



College Student Affairs Administration Master's of Education 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

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.

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.

CSAA-M Student Handbook

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College Student Affairs Administration M.Ed. Student Handbook

I. Introduction

The College Student Affairs Administration Master's Program (CSAA-M) is one of three master's degree programs in the Department of Counseling and Human Development Services in the College of Education. Other programs include Professional Counseling in School and in Community settings. The CSAA-M program is designed to meet the graduate preparation program standards of the Council for the Advancement of Standards in Higher Education (CAS) and the requirements of the University of Georgia Graduate School and College of Education. Learning is encouraged through traditional academic study and research, and through experiential activities such as assistantships, practica, and internships. The cohort model is an integral part of the learning as well.

II. Unique Features of the CSAA-M Program

- The program has six full-time faculty members who devote time to instruction in CSAA-M, the College Student Affairs Administration doctoral program (CSAA-D), and the Ed.D. in Student Affairs Leadership (SAL). In addition, there are a number of senior administrators in Student Affairs at the University of Georgia and other nearby institutions who have appointments as adjunct faculty members and who are actively involved in the program.
- Enrollment is limited to assure that there is approximately a 1:15 ratio of full-time faculty to students. Ample opportunity is provided for one-to-one student-faculty interaction.
- Faculty and students are committed to enhancing each other's learning. All students are expected to be active participants in the learning community and to provide support to each other.
- There are many different practicum sites available to students on The University of Georgia campus and at neighboring institutions.
- Students take summer internships in student affairs at colleges and universities across the country (and in some cases, internationally).
- The program is firmly committed to a thorough theoretical grounding in college student development combined with ample opportunity to apply what is learned in the classroom.
- Most students have graduate assistantships in student affairs and related functional areas that provide them with financial support and valuable practical experience.
- Students are given instruction and supervised practice in working with individual students who need assistance, with student organizations, and in administrative structures.
- Students go through the program as a cohort and take most classes together, enabling students to experience group methods and processes in practice as they are learning about them in the classroom.

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 a founder and 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 serious re-evaluation of the doctoral program was undertaken to determine whether it was meeting the needs of student affairs practice at the doctoral level. A committee composed of program, departmental and college faculty as well as senior student affairs administrators studied the curriculum for over two years. Committee members were Ted Miller, Linda Campbell, John Dagley, Dan Hallenbeck, Dwight Douglas, Joe Wisenbaker, David Coker, and Roger Winston. Alumni and currently enrolled doctoral students also studied the curriculum and reviewed the relevant literature. The faculty concluded that the counseling-based program should be changed substantially to become an administration-based program. In 1990 Roger Winston became the coordinator of the newly created student affairs administration specialty doctoral program within the degree designation "Counseling and Student Personnel Services." Dr. Winston retired in 2002.

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

Dr. Merrily Dunn joined the faculty in 2001. She came to the University of Georgia from Mississippi State University where she coordinated the student affairs graduate 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 Associate Vice Chancellor for Institutional Research, Institutional Effectiveness, and Planning at North Carolina Central University.

Dr. Richard Mullendore joined the CSAA faculty in the fall of 2004, having served as Vice President of Student Affairs at several 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 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, a graduate of the University of Arizona and the former Coordinator of Student Programs at Southern Methodist University (TX), joined the faculty in 2008. She left UGA in 2012 to join the faculty at the University of Maryland.

Dr. Candace Maddox joined the faculty in the spring of 2013, serving as the coordinator for the Ed.D. in Student Affairs Leadership. A "triple Dawg," she holds her undergraduate, M.Ed., and Ph.D. degrees all from UGA; her graduate degrees are from the CSAA program, where Dr. Cooper was her major professor. She has worked as a student affairs administrator at several Georgia institutions; most recently she was Associate Director for Student Development in University Housing at Georgia College and State University. Dr. Maddox Moore left the program in 2016 to join the faculty of 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 as the Associate Director of Elon Academy, a college access and success program, at Elon University, prior to coming to UGA.

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. from 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. Student Resources and Information

Academic Integrity

The study of an academic discipline involves a commitment to understanding its tenets and ideas and to honoring those whose work has created and informed them. It is absolutely critical that students understand the principles of academic integrity and adhere to them without fail. Students are responsible for knowing and following the University Academic Integrity guidelines; students will be held responsible for any suspected violation of the policy. Note that students do not have to intend to violate the honesty policy to be found in violation. Faculty who suspect that a student may be in violation of the policy will report the incident to the Director of Academic Honesty, as specified by University procedures.

