



The University of Georgia



2016-2017 Academic Year

**Counseling and Student Personnel Services PhD
Student Handbook**

**The University of Georgia
Gwinnett Campus**

Table of Contents

Preface.....	3
Introduction.....	5
Student Resources.....	12
Graduate Student Healthcare	13
Graduate Travel Support.....	14
Academic Honesty	14
Program Mission Statement and Unique Features.....	23
Commitment to Diversity, Multiculturalism, and Social Justice.....	25
Rights and Responsibilities.....	28
Removal from the CSAA Program/Academic Progress.....	32
Coursework.....	35
Clinical Requirements.....	38
Proposed Sequence of Courses	36
Doctoral Committee and Comprehensive Examinations	41
The Doctoral Dissertation Process.....	44
Graduation.....	46
Timeline by Year for Program Completion	46
Other Institutional and Departmental Policies.....	47
ACA Code of Ethics and ACA Division Competencies.....	48
Frequently Asked Questions	49
Glossary	51
Forms	52
Appendices.....	56
Peer Mentor Program.....	57
5 Tips for Surviving your First Year of a Doctoral Program.....	60
5 Prospectus and Dissertation Tips.....	61
Statement of Receipt.....	62

I. Preface

The purpose of this doctoral student handbook is to serve as a general reference for students and faculty in the Counseling and Student Personnel Services PhD Program. This document, in conjunction with the University of Georgia Code of Conduct and the Graduate School catalogue is intended to provide clarification and guidance pertaining to Program, Department, College, and University requirements and procedures/policies.

Students agree to accept responsibility for both being informed about the policies and procedures outlined in the handbook as well as for following them. When updates and/or changes are made to program requirements, they will be included in revisions of the handbook. Students' progress through the Counseling and Student Personnel Services PhD program is governed by the policies and procedures operative on the date of the student's initial enrollment.

Dear Doctoral Student,

Welcome to the University of Georgia's Gwinnett Ph.D. program in Counseling and Student Personnel Services! We are pleased to have you join us and look forward to your growth and development in the program. This doctoral program has the specific purpose of preparing graduates to be counselor educators and supervisors and to assume leadership in working with students in P-16 educational settings, as well with their families and communities. The program also focuses on the integration of multiculturalism and social justice, emphasizing ways that counseling professionals can become leaders and advocates for systemic changes in the settings in which they work. Our program is grounded in a scientist-practitioner-advocate model, where you will be developing further understandings of your counselor identity across research, clinical, and advocacy awareness, knowledge, skills, and contexts.

The program faculty strives to provide a positive environment that caters to the unique experiences and needs of each individual student. Both students and faculty are expected to demonstrate professional, respectful, and ethical behavior at all times, and a conscious effort is made to foster positive growth in each person. Students are asked to adhere to all university, departmental, and program policies and guidelines. Students can expect a rigorous curriculum to support the development of expertise as counselor educators.

It is an exciting time to be at UGA as we push forward to enhance our national and international reputation and contributions related to multicultural and social justice training. This effort is made possible by a positive interdependence between faculty and students that is focused on mutually beneficial outcomes. Although the training is intense and the next four years will represent a major challenge, we are confident that your experience will be enriching and will prepare you for the professional goals you have identified. We look forward to the journey with you. As a reminder, this current version of the student handbook for the cohort entering during the 2016-2017 academic year may be changed at any time by faculty. As your program faculty, we are here to answer any questions that you have along the way.

Drs. Deryl Bailey, Diane Cooper, Jolie Daigle, Laura Dean, George McMahon, and Anneliese A. Singh
Counseling and Student Personnel Services Faculty

II. Introduction

Program History

Professional school counselors, mental health counselors, and student affairs professionals within the state of Georgia expressed the need for a part-time doctoral program to enhance skills and content knowledge as a method of improving services and programming within their current positions as well as providing opportunities for professional advancement. Therefore, this program was developed to provide: (1) a P-16 perspective in counseling and student services unavailable at other institutions within the state and region, and (2) A part-time terminal degree program in a geographic area currently untapped. As a direct result of this growing need, in 2008, The University of Georgia initiated the formation of the Doctoral Program in Counseling and Student Personnel Services. This program is offered through the Department of Counseling and Human Development Services within the College of Education.

The Doctoral Program in Counseling and Student Personnel Services offered through UGA, Gwinnett Campus is CACREP-accredited. It is a part-time program with a full time commitment designed to prepare graduates to be counselor educators and/or to assume leadership in P-16 students including their families, schools, and communities. The intent of the program is to provide a vehicle for advanced graduate study to individuals holding master's degrees in counseling or college student development who are working full or part-time. In addition to counseling, the program maintains a strong emphasis on the integration of multiculturalism and social justice. This doctoral program focuses on counselor education and the development of counselor identity, and is grounded in the values of counselor education (e.g., wellness, strengths-based, holistic worldview of clients, multiculturalism, social justice).

This doctoral program is housed in a Research Extensive institution, so a primacy is placed on the development of scientist-practitioner-advocates who will further counseling scholarship across practice, supervision, and advocacy domains as they related to counseling concerns of multiculturalism and social justice. Students are expected to become emergent scholars while in the program, through participation in faculty research teams, student-generated research, academic writing skill development, and the practice of presenting and publishing on innovative and understudied areas of counselor education and the counseling field at large. The faculty work with students in a variety of ways (e.g., First Year Advisor, Major Advisor, informal and formal mentoring relationships, research teams) to promote students' awareness of an involvement in professional counseling conferences, leadership, and systemic change efforts. This promotion may involve a variety of opportunities, such as presenting and publishing with program faculty and working within and across student cohorts to gain experience in presentation and publication skills in the counseling field. Awareness and experience in grant applications is also encouraged.

In addition to the primacy placed on scholar development and having a strong grasp of the past and current counselor education and counseling literature, students are trained in multicultural and social justice approaches to professional practice and supervision. Students are expected to develop an area of specialization in counselor education and counseling where they grow their awareness, knowledge, skills, and social action efforts related to multicultural and social justice counseling concerns. In doing so, students are encouraged to challenge themselves to identify their strengths and growing edges as a doctoral student, and an awareness of their multiple and

intersecting identities related to social justice change efforts.

Organization of the Program

The University of Georgia

Chartered by the Georgia General Assembly January 27, 1785, in Savannah, The University of Georgia is America's first state chartered university and the birthplace of the American system of public higher education. The University of Georgia, a land grant and sea grant university with statewide commitments and responsibilities, is the state's flagship institution of higher education. It is also the state's oldest, most comprehensive, and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the university's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage. The university attracts students nationally and internationally as well as from within Georgia, with a total student population of approximately 34,000. The graduate school of the university coordinates the graduate programs of all schools and colleges of the university. The graduate council establishes policies and procedures effecting graduate training throughout the university. The graduate council is composed of the top scholars from the thirteen schools and colleges.

The College of Education

Formally joining The University in 1908 as The Peabody School of Education, and named The College of Education in 1932, our college has grown in size and distinction over the years. One of the largest and most diverse institutions of its kind in the nation, the University of Georgia, College of Education offers 14 undergraduate majors and more than 30 graduate programs leading to careers as educators, counselors, psychologists, administrators, researchers, educational and health-related specialists. The College enrolls a student body of nearly 5,000 students each year, with half of those in graduate programs, and employs more than 200 full-time members. With annual external funding of about \$10 million per year, the College pursues a rigorous commitment to excellence in instruction, research and service.

The Department of Counseling and Human Development Services

As one of nine departments within COE, The Department of Counseling and Human Development Services prepares professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical and practical experience, along with the expertise of its faculty, supports the department's perennial ranking by *U.S. News and World Report* as one of the nation's top 3 graduate programs in its field. The Department of Counseling and Human Development Services offers one of the largest graduate programs at UGA. The department has a rich history of service for over fifty years as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields. The Department of Counseling and Human Development Services offers doctoral, specialist and masters degrees across two main areas: Counseling and Student Affairs. Each program has its own established criteria for admission, curriculum and program requirements. The degree programs are:

- M. Ed. in College Student Affairs Administration (Athens campus)
- M. Ed. in Professional Counseling (Community emphasis) (Athens campus)
- M. Ed. in Professional Counseling (School emphasis) (Athens campus)

- Ed. S. in Professional School Counseling (Gwinnett campus)
- Ph. D. in College Student Affairs Administration (Athens campus)
- Ph. D. in Counseling and Student Personnel Services (Gwinnett campus)
- Ph. D. in Counseling Psychology (Athens campus)
- Ed. D. in student Affairs Leadership (Griffin campus)

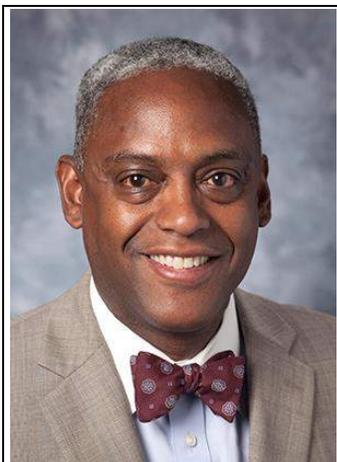
The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin (located at <http://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/>) 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 internal guidance, it is the Graduate Bulletin that serves as the students' official handbook. After matriculation, students are advised to adhere to official guidelines and deadlines of the Graduate School. Students will be 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" after clicking the "Search" button at <http://bulletin.uga.edu/>.

Faculty

The faculty members of the Counseling and Student Personnel Services program represent a diverse array of professional backgrounds, cultural experiences and professional interests and pursuits. The quality of education for all graduate students in the department is greatly enriched by the contributions made by the faculty, regardless of the faculty member's specific program affiliation.

Early in their study, students are encouraged to form affiliations with one or more members of the faculty with whom they share research interests. Through these affiliations students are able to benefit from a close working relationship with faculty and to pursue mutual research interests that may result in joint publications and professional presentations. Departmental faculty are also involved in several grant initiatives.



Dr. Deryl F. Bailey
Professor
dfbailey@uga.edu

Professor in the Department of Counseling and Human Development Services in the College of Education at The University of Georgia. Prior to earning his education specialist and doctorate degrees from the University of Virginia he worked as a secondary school counselor for ten years. Dr. Bailey is a member of several professional counseling and psychology associations including the American Counseling Association, Association of Specialists in Group Work, Association for Counselor Education and Supervision, and Association for Multicultural Counseling and Development. He has served on and chaired several professional committees over the past few years. His areas of specialization include school counseling; group work; multicultural and diversity issues; mentoring; counseling professional development, issues regarding African American adolescent development, and development and implementation of enrichment and empowerment interventions for adolescents. He is the founder and director of Empowered Youth Programs, which include

Project: Gentlemen on the Move, The Young Women Scholars Program, The Young Future Leaders Program and the Parents of Empowered Youth organization.



Dr. Diane L. Cooper
Professor
dicooper@uga.edu

Professor of College Student Affairs Administration in the Department of Counseling and Human Development Services at The University of Georgia. Dr. Cooper received a B. A. degree in Marketing Management from Miami University in Oxford, OH in 1978, M.Ed. from the University of Missouri-St. Louis in Counseling in 1979 and Ph.D. from the University of Iowa in Counselor Education in 1985, with a concentration in post-secondary education and vocational development. She served for eight years as a student services practitioner in North Carolina before joining the faculty in Student Development at Appalachian State University from 1992-1995. For 6 years she was the Editor for the College Student Affairs Journal and on the editorial board for the Journal of College Student Development and the Georgia Journal of College Student Affairs. Her research interests are in program design and assessment, legal and ethical issues in student affairs practice, and in professional issues related to underrepresented groups in higher education. Her

primary focus for research right now is on improving staff development practices for all student services professionals.



