

Counseling and Human Development Services

Graduate Student Handbook

2009 - 2010



**Department of Counseling and Human Development Services
The University of Georgia**

This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Services. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Online Bulletin <http://www.uga.edu/gradschool/bulletin/> That outlines official policies of the Graduate School.

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	(To be signed and turned in to professor upon receipt of handbook)	

I. Athens and The University of Georgia (UGA)

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 was actually established in 1801 when a committee of the board of trustees selected a land site. John Milledge, later a governor of the state, purchased and gave to the board of trustees the chosen tract of 633 acres on the banks of the Oconee River in northeast Georgia. He named the land Athens in honor of the Greek city that was the center of culture and learning during ancient times.

The University of Georgia is a land-grant and sea-grant institution, and serves as the state's most comprehensive and diversified academic institution. As the "Flagship" institution in the state-wide system of 34 higher education institutions, the University serves approximately 30,000 undergraduate and graduate students in a myriad of academic majors and professional disciplines. With a proud heritage marked by distinctive achievement in a wide range of academic and human service areas, the University continues to grow in its stature and reputation. The University's commitment to excellence takes shape in three central missions: (1) To disseminate knowledge through teaching in the academic disciplines and fields of professional study that make universities distinctive; (2) To advance knowledge through research, scholarly inquiry, and creative arts; and (3) To provide service to the public through consultation, technical assistance, short-term instruction, training, and other opportunities for continued learning, growth, and development.

Sixteen colleges and schools, with auxiliary divisions, carry on the university's programs of teaching, research, and service. These colleges and schools and the dates of their establishment as separate administrative units are: Franklin College of Arts and Sciences, 1801; College of Agricultural and Environmental Sciences, 1859; School of Law, 1859; College of Pharmacy, 1903; D. B. Warnell School of Forest Resources, 1906; College of Education, 1908; Graduate School, 1910; C. Herman and Mary Virginia Terry College of Business, 1912; Henry W. Grady College of Journalism and Mass Communication, 1915; College of Family and Consumer Sciences, 1933; College of Veterinary Medicine, 1946; School of Social Work, 1964; College of Environment and Design, 1969; School of Public and International Affairs, 2001, College of Public Health, 2006, and the Eugene Odum School of Ecology, 2007. The Division of General Extension, now the Georgia Center for Continuing Education, was incorporated into the university in 1947.

In 1931 the General Assembly of Georgia placed all state-supported institutions of higher education, including UGA, under the jurisdiction of a single board. This organization, known as the University System of Georgia, is governed by the board of regents. The board of regents' executive officer, the chancellor, exercises a general supervisory control over all institutions of the University System, with each institution having its own executive officers and faculty.

Known internationally as a college music scene, and as a host to some of the most exciting events of the 1996 Olympics, Athens is a comfortable and inviting town. Its climate is relatively mild, and its location near the Great Smoky Mountains as well as the

coastal islands off Southeast Georgia and its close proximity to Atlanta make Athens an appealing city.

II. The College of Education (COE)

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. As one of the largest and most diverse institutions of its kind in the country, COE consistently ranks among the top tier schools of education in the country. In addition to serving the needs of students in 18 undergraduate majors, COE offers programs of study in over 90 graduate programs, including fields leading to careers in such diverse disciplines as education, medicine, behavioral sciences, technology, and the performing arts. The College of Education enrolls a student body of more than 5,000 students per year, and employs a full-time faculty of more than 240. With annual external funding approximating \$10 million, COE pursues a rigorous commitment to excellence in instruction, research, and service.

III. The Department of Counseling and Human Development Services

As one of nine departments within COE, The Department of Counseling and Human Development Services prepares counseling, student affairs and leisure service 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 10 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 in settings as diverse as schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies.

There are approximately 150 undergraduate students and 200 graduate students; the Department of Counseling and Human Development Services is responsible for administering nine curricular programs:

Bachelor's Degree Programs (B.A.)

