete grade in a graduate course (courses numbered 6000 and above) is not removed within three semesters (including summer), the "I" automatically becomes an F. Once a grade of Incomplete "I" converts to an F, it remains an F." When the work has been submitted, it is the student's responsibility to obtain a change of grade form online and submit the completed form for processing. **It is important to remember that you cannot sit for your preliminary exams with an incomplete in any course and that incompletes must be resolved two weeks prior to preliminary exams. Failure to resolve incompletes within this time frame will mean the student cannot sit for preliminary examinations.**

For more details, review: http://grad.uga.edu/index.php/current-students/policies-procedures/academics/enrollment-policy/grade-reporting-system/

For more information concerning UGA Graduate School policies, please see http://grad.uga.edu/index.php/current-students/policies-procedures/academics/. The program will always defer to Graduate School policy, as it governs certain programmatic procedures.

Advisory Committees

The advisory committee must be comprised of at least three faculty members who hold graduate faculty status. The members of the student's advisory committee will be determined by the student's major professor, with input by the student.

Signed program of study and advisory committee forms must be turned in at least three (3) weeks prior to any student taking preliminary exams. Successful completion of preliminary examinations (both written and oral) is a preliminary step required before the student is permitted to submit an application for degree candidacy.

Preliminary Examination

In accordance with the policies established by the Graduate School of the University of Georgia, SAL program faculty will conduct preliminary examinations for students at least once a year; exceptions are only made by program faculty. There are two major divisions to preliminary examinations inclusive of written and oral examinations.

The SAL program generally administers prelims once per year during the beginning of summer in the third year of coursework, depending on need. Students may take preliminary exams upon successful completion of their required classwork. Preliminary exams are designed to give students an opportunity to organize and synthesize their learning while in the program. Students are expected to cite relevant sources or authorities to support their answers. Evaluation is based on four criteria: (a) answered questions; (b) synthesis of student affairs and related literature; (c) organization and clarity of written response; (d) integration of theory and practice, and (d) documentation of information included in the responses.

The written comprehensive examination will be prepared and graded according to the procedures and policies outlined in this document. The oral comprehensive examination can cover material across the student's program of study. The written and oral preliminary examinations will be evaluated by the student's advisory committee. Students will be notified about their written exam outcome by their major professor. The student will be physically present to receive the outcome of their oral exam. An examination of the student's dissertation prospectus (proposal) may follow the oral comprehensive examination, but may not take the place of the oral comprehensive examination.

General Outline for the Written Exam

The written portion of the exam is comprised of one question per week for two-week period at the start of the spring semester. Questions will be written by the program faculty and will be designed to allow students to demonstrate their breadth and depth of learning. The written exam follows this general outline:

Part I: Day 1 Trends and Issues Related to Students' Experiences in Higher Education

This topical area may cover, but is not limited to:

- Theories of psychosocial, identity, intellectual, and cognitive structural development
- Research findings related to major theories
- Critical evaluation of published research
- Student and environmental characteristics and responses to special needs
- Application of theories to student populations
- Modifications/new theories related to social identities
- Theories of person-environment interaction
- Critical evaluation and application of major theories
- Application to various settings, (e.g., residence halls, college classes, total campus) and institutional settings
- Use of student development and person-environment theories in student affairs practice
- Effects of college on students

Part II: Day 2 Leadership and Administrative Practices

This topical area may cover, but is not limited to:

- Professional ethics
- History of higher education and student affairs
- Philosophies of higher education and student affairs practice
- Theories and practices related to the organization and administration of student affairs
- Legal issues in higher education
- Professional practice standards
- Assessment practices and/or program evaluation
- Planned change models, processes, and strategies
- Organization development theories, techniques, and practices
- Staffing 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

Parameters for Written Exam:

- Students will receive the question by 10:00 AM on a Friday and a response will be due to their major professor no later than 8:00 AM the following Friday.

- Students will use computers to respond to the questions. Students are permitted to use their personal laptops or let the Program Coordinator know to reserve one in advance of the exam.

- Students are permitted to use academic resources (e.g., textbooks, class notes, library, online resources) during the written portion of the exam.