Dr. Jolie Daigle
Associate Professor
jdaigle@uga.edu

Assistant Professor in the School Counseling Program / Department of Counseling and Human Development Services / College of Education. Dr. Daigle began teaching at The University of Georgia in the Fall of 2005. She graduated with a B.A. in Sociology from the University of South Florida in 1995. In 1997, Dr. Daigle graduated from Loyola University with a M.S. in School Counseling. She worked as a school counselor for eight years with New Orleans Public Schools. During that time, Dr. Daigle became a licensed professional counselor and worked part-time in a private practice. In 2005, she received a Ph.D. in Counselor Education from the University of New Orleans. Dr. Daigle is a member of several professional organizations including the American Counseling Association, Association for Counselor Education and Supervision, American School Counselor Association, and the Association for Play Therapy. She is a Licensed Professional Counselor and Supervisor (LPC-S), Registered Play Therapist and Supervisor (RPT-S), and a National Certified School Counselor (NCSC). Dr. Daigle's

research interests include school counseling, play therapy, legal and ethical issues, and clinical supervision.



Dr. Laura Dean
Professor
ladean@uga.edu

Associate Professor and Coordinator of the College Student Affairs Administration M.Ed., Department of Counseling and Human Development Services, College of Education. Dr. Dean joined the faculty in the summer of 2006. She received a B.A. in English from Westminster College (PA) in 1980. After working as a high school teacher and a college Admissions counselor, she received her M.Ed. (1988) and Ph.D. (1991) in Counseling/Student Development in Higher Education from the University of North Carolina at Greensboro. She worked at Manchester College (IN) for five years as Associate Dean of Student Development and Director of Counseling. She then worked as a chief student affairs officer for ten years, first as Dean of Students at Pfeiffer University (NC) and then as Vice President for Student Development/Dean of Students at Peace College (NC). She is a National Certified Counselor and is past president of the American College Counseling Association, for which she serves as the representative to the Council for the

Advancement of Standards in Higher Education (CAS). On CAS, she currently also serves as Member at Large on the Executive Council and as Publications Editor. She has served on editorial boards for the College Student Affairs Journal and the Journal of College Counseling. Dr. Dean's research interests include small college environments, the use of standards in student affairs, and college counseling issues.



Dr. Karen Griffith
Academic Professional
kgg9443@uga.edu

Dr. Karen Griffith received a Ph.D. in Counseling and Student Personnel Services with an emphasis in Counselor Education and Supervision (P-16) at the University of Georgia. Her research interests include building resiliency in children, small group counseling, linking school counseling services to student achievement, and professional development for school counselors.



Dr. George McMahon
Assistant Professor
gcmahon@uga.edu

Dr. McMahon earned his Master's of Education in School Counseling from the University of Virginia and his PhD in Counseling Psychology from the University of Georgia. His research interests include ecological participatory action research in schools, school counselor leadership and advocacy to promote educational equity and ecological assessment of student needs. Other research areas include school counselors as leaders, advocates, and collaborative change agents; privilege and ally identity construction; and group work process and outcomes in schools.



Dr. Anneliese Singh
Associate Professor
asingh@uga.edu

Dr. Anneliese Singh is Associate Professor, and Program Coordinator of the Counseling and Student Personnel Services PhD program at the UGA Gwinnett campus. She received her doctorate in counseling psychology and her master's in professional counseling, both from Georgia State University). 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. Dr. Singh is the Past-President of the Association of LGBT Issues in Counseling (ALGBTIC) and the Southern Association of Counselor Education and Supervision. She has been an author on the ACA Competencies for Counseling Transgender People, ACA LGBTQIA Competencies, ASGW

Multicultural and Social Justice Principles for Group Workers, and the 2015 ACA Multicultural and Social Justice Competencies (revision of the 1992 Sue et al. AMCD Multicultural Competencies). Dr. Singh is licensed as a professional counselor in Georgia.

Students and applicants will also work with Tonya Cox, Administrative Associate, Susan Mattox, and Jennifer Throckmorton the department's Administrative Specialists. Applicants and students will interact most directly with Ms. Nikki Williams, the Student Affairs Professional for the department. nikkiw@uga.edu. Nikki serves as the academic advisor for all graduate students in Counseling and Human Development Services.



Susan Mattox
Administrative Specialist
susanmat@uga.edu



Jennifer Throckmorton
Administrative Specialist
jthrock@uga.edu



Tonya Cox
Administrative Associate
tonyacox@uga.edu



Nikki Williams
Student Affairs
Professional III
nikkiw@uga.edu

III. Student Resources

Email

Every UGA student must have a UGA mail account called “My ID.” You can obtain this online at <https://my.uga.edu/>. Students should become proficient with the UGA email since all program and departmental notices will be posted on e-mail 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 teaching an assignment or if they are assisting faculty. Likewise, the staff offices are not to be entered or used without permission, and staff computers

cannot be used for student purposes.

The Office of Information Technology (OIT)

As an extended campus of The University of Georgia, the UGA Gwinnett campus provides students with access to computers and IT support. Desktop computers are located at walk-up locations near classrooms and in the campus library. The campus offers access for students and visitors through PAWS-Secure, the secure wireless gateway to the internet on campus. Two computer labs are available for class meetings and for student projects. Support staff for IT needs are available from 7:30 AM to 6 PM Monday through Friday, and from 8 AM to 5 PM on Saturdays.

Libraries

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 online 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. Other useful references available on the internet are indexed at the references library home page: <http://libs.uga.edu/>. *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).

Enrollment for Graduate Assistantship

UGA requires that any student on a 1/3 time assistantship or greater must be enrolled in a minimum of 12 hours during both the fall and spring semester. 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 9005 (doctoral students). This specific course serves 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.

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. Contact the Office of Student Financial Aid (<http://osfa.uga.edu/index.html>) in the 220 Holmes/Hunter Academic Building (706-542-8208) for further assistance. The Student Employment Office (706-542-3375) offers assistance for students who seek employment on campus or in the local community. In addition, COE offers scholarships. For further information contact the Student Services Office <https://coe.uga.edu/directory/offices/student-services> or (706-542-1717).

Registration

First-year students should be registered for summer classes well before orientation.

Subsequently, registration typically begins prior to the end of the semester when students meet with their advisors/major professors. Nikki Williams (nikkiw@uga.edu) will clear students for registration. Once cleared to register, students use OASIS to complete the registration process.

IV. Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website: <http://www.hr.uga.edu/health-insurance>.

Some 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.

V. Graduate Travel Support

The Department of Counseling and Human Development Services has the opportunity to award students limited travel funding for travel related to their program. A student receiving an invitation to present a paper at a professional meeting may submit a travel funding request to the Department of Counseling & Human Development Services for travel. 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/research. 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.

The Graduate School is offering travel funding for students who will be presenting research at meetings or conferences of regional or national importance. The amount of these awards is based on travel distances and areas of the meetings. The departmental accountant submits these applications to the Graduate School as a group. The packet should be submitted to the department at least two weeks before the deadline in order to gather signatures, etc. 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 students to grow professionally by encouraging them to write and present, on a first author basis, at major significant conferences. All requests are to be submitted to the departmental accountant at least one week before the application deadline. More information regarding this travel funding can be found at <https://coe.uga.edu/research>.

Travel expense paperwork can be filed through the online submission system which you enter at https://emer.prepare.uga.edu/accounts_payable/travel_expense_login.cfm. It is important to consult with the departmental administrative specialist Jennifer Throckmorton (jthrock@uga.edu) throughout this process.

VI. Academic Honesty

Required Conduct

Members of the University Community

Any member of the University community who has personal knowledge of facts relating to an

alleged violation of this policy has a responsibility to report that alleged violation to the Office of the Vice President for Instruction as provided in this policy. Required conduct includes, but is not limited to, participating in a discussion with the student believed to have violated the policy and truthfully answering questions and providing documentation of the matter to an Academic Honesty Panel.

Instructors

This policy provides the exclusive procedure for handling matters related to student academic dishonesty at the University of Georgia. Instructors have a responsibility to report alleged violations to the Office of the Vice President for Instruction as provided in this policy, and should do so within fifteen (15) days of discovering the possible violation. Instructors have the responsibility to take reasonable steps to inform students of the academic honesty rules that apply to particular academic work and the specific types of academic assistance that are permissible in connection with that academic work. Additionally, each instructor shall take reasonable steps to foster a climate of academic honesty. The failure of an instructor to meet these responsibilities, however, shall not be a defense to an accusation of academic dishonesty against a student.

Students

The enrollment of a student at the University constitutes the student's agreement to be bound by this policy. Every student has an obligation to be informed concerning the terms of this policy. Lack of knowledge of the provisions of this policy is not an acceptable response to an allegation of academic dishonesty.

Related Faculty and Staff Conduct Policies

Any discipline of a member of the University community other than a student for violation of this policy shall proceed under policies of the University applicable to faculty and staff conduct.

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. 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:

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:

1. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
2. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
3. Presenting an idea, theory or formula originated by another person as the original work of

- the person submitting that work;
4. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
 5. 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;
 6. Using portions of your own work that has been published previously.

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

1. Copying, or allowing another to copy, answers to an examination;
2. 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);
3. Giving or receiving answers to an examination scheduled for a later time;
4. 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);
5. 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;
6. Unauthorized use of a programmable calculator or other electronic device.

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:

1. 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;
2. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
3. 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);
4. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
5. 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;

6. Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy;
7. 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.

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).

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.

“Academic Work” means any act performed in connection with work required to be submitted, being prepared to be submitted, or actually submitted for academic advancement in connection with courses and programs offered by the University. Academic work includes, but is not limited to, dissertations, theses, examinations, exercises, quizzes, term papers, required drafts of assignments, required attendance, reports, performances, presentations, artwork, laboratory work, and scientific experiments. Academic work can take any form including, but not limited to, written, oral, magnetic or electronic form. Academic work includes, but is not limited to, work in connection with regular University courses or program of study (whether conducted at the Athens campus or other UGA location), independent study courses at any location, courses offered through the University’s Continuing Education and Distance Learning Program at any location, or study abroad courses offered by the University.

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

Procedures for Resolving Matters of Alleged Academic Dishonesty

Action Prior to Any Finding

The instructor shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. That instructor may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions. Requests for a course withdrawal or delete will not be approved unless it is determined that no violation occurred.

Facilitated Discussion

When an instructor believes that an incident of academic dishonesty occurred, s/he should contact the Office of the Vice President for Instruction. The Office of the Vice President for Instruction will notify the student of the report. A meeting will be scheduled and a Facilitator will be provided for a fair and focused discussion about what may have occurred. The instructor(s) who reported the matter, the student(s) believed to have violated the policy, and the Facilitator are the only participants in a Facilitated Discussion. These Discussions may not be recorded. The instructor and student may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequence(s). If no resolution is agreed upon, the matter will be forwarded to a Continued Discussion with an Academic Honesty Panel which will determine the outcome of the allegation. A plea of no-contest (i.e., a plea which does not admit guilt but which accepts a particular consequence) is not permitted under this policy.

Continued Discussion

The meeting with the Academic Honesty Panel is a continuation of the Facilitated Discussion conducted by a Facilitator. The resolution, including consequences when appropriate, is determined by the Panel. When a Continued Discussion is scheduled, a written notice including a brief description of the alleged dishonesty, shall be delivered to the student, the instructor, and the Facilitator assigned by the Office of the Vice President for Instruction. The notice shall state the date, time and place of the meeting.

The notice shall be signed by a person designated by the Office of the Vice President for Instruction. The statement shall be delivered by certified U.S. mail to the student and by campus or regular U.S. mail to the instructor and the Facilitator. The notice shall be deemed delivered when mailed, even if the student fails or refuses to sign the return receipt for that notice.

The student(s) and the instructor(s) who reported the matter have the right and responsibility to be present and to speak truthfully at the Continued Discussion. If either the student or the instructor has been notified of the meeting as required by this policy and fails to attend, the Panel may proceed to determine if a violation occurred and if so, establish a consequence.

The instructor(s) who reported the matter, the student(s) believed to have violated the policy, the Facilitator, and the Academic Honesty Panel are the only participants allowed to make statements and ask questions in a Continued Discussion unless the Facilitator determines that the student and/or instructor need assistance due to a disability or language barrier.

The student and instructor may each have one advisor present at the meeting. The advisors may not address the panel or other parties in attendance. In addition, a Continued Discussion will not be scheduled or postponed based on an advisor's schedule.