- Recreation and Leisure Studies

Master's Degree Programs (M.Ed. or M.A.)

- College Student Affairs Administration
- Community Counseling
- Recreation and Leisure Studies
- School Counseling

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

- School Counseling

Doctoral Degree Programs (Ph.D.)

- College Student Affairs Administration
- Counseling and Student Personnel Services
- Counseling Psychology
- Recreation and Leisure Studies

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

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

The intent of the present document is merely introductory and should not be considered exhaustive or comprehensive.

IV. The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin is the official document that guides students throughout their tenure as graduate students at The University of Georgia. Although each academic program publishes its own Student Handbook for 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 at: www.gradsch.uga.edu

V. Student Resources

Mailboxes: Graduate students in Professional Counseling - Community & School, and Counseling Psychology have mailboxes in room 408 Aderhold. Graduate students in Counseling Student Affairs Administration and Recreation and Leisure Studies have mailboxes in room 341 Ramsey. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly.

E-mail: Every UGA student must have a UGA mail account called "My ID." You can obtain this online at <http://www.uga.edu/myid/>. Students should become proficient with the UGA e-mail 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, microwave, refrigerator, 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): Provides computer facilities and other services for the College of Education. OIT maintains computer labs in rooms 214 Ramsey that is open only to students in the College of Education. This lab has 20 Windows based computers; there is a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft Office (Word, Excel, Power Point, and Access), WordPerfect, SPSS, SAS, SYSTAT, E-mail, the internet, and many electronic library databases.

A schedule is posted outside the door to the computer lab indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office inside the computer lab and, if available, can assist with computer problems. However, students are responsible for learning the software programs. The main office for OIT is room 232 Aderhold (706) 542-8007. OIT also manages a Windows based computer lab and a Macintosh lab in Aderhold; these rooms are open evenings and weekends when the Ramsey lab is closed. There are other computer labs across campus operated by the University Computing Network Service.

Libraries: The Counseling and Human Development Services Department maintains small libraries in both buildings. They are located in room 207-B Ramsey and 415 Aderhold. Material should not be removed from these rooms without permission of the faculty or a staff member. Most material can also be found at the UGA Main Library. Students are encouraged to tour the libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is *GIL* which allows you to search the library catalog for materials in libraries. And the second is *GALILEO* which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. Other useful references available on the internet are indexed at the references library home page, www.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. This includes 3 credits of RLST/ECHD 7005 (master students) or RLST/ECHD 9005 (doctoral students) which is required for all students with assistantships. Each of these specific numbers serve as a mechanism to

account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements however you may have periodic meetings called throughout the semester associated with your registration for these credit hours.

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 in the 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.

Registration: First-year students should be registered for fall classes well before orientation. Subsequently, registration typically begins prior to the end of the semester when students meet with their advisors to fill out advisement forms. Pam LaSalle, located in 402 Aderhold, will use the forms to clear students for registration. Once cleared to register, students use OASIS to complete the registration process.

VI. Graduate Student Healthcare

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

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.

VII. Graduate Travel Support

The department rarely has funding for student travel to professional conferences. If a student is funded by an outside grant, they may be able to receive travel support through that grant. The Graduate School has limited funds (\$500 maximum) available to doctoral students who travel to a regional or national conference to present their research. Also, the COE has established a similar program to support graduate student travel; contact the Graduate Coordinator for further information on these programs. These programs are highly competitive, so plan accordingly.

Requesting Travel

Each request must be on a **typed** "Request for Authority to Travel" form, which is available from the department. The request must be accompanied by evidence that the student's research has been accepted for presentation and by an abstract of the research to be presented.

https://busfin1.busfin.uga.edu/accounts_payable/travel_authority_emp.cfm

The above criteria are the **minimum** when applying for travel funds. Do not assume that meeting these criteria will automatically guarantee funding. All departmental requests are forwarded to the Graduate School business office **at one time** according to the schedule below. Departmental funding in support of the student's travel will greatly enhance the student's chances for Graduate School funding.