Students must abide by the University Academic Integrity guidelines which can be found in their entirety on-line (http://honesty.uga.edu/ahpd/culture_honesty.htm). Students are also encouraged to view this video, which covers the essential elements of the honor code: <http://ovpi.uga.edu/Academic-Honesty-Video/player.html>

Advisement and Registration

Each student is assigned a faculty advisor from the CSAA-M faculty. 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 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 to request assistance from their advisor when they have questions, desire guidance, or are experiencing problems. All faculty members are available by appointment.

Annual Review of Student Progress

Program faculty meet regularly and share information about student issues and progress. Problems that arise are addressed as necessary. In the fall of the 2nd year, students meet with advisors to receive feedback from the previous academic year and from assistantship, practicum, and internship supervisors; goals for the year are then set in consultation with the advisor.

APA Writing Style

The *Publication Manual of the American Psychological Association* (6th edition) is the required resource manual for preparing papers for the CSAA Program. APA style manuscript preparation is taught during the first semester of study (ECHD 7400), and the Manual is a required text for that course.

Comprehensive Exams

CSAA-M students are required to pass a written comprehensive exam administered in January of the second year of study. The comprehensive exam is designed to give students an opportunity to integrate, synthesize, and apply their learning (both from classes and as a result of other experiences, professional development, and independent study and research) while in the program. Content is not limited to what has been presented in classes or in texts assigned for classes. Students are expected to cite sources or authorities to support their answers, including relevant primary sources. The exam consists of two long essay questions and three short essay questions. The comprehensive exam process is discussed in an overview session early in the first semester of the second year of study and in additional preparation sessions offered throughout the fall.

Content of the exam will include (1) foundational studies (historical and philosophical foundations of higher education and student affairs) and (2) professional studies (student learning and development theories, student characteristics and effects of college on students, individual and group strategies, organization and administration of student affairs, and assessment, evaluation and research), reflecting the 2015 curriculum standards from the Council for the Advancement of Standards in Higher Education (CAS).

Evaluation is based on five criteria: a) ability to bring relevant literature into focus in answering the question, b) organization and clarity of written response, c) integration of theory and practice (if applicable), d) knowledge of the literature, and e) whether or not the question was fully answered. Each question will be scored by at least two readers, one CSAA faculty member and one adjunct, using a scoring rubric based on the criteria above. Responses judged to show average or high mastery will be considered passing. Scores at the level of low mastery (5 or below on a 10 point scale) will be considered failing.

The exam will be administered in a campus computer lab, in 2 blocks of time on one day (morning/afternoon). It will be given and taken in accordance with the academic honesty code of the University of Georgia referenced elsewhere in this handbook. Students will be respectful of their classmates during this process, as they are expected to be at all times. They may use earplugs if noise is a concern but they may not use any headphones or similar devices. Students may use one, two-sided reference sheet. It must be in alphabetical order and in correct APA (6th edition) style. It must be in 10 point Times New Roman or larger font. Students are free to take a break at any point during the exam.

Any requests for accommodations based on a documented disability must be presented to the faculty member responsible for administering the comprehensive exam no later than the first day of finals week, fall semester of the second year.

CONSEQUENCES FOR INADEQUATE COMPREHENSIVE EXAM PERFORMANCE

The specific format for remediation or retake will be determined by the faculty.

*If a student fails any one question (long or short), one long and one short, or two short questions, **remediation** will be required and the following consequences will apply:*

The student will complete a remediation activity to be determined by the faculty. This remediation will be completed within the period of time specified by the faculty.

If the student fails to complete the first remediation to the satisfaction of the majority of the faculty:

The student must participate in a second remediation designed by the faculty. This remediation will take place during the Maymester and/or first summer session resulting in an August graduation (assuming successful completion of the second remediation).

If the student fails the summer remediation, the student will be removed from the program and will not be awarded a master's degree from the College Student Affairs Administration program.

*If a student fails to pass 2 long essay questions or any combination of 3 questions, this will require a **retake** and the following consequences will apply:*

The student will take an alternative version of the comprehensive exams with 2 long questions and 3 short questions. The exam will be completed within the period of time specified by the faculty.

If the student fails any part of the alternative version:

The student must participate in a remediation designed by the faculty. This remediation will take place during the Maymester and/or first summer session resulting in an August graduation (assuming successful completion of the remediation).

If the student fails the summer remediation, the student will be removed from the program and will not be awarded a master's degree from the College Student Affairs Administration program.

These guidelines are subject to change prior to the comprehensive exam overview to be held in the fall semester of the second year of study.