A Facilitator assigned by the Office of the Vice President for Instruction shall moderate the Continued Discussion. The Office of the Vice President for Instruction is charged to create A General Procedures for Continued Discussion, outlining procedures that ensure fundamental fairness in the process of the meeting. These procedures will be available by request.

During a Continued Discussion, the instructor who made the accusation has the responsibility to

demonstrate to the Academic Honesty Panel that it is more likely than not that the student violated this policy. The Continued Discussion shall be tape recorded by the Office of the Vice President for Instruction. The tape recording and other documents presented during the Academic Honesty Panel meeting shall remain the property of the University.

Following the meeting with the instructor and the student, the panelists shall meet in private and render a written decision, including the consequences when the student has been found in violation of the policy. Except for that written decision, no record of these deliberations shall be maintained. If a majority of panelists believe that the instructor has not demonstrated that it is more likely than not that a violation occurred, the student must be found not to have violated this policy. The Panel may impose a consequence only when the majority of the panelists find the instructor has met this responsibility.

Within five (5) days following the completion of the Continued Discussion, a copy of the decision shall be delivered by separate letters to the student, the instructor who reported the accusation, the instructor under whose supervision the academic work in question was performed, and the Facilitator. The decision of the Academic Honesty panel shall be mailed by the Office of the Vice President for Instruction to the student by certified U.S. mail and to the instructor(s) and Facilitator by campus or regular mail. That notice shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

Action on Determination of Innocence

If it is determined that no violation occurred, the instructor shall enter a final grade for that student determined without consideration of the alleged violation. That grade shall be entered on or before the later of: (a) the date on which grades for that class are required by University policy to be submitted to the Registrar; or (b) 10 days following delivery to that instructor of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the instructor and student during a Facilitated Discussion that dishonesty did not occur; or that an Academic Honesty Panel concludes that the student did not violate this policy. On final determination, the Office of the Vice President for Instruction shall notify the instructor in order that the appropriate grade made be entered. If on appeal, the student is found not in violation of this policy, notification to the instructor will be sent from the Office of the President.

Multiple Violations Review Board

If an Academic Honesty Panel determines that a subsequent violation occurred or a student acknowledges the subsequent violation during a Facilitated Discussion, the Multiple Violations Review Board will be convened to meet with the student and the Coordinator for Academic Honesty or his/her designee to determine additional consequences for the multiple violations. When a meeting of the Multiple Violations Review Board is scheduled, a written notice including a brief description of the alleged dishonesty shall be delivered to the student. The notice shall state the date, time and place of the meeting.

The notice shall be signed by a person designated by the Office of the Vice President for Instruction. The statement shall be delivered by certified U.S. mail to the student and shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

The student has the right and responsibility to be present and to speak truthfully at the meeting with the Multiple Violations Review Board. If the student has been notified of the meeting as required by this policy and fails to attend, the Board may proceed to determine the consequence.

The student who violated the policy more than once, the Coordinator for Academic Honesty, and the Multiple Violations Review Board members are the only participants allowed to make statements and ask questions during the meeting unless it is determined that the student needs assistance due to a disability or language barrier.

The student may have one advisor present at the meeting. The advisor may not address the Board. In addition, a Multiple Violations Review Board Meeting will not be scheduled or postponed based on an advisor's schedule.

The meeting shall be tape recorded by the Office of the Vice President for Instruction. The tape recording and other documents presented during the meeting shall remain the property of the University.

Following the meeting with the student, the Board shall meet in private and determine the consequences for the multiple violations. Except for that written decision, no record of these deliberations shall be maintained.

Within five (5) days following the meeting with the Multiple Violations Review Board, a copy of the decision shall be delivered by the Office of the Vice President for Instruction to the student by certified U.S. mail. That notice shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

Appeal

The instructor may not appeal any decision of an Academic Honesty Panel or the Multiple Violations Review Board. A student who has been suspended or expelled from the University or whose degree has been revoked may appeal the decision and consequence to the President of the University (or his/her designee). These appeals are a matter of right as provided in Board of Regents Policy.

A student who receives a lesser consequence may petition the Office of the President for a review of the matter. A review by the President in such cases is not a matter of right, but is within the discretion of the President. Board of Regents policy requires a final decision of the President on discretionary appeals prior to any petition to the Board.

A student who is found to have violated this policy may only appeal the finding based on one or more of the following grounds: (1) a reasonable Academic Honesty Panel could not have found that the instructor met the responsibility to demonstrate a violation occurred based on what appears in the record; (2) the consequences imposed were unreasonably harsh; (3) the student was denied a right under this policy and the denial materially affected the decision; or (4) new or additional evidence has been found since the Continued Discussion or the Multiple Violations Review Board meeting.

The appeal or petition for review to the President must be written by and signed by the student and must state the grounds and argument of the appeal. The student must deliver the appeal to the Office of the President of the University within five (5) days following the date of delivery to the student of the final decision by the Academic Honesty Panel or the Multiple Violations Review Board.

The decision of the President of the University shall be rendered in accordance with Board of Regents policies and mailed to both the student and the instructor who reported the violation. That decision must be written and include the reason for the decision. Any final decision of the University President may be appealed only in the manner provided by the policies of the Board of Regents of the University System of Georgia.

Consequence(s) for Honesty Violations:

Facilitated Discussion

The instructor and student may reach an agreement about the appropriate consequence(s) for a dishonesty violation keeping in mind that the process should be educational for the student who violated the policy yet fair to other students who have honestly completed the academic work.

Student's Right of Rescission

The student has the right to rescind a Facilitated Discussion agreement by notifying the Office of the Vice President for Instruction within 5 working days from the date the agreement form is signed. If the agreement is rescinded, an Academic Honesty Panel will be convened to determine if academic dishonesty occurred and if so, to assign the appropriate sanction(s) for the violation.

Academic Honesty Panel

A student found in violation by the Academic Honesty Panel must receive either a "0" or the lowest possible grade on the academic work under the grading system for that course. In addition, one or more of the following consequences must be assigned:

1. Final course grade of "F"
2. Placement of a dishonesty transcript notation which states: Academic Honesty Violation as Determined by the Office of the Vice President for Instruction, that must remain until the student is not enrolled as a student at the University and two years after the date upon which the Academic Honesty Panel entered its final decision.
3. Suspension.
4. Dismissal.
5. Expulsion.

The Academic Honesty Panel may impose additional consequences in addition to the minimums above. If the Academic Honesty Panel finds that extraordinary circumstances warrant the imposition of a consequence less than the minimums described above, the Academic Honesty Panel shall state in writing the reasons for the extraordinary circumstances and why the assigned consequence is considered appropriate.

If the dishonesty transcript notation is imposed as a consequence, the student may petition the

Office of the Vice President for Instruction in writing to remove the notation at the appropriate time. This request will be granted only if no additional violations of academic honesty against that student have been found at any time and no additional allegations of dishonesty are pending at this University or any other institution of higher education. The student's petition must grant the Office of the Vice President for Instruction permission to verify that information.

Multiple Violations Review Board

If an Academic Honesty Panel determines that a subsequent violation occurred or a student acknowledges the subsequent violation during a Facilitated Discussion, the Multiple Violations Review Board will be convened to meet with the student and the coordinator for academic honesty or his/her designee to determine additional consequences for the multiple violations.

The student must receive a permanent dishonesty transcript notation and at least one of the following consequences:

1. Suspension
2. Dismissal
3. Expulsion

If the Board determines that extraordinary circumstances warrant the imposition of a sanction less than one of the minimums, a detailed written rationale must be provided to the Office of the Vice President for Instruction and the student.

Effective Date for Suspension, Dismissal, or Expulsion

A student who acknowledges a violation or is found in violation prior to the mid-point withdrawal deadline of the term and is suspended, dismissed, or expelled for the violation will be administratively withdrawn from the current term's courses. If the student acknowledges the violation or is found in violation after the mid-point of the term, the student will be allowed to complete the current term, after which the suspension, dismissal, or expulsion will go into effect.

Failure to Comply with Consequences

If a student fails or refuses to comply with the requirements or consequences for a dishonesty violation, the Office of the Vice President for Instruction may convene an Academic Honesty Panel whose sole purpose shall be to determine if the student failed or refused to comply with the requirements or consequences assigned. If it is determined that the student did fail or refuse to comply, the panel may impose additional consequences deemed appropriate for the violation.

Relationship to Non-Academic Misconduct Policy

It is possible that a student will commit one act allegedly violating both this policy and one or more other University policies. If a student has allegedly violated the academic honesty policy in addition to one or more other University policies by the same act, the Office of the

Vice President for Instruction shall proceed to handle the academic matter under the procedures of this policy.

The University recognizes the possibility that criminal prosecution or civil case in a court of law (or both) may arise out of the same facts which are subject of an academic dishonesty proceeding under this policy. The commencement of any such proceeding shall not prevent or delay any

proceeding under this policy. The imposition of a consequence or the award of damages or other relief in any such proceeding shall not prevent or delay the imposition of a consequence under this policy.

Mandatory Annual Report on Academic Honesty Cases

The Office of the Vice President for Instruction has exclusive responsibility for overseeing all policies and procedures related to academic dishonesty at the University. That Office shall submit a written report to the University Council during fall term of each year. That report shall cover the period from fall semester of the preceding calendar year through summer semester of the current year.

Access to Records

The records concerning any accusation made under the University's academic honesty policy are not open to the public. Those records, or any part thereof, will be made available to people other than the student only upon receipt of a written request by the student in a form as required by the Office of the Vice President for Instruction or in accordance with the University's FERPA policy.

VII. Program Mission Statement and Unique Features

Program Mission Statement

This doctoral program has the specific purpose of preparing graduates to be counselor educators and supervisors and to assume leadership in working with students in P-16 educational settings, as well with their families and communities. The program also focuses on the integration of multiculturalism and social justice, emphasizing ways that counseling professionals can become leaders and advocates for systemic changes in the settings in which they work. The program is grounded in a scientist-practitioner-advocate model, where students will be developing further understandings of counselor identity across research, clinical, and advocacy awareness, knowledge, skills, and contexts.

Beyond meeting admission requirements, faculty in the doctoral program admit students motivated and ready to build upon their prior knowledge of the counseling profession. Faculty create learning environments conducive to scholarly inquire and work with students in new ways to facilitate critical thinking while increasing research skills. Students have opportunities to generate new knowledge while faculty scaffold their experiences as scholars during conference presentations and in the publication of literature. As a result of the collaborative work between faculty and students in this rigorous doctoral program, program alumni are equipped with the knowledge and research skills necessary for leadership roles in the counseling and p-16 environments.

Cohort Model of Study

The Counseling and Student Personnel Services faculty are committed to the cohort model of training for doctoral students.

Research Opportunities

Students are encouraged to form affiliations with one or more members of the faculty with whom

they share research interests.

Clinical and Teaching Practica and Internships

Training in clinical skills is a critical function of the program and students are supported in acquiring clinical skills throughout their experience through clinical and supervision practica and internships. There is also a teaching internship, where students work closely with faculty to develop pedagogical skills grounded in counselor identity, multiculturalism, and social justice.

Financial Assistance

Students are responsible for all tuition and fees. At this time, only limited assistantships are available due to the program's schedule, which allows students to work while completing the degree.

Student Advising

The Program Coordinator and a First-Year Individual Advisor advise each student during the first year of coursework. During the second summer, students will select major professors and committee members to direct both their programs of study and dissertations.

Resident Requirements:

No more than nine hours of credit may be transferred into the program. There is no requirement for full-time study as the students are employed and are pursuing the degree part-time. Students will be expected to follow a prescribed sequence of required courses with their cohort.

Accreditation

This program CACREP-accredited and is reviewed by CACREP, PSC, NCATE, and the University.

Time to Completion

The Gwinnett program is a 4-year program, and is part-time only. In order to graduate, students must successfully complete the following:

1. Required coursework
2. Comprehensive written and oral exams
3. Prospectus defense
4. Dissertation defense
5. Necessary paperwork (e.g., Graduate School forms, program of study).