- The entire preliminary exam is an independent exercise; collaborating or consulting with others is not permitted.

- Written responses generally range from 15 to 18 pages. Note: There is not a set page limit.

- All written submissions must follow correct APA formatting.

- The faculty maintain the right to assess your responses for academic honesty. Students are expected to know and abide by all University policies, including the University Honor Code and the Academic Honesty Policy. The University of Georgia Honor Code states "*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others*." All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. 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 without citing the source appropriately. Suspicions of dishonesty will be reported to the Office of the Vice-President for Instruction for resolution according to the UGA Academic Honesty Policy. The full policy can be found at https://ovpi.uga.edu/academic-honesty.

General Outline for the Oral Exam

The oral comprehensive examination is open to all members of the faculty and must be announced by the Graduate Schoo. The Graduate Coordinator must notify the Graduate School of the time and place of the examination *at least three weeks* before the examination. The major professor of the student's committee must be physically present for the oral examination. If a single committee member is unable to physically attend, they can be included via conference call or Skype. Following each examination, written and oral, each member of the advisory (doctoral) committee will cast a written vote of 'pass' or 'no pass' on the examination. The results will be reported by the major professor to the Graduate Coordinator, who will forward a formal report to the Graduate School. The oral examination will usually be scheduled following the results received from the written preliminary examinations.

Grading of Written and Oral Preliminary Examinations
Each student's committee is responsible for the evaluation of the written and oral examinations. For the written exam, each question will be marked as either Pass or Fail. A *pass* is defined as two readers rating a response as *pass*. Students may take the written preliminary examination a maximum of two times. Failure to pass on the second attempt results in automatic dismissal from the program.

Students who do not pass one part of the written exam will have to remediate that part (typically a writing project) and have the content specifically and extensively examined during the oral exam.

If a student does not pass 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 does not pass either question has failed the written exam and will be required to retake the entire examination again at a future administration.

Students may retake the written exam one time. Failure to pass on the second administration will result in dismissal from the program.

After the written preliminary examination is passed, the oral comprehensive examination is given. A student who fails the oral examination may be scheduled for reexamination once only. Failure to pass the oral reexamination will result in dismissal from the program. (See Appendix D for sample grade form)

Admission to Candidacy
Students are considered to be doctoral candidates upon successful completion of written and oral preliminary examinations and acceptance by the Graduate School of the application for admission to candidacy.

Per the Graduate School policy, "Admission to Candidacy: The student is responsible for initiating an application for admission to candidacy so that it is filed with the Dean of the Graduate School at least one full semester before the date of graduation. This application is a certification by the student's major department that the student has demonstrated ability to do acceptable graduate work in the chosen field of study and that:

a) all prerequisites set as a condition to admission have been satisfactorily completed;
b) the final program of study has been approved by the advisory committee, the graduate coordinator, and the dean of the Graduate School;
c) an average of 3.0 (B) has been maintained on all graduate courses taken and on all completed courses on the program of study (no course with a grade below C may be placed on the final program of study);
d) written and oral preliminary examinations have been passed and reported to the Graduate School;

e) the advisory committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointment.

A student must register for a minimum of three hours of credit in any semester when using University facilities, and/or faculty or staff time."
(See: http://grad.uga.edu/index.php/current-students/policies-procedures/)

Dissertation Process
Students will complete a dissertation with an emphasis on improving student affairs practice. Guidelines for crafting your dissertation have been provided by the UGA Graduate School: http://grad.uga.edu//wp-content/uploads/2014/09/theses_and_dissertations.pdf

For information regarding the proper format for your dissertation, see: http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/theses-and-dissertations-overview/

Application For Graduation
An application for graduation must be filed with the Graduate School no later than Friday of the second full week (the first full week for summer) of classes in the semester of the anticipated graduation date. Application for graduation is completed by applying through Athena at https://athena.uga.edu.