Division of Student Affairs

The Division of Student Affairs at the University of Georgia is responsible for student services, educational support services and programs, and learning experiences gained through out-of-classroom activities. The CSAA-M program has a long, extensive, and beneficial relationship with the Division. The Division provides assistantships, adjunct faculty, and practicum and internship sites, as well as significant support through on-going work with our students, professional development opportunities, and professional role modeling. Student Affairs interacts with students through organized services and programs to create a campus responsive to individual student needs. Its mission is to enhance the learning environment for students at the University. Program faculty members and Division professional staff members collaborate frequently and closely to provide and improve learning and professional experiences for students in the program.

E-Mail

All students will be provided with a UGA e-mail account. E-mail is an important vehicle for communication among students, faculty, practicum/internship site supervisors, and professional colleagues throughout the United States. **Students will receive important information via e-mail only to their UGA address.** The faculty assumes that students check their e-mail regularly and will respond promptly to communication and requests for information.

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 understand and comply with the UGA Student Code of Conduct (http://conduct.uga.edu/code_of_conduct/index.html).

Expenses

Students should be aware that during graduate study they will incur additional expenses beyond tuition, fees, and living expenses. Such expenses include textbook and course material purchases; parking; travel to service-learning, practicum, or internship sites; professional organization memberships; copying or printing of course materials and resources needed for class assignments; conference attendance costs; and liability insurance for practicum experiences. First year students in the CSAA-M program are required to attend a professional conference.

Facilities

The CSAA program is in the College of Education and located on the 4th floor of Aderhold Hall. The majority of courses in the program are offered in Aderhold Hall, and faculty offices are located there.

Library

The University of Georgia Main Library is located on North Campus. It is the largest library in the State of Georgia and offers students extensive resources for completing their academic studies. The LB section of the library houses books and periodicals specific to the field of student affairs. The library provides over 200 computer databases for literature searches as well as an inter-library loan process, microfilm material, a copy center, and library carrels for study. On-line searching via *GIL* will allow you to do ERIC, PSYCH-LIT, and other related searches using the internet from home as well. *GIL* and *GALILEO* can be accessed through the UGA library website at <http://www.libs.uga.edu>.

Mail Boxes

Each student is assigned a program mailbox on the 4th floor of Aderhold Hall. All written communication to students from the Department of Counseling and Human Development Services is through these mailboxes or via e-mail. Students should check their boxes at least weekly to assure that they do not miss important information.

Practica & Internship Experiences

The practicum and internship experiences provide opportunities for students to gain first-hand experience under supervision and guidance of qualified and dedicated professionals in the field of higher education. This, in addition to assistantships, creates

the experiential component that is a crucial complement to the academic curriculum. Both practicum and internship carry academic credit and involve academic assignments in addition to the work at the site.

Professional Liability Insurance

All students must have professional liability insurance prior to participating in practicum, which is the first field experience of the program. Therefore, all students must have coverage by the mid-point of the first semester. Relatively low-cost coverage can be obtained through one of the professional associations that students are eligible to join at a reduced student rate. They must be members of the professional association in order to be eligible to obtain insurance. Students are encouraged to join one or both of the major student affairs professional associations (ACPA & NASPA) as soon as they enter the program. As members, students can receive copies of the journals and newsletters, as well as information about workshops and conferences. Membership applications are available at the organizations' websites. Information regarding liability insurance will be sent to new members of ACPA and NASPA. See further information under Professional Organizations, below.

V. Professional Organizations

The purpose of this academic program is to prepare professionals for work in student affairs or student services in higher education. Learning in this program is achieved not only through the classroom, but through exposure to and practice in multiple facets of the profession as well. One of the key elements of the profession is involvement in professional organizations. All students are expected to be 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 that supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community. Annual dues for students are \$53 (or \$69 including a hard copy of *The Journal of College Student Development*). The ACPA conference is held annually in the spring. <http://www.myacpa.org/>

NASPA: Student Affairs Administrators in Higher Education is a national professional organization which seeks to provide professional development and advocacy for student affairs educators and administrators who share the responsibility for a campus-wide focus on the student experience. Annual dues for students are \$37. The NASPA conference is held annually in the spring. <http://www.naspa.org/>

Southern Association for College Student Affairs (SACSA) is a regional, generalist organization that focuses on current practices and research that have implications and applicability for practitioners. Annual dues for students are \$25. The SACSA conference is held annually in the fall. <http://www.sacsa.org/>

Georgia College Personnel Association (GCPA) provides leadership in student affairs work within the framework of the goals of higher education. GCPA holds an annual conference and also offers other programs. 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. In addition, *The Georgia Journal of College Student Affairs* provides an excellent opportunity for the possible publication of student papers. Membership is available for no additional cost with a membership to ACPA. <http://ga.myacpa.org/>

College Student Affairs Administration Graduate Association (CSAAGA) is a student-led organization which serves as a social and educational group for students, staff, and faculty. Social and educational events will be promoted, sponsored, and coordinated by CSAAGA throughout the year. All students in CSAA are automatically members of CSAAGA; there is no membership fee. Some events may carry a participation fee, but many CSAAGA activities are free. **See the CSAAGA group on Facebook.**

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
- Demonstration of a commitment to the field and professional colleagues
- Opportunity to develop meaningful social and personal relationships with fellow students, especially those who do not share classes, and faculty
- Opportunity to network with student affairs practitioners.