Program Media:

Students, potential students, faculty, and staff have access to diverse media regarding the program. The program websites are included in both UGA-Athens and UGA-Gwinnett Campus sites (see links below) and contain practical information about the program including admissions requirements, course sequences, and videos from faculty, students, and program alum.

Prospective students can find answers to administrative questions and the links included guide prospective students through the application process. In addition to resources for prospective students, archived editions of the program newsletter, which is sent out to students, alum, and faculty two times per year can also be found on the program website. The newsletter includes student essays about current work in the field, new faculty interviews, and updates about

upcoming conferences for counselor educators. We also engage with faculty, students, and alum via social media.

CSPS: Unique Features of This Program

<https://coe.uga.edu/academics/degrees/phd/counseling-student-personnel-service-gwinnett>

UGA:

<https://coe.uga.edu/academics/degrees/phd/counseling-student-personnel-service-gwinnett>

UGA Gwinnett:

<https://gwinnett.uga.edu/prospective-students/degree-programs/counseling-and-student-personnel-services-phd>

Facebook:

<https://www.facebook.com/groups/365989020156710/>

LinkedIn:

We have a sub-group within LinkedIn

Twitter:

@uga_cspsphd

VIII. Commitment to Diversity, Multiculturalism, and Social Justice

The Counseling and Student Personnel Services Program at the University of Georgia 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.

Diversity of Faculty and Student Body

Our view of diversity includes, but is not limited, to the dimensions of race, culture, ethnicity, gender, gender identity, gender expression, sexual and affectional orientation, spiritual/religious or atheist/agnostic orientation, age, socioeconomic status, and first-generation college/doctoral education students. We acknowledge that such diversity alone does not facilitate multiculturalism. However, we believe that a diverse environment includes individuals from demographic groups that are historically underrepresented in such programs and/or marginalized in society. We welcome a diverse student body and faculty.

Climate

Our program strives to promote open discourse on multiculturalism. Diversity of opinion is embraced, and discussions regarding multiculturalism are encouraged. People representing historically marginalized groups are present and represented at various levels throughout our program, including leadership positions. We strive to reflect our commitment to multiculturalism

in all aspects of our program.

Multiculturalism is addressed in a numerous ways. Faculty members seek to infuse multiculturalism in all courses taught (e.g., clinical examples, research studies, reading materials). Students are encouraged to develop insight into their own culture, values, and biases and the influence of these constructs on research and practice. Also, coursework in multicultural theory is required, and applied multicultural experiences will be encouraged to assist students in developing competence in multicultural practice. Students are also provided with an opportunity to evaluate the manner in which multiculturalism is integrated in their graduate experience.

Program Social Justice Commitment

What do we mean by social justice?

When we talk about social justice we are referring to the incorporation of comparable principles and ideals within various facets of our program. More specifically, within this program, the concept of social justice signifies:

“The intersection of identities and the dynamics of power, privilege, and oppression that influences the counseling relationship” (Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015, p. 3).

Students are challenged to focus on the inequities that impede access and opportunities for all to engage equitably within society, and attempt to alter the status quo by becoming agents of change. Individuals are called upon to foster this idea through an increase in awareness and personal reflection, which leads to the acknowledgment of broad, systematic, societal inequities and oppression. As advocates for social justice, individuals are also encouraged to focus on topics such as power, privilege, and access to resources within society. It is assumed that students will take reasonable action to eliminate systematic oppression in the forms of racism, sexism, heterosexism, classism, ableism, nationalism, and other biases. Ultimately, one leads by example and highlights social justice principles in their daily lives.

What are the social justice principles for the Ph.D. program at Gwinnett?

A primary goal of the program is to support students in developing and/or enhancing their skills as systematic social justice change agents through action and awareness. This can be accomplished through an increase in personal reflection on one’s locations of privilege and oppression and by redefining what one does to alter the status quo. Students are encouraged to be critical consumers and providers of data. This means that faculty will focus on teaching a multi-lens approach for utilizing and obtaining resources and information. Students will also be encouraged to explore and navigate societal systems of power filtered by an examination of distribution issues such as who has the power and who benefits. This is especially significant given the P-16 emphasis of the program, as these issues and inequities span across student’s entire educational experiences. Another unique facet of the program is that students are encouraged to be a support network for one another regarding the exploration and challenge that accompanies investigating social justice issues. The social justice principles build on knowledge, awareness, and skills in becoming competent in multicultural and social justice counseling approaches (e.g., well-versed in the 2016 ACA Multicultural and Social Justice Competencies

and ACA Advocacy Competencies). The design of the program fosters empowerment, resiliency, and strength-building as students embark on their unique personal journeys in understanding and enacting social justice principles.

How will we infuse these social justice principles into the Ph.D. curriculum?

Prospective students will initially be made aware of the social justice emphasis of the program through pre-admission program materials. The education of current students regarding social justice principles will begin with orientation, and continue throughout related coursework. The ACA Advocacy Competencies and current literature in the field are used to ground instruction and training. More specifically, many aspects of class lectures, assignments, and other projects will focus exclusively on social justice education and advocacy. Out of class, students will be encouraged to develop research ideas within a social justice framework. The range of engagement with social justice is extensive, and extends to individual class assignments or selecting a dissertation topic, and continues with involvement with professional organizations and presenting at conferences. Other methods of incorporating social justice principles include the nomination of students for relevant awards, the dissemination of social justice information, and the evaluation of students with regard to their knowledge within the discipline.

For further reading on social justice issues in counseling and counselor identity, you can examine the following articles and websites:

[American School Counselor Association \(ASCA\) Model](https://www.schoolcounselor.org/school-counselors-members/asca-national-model)

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model>

[Advocacy Competencies](http://www.counseling.org/docs/default-source/competencies/advocacy_competencies.pdf?sfvrsn=9)

http://www.counseling.org/docs/default-source/competencies/advocacy_competencies.pdf?sfvrsn=9

[ALGBTIC Competencies for Counseling LGBQIQA Individual](http://www.counseling.org/docs/default-source/competencies/algbtic-competencies-for-counseling-lgbqiqa.pdf?sfvrsn=14)

<http://www.counseling.org/docs/default-source/competencies/algbtic-competencies-for-counseling-lgbqiqa.pdf?sfvrsn=14>

[ALBBTIC Competencies for Counseling Transgender Clients](http://www.counseling.org/docs/default-source/competencies/algbtic_competencies.pdf?sfvrsn=12)

http://www.counseling.org/docs/default-source/competencies/algbtic_competencies.pdf?sfvrsn=12

[Association for Specialists in Group Work \(ASGW\) Multicultural and Social Justice Competence Principles for Group Workers](http://static1.squarespace.com/static/55cea634e4b083e448c3dd50/t/55d3f911e4b0ac4433ebd4cd/1439955217809/ASGW_MC_SJ_Principles_Final_ASGW.pdf)

http://static1.squarespace.com/static/55cea634e4b083e448c3dd50/t/55d3f911e4b0ac4433ebd4cd/1439955217809/ASGW_MC_SJ_Principles_Final_ASGW.pdf

[Multicultural and Social Justice Counseling Competencies](http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20)

<http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

[Multicultural Career Counseling Competences](http://www.counseling.org/docs/default-source/competencies/multi-cultural-career-counseling-)

<http://www.counseling.org/docs/default-source/competencies/multi-cultural-career-counseling->

competencies-august-2009.pdf?sfvrsn=4

- Brady-Amoon, P., Makhija, N., Dixit, V., & Dator, J. (2012). Social justice: Pushing past boundaries in graduate training. *Journal for Social Action in Counseling & Psychology*, 4(2), 85-98. Retrieved from: <http://www.psyr.org/jsacp/social-action-authors.htm>
- Crethar, H., Rivera, E., & Nash, S. (2008). In search of common threads: Linking multicultural, feminist, and social justice counseling paradigms. *Journal of Counseling & Development*, 86, 269-278. doi: 10.1002/j.1556-6678.2008.tb00509.x
- Goodman, L., Liang, B., Helms, J.E., Latta, R.E., Sparks, E., & Weintraub, S.R. (2004). Training counseling psychologists as social justice agents: Feminist and multicultural principles in action. *The Counseling Psychologist*, 32, 793-837. doi: 10.1177/0011000004268802
- Lee, M. A., Smith, T. J., & Henry, R. G. (2014). Power politics: Advocacy to activism in social justice counseling. *Journal for Social Action in Counseling & Psychology*, 5(3), 70-94. Retrieved from: <http://www.psyr.org/jsacp/social-action-authors.htm>
- McMahan, E. H., Singh, A. A., Urbano, A., & Haston, M. (2010). The personal is political: School counselors' use of self in social justice advocacy work. *Journal of School Counseling*, 8(18). Retrieved from: <http://jsc.montana.edu>
- Pope, R. L., & Reynolds, A. L. (1997). Student affairs core competencies: Integrating multicultural awareness, knowledge, and skills. *Journal of College Student Development*, 38(3), 266-277. Retrieved from: <https://muse.jhu.edu/journal/238>

IX. Rights and Responsibilities

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 (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the students who complete their programs are competent to manage future relationships (e.g., client, 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.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public,

and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, internship, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the program to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students that evaluation will occur in these areas, it should also be emphasized that the program's evaluation processes and content include:

1. information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable);
2. information regarding the primary purpose of evaluation (e.g., to facilitate student development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary);
3. more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and opportunities for remediation, provided that faculty or supervisors conclude that satisfactory remediation is possible for a given student.

Finally, the criteria, methods, and processes through which students will be evaluated are specified within this handbook, as well as information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).

Review of Students

A review of each student in the program will be conducted once a year. 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.

General areas for review include progress toward meeting program goals and objectives, as well as the following:

Academic Performance

1. Writing Style
2. Presentations
3. Grade Point Average
4. Classroom Behavior
5. Class Attendance and Participation
6. Examinations
7. Ability to Meet Deadlines
8. Appropriate Demeanor

Research Skills

1. Design and Methodology
2. Ability to Critique Literature
3. Research Project Involvement
4. Professional Publications and Presentations
5. Skills for conducting research with diverse populations

Clinical Performance

1. Demonstrates General Counseling Skills
2. Exhibits Knowledge and Practice of Ethical Guidelines
3. Exhibits Multicultural and Social Justice Competency
4. Demonstrates Appropriate use of Instruments
5. Demonstrates Openness to Feedback in Individual and Group Supervision
6. Follows Practicum Procedures

Professional and Ethical Behavior

1. Exhibits Knowledge and Practice of ACA Ethical Guidelines and Counselor Identity
2. Demonstrates Respect and Appreciation for Individual and Cultural Diversity
3. Demonstrates Appropriate Relationships with Peers, Faculty, and Staff/Agency Personnel
4. Offers Appropriate Constructive Feedback on Program and Faculty
5. Works Constructively to Solve Problems and Seeks out Alternatives
6. Demonstrates Emotional Maturity, Stability, Openness, and Flexibility
7. Accepts Personal Responsibility

Other Professional Activities

1. Awards or Honors
2. Program Participation
3. Attendance at Program Activities
4. Service and Outreach

Responsibilities of Students and Faculty

The success of the Counseling and Student Personnel Services program at the University of Georgia Gwinnett Campus is dependent upon the faculty and students within the program. In order to ensure continued success, the Counseling and Student Personnel Services faculty members maintain high expectations for themselves and expect students in the program to aspire to the highest standards as well. To that end, the following guidelines governing student and faculty responsibilities are provided here.