Request for Graduate Student Travel Support

Title of Paper to be Presented: _____

Name and Department Affiliation of First Author: _____

Student Status of First Author (circle applicable categories):

1. Prospective Candidate for: Ph.D./Ed.D. M.Ed. / M.A. Other____

2. Full-Time Student Part-Time Student

3. Currently Enrolled: Yes No

Names/Affiliations of other Authors (if applicable): _____

Name of Conference or Meeting: _____

Dates: _____ Location: _____

Endorsements* Major Professor: _____

Graduate Coordinator
(or Department Head): _____

_____ * Please check that all eligibility criteria have been met before endorsing and forwarding this request for graduate student travel support,

VIII. Academic Honesty

UGA's Honor Code:

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

WHAT IS ACADEMIC HONESTY?

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

Prohibited Conduct

General standard of conduct: No student shall knowingly perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. The term "knowingly," as used in the preceding sentence, means that the student knows that the academic work involved will be submitted for academic advancement. "Knowingly" does not mean that the student must have known that the particular act was a violation of the University's academic honesty policy. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

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

- a. **Plagiarism** - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
 - i. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
 - ii. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
 - iii. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
 - iv. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
 - v. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.
- b. **Unauthorized assistance:** Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by a faculty member. 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 a faculty member. Examples of prohibited behavior include, but are not limited to, the following when not authorized:

- i. Copying, or allowing another to copy, answers to an examination;
 - ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
 - iii. Giving or receiving answers to an examination scheduled for a later time;
 - iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
 - v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
 - vi. Unauthorized use of a programmable calculator or other electronic device.
- c. **Lying/Tampering/Bribery:** Bribery or giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
- i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to the Faculty Member or to any University official for failure to attend an exam or to complete academic work;
 - ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
 - iii. Altering any academic work after it has been submitted, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
 - iv. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
 - v. Damaging computer equipment (including disks) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
 - vi. Giving false information or testimony in connection with any investigation or hearing under this policy;
 - vii. Submitting for academic advancement an item of academic work that has previously been submitted (even when submitted previously by that student) for academic advancement, unless done pursuant to authorization from the Faculty Member supervising the work or containing fair attribution to the original work.
- d. **Theft** - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

- e. **Other** - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

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.

Faculty: This policy provides the exclusive procedure for handling matters related to academic dishonesty at the University of Georgia. The Faculty has the responsibility to report alleged violations to the Office of the Vice President for Instruction as provided in this policy. Faculty shall 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 is permissible in connection with that academic work. Additionally, each faculty member shall take reasonable steps to foster a climate of academic honesty. The failure of a faculty member to meet these responsibilities 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 accusation of violating this policy.

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 staffs' conduct.

Student Honor Code: The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997, and provides: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All students agree to abide by this code by signing the UGA Admissions Application.

Procedures for Resolving Matters of Alleged Academic Dishonesty

Facilitated Discussion: When a faculty member believes that an incident of academic dishonesty occurred, s/he should contact the Office of the Vice President for Instruction. The faculty member will be asked to contact the student to arrange a date and time to discuss the matter. The Office of the Vice President for Instruction will arrange for a Facilitator to be present at the meeting to assist in a fair and focused discussion about what may have occurred. The faculty member 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 faculty member 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 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.

Academic Honesty Panel: The meeting with the Academic Honesty Panel is a continuation of an educational Discussion about the matter conducted by a Facilitator. The resolution, including consequences when appropriate, is determined by the Panel.

Notice of Meeting with Academic Honesty Panel: If an Academic Honesty Panel is to be scheduled, a written notice including a brief description of the alleged dishonesty shall be delivered to the student, the faculty member, 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 faculty member and the Facilitator. The notice shall be deemed delivered when mailed. The notice shall be deemed given even if the student fails or refuses to sign the return receipt for that notice.