VI. Responsibilities of Students and Faculty

The faculty members in the CSAA-M program have high expectations of ourselves and of our students. In order to be as clear as possible, the following list is provided as guidance:

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.
- Be self-motivating and seek assistance when it is needed. To ask for help from classmates and faculty is not a sign of weakness but of intelligence.
- Attend all classes and be on time. Lateness is a sign of disrespect for the instructor and fellow students. It also disrupts the learning environment.
- Have read all assigned materials before class and come to class prepared with questions and topics for discussion.
- Submit work by specified deadlines.
- Be cooperative and support others in their efforts to learn; unhealthy excessive competition among students is destructive of morale and learning.
- Contribute to the learning community by going beyond class attendance and completion of class requirements. Students and faculty both have an obligation to contribute to the learning community.

- Be an active participant in the classroom by refraining from inappropriate use of technology (checking e-mail, text messaging, posting on Facebook, etc.).
- Adhere to high standards of academic integrity and professional ethics. The ACPA Statement of Ethical Principles and Standards, NASPA Standards of Professional Practice, and "A Culture of Honesty" - the University of Georgia's policy and procedures on academic honesty - apply to all students in the program.
- Act professionally at all times and dress appropriately in class and professional settings. Each student is a representative of students and faculty associated with the programs. When involved in professional activities with student affairs staff, students should adopt the mode of dress of the practicing professionals.
- Interact professionally and collegially with CSAA doctoral students, whether they are serving as teaching interns, book group mentors, workplace colleagues, UGASPA participants, or in other capacities; the opportunity to interact with and learn from the doctoral students is a benefit of the CSAA program.
- Be loyal to the program and those associated with it. If a student has a problem or criticism of the program, other students, or faculty, it should be dealt with within the program and directly with the persons involved.
- Refrain from gossiping about students and/or faculty associated with the program. Gossiping is unprofessional conduct and demeans all involved. Students are expected to confront persons with whom they have issues directly, in private, and with civility.

Students can expect faculty to...

- Work hard and reflect credit on the programs.
- Be available to students. The best way to be certain you'll find faculty is to make an appointment. DO NOT apologize for seeking assistance or consultation. Email is generally the easiest way to contact faculty.
- Be prepared for class.
- Set high standards for academic performance, professional behavior, and personal development and to provide support.
- Care about students as persons and as developing student affairs professionals. Faculty want students to succeed as students and as student affairs professionals while building constructive, healthy lives.
- Convey a professional image.
- Be involved in regional and national professional organizations, giving the programs and students national visibility
- Conduct research and publish the findings.
- Support students in initial job searches after graduation and throughout their careers.
- Provide feedback on professional behavior concerns, ethical issues, and appropriate demeanor as well as on academic progress.

Professional Conduct and Changing Roles

Students are expected to behave as professionals at all times. While still a student, the role of graduate student is significantly different from that of an undergraduate. Working at an assistantship means that students are employees of that institution and representatives of that college or university. As such, students in assistantships, practica, or internships are held to the same standards of professionalism as full-time professional staff. Student behavior reflects on yourself and the institution in which you work, as well as the CSAA program. *You are UGA.*

Technology provides an increasing number of spaces that may seem somewhat private but are, in fact, public. It is essential that students are cognizant of how they present themselves in on-line forums as well as more traditional public settings.

Removal from the CSAA Program/Academic Progress

(This policy is subject to periodic review and update without prior notice.)

Academic progress in the CSAA masters and doctoral program is comprised of a number of components. These include academic coursework and performance in assistantship, practicum, and internship duties, as well as behaving in a professional manner.

In accordance with the policies outlined in the Graduate Student Handbook for the CSAA programs at both the masters and doctoral levels, graduate students are responsible for adhering to the ethical standards published by both ACPA and NASPA (as well as the UGA Code of Conduct). If faculty, or appropriate others (e.g., students, site supervisors, student affairs professionals), witness or are informed of failure to adhere to these standards, there will be an initial meeting with the student. If faculty believe they have resolved the ethical conflict in meeting with the student, the end result will be a letter outlining the conversation and resolution delivered to the student and placed in the student's file. Failure to resolve the ethical conflict through conversation with the student means further measures may be necessary. These may include judicial action if the ethical violation also violates University policy. The final route of resolution is a hearing before a faculty panel with removal from the program as a possible outcome.