Students are expected to:

1. Be dedicated to learning and be willing to put forth the effort necessary to excel.
2. Take advantage of as many professional learning experiences as possible.
3. Furthermore, it is expected that students will become active members of professional associations, attend conferences, present at conferences and other professional growth forums (individually or with other cohort members), and volunteer for special projects and research activities.
4. Provide support to members of their respective cohorts as well as to members of other cohorts. Involvement in cohort activities is also strongly encouraged.
5. Be self-motivated and seek assistance when it is needed.
6. Attend all classes, and be prompt. Being on time for class is a sign of respect for the instructor and other members of the class, and it facilitates the continuity of instruction.
7. Read all assigned material prior to the designated class, and come to class prepared with questions and topics for discussion.
8. Submit written assignments and projects by the specified deadline.
9. Be cooperative and support others in their efforts to learn. Excessive competition among students is counterproductive to the tenets of the cohort model and therefore, is discouraged.
10. Subscribe to a philosophy of lifelong learning, which is evidenced by going beyond minimum expectations and requirements.
11. Adhere to the highest standards of academic integrity and professional ethics as outlined in all university, departmental, and program policies and guidelines. The principles outlined in the University of Georgia's Code of Conduct and ACA Code of Ethics (2014) apply to all students in the program.
12. Exercise professionalism at all times.
13. Exhibit loyalty to the program and individuals associated with it. If a student has a problem or criticism of the program, other students, or faculty, the issue should be dealt with through the grievance process outlined in the student handbook (<http://dos.uga.edu/handbook.html>).
14. Access to email and the internet and professional use of email in communication with instructors and peers.
15. Development of expertise in the full continuum of P-16 activities (e.g., P-12 school counselors will be expected to become familiar with post-secondary issues, and student affairs personnel will be expected to become familiar with pK-12 issues)

Students can expect the Counseling and Student Personnel Services faculty to:

1. Maintain the highest standards of professional integrity and ethics as outlined by the University of Georgia and ACA Code of Ethics (2014).
2. Be reasonably available to students for guidance and consultation.
3. Be prepared for class.
4. Set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
5. Demonstrate respect for fellow cohort members.
6. To be involved in professional counseling organizations (e.g., ACA, ACES, SACES) at the local, state, regional, and/or national level, thereby giving the program and students in the program visibility and recognition.

8. Conduct research and publish findings.
9. Support students in their quest for internships and professional positions after completing the program and throughout their careers.
10. Provide students with feedback on academic and professional progress.

Guiding principles for which both Counseling and Student Personnel Services Faculty and Students share responsibility (UGA Graduate Council, 2007):

1. Ensure that the relationship between faculty and students, and among students is constructive, encourages freedom of inquiry, and fosters mutual respect.
2. Work respectfully with diverse faculty, students, and peers regardless of race, gender, religion, sexual orientation, or national origin.
3. Act with professionalism, ethical conduct, and personal accountability during all academic endeavors and interactions among students and faculty
4. Put forth sufficient effort to ensure the graduate student completes the degree responsibilities in a timely manner.
5. Avoid conflicts of interest of any nature between faculty and graduate students

Note: Guiding principles are for instructive purposes and do not constitute statements of institutional policy or requirements.

Policy on Student Conduct

Students are expected to adhere to the ethical principles outlined by the policies delineated in the University of Georgia's Student Code of Conduct. More information regarding these topics can be found using the following link:

UGA Statement of Academic Honesty <https://ovpi.uga.edu/academic-honesty>.

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

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 Counseling and Student Personnel Services Program is committed to fostering an environment that is nondiscriminatory, respectful, and free of inappropriate conduct and communication. If a situation arises that you consider to be 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 the Program Coordinators, the Department Chair, or any other University faculty/ staff member.

Procedures specific to the Counseling and Student Personnel Services 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 a 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.
2. If the issue is not resolved, there is a power differential, or other concerns are present, a student should speak with his or her advisor or the Graduate Coordinator.
3. If the issue is not resolved, the next level of appeal is with the Department Chair, followed by the Associate Dean for Academic Affairs, and finally, the Dean of the
4. 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.

Violations of ACA Ethics Code (2014)

Grievances or appeals involving violations of the American Counseling Association's Ethical Standards, clinical matters, clinical skills, and/or supervision are submitted in writing first to the training director, or advisor if the concerning issue involves the training director. A written response to the grievance or appeal will be provided within 10 days. Subsequent levels of appeals are to follow the University policy regarding the routing of academic appeals. More information regarding the ACA Code of Ethical Standards may be found at:

<http://www.counseling.org/knowledge-center/ethics>.

General University Information Regarding Grievances

Grievance procedures for graduate students are clearly delineated at:

<http://uga.edu/legal/olapol.html>

The Department's general academic policies, including dismissal appeals, fall under the purview of the University's Office of the Vice President of Academic Affairs. These policies can be found at: <http://provost.uga.edu/index.php/policies/statutes>.

Specifically, appeal policies are delineated at

4.02 Student Appeals

4.02-01 Academic Appeals at UGA

4.02-02 Hearing Procedures - Academic Affairs Committee

4.02-03 Routing of Academic Appeals

Grievances for matters related to assistantship work-related duties are found at:

<http://legal.uga.edu/olapol.html>.

The Non-Discrimination and Anti- Harassment Policy for the University of Georgia can be found at <https://eoo.uga.edu/policies/non-discrimination-anti-harassment-policy>.

Please feel free to obtain informal assistance from other appropriate campus offices, such as the Office of Student Affairs, Office of Recruitment and Retention, Office of International Students, or the Disability Resource Center

X. Coursework

Enrollment

No more than nine hours of credit may be transferred into the program with program faculty approval. There is no requirement for full-time study as students are employed and are pursuing the degree part-time. Students will be expected to follow a prescribed 4-year sequence of required courses with their cohort.

Please become familiar with the policy in the Graduate Bulletin at <http://www.reg.uga.edu/registration>

Advisement

When entering the program, students are assigned a First-Year Individual Advisor. During the first second summer, students will select major professors and committee members to direct both their programs of study and dissertations. This policy is meant to reflect a philosophy of mentoring by the faculty in order to enhance each student's experiences in the program. The program coordinators remain responsible for answering policy and procedure questions while the advisor maintains a mentoring role. The faculty's purpose in creating this policy is to help both faculty and students to feel more connected to the program and to enhance each student's professional growth and progress in the program. Students are free to change advisors if they desire without fear of penalty. Please see the program coordinator if there are any problems with advising. If the difficulty is with the program coordinator, please see the chair of the department. Ideally, students will seek regular consultation from their advisors about program plans, personal and developmental issues, and career planning. It is important to note that it is the student's responsibility to request assistance from his or her advisor when questions or problems arise or when guidance is needed. All faculty members are available by appointment. The major professor is the person in charge of (will chair) the dissertation; the major professor may or may not be the previously assigned temporary advisor.

Prerequisites and Course Waivers

Previous graduate work must include at least six of the eight Counselor Education core courses. Any of the core courses that are missing must be taken as pre or co-requisites. The common core areas are

1. Professional Identity
2. Social and Cultural Identity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Registration

First-year students register for courses during the spring immediately prior to the beginning of summer extended session. Subsequently, registration for the next semester typically begins prior to the end of the current semester. Once the course numbers needed to register are obtained,

students may use OASIS to complete the registration process.

The members of the Counseling and Student Personnel Services faculty are committed to the cohort model. In an endeavor to adhere to that model, the schedule of courses is posted on the Program's web page.

Financial Assistance

At this time, only limited assistantships are available due to the program's schedule, which allows students to work while completing the degree. For additional financial aid information contact the Financial Aid Office at <https://osfa.uga.edu/index.html>.
<https://osfa.uga.edu/index.html>.<https://osfa.uga.edu/index.html>

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.

The basic grading policy of the Graduate School is found in the Graduate School Bulletin <http://grad.uga.edu/bulletin/>. If a student was doing satisfactory coursework, but for non-academic reasons beyond his/her control was unable to meet the full requirements of the course, then the professor may assign a grade of "Incomplete" (I). When an incomplete grade is not removed within three semesters (including summer), the "I" automatically becomes an "F." Once a grade of Incomplete converts to an F, it remains an F that cannot be changed. 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. When the work has been submitted, it is the student's responsibility to contact the instructor and Academic Advisor (nikkiw@uga.edu) to inquire about a change of grade.

It is important to remember that students cannot sit for their comprehensive exams with an incomplete in any course and that incompletes must be resolved two weeks prior to comprehensive exams. Failure to resolve incompletes within this time frame will mean the student cannot sit for comprehensive examinations.

Program of Study

During the spring semester of the second year, students are expected to complete their respective programs of study. That form can be found at: <http://grad.uga.edu/index.php/current-students/forms/>.

Proposed Sequence of Courses

Courses will be delivered in a variety of formats including face-to-face class meetings,

weekend or Saturday intensives, online, and hybrid models of instruction. The following four-year sequence reflects the minimum core coursework - a very intensive program of study and the necessity for year-round commitment to classes. Summer classes will be delivered as mixed models of instruction beginning with Maymester and ending with Thru session. Any face-to-face meetings will be scheduled between the first week in June and the third week in July. Some of the academic year classes will be offered as mixed model courses; others as traditional weekly classes. Face-to-face meetings during the academic year will be from 5:00 – 7:45 pm, and during the summer 4:00-8:00 pm.

This represents the prescribed sequence of required courses. Electives may be taken as available in consultation with the program coordinator or advisor. Students are expected to be enrolled in at least 12 semester hours each summer. The summer enrollment expectation includes research hours.

Program of Study Counseling and Student Personnel Services Ph.D. Program University of Georgia, Gwinnett Campus

First Summer

ECHD 8015 Foundations of Counselor Education
ECHD 8190 Introduction to Social Justice and Advocacy
ECHD 9080 Advanced Group Work Theory

First Fall

ECHD 8290 Social Justice and Liberation Frameworks in P-16 Settings
ECHD 9970 Educational Research Methods

First Spring

ECHD 9500 Advanced Theories in Counseling and Development
ECHD 9970 Educational Research in CHDS (Qualitative Research Traditions)

Second Summer

ECHD 8035 Seminar in Counselor Education
ECHD 8680 Education Counseling Supervision
QUAL 8410 Designing Qualitative Research

Second Fall

ERSH 8310 Applied Analysis of Variance Methods in Education
ECHD 9720 Practicum in Counseling

Second Spring

ECHD 9730 Practicum in Counseling Supervision
ERSH 8320 Applied Correlation and Regression Methods in Education

Third Summer

ECHD 9060 Advanced Multicultural Counseling
ECHD 9850 Teaching Internship

Third Fall

ECHD 9050 Career Development and Research
 ECHD 9650 Consultation

Third Spring

ECHD 8310 Social Justice and Program Evaluation
 ECHD 8990 Research Seminar (Writing Seminar)

Fourth Summer

ECHD 8990 Research Seminar
 ECHD 9300 Doctoral Dissertation
 ECHD 9750 Internship in Counselor Education & Supervision
 Cognate Course

Fourth Fall

ECHD 9300 Doctoral Dissertation
 ECHD 9750 Internship in Counselor Education & Supervision
 Cognate Course

Fourth Spring

ECHD 9300 Doctoral Dissertation
 ECHD 9750 Internship in Counselor Education & Supervision
 Cognate Course

Students will also be required to complete a 9-semester-hour cognate in an area of interest approved by program faculty as well as written and oral comprehensive exams. This cognate may be waived for students holding an Ed.S. degree in counseling.

XI. Clinical Requirements

Practicum and internship are intense clinical experiences in which students' clinical skills are developed under the close supervision of faculty and on-site counselors and counselor educators. The clinical sequence in the program supports advanced skill development in counseling as well as experience in the multiple facets of counselor education and supervision. Students work with faculty to identify their practicum and internship sites based upon their clinical and professional interests, availability of placements, needs of the program, and compliance with the clinical expectations of CACREP. Clinical supervision is offered on-site and from departmental faculty. Audio/video taping may be used as tool for individual and group supervision. Specifically, the following courses are considered to comprise the clinical foundation:

Practicum and Internship

The practicum and internship in counseling may be conducted at the site where the student is employed but will be structured to enhance professional development and extend the current skill base. Students may, however, choose to identify a different site in order to broaden their experiences and perspectives. Practicum will be focused on the facilitative skills associated with

individual and small group counseling. Internship will reflect the comprehensive roles associated with counseling, teaching, and supervision.

Students are expected to demonstrate a commitment to their professional growth by consistently adhering to their sites' protocol, maintaining a high level of academic performance, and demonstrating professional and ethical behavior at all times. During the clinical experiences students find the support and encouragement within the cohort model particularly valuable. However, it is critical to keep in mind certain factors that are conducive to achieving a cohesive and collaborative unit. Being flexible with peers, demonstrating respect for individual differences in theoretical approaches, and exercising a willingness to work cooperatively and collaboratively are three such factors.