Duty to be present: The student and the faculty member who reported the matter have the right and responsibility to be present and to speak truthfully at the meeting with the Academic Honesty Panel. If, after having been notified of the meeting as required by this policy, either the student or the faculty member fails to attend, the Panel may proceed to determine if a violation occurred and if so, establish a consequence.

Joint Academic Honesty Panel Meetings: If more than one student is involved in a single episode, separate Academic Honesty Panel meetings shall be held for each student unless all of the parties involved agree that a joint Academic Honesty Panel meeting is the most appropriate method of resolving the matter.

Persons entitled to be present at the Academic Honesty Panel Meeting: The faculty member who reported the matter, the student(s) believed to have violated the policy, the

Facilitator, the five-member Academic Honesty Panel, and the representative from the Office of the Vice President recording the meeting are the only participants allowed to make statements and ask questions in an Academic Honesty Panel meeting unless the Facilitator determines that the student and/or faculty member need assistance due to a disability or language barrier.

The student and faculty member may each have an advisor present at the meeting. The advisors may not address the panel or other parties in attendance. In addition, an Academic Honesty Panel meeting will not be scheduled or postponed based on an advisor's schedule.

Facilitator and Academic Honesty Panel: A Facilitator assigned by the Office of the Vice President for Instruction shall moderate the Academic Honesty Panel meeting. The Office of the Vice President for Instruction is charged to create A Procedures for Academic Honesty Panel Meetings@ outlining procedures which ensure fundamental fairness in the process of the meeting. These procedures will be available by request.

During an Academic Honesty Panel meeting, the faculty member who made the accusation has the responsibility of demonstrating to the Academic Honesty Panel that it is more likely than not that the student violated this policy. Following the meeting with the faculty member 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 faculty member has not met this responsibility, the student must be found not to have violated this policy. A consequence may be imposed by the Panel only when the majority of the panelists find the faculty member has met this responsibility.

The Academic Honesty Panel meeting 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

Notice of decision: Within five (5) days following the completion of the Academic Honesty Panel meeting, a copy of the decision shall be delivered by separate letters to the student, the faculty member who reported the accusation, the faculty member 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 faculty member(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.

Appeal: The faculty member may not appeal any decision of an Academic Honesty Panel. A student who has been expelled or suspended from the University or whose degree has been revoked may appeal the decision and consequence to the President of the University. 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 faculty member 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 Academic Honesty Panel 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. It must be delivered 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.

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 faculty member 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

Action Prior to Any Finding: The faculty member 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 faculty member 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.

Action on Determination of Innocence: If it is determined that no violation occurred, the faculty member 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 faculty member of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the faculty member 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 faculty member as provided below in order that the appropriate grade made is entered. If on appeal, the student is found not in violation of this policy, notification to the faculty member will be sent from the Office of the President.

Consequence(s) for a First Honesty Violation

Facilitated Discussion: The faculty member 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.

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, when the violation is a first offense, 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," which 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 for a period of one semester other than summer.
4. Expulsion.

On determination of a first violation, 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 and shall authorize the Office of the Vice President for Instruction to verify that certification.

Subsequent Dishonesty Violations: If the student acknowledges a second violation in a Facilitated Discussion, or an Academic Honesty Panel finds a second violation of this policy, the consequence shall be permanent expulsion and the dishonesty transcript notation. In addition, a degree previously awarded may be revoked.

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.

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.

Effective Date: This policy shall apply to all acts occurring on or after April 22, 2004.

❖ **Graduate Student Problems Advisory Committee (GSPAC)**

The Graduate School in conjunction with GSA has created the Graduate Student Problems Advisory Committee. This Committee is comprised of seven faculty and seven graduate students from across campus. If a student needs advice on how to manage a situation or to understand what steps need to be taken the GSPAC is available to help. Upon request, a smaller subcommittee of three faculty and three students can form to review problems and make suggestions as to what a graduate student might need to reconcile a problem(s). No faculty member, student from the department, or other person known to the graduate student will be part of a subcommittee. The GSPAC may not "solve" a graduate student's problem but are available to give advice, suggestions, guidance or other information that will assist the student in helping themselves.