Further, graduate students in the CSAA programs are expected to make satisfactory academic progress. In accordance with the policy of the University of Georgia Graduate School, the CSAA program allows grades of C or higher as long as the cumulative graduate GPA is 3.0 or above. No grade below a C will be accepted for a graduate program of study. Grades of I (incomplete) are not used to calculate the GPA. If an I is not completed in the time required (by the end of the semester following the semester in which it was given, including summer semester), it will change to an F. The F will be used to calculate the graduate GPA. If a student receives any grade below a C in any course, the student must repeat that course and receive a grade of C or above in order to fulfill graduation requirements.

In the semester in which graduation is expected to occur, no student will be allowed to participate in any aspect of graduation activities if any component of his/her academic program is incomplete.

Policy adopted September 6, 2007

VII. Program Curriculum

The CSAA Program is designed to prepare professionals for work in institutions of higher education. Students are awarded the Master of Education (M.Ed.) degree upon completion of all the program requirements. The primary purpose of the preparation program is to aid graduate students in acquiring the skills and competencies necessary to apply human development and administrative principles to work with college students in higher education organizations.

The program is a generalist preparation program that is designed to provide students with opportunities to learn about student affairs philosophy and practices applicable to a wide range of settings. Graduates are expected to have acquired the theoretical knowledge and practical experience needed by entry-level professionals. Classroom instruction is enriched and expanded through practical, experiential activities such as practica, simulations, and internship experiences. Approximately two-thirds of the curriculum is comprised of academic courses, with the remaining one-third being field experiences.

The CSAA curriculum is designed to provide academic and scholarly content in an environmental context, providing students a support system to aid in acquiring the knowledge, skills, and competencies essential for successful practice in the field of student affairs. Students share a common core of courses related to human development, helping skills, and student affairs administration.

Program of Study*Minimum Program of Study for M.Ed. in College Student Affairs Administration:*

First Fall Semester		
ECHD 7400	Foundations of College Student Affairs Administration	3 hours
ECHD 6030	Interpersonal Facilitation & Intervention I	4 hours
ECHD 7090	Structured Group Interventions	3 hours
ECHD 7420	Theories of College Student Development	3 hours
ECHD 7000	Masters Research (seminar- incoming cohort)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours
First Spring Semester		
ECHD 6040	Interpersonal Facilitation & Intervention II	3 hours
ECHD 7430	Student Development Theories II	3 hours
ECHD 7460	Issues in Student Affairs Administration	1 hour
ECHD 7740	Practicum in College Student Affairs	3 hours
ECHD 7000	Masters Research (seminar)	2 hour
**ECHD 7005	Graduate Student Seminar	3 hours
Summer Semester		
ECHD 7840	Student Affairs Internship	9 hours
**ECHD 7005	Graduate Student Seminar	3 hours
Second Fall Semester		
ECHD 7410	College Student Affairs Interventions	3 hours
ECHD 7060	Multicultural Practice (Equity, Diversity, Inclusion)	3 hours
ECHD 7460	Issues in Student Affairs Administration	2 hours
ECHD 7920	Research Methods	3 hours
ECHD 7000	Masters Research (seminar – comps prep)	1 hour
**ECHD 7005	Graduate Student Seminar	3 hours
Second Spring Semester		
ECHD 7440	Administration in College Student Affairs	3 hours
ECHD 8000	Legal Issues in Student Affairs	3 hours
ECHD 7770	Program Evaluation and Outcomes Assessment	3 hours
ECHD 7460	Issues in Student Affairs Administration	1 hour
ECHD 7000	Masters Research (seminar)	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours

** Must register for these hours if you are on assistantship.

VIII. 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. Institution is UGA unless otherwise noted.

- 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, 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
- Dr. Victor Wilson, Vice President for Student Affairs

IX. Receipt of Handbook Verification

The following *Statement of Receipt* must be submitted to Dr. Laura Dean, program coordinator.

STATEMENT OF RECEIPT	
<p>I acknowledge receipt of the Graduate Handbook for the Department of Counseling and Human Development Services and CSAA-M 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.</p>	
_____	_____
Student Name (Print)	Student Signature
_____	_____
CSAA-M Program Name	Date

*** COPY/PRINT THIS PAGE, SIGN, AND TURN IN ELECTRONICALLY UPON RECEIPT AND READING ***