Practicum

During the second fall of the program students will take the Practicum in Counseling and Human Development Services course. Practicum is described as a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. As stated earlier, the practicum focuses primarily on the enhancement of clinical counseling skills and may be conducted at the student's work site; however, it must represent an enhancement of the normal work experience. The practicum is completed prior to internship. The practicum experience is designed to follow the guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which state that:

“Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following criteria. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract. An average of 1.5 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.” (CACREP 2009)

Therefore, on a 15-week semester, students would be expected to spend 7 hours per week involved in practicum, with 4 hours per week spent in direct service.

Internship

Internships are integrated across the final two years of the program and focus on teaching, supervision, and counseling in educational settings. Internship is described as a distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development, knowledge, and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement. The internship includes most of the activities of a regularly

employed counselor, counselor educator, or supervisor. Internship can be completed in the student's workplace; however, the experience must extend the regular work experience.

Across the program, the internship experiences represent a minimum of 600 total hours resulting from clinical practice, teaching, supervision, or research. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

The series of internships are designed to follow the guidelines established CACREP, which state that the program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
2. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
3. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in- service and staff meetings).
4. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
5. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

The internship in teaching will require that students work as teaching assistants in masters' or educational specialist's classes for one semester. Candidates will be involved in syllabi construction, text selections, class presentations, and course evaluations. Candidates wishing to complete their cognate in teaching would need to work in three additional courses for nine hours credit beyond the minimum core requirement.

The skills associated with supervision will be the focus of two clinical experiences. Process of Counseling Supervision, though primarily a didactic course, includes a peer supervision component for one-half of the semester. The internship in supervision involves the supervision of graduate students in the M.Ed. and/or Ed.S. programs.

The internship in counseling will include the full range of responsibilities associated with counseling in educational settings including but not limited to counseling, coordination, consultation, educational leadership, advocacy, team-building, and assessment.

Teaching Internship

The internship in teaching is a two-part experience, during which students will engage in theory

and practice of teaching. In class, students will work with faculty and engage in a variety of teaching and teaching-related activities, ranging from syllabus development to teaching course content. Furthermore, students will have an opportunity to develop their teaching philosophies, which are based on considerable thought regarding the roles and responsibilities of counselor educators. In the initial course, students will also consider pedagogy and teaching methods, particularly the ways in which counselor educators can empower students to be critical thinkers and thoughtful practitioners.

In the applied course, students work with faculty to create a teaching contract that gives students an opportunity to participate in a variety of teaching or teaching-related activities in an approved M.Ed. or Ed.S. course. Students may carry out these activities in courses taught during summer, fall, or spring. Student activities will be determined in consultation with the instructor of the course. After the completion of the activities, students are asked to write a 2-3 page reflection paper on teaching experience and activities.

Minimum required activities to meet the minimum program expectations and to receive 1 hour of academic credit:

- Assisting with syllabus construction or review including attention to CACREP & CAS standards
- Teaching a 3-hour block
- Being involved in the assessment or evaluation of one assignment
- Being involved in a pre-planning review of the literature related to the course focus
- Personal reflection paper

Optional activities to receive 2-3 credit hours:

- Reviewing skills tapes and providing feedback
- Facilitating groups
- Developing an online instructional module
- Establishing and running a google hangout group
- Teaching a one-credit hour special topics course in CSAA
- Assembling and facilitating a panel
- Developing additional course assignments and grading rubrics
- Attending a majority of the class sessions and contributing informally to class discussions
- Other activities as proposed and approved by the instructor of record

XII. Doctoral Committee and Comprehensive Examinations

Doctoral Committee

Prior to taking preliminary examinations, the student must form an approved doctoral committee. Students work with their major advisor and doctoral committee to develop and complete a program of study. The committee is responsible for evaluating the written examinations and for conducting the oral defense of the student's responses. The committee is also responsible for overseeing the dissertation process (see below). The committee consists of three people. The

chair must be a member of the Counseling and Student Personnel Services faculty who is on the Graduate Faculty. A member from outside the department is encouraged but not required. The committee form and the Program of Study must be filed with the Graduate School at least two weeks prior to written Examinations.

Written Comprehensive Examinations and the Oral Defense

At the beginning of spring in the second year of the program, and with the approval of the program faculty, students will take preliminary examinations. The written examinations take place over three weeks. The three preliminary questions will be integrative in nature but will cover research, theories, and P-16 and social justice. Students will be given one question per week; at the end of that week, answers (including references) will be turned in to the student's advisor and the following week's question will be distributed. In order to successfully pass preliminary examinations, the students must pass two of the three content areas. If the student is unable to pass at least two of the content areas, he/she will be required to retake preliminary examinations. If the student is unsuccessful on the second attempt, he/she will be dismissed from the program.

If one area is not passed, students will be given an opportunity to address that question in oral examinations. If the student is unable to adequately address the concerns in orals they may not pass orals or there may be a remediation by the student's committee. The committee has the prerogative to prescribe remediation ranging from a paper or clinical experience, oral remediation, to additional course-work. Recommendation for dismissal from the program will occur if a student is not successful in passing writtens or orals after 2 attempts.

The oral defense takes place in front of the student's doctoral committee after the written examination is successfully completed. Students are responsible for making sure the department's Graduate Academic Advisor is informed of the defense date, time, and place 3 weeks ahead of the defense. If the oral defense is successful, the student is admitted to candidacy. If the oral defense is deemed to be unsuccessful, the student will be given a remediation plan by the committee to include another oral defense. If a student does not pass the second oral defense, he or she will be dismissed from the program.

Written Preliminary Examinations

"A student must pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. These examinations are administered by the student's advisory [doctoral] committee. The written comprehensive examination, although administered by the advisory [doctoral] committee, may be prepared, and/or graded according to the procedures and policies in effect in the student's department"

-The Graduate School <http://grad.uga.edu/index.php/current-students/policies-procedures/academics/types-of-degrees-offered/doctor-of-philosophy-phd/doctor-of-philosophy-comprehensive-examination/>.

In accordance with the policies established by The Graduate School of the University of Georgia, the Counseling and Student Personnel Services Program faculty will conduct preliminary examinations on an annual basis for students who have completed appropriate coursework and

have been approved by their respective doctoral committees and the Program Coordinator to sit for the written exam. Successful completion of comprehensive examinations (both written and oral) is a preliminary step required before the student is permitted to submit an application for degree candidacy. The Program Coordinator oversees the preliminary examination process, including the delegation of question writing and scoring.

Oral Preliminary Examinations

“The oral preliminary examination will be an inclusive examination within the student’s field of study. An examination of the student’s dissertation prospectus may precede or follow the oral comprehensive examination but may not take the place of the oral comprehensive examination. The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School. The graduate coordinator must notify the Graduate School of the time and place of this examination at least two weeks before the date of the examination. This notice must be in writing. Following each examination, written and oral, each member of the advisory [doctoral] committee will cast a written vote of “pass” or “fail” on the examination. At least four out of a possible five positive votes are required to pass each examination. The results of both examinations will be reported to the Graduate School” (The Graduate School).

The oral comprehensive examination will be scheduled within four to six weeks of receiving the results from the written preliminary examination. The oral examination will cover the totality of the student’s doctoral program coursework. Students planning to take the oral comprehensive examination must schedule it according to Graduate School policies. It is important to note that the chosen defense date must be on the Graduate School schedule two weeks prior to the event. In addition, it is the student’s responsibility to coordinate the scheduling of the defense with his/her committee members and to inform the Department’s Graduate Academic Advisor (nikkiw@uga.edu) of the date, time, and location of the defense at least three weeks in advance.

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 two semesters before the date of graduation. This application is a certification by the student’s department that the student has demonstrated ability to do acceptable graduate work in the cohesion field of study and that:

1. All prerequisites set as a condition to admission have been satisfactorily completed;
2. Research skill requirements have been met;
3. The final program of study has been approved by the student’s committee, the graduate coordinator, and the Dean of the Graduate School;
4. An average of 3.0 (B) has been maintained on all graduate courses taken and on all completed graduate courses on the program of study [no course with a grade below C (2.0) may be placed on the final program of study];
5. Written and oral comprehensive [preliminary] examinations have been passed and reported to the Graduate School;
6. The student’s committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointment; and
7. The residency requirement has been met.

XIII: The Doctoral Dissertation Process

Ph.D. Dissertation

The doctoral dissertation consists of original research through which the student demonstrates independent thinking, scholarly ability, and mastery of the chosen area. The dissertation chair directs the preparation of a student's dissertation. This includes the chair approving a student's timeline for defense preparation, determining that student writing rises to the quality of a prospectus or dissertation, and other activities involved in defense preparation.

The format of the dissertation will be determined in consultation with the student's major professor and committee. Dissertations may include, as chapters, articles that have been or will be submitted to scholarly journals. The Graduate School has approved the use of this dissertation style (also referred to as "manuscript style") for all departments. Most students engage in a traditional 5-chapter dissertation. However, students may also be directed by their chair to prepare a manuscript-based dissertation. The UGA Graduate School guidelines for the preparation of both types of dissertations may be found at: <http://grad.uga.edu/>.

However, students must have the approval of their department and major professor to use the manuscript style for chapters in their dissertation. A dissertation with manuscript chapters must also include: an introductory chapter that informs the reader of the structure of the dissertation, a literature review that defines the objectives of the research, and a concluding chapter that ties together the major results. Unavoidably, this will duplicate some of the introductory and concluding material in each article.

The formatting requirements for a manuscript chapter are identical to those of a non-manuscript chapter, e.g., margin sizes, line spacing, consistency of heading styles, no excessive blank spaces between sections or before tables and figures, etc. The student should be familiar with style, format, and typing requirements of the Graduate School and the department concerning the dissertation. The Department of Counseling and Human Development Services requires APA style and format. The topic for the study must be within the domain of the field of Counseling and Student Personnel Services. Specific dissertation requirements are available at <http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/theses-and-dissertations-overview/>.

Students are required to consult with the UGA Writing Center during dissertation preparation and other recommendations their chair may provide in order to strengthen the study and writing.

Students should also maintain proactive and ongoing communication with their chairs about strengths, challenges, meeting request, any arising ethical or legal implications of the study- in addition to other updates the chair may request. When seeking to schedule meetings, defense dates, and other dissertation activities, students should be mindful to make these requests as early as possible so the faculty may most effectively have the time to read and provide dissertation feedback. Students should also be aware that between semesters (and sometimes summer), faculty are not on contract through the university – so students should take this into account when planning their timeline for defense with their chair

Students are expected to be aware of the UGA Graduate School requirements for defense dates, and communicate with them about any specific UGA policies about dissertation formatting.

Dissertation Committee

The doctoral committee serves as the dissertation committee. The major responsibility for developing the prospectus rests with the student and with one's dissertation director. Upon satisfactory development by the student and the advisor, the student submits the proposal to the doctoral committee, and then meets with the committee to present the proposal and respond to input from the committee members. The committee members should be viewed as resources that the candidate should utilize. After receiving input from the doctoral committee regarding his or her dissertation topic, the student then confers with his or her major professor and they review revisions and changes made to the prospectus. The student, under the supervision of the advisor, then obtains approval from the Institutional Review Board (IRB) for any research involving human subjects. The student should consult with the Graduate School and/or the department's Graduate Coordinator regarding any questions about selecting committee members who are not faculty members at the University of Georgia.

Presentation and Defense of the Dissertation Prospectus

Students are responsible for printing and distributing copies of the prospectus to members of their committee. The prospectus meeting is intended to assess whether the advanced doctoral student has selected a viable dissertation topic and has obtained sufficient academic knowledge in the field of Counseling and Student Personnel Services to pursue the question, and defend the topic. Persons present at this meeting may ask the student any questions they choose concerning the prospectus. Recommendations may be made for further revisions. The prospectus may be returned to the student with suggested revisions before or following the oral exam.