Late Filing of Graduation Forms
A graduate student who misses a graduation deadline by failing to file the Application for Graduation, Advisory Committee Form, and/or completed Program of Study Form will have the option of paying a single fee of $50 (check or money order in U.S. dollars) for late processing of all required forms. A completed Late Filing for Graduation Form, all required graduation forms, and the late fee payment must be submitted to the Graduate School Office of Enrolled Student Services within 45 calendar days of the original deadline. After the 45 day late period, no students will be added to the commencement roster for the current semester.

Final Registration Requirement
Students must be registered at the University of Georgia for a minimum of three hours of credit the semester in which they complete all degree requirements. Once degree requirements have been completed, no further registration is required, even if the official graduation date is in a following semester.
Students will not be approved for graduation if they have a grade of I or ER which, when changed to a recorded grade, could cause the graduate grade point average to fall below the minimum required for graduation.

Graduation Ceremonies
Formal commencement exercises are held in May and December at the Athens campus. Candidates for degrees are urged to participate in graduation exercises, but they are not required to attend.

VII. Graduation

Upon completion of the dissertation AND completion of the internship, students are eligible for graduation. Keep in mind that both criteria must be fulfilled in order to obtain your Ed.D.

- Remember to apply for graduation
- Need to be registered for 3 hours the semester you plan to graduate

VIII. Professional Organizations

The purpose of this academic program is to prepare professionals for work in college or university student affairs or student services. Learning in this program is achieved not only through the classroom, but through actual practice in and exposure to the multitude of facets of the profession as well. 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.

The following are several of the organizations that students may want to consider:
ACPA: College Student Educators International is a national 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 postsecondary students. Annual dues can cover a copy of *The Journal of College Student Development*, depending on the membership package you select. The ACPA conference is typically held annually in the spring.

NASPA: Student Affairs Administrators in Higher Education is a national professional organization which 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)** provides leadership in student personnel work within the framework of the goals of higher education. Each spring, GCPA holds its annual conference in Georgia. Students are encouraged to join this organization and submit program proposals for the annual conference to acquire an

understanding of state-wide professional organizations and to gain experience in making professional presentations.

IX.   Curriculum

- All classes will meet in a hybrid format including the following: asynchronous content; synchronous class sessions on a biweekly basis; and one face-to-face meeting per month on the Griffin campus.

- Summer courses include a one-week intensive meeting time during a designated week in May on the Athens campus and occasional face-to-face meetings on the UGA Griffin campus throughout the rest of the summer session.

- Two preliminary exam/dissertation preparation courses will be taught by hybrid delivery.

- A supervised internship on students' home campuses or other campuses in close proximity will be taught. Internships can include special projects within their current job, special university projects, or work in an office other than their own. On-site supervisors will be recruited from senior higher education professionals holding a doctoral degree. Supervisory responsibilities will include collaborating with interns to create intended learning outcomes and to develop a plan for achieving the outcomes and meeting with interns for on-going conversations regarding the experience and the progress made toward completion of the learning outcomes.

- Completion of a dissertation. While the program design includes the third year as the time for completion of the dissertation, there may be cases in which a fourth year will be necessary for dissertation completion.

X.   Curriculum for Student Affairs Leadership (Ed.D)

	SUMMER	FALL	SPRING
YEAR ONE	**ECHD 9400: Seminar in Student Affairs Administration (3 credit hrs.)** **ECHD 9480: The College Student (3 credit hrs.)** • *Starts with 1-week intensive on Athens campus in May* • *9400 offered during summer extended session* • *9480 offered during summer thru session*	**ECHD 9420: Advanced Theories of College Student Development (3 credit hrs.)** **ECHD 9450: Staffing Practices in Student Affairs (3 credit hrs.)** • *Class will meet at UGA-Griffin several times during fall semester, dates TBD*	**ECHD 8320: Legal Issues in Student Affairs (3 credits hrs.)** **ECHD 9970: Educational Research in Counseling and Human Development Services- *Emphasis on Research Methods* (3 credit hrs.)** • *Class will meet at UGA-Griffin several times during spring semester, dates TBD*
YEAR TWO	**ECHD 9430: Environmental & Facilities Management (3 credit hrs.)** **ECHD 9490: College Student Outcomes Assessment & Accreditation (3 credit hrs.)** • *Starts with 1-week intensive on Athens campus in May* • *9490 offered during summer extended session; 9430 offered during summer thru session*	**ECHD 9410: Organizational Development and Leadership (3 credit hrs.)** **ECHD 8000: Applied Statistical Methods in Student Affairs (3 credit hrs.)** • *Class will meet at UGA-Griffin several times during fall semester, dates TBD*	**ECHD 9440: Administrative Practices in Student Affairs (3 credit hrs.)** **ECHD 9970: Educational Research in Counseling and Human Development Services-*Emphasis on Qualitative Traditions* (3 credit hrs.)** • *Class will meet at UGA-Griffin several times during spring semester, dates TBD*