The GSPAC will not take functions away from other well established organizations on campus. A graduate student should first attempt to resolve any problem themselves. They may go to their assigned Graduate Coordinator or Department Head and discuss the situation. If further help is needed, contact the GSPAC who will relay how to request a subcommittee meeting.

Alleged Violations and Consequences for Academic Dishonesty

Action Prior to Any Finding: The faculty member 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 faculty member 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.

Action on Determination of Innocence: If it is determined that no violation occurred, the faculty member 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 faculty member of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the faculty member 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 faculty member as provided below in order that the appropriate grade is entered. If on appeal, the student is found not in violation of this policy, notification to the faculty member will be sent from the Office of the President.

IX. Faculty and Staff

Staff Members:

Amanda Cross, Administrative Associate I, 343 Ramsey, 706-542-5064
Email: amandalc@uga.edu

Annelie Klein, Office Manager, 402F Aderhold Hall, 706-542-4122
Email: annelie@uga.edu

Jill Kleinke, Administrative Associate I, (Coordinator for the Center for Counseling and Personal Evaluation), 424 Aderhold Hall, 706-542-8508
Email: jkleinke@uga.edu

Pam La Salle, Academic Advisor I, 402E Aderhold Hall, 706-542-1813
Email: plasalle@uga.edu

Bobbie Ray, Senior Accountant, 402B Aderhold Hall, 706-542-2124
Email: bnray@uga.edu

Faculty:

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

Below is an alphabetical listing of the faculty with brief notes about their interest and primary instructional assignments (CSAA-M, College Student Affairs Administration Master's Program; CC, Community Counseling; SC, School Counseling; CP, Counseling Psychology; CSAA-D, College Student Affairs Administration Doctoral Program; CSPS, Counseling & Student Personal Services; RLST, Recreation and Leisure Studies)

Deryl F. Bailey: Associate Professor and Coordinator of the School Counseling master's program, (Ph.D., University of Virginia); Research interest include adolescent development with an emphasis on African American youth, development of enrichment initiatives for adolescents, multicultural and diversity issues in schools and communities, professional development for school counselors. SC, CSPS
Email: dfbailey@uga.edu

Georgia B. Calhoun: Professor and Graduate Coordinator, (Ph.D., University of Georgia); Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution. CC, CP
Email: gcalhoun@uga.edu

Linda F. Campbell: Professor and Director of Center for Counseling and Personal Evaluation, (Ph.D., Georgia State University); Research interests include psychotherapy process/outcome studies cognitive behavioral therapies, counseling supervision, and psychology of exercise. CP, CC
Email: lcampbel@uga.edu

Diane L. Cooper: Professor (Ph.D., University of Iowa); Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations. CSAA-M, CSAA-D, CSPA
Email: dlcooper@uga.edu

Jolie Daigle: Assistant Professor (Ph.D., University of New Orleans); Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families. SC, CSPA
Email: jdaigle@uga.edu

Laura Dean: Assistant Professor, (Ph.D., University of North Carolina, Greensboro); Research interests include small college environments, student affairs accreditation/self-study standards and college counseling issues. CSAA-M, CSAA-D, CSPA
Email: ladean@uga.edu

Edward Delgado-Romero: Associate Professor and Director of Training for the Counseling Psychology program, (Ph.D., University of Notre Dame). Research interests include multicultural counseling, Latino/a Psychology and race and racism in therapy process. CP
Email: edelgado@uga.edu

Merrily S. Dunn: Associate Professor and Coordinator of the College Student Affairs Administration Master's Program, (Ph.D., The Ohio State University); Research interests include living/learning environments in post-secondary education, the preparation of student affairs practitioners and gender issues. CSAA-M, CSAA-D
Email: merrily@uga.edu