If the prospectus is not acceptable, members of the committee may suggest that the candidate consider the exploration of a new topic. If revisions are required, the candidate will proceed to revise the proposal in accordance with suggestions by the committee and submit another draft to his/her advisor, who will then follow the steps described above. If minor modifications are in order, the candidate will make them according to procedures agreed upon by the committee. If the proposal is unacceptable and unsalvageable in the collective judgment of the committee, the candidate will develop and present another prospectus as described above. When the committee has approved the prospectus, it is assumed that all committee members support the proposed research and commit themselves to the candidate as resource persons. Fulfillment of the conditions specified in the proposal should lead to an acceptable dissertation.

The prospectus is a permanent document kept in the student's file by the chair of the student's committee, by each committee member, and by the Program Coordinator. The form and content of the dissertation prospectus will vary according to the problem proposed, the type of research to be undertaken, and the requirements of the committee. The proposal shall be written in future tense except when referring to previous research or writings, which should be written in past tense.

Writing the Dissertation

Upon approval of the prospectus and approval by the Institutional Research Review Board,

students may begin collection of data and writing of the dissertation. In general, it is advisable to complete the collection of data before beginning the actual writing of the dissertation. Should the data be collected in a school situation, it is necessary that clearance be gained for the use of the school population or facilities. The manuscripts prepared by the student include rough drafts, preliminary drafts, the final draft, and the finished copy.

The candidate shall submit to the committee chairperson (dissertation director) drafts for review and possible revision. When the candidate's dissertation director considers the content and format to be of satisfactory quality, the candidate shall submit the document to each committee member for their review. The candidate shall allow at least two weeks for committee members' review. The candidate is responsible for considering and incorporating recommended changes of committee members in the dissertation drafts. These changes should be made in consultation with the dissertation director.

Upon approval from the dissertation director, the student may schedule the oral defense by establishing a satisfactory date with the committee members and by notifying the Degree Program Specialist at least two weeks in advance of the oral defense date. The Graduate School will then publish the time and place of the candidate's oral defense. At least two weeks in advance of the oral defense, the student will provide hard copies of the final draft to committee members. It is the candidate's responsibility to proofread, edit, and scrutinize carefully the final draft for errors. These would include errors in format, logic, content, syntax, punctuation, spelling, reference citation, computations, reporting of numbers, pagination, consistency in wording of headings used in the Table of Contents and those used in the text (including those for graphs, tables, charts, and figures), and correspondence between references in the text and the list of references. Candidates are strongly urged to obtain a truly exemplary dissertation model and to utilize it as a guide in the preparation of their dissertation.

Electronic submission of the dissertation is required by the Graduate School; more information can be found at <http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-guidelines/theses-and-dissertations-overview/>.

Printing and Binding of Your Dissertation

Note: You are expected to provide a bound copy of your dissertation to the department and your major professor. You may want copies for yourself or family members and you may want to check with committee members to see if they would like a copy, but this is not mandatory. Print and Copy services at the Tate will print and bind your thesis or dissertation in the traditional black hard cover with gold lettering. Please do not make copies or pay for binding before contacting the Tate Center Print and Copy Services.

The link to the order forms can be found at: <http://dawgprints.uga.edu/>

XIV. 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 Ph.D.

1. Remember to apply for graduation

2. Registered for 3 hours the semester you plan to graduate

XV. Timeline by Year for Program Completion

First Year

1. Pass Human Subjects exam for UGA IRB
2. Take care of any course waivers or course substitutions.
3. Obtain liability insurance through ACA.

Second Year

1. Form program of studies committee
2. Complete program of study
3. Form dissertation committee
4. Take and pass written and oral comprehensive exams (note: all requirements must be fulfilled two weeks prior to the written exam)

Third and Fourth Years

1. Write and defend prospectus
2. Finish all course requirements
3. Write and defend dissertation

Graduation

Note: The Ph.D. degree in Counseling and Student Personnel Services cannot be conferred until all requirements (complete coursework, clinical requirements, pass written and oral comprehensive exams, successful defense of prospectus and dissertation) have been met. Due to the program's part-time nature and adherence to the cohort model, every effort will be made to proscribe to the predetermined course sequence. Please confer with your advisor and/or Program Coordinator regarding your timeline towards completion.

XVI: Other Institutional and Departmental Policies

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

Communication

Students must obtain a university e-mail address. All official notifications from the University and the Department will be sent to that address. It is important to check your e-mail on a regular basis. In general, it is best to communicate with office staff via e-mail. This method minimizes office traffic and unnecessary interruptions for staff members.

Professional Organizations

Students are expected to join professional organizations as their interests dictate.

Professional Liability Insurance

Students are required to have current professional liability insurance on file with the instructor of

record. Insurance can be obtained through ACA. No clinical work can be done without the insurance being on record.

Student Health Insurance

All enrolled students are required to have health insurance. Information can be found at:
<https://www.uhs.uga.edu/insurance/index.html>.

XVII. ACA Code of Ethics (2014) and Other ACA Division Competencies

Students are expected to have read and be familiar with the following ethical and competency standards within the field:

American Counseling Association Code of Ethics:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Advocacy Competencies

http://www.counseling.org/docs/default-source/competencies/advocacy_competencies.pdf?sfvrsn=9

ALGBTIC Competencies for Counseling LGBTQIA Individuals

<http://www.counseling.org/docs/default-source/competencies/algbtic-competencies-for-counseling-lgbqiqa.pdf?sfvrsn=14>

ALBBTIC Competencies for Counseling Transgender Clients

http://www.counseling.org/docs/default-source/competencies/algbtic_competencies.pdf?sfvrsn=12

Competencies for Addressing Spiritual and Religious Issues in Counseling

<http://www.counseling.org/docs/default-source/competencies/competencies-for-addressing-spiritual-and-religious-issues-in-counseling.pdf?sfvrsn=8>

Competencies for Counseling the Multiracial Population

<http://www.counseling.org/docs/default-source/competencies/competencies-for-counseling-the-multiracial-population-2-2-15-final.pdf?sfvrsn=14>

Multicultural and Social Justice Counseling Competencies

<http://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=20>

Multicultural Career Counseling Competences

<http://www.counseling.org/docs/default-source/competencies/multi-cultural-career-counseling-competencies-august-2009.pdf?sfvrsn=4>

XVIII. Frequently Asked Questions

FAQs for Applicants

What are the differences between the doctoral programs in counseling?

The Doctoral Program in Counseling and Student Personnel Services offered on the Gwinnett campus is designed as a part-time program to prepare graduates to be counselor educators and to assume positions of leadership in P–16 educational settings. The primary areas of specialization beyond the counseling core are school counseling, mental health counseling, and student affairs administration, with a strong emphasis on social justice, multiculturalism, and counselor identity. This is a CACREP-accredited program in Counselor Education and Supervision. This program is accredited through 2017, and the program is currently preparing for re-accreditation. The Gwinnett program is 4 years minimum, and is part-time only. There is a Doctoral Program in Counseling and Student Personnel Services at the Athens campus that is primarily a full-time program and has a college student affairs administration emphasis. There is a Counseling Psychology program (APA accredited) on campus that trains counseling psychologists. The counseling psychology program is full-time only and is 3 years in Athens and 1 year in an internship.

Can I get accepted into the program with 2 years of experience?

Though not an absolute requirement, preference will be given to applicants with post- master's relevant professional experience.

If I have a Masters in Guidance and Counseling, how many more credits would I need for the doctoral program?

Each student's work will be evaluated when they apply. This program is based on a cohort model and so students are expected to proceed through a prescribed sequence of courses together. There may be some circumstances where an applicant can waive a course and substitute another in its place; however, this program is a doctoral program and therefore some courses may not be eligible for transfer.

Will a master's degree in some other area, e.g. Social Work, be accepted?

Students with degrees in other fields are eligible to apply; however, the previous graduate work must include at least 6 of the 8 CACREP master's core courses.

Can any of these courses be taken online?

Several delivery models are planned for this program, including on-line options and intensive weekend sessions, in addition to face to face class meetings and hybrid courses.

When will classes meet during the fall/spring?

Typically the course schedule is 5:00-7:45 pm during the academic year and 4:00-8:00 pm during the summer semesters.

Will assistantships be available?

At this time, only limited assistantships are available, which allows students to work while completing the degree. For financial aid information contact the Financial Aid Office <http://osfa.uga.edu/index.html>.

Who are the program faculty? How much time do they spend with students?

The faculty teaching in this program are also faculty in the Department of Counseling and Human Development Services in the College of Education at the UGA Athens campus. Tenure track, graduate faculty will chair dissertation committees. Time will be available at both the Gwinnett and Athens campuses for students to meet with their major professors and committee members, and program/department faculty welcome inquiries from students regarding research, teaching, service and other aspects of graduate student experiences and professional development.

What should I include in the personal statement in my application to the program?

1. Why this program, specifically addressing issues related to the P-16 and social justice emphasis.
 - a. Why doctoral study.
2. Future plans and goals; what does the applicant expect on the other side of the doctorate.
3. How does the applicant believe being a part-time doctoral student will work at this point in their lives.

What is the cost of attendance?

The cost of tuition is adjusted annually. Please visit the Bursar's Office webpage for current information. In addition to tuition and books, there are additional costs of attendance such as membership fees in professional organizations, malpractice insurance, printing/copying, etc.

What is the cohort model?

A cohort is a group of students who are admitted and study together for the length of the degree program. Students in the same cohort typically progress through course sequences together.

FAQs for Current Students***How far in-advance do I have to provide my dissertation committee members with my prospectus before my prospectus defense?***

Provide each of your dissertation committee members with a hard copy of your prospectus 2 weeks prior to your scheduled defense. Some committee members prefer or don't mind an electronic copy, but check with them first. Schedule the room for your prospectus defense with CHDS office staff.

Can any of my courses be waived?

If you have taken a comparable course in your masters program, with proper documentation (i.e., course syllabi) the course may be waived. However, courses offered in our department are advanced level courses; therefore, you will be expected to take most of our courses. Course waivers are evaluated on an individual basis and will not be finalized until after the student is admitted into the program.

How do I waive a course?

If you wish to waive a class, you must bring a copy of your course syllabi to both the course

instructor and the program coordinator for signed approval.

What are other important dates?

Check the Registrar's official schedule: [http://www.reg.uga.edu/search/node/Academic Calendar](http://www.reg.uga.edu/search/node/Academic_Calendar).

Where can I get student liability insurance?

The ACA offers liability insurance through Healthcare Providers Service Organization at <http://www.hpsso.com>

What financial aid is available?

See the following links:

<http://grad.uga.edu/index.php/current-students/financial-information/>

XIX. Glossary

ACA: The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. <http://www.counseling.org/>

CACREP: The acronym stands for Council for Counseling and Related Educational Programs. CACREP is an independent agency recognized by the Council for Higher Education Accreditation. It is the leading accrediting organization for counseling. For more information on CACREP, visit the website at <http://www.cacrep.org/>.

COE: The College of Education is located in three buildings: Aderhold, Ramsey, and Rivers Crossing; many of the COE's graduate programs are ranked among the best in the nation by U.S. News & World Report's annual edition of "America's Best Graduate Schools" <http://coe.uga.edu/>.

Maymester/ May Session: A three-week session between Spring semester and Thru term during which time students can take classes, see clients, work on their research, or take a break

Thru Session: UGA's summer session, which begins in early June and ends in late July/early August; several classes are offered during this time

Extended Session: UGA's summer session which begins with Maymester and ends with the Thru session.