	SUMMER	**FALL**	**SPRING**
YEAR THREE	**ECHD 9970: Educational Research in Counseling and Human Development Services-** *Emphasis on Dissertation Prospectus* **(3 credit hrs.)** **ECHD 8990:Research Seminar-** *Emphasis on Preliminary Exams* **(3 credit hours)** • *Administration of preliminary exam, dissertation prospectus preparation, and oral exam during this term* • *Starts with 1-week intensive on Athens campus in May* • *Offered during summer extended session*	**ECHD 9830: Supervised Internship (3 credit hrs.)** **ECHD 9300: Dissertation (3 credit hrs.)** • *Class will meet at UGA-Griffin several times during fall semester, dates TBD* ▪ *Prospectus may be defended during this semester.*	**ECHD 9830: Supervised Internship (3 credit hrs.)** **ECHD 9300: Dissertation (3 credit hrs.)** • *Class will meet at UGA-Griffin several times during spring semester, dates TBD* ▪ *Anticipated graduation at the end of this year.*

XI. 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 SAL Sample	CAN # (810)	811-12-3456
Address	123 My Street	Degree	Ed.D.
	My City, My State My zip	Major	Student Affairs Leadership

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	SM13	ECHD 9410	3	A	F14	ECHD 9830	3		SP16
ECHD 9480	3	A	SM13	ECHD 8000	3	A	F14	ECHD 9300	3		SP16
ECHD 9420	3	A	F13	ECHD 9440	3		SP15				
ECHD 9450	3	A	F13	ECHD 9970	3		SP15				
ECHD 8320	3	A	SP14	ECHD 8990	3		SM15				
ECHD 9970	3	A	SP14	ECHD 9970	3		SM15				
ECHD 9430	3	A	SM14	ECHD 9830	3		F15				
ECHD 9490	3	A	SM14	ECHD 9300	3		F15	**TOTAL HOURS**	54		

Research Skills Requirement (if applicable) [ ]

Departmental Requirements [ ]

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

Major Professor's Name	(Chair)
Committee Member's Name	Committee Member's Name

APPROVALS

Graduate Coordinator (Name & Signature)	Merrily Dunn	Date	
Graduate Dean		Date	
Courses start to expire at the beginning of:		GPA	

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XII.   Appendix A

The University of Georgia
Student Affairs Leadership (SAL)
Site Supervisor Agreement to Provide Supervision & Consultation to Student

As a Student Affairs Internship Site Supervisor, I will provide the following supervisory, consultation, and tutorial services to the student affairs student under my supervision:

1. Facilitate development of a set of learning goals/objectives and outcomes that the student will accomplish during the designated 120 internship clock hours (6 hours credit) over the two-term period.

2. Make available opportunities designed to expose the student to the various characteristics and functional aspects of my administrative unit.

3. Provide opportunities for the student to meet and interact with staff members who work in the unit and others with whom unit members have professional associations.

4. Assign the student responsibilities and otherwise establish avenues designed to actively involve the student in the work of the unit appropriate to the student's level of knowledge and skills.

5. Meet with the student on an individual supervisory interview basis for no less than 30 minutes per week to discuss and examine general issues and information to increase the student's knowledge base. This may include discussion of assigned readings and projects.

6. Provide opportunity for the student to participate in staff group activities, used to focus upon skill and competence development essential to gaining functional area expertise.

7. Observe the student's daily work activities and provide formative feedback designed to strengthen the student's ability to function as a professional student service/development practitioner.

8. Provide additional challenges and opportunities designed to increase the student's professional competence in and understanding of leadership in the field of student affairs/student development.

9. Evaluate the student's progress on learning goals, outcome, objectives, and projects accomplished during the practicum, and provide summative ratings to be used for internship grading purposes.

10.   Complete a formal evaluation to be added to the student's permanent academic record.

Internship Student's Name: _____

Term of Internship: <u>Fall 2017-Spring 2018 </u>*for 6 hours total of internship credit.*

Site Supervisor's Signature: _____

Date: _____

Supervisor's Printed Name: _____

Title: _____

Institution/Office:

_____

Phone #: _____   *Email:*_____

XIII.   Appendix B

<div align="center">

The University of Georgia
Student Affairs Leadership
Sample Supervised Practice Internship Learning Contract

</div>

Student Information: Supervisor Information:

Site Information:

Timeframe:

Faculty Coordinator Information: Dr. Marian Higgins, mawells@uga.edu 706-542-9533

Purpose of Internship:

Learning Objective:
Activities:
Skills and Competencies:
How Learning Will Be Assessed:
Time Required:

Learning Objective:
Activities:
Skills and Competencies:
How Learning Will Be Assessed:
Time Required:

Learning Objective:
Activities:
Skills and Competencies:
How Learning Will Be Assessed:
Time Required:

Proposed Work Schedule:

We agree to the successful completion of this practicum experience as stated above. We agree to provide open and honest communication and feedback to each other about our experiences during this internship.

Student Signature _____

Date _____

Supervisor Signature _____

Date_____

IX. Appendix C

The University of Georgia
Student Affairs Leadership
Sample Supervised Practice Internship Supervisor Evaluation

Evaluation by Site Supervisor

Term: Date of Evaluation: _____   Faculty Coordinator:

Student Name: _____

Site Name: _____

Please rate the intern's performance in the following areas:

Rating Scale: **1 = Excellent** - far exceeded expectations
                           2 = Good - met and exceeded expectations
                           3 = Satisfactory - met expectations
                           4 = Fair - somewhat met expectations, but needs improvement
                           5 = Unsatisfactory - did not meet expectations

Please highlight your rating:

		1	2	3	4	5
1)	**Oral communication**	1	2	3	4	5
2)	**Written communication**	1	2	3	4	5
3)	**Initiative**	1	2	3	4	5
4)	**Interaction with staff**	1	2	3	4	5
5)	**Attitude**	1	2	3	4	5
6)	**Dependability**	1	2	3	4	5
7)	**Ability to learn**	1	2	3	4	5
8)	**Planning and organization**	1	2	3	4	5

9) Professionalism	1	2	3	4	5
10) Creativity	1	2	3	4	5
11) Quality of work	1	2	3	4	5
12) Productivity	1	2	3	4	5
13) Appearance	1	2	3	4	5
14) Adaptability to organization's culture/policies	1	2	3	4	5
15) OVERALL PERFORMANCE	1	2	3	4	5

Explanation of Ratings:

Strengths:

Areas of growth:

Overall:

X. Appendix D

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**The University of Georgia
Student Affairs Leadership
Sample Preliminary Exam Evaluation Grade Form**

</div>

ID Number _____
Day 1_____ Day 2_____
Reviewer Name_____
Evaluation criteria:

Answered the question(s)
Did not meet expectation_____   Meets expectation_____   Exceeds expectation_____

Synthesis of student affairs and related literature
Did not meet expectation_____   Meets expectation_____   Exceeds expectation_____

Clear integration of theory to improve practice
Did not meet expectation_____   Meets expectation_____   Exceeds expectation_____

Organization and clarity of written response
Did not meet expectation_____   Meets expectation_____   Exceeds expectation_____

Overall assessment of the response: Passed_____   Failed_____

Strengths of the response:

Weaknesses of the response:

Questions to be addressed at the oral exam:

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 EdD SAL 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

___Ed.D. SAL_____   _____
Program Name (Print)   Date