XX. Forms**Program of Study Counseling and Student Personnel Services****Ph.D. Program University of Georgia, Gwinnett Campus****First Summer**

ECHD 8015 Foundations of Counselor Education
 ECHD 8190 Introduction to Social Justice and Advocacy
 ECHD 9080 Advanced Group Work Theory

First Fall

ECHD 8290 Social Justice and Liberation Frameworks in P-16 Settings
 ECHD 9970 Educational Research Methods

First Spring

ECHD 9500 Advanced Theories in Counseling and Development
 ECHD 9970 Educational Research in CHDS (Qualitative Research Traditions)

Second Summer

ECHD 8035 Seminar in Counselor Education
 ECHD 8680 Education Counseling Supervision
 QUAL 8410 Designing Qualitative Research

Second Fall

ERSH 8310 Applied Analysis of Variance Methods in Education
 ECHD 9720 Practicum in Counseling

Second Spring

ECHD 9730 Practicum in Counseling Supervision
 ERSH 8320 Applied Correlation and Regression Methods in Education

Third Summer

ECHD 9060 Advanced Multicultural Counseling
 ECHD 9850 Teaching Internship

Third Fall

ECHD 9050 Career Development and Research
 ECHD 9650 Consultation

Third Spring

ECHD 8310 Social Justice and Program Evaluation
 ECHD 8990 Research Seminar (Writing Seminar)

Fourth Summer

ECHD 8990 Research Seminar
 ECHD 9300 Doctoral Dissertation
 ECHD 9750 Internship in Counselor Education & Supervision
 Cognate Course

Fourth Fall

ECHD 9750 Internship in Counselor Education & Supervision

ECHD 9300 Doctoral Dissertation

Cognate Course

Fourth Spring

ECHD 9750 Internship in Counselor Education & Supervision

ECHD 9300 Doctoral Dissertation

Cognate Course

**Ph.D. Counseling and Student Personnel Services
Program Planning Form**

Name: _____ Date: _____

Date of admission: _____ Expected date of graduation: _____

Course Title, Credits

Semester Taken

ECHD 8015: Foundations of Counselor Education 3 credit hours, A-F	Summer 1st Year
ECHD 8190: Intro to Social Justice & Advocacy 3 credit hours, A-F	Summer 1st Year
ECHD 9080: Advanced Group Work 3 credit hours, A-F	Summer 1st Year
ECHD 8290: Social Justice & Liberation Framework in P-16 Settings 3 credit hours, A-F	Fall 1st Year
ECHD 9970: Educational Research Methods 3 credit hours, A-F	Fall 1st Year
ECHD 9500: Advanced Theories in Counseling & Development 3 credit hours, A-F	Spring 1st Year
ECHD 9970: Qualitative Research Traditions 3 credit hours, A-F	Spring 1st Year
ECHD 8035: Seminar in Counselor Education 3 credit hours, A-F	Summer 2nd Year
ECHD 8680: Counseling Supervision in Educational Settings 3 credit hours, A-F	Summer 2nd Year
QUAL 8410: Designing Qualitative Research 3 credit hours, A-F	Summer 2nd Year
ERSH 8310: Applied Analysis of Variance Methods in Education 3 credit hours, A-F	Fall 2nd Year
ECHD9720: Practicum in Counseling 3 credit hours, S/U	Fall 2 nd Year
ECHD 9730: Practicum in Counseling Supervision 3 credit hours, S/U	Spring 2nd Year
ERSH 8320: Applied Correlation and Regression Methods in Education 3 credit hours, A-F	Spring 2nd Year
ECHD 9060: Advanced Cross-Cultural 3 credit hours, A-F	Summer 3rd Year
ECHD 9850: Internship in Teaching 3 credit hours, A-F	Summer 3rd Year
ECHD 9050: Advanced Career 3 credit hours, A-F	Fall 3rd Year

ECHD 9650: Consultation 3 credit hours, A-F	Fall 3rd Year
ECHD 8310: Social Justice & Program Evaluation 3 credit hours, A-F	Spring 3rd Year
ECHD 8990: Writing Seminar 3 credit hours, A-F	Spring 3rd Year
ECHD 9300: Dissertation 3 credit hours, S/U	Summer 4th Year
ECHD 8990: Writing Seminar 3 credit hours, A-F	Summer 4th Year
Cognate Course	Summer 4th Year
ECHD 9750: Internship in Counselor Education & Supervision 1 credit hour, S/U	Spring 4th Year
ECHD 9300: Dissertation 3 credit hours, S/U	Spring 4th Year
Cognate Course	Spring 4th Year

Suggestions for electives include: Advanced Techniques, Counseling Children & Adolescents, Organizational Development, and Administrative Processes. Advisors will work with students to determine appropriate courses for their specializations.

Other guidelines:

1. Cognate courses (9 hours) may be scheduled as convenient.
2. Committee selection for the Dissertation and Program of Study must be completed by the second summer.
3. Comprehensive written exams are in January and comprehensive oral exams are in March of the second spring.
4. The Prospectus and Dissertation should be defended after successful completion of comprehensive written and oral examinations and admission to candidacy.

Out of class expectations:

1. Demonstration of professional and ethical behavior
2. Adherence to all university, departmental, and program policies and guidelines
3. Access to e-mail and the internet
4. Involvement in cohort activities
5. Participation in relevant conferences and professional development activities
6. Membership in relevant professional associations
7. Collaboration with other cohort members in conference presentations
8. Development of expertise in the full continuum of P-16 activities (e.g., pK-12 school counselors will be expected to become familiar with post-secondary issues, and student affairs personnel will be expected to become familiar with pK-12 issues)

Student's signature: _____ Date: _____

Advisor's signature: _____ Date: _____

XXI. Appendices

Peer Mentor Program

Relevant Research

Historically, nearly half of all students who begin doctoral programs fail to complete their degrees (Gardner, 2008). Developing relationships with peers is critical to student success; students who cultivate relationships with peers are more likely to earn their degrees (Holley and Caldwell, 2011). In fact, the Council of Graduate Schools' Ph.D. Completion Project identified mentoring as the most effective practice related to program completion. Peer mentoring is a promising practice that gives upperclassmen an opportunity to act as role models and nurture beginning students through their initial transition (Holley and Caldwell, 2011). Mentoring is most effective when the relationship focuses on long-term professional development, reciprocal benefits, personal relationships, and an emphasis on each others' expertise.

Doctoral students in the Counseling and Student Personnel Services program in Gwinnett have benefitted from intentional cohort development. Faculty guide students in the first year cohort through collaborative learning environments that emphasizes cooperation and group development. In order to build relationships outside the cohort, the CSPS program will pilot peer mentorship. The program will give 2nd and 3rd year students opportunities to mentor first year students. Though not highly structured, the CSPS program will facilitate mentorships by developing expectations, facilitating mentor matches, and checking in regularly with mentors/mentees.

Mentor Meeting Ideas

The best peer mentor relationships are developed when involved parties have an opportunity to form mutually beneficial relationships based on authentic interactions (Holley and Caldwell, 2011). Therefore, mentors and mentees will have the autonomy necessary to build relationships. To aid students in this process, representatives from the program will work to match mentors with mentees who share similar career and/or research interests. Once mentors are matched with their mentees, I propose an initial meet and greet to take place on Gwinnett's campus.

At the meeting, initial contact can be made and we can work together to:

- Outline expectations
- Get to know each other
- Consider their reasons for graduate school
- Share information regarding research interests
- Discuss their experiences in the program thus far
- Introduce mentees to fellow upperclassmen.
- Set dates for face to face and/or electronic meeting times.

During these check-in times, mentors can focus on:

- Upcoming assignments and courses
- Research tips
- Networking at conferences
- Writing tips
- Shared experiences with coursework and professors
- Student resources available in Gwinnett and Athens
- Self-care regimes
- Next big step (i.e. 1st spring semester, choosing a committee, comprehensive exams, etc...)

As the mentors and mentees work with each other, I will check in with both parties to find the best ways to support mentors as they support mentees. I also propose an end of the semester meeting/social for all who participate in the program.

5 Tips for Surviving Your First Year of a Doctoral Program

Beginning a doctoral program can be daunting, however, you have the skills necessary to be successful. Here are some tips from students who wish you well and have gone through this process.

1. Know yourself and be willing to change

Understanding your strengths and growing edges give you an opportunity to take risks in some situations while building skills in the areas that need the most attention. Consider your likes and dislikes then offer and find support with individuals whose skills complement yours. Expect that some aspects of the program will be easier for you than others and ask for help when you feel stuck.

2. Read and write everyday

The amount of work you have to complete ebbs and flows. Depending on the courses you are taking and your responsibilities outside of the program, you might feel busy and overwhelmed at times. Make time in your daily or weekly schedule to read, then write about what you are reading. In doctoral studies, there is always something else to read and writing skills and stamina are crucial to success. The best way to become a better reader/writer is to practice reading/writing. Consider your interests, future goals, and advice from faculty advisers when finding new material to read.

3. Actively learn and teach

Practice active learning while in class and when working on assignments at home. Though maintaining focus can be difficult at times, fully engaging in the material in and out of the classroom gives you multiple opportunities to make new/different meaning from the information provided. Working in groups with cohort members also gives you an opportunity to teach or share your insights with others. As you explain your rationale and/or talk through new ideas you begin to develop deeper, more nuanced meaning.

4. Consult and network

Consider your professional goals and speak to peers and mentors about ways to accomplish said goals. Joining a professional organization whose mission is congruent with your goals gives you an opportunity to build relationships with people who have similar interests. Likewise, when you are faced with a concern that is unfamiliar, consult with your network. Find time to talk to peers, faculty, and colleagues.

5. Self care

Understand your needs and limits and take care accordingly. It is easy to get caught up in the work and excitement of beginning a doctoral program. Consider the skills you learned as a counselor and take time to care for yourself. Though it may not always seem so, it is possible to care for yourself while being a strong student. Schedule time to exercise, read fiction, complete a craft project, or whatever it is that will help you maintain congruence.

Sarah Jones

3rd year student

4 Tips for Comprehensive Exams

Two years of your doctoral journal seems to go by so quickly. When it is time to take comprehensive exams (comps), you have likely learned a lot about yourself as a scholar and professional. Comps seem like a daunting process, however, the work you have done until this period has prepared you for comprehensive exams. Below are tips for success:

1. Write day and night like you are running out of time

One week is both a long and short period of time. Consider writing even when you think the product is inadequate or when you are unmotivated to write. When you are unmotivated to write new content, review APA formatting. Find a time of day that works best for you and write. Find a way to maximize your productivity.

2. Keep pushing

There might be moments when you want to throw in the towel. Stressors from work, family, and school can make it difficult to find balance. However, remember why you started the doctoral process, consider how far you have come, and keep pushing through.

3. Set reasonable expectations

Many graduate students have high expectations for themselves. During comps, however, remind yourself that your best will look differently than it may if you had months to produce each of the responses. Set realistic expectations and allow yourself to be satisfied with your work. Share your expertise and remember that you have an opportunity to showcase your talents and knowledge.

4. Know your limits

Your time will be spent differently during comps. Let your family and friends know that your schedule might have to change. However, remember that while you might have to turn down some social events, schedule time for self care.

Peter Paquette
3rd Year Student

5 Prospectus and Dissertation Tips

Successfully writing and defending a proposal and dissertation can seem like daunting tasks, however, trust that you have gained the skills necessary to complete these tasks. Below are tips for the process.

1. Set goals and deadlines

Work with your committee chair to set goals and deadlines. Then work within this frame to break up the work into smaller, manageable pieces.

2. Ask for feedback

Consider starting a writing group with peers you trust and who know your writing strengths and growing edges. Set times to review each others work. This will give you a new perspective on your writing and help you maintain deadlines. When appropriate, arrange times with your chair for feedback.

3. Set expectations

Work with your committee and especially your chair to set expectations regarding research, writing, and deadlines. Once expectations have been set, communicate with your committee when necessary and talk to you chair when you have questions regarding expectations.

4. Celebrate

Celebrate milestones when they occur. The process can be long and daunting, however, completing and defending both a proposal and dissertation are big events that should be celebrated.

5. Trust yourself

Remember that you are in this position because you are ready to successfully write and defend your dissertation. Your faculty trust the work you do and believe in your ability to be successful, and you should do. You can do this!

Sarah Jones

3rd Year Student

XXII. Department of Counseling and Human Development Services

The following *Statement of Receipt* must be submitted to the Program Coordinator:

STATEMENT OF RECEIPT

I acknowledge receipt of the Graduate Handbook for the Department of Counseling and Human Development Services. 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

Program Name (Print)

Date

*** SIGN AND TURN IN UPON RECEIPT ***