Michelle Espino: Assistant Professor in the College Student Affairs Administration Program in the Counseling and Human Services (Ph.D. University of Arizona); Research interests include Latina/o educational pathways, public policy pertaining to minority-serving institutions, member experiences in culture-based fraternities and sororities, and the intersections of race, social class, and gender in higher education. CSAA-M, CSAA-D, CSPA
Email: mespino@uga.edu

Yvette Q. Getch: Associate Professor and Undergraduate Coordinator for Counseling courses (Ph.D. University of Arkansas); Research interests include the areas of advocacy for persons with disabilities, sexuality and deafness, advocacy issues and accommodations for children with chronic illness in schools, and teacher education in asthma management. SC
Email: ygetch@uga.edu

Brian A. Glaser: Professor and Coordinator for Professional Counseling: Community Counseling Masters Program, (Ph.D., Indiana State University); Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations. CP, CC
Email: bglaser@uga.edu

Corey W. Johnson: Associate Professor and Coordinator for the Undergraduate and Graduate programs in Recreation and Leisure Studies (Ph.D., University of Georgia); Research interests include gender and sexual orientation in the cultural context of leisure and recreation services and how to use advocacy, activism, service-learning, community engagement, and agency partnerships to create unique learning opportunities for individuals (students, faculty, and community members) and institutions (university, community agencies, and government), increasing the quality, level, and number of services in a given community. RLST
Email: cwjohns@uga.edu

Sharon Blackwell-Jones: Lecturer, (Ph.D., Pennsylvania State University); Interests in multicultural issues, group counseling, and career counseling. CP, CC
Email: sjones@uga.edu

Douglas A. Kleiber: Professor, (Ph.D., University of Texas); Social psychology of leisure and sport, life span development, motivation, leisure education. RLST
Email: dkleiber@uga.edu

Richard Mullendore: Professor and Coordinator of the College Student Affairs Administration Doctoral Program, (Ph.D., Michigan State University); Research interests include student orientation programs and parents of today's college students. CSAA-M, CSAA-D
Email: richardm@uga.edu

Ezemenari Obasi: Assistant Professor in the Counseling Psychology doctoral program, (Ph.D., Ohio State University); Research interests include Substance Use/Abuse (Alcohol/EtOH), Social Neuroscience, Biomarkers, Health Disparities, Cross-Cultural Psychology (African/African American Psychology). CP
Email: obasi@uga.edu

Jenny Penney Oliver: Senior Academic Professional and Coordinator for the Counseling and Student Personnel Services, Ph.D. and Professional School Counseling Ed.S. UGA Gwinnett Campus (Ph.D., Kansas State University); Interests include multicultural education and systemic and organizational change. SC, CSPS
Email: jpo@uga.edu

Pamela O. Paisley: Professor and Coordinator of the Professional Counseling: School Counseling Masters Program, (Ed.D., North Carolina State University); Research interests in expressive and play media intervention outcome assessment, school counseling professional development, counseling supervision, developmental interventions with children and adolescents, consultation, and roommate satisfaction. SC, CSPS
Email: ppaisley@uga.edu

Rosemary Phelps: Professor and Department Head, (Ph.D., University of Tennessee); Research interests in multicultural training issues and concerns, racial and ethnic identity development, recruitment and retention of African American students in higher education, scale construction, and roommate satisfaction. CP
Email: rephelps@uga.edu

Pedro Portes: Professor in the Department of Counseling and Human Development Services, (Ph.D., Florida State University); Research interest include human development, learning, home environment, and intellectual growth. Email: portes@uga.edu

Gwynn Powell: Associate Professor, (Ph.D., Clemson University); Research interests in leisure services administration and management, youth leisure, personal training, environmental issues. RLST
Email: gpowell@uga.edu

Diane M. Samdahl: Professor, (Ph.D., University of Illinois); Research interests in sociology and social psychology of leisure, research methodology, leisure and gender, leisure theory. RLST
Email: dsamdahl@uga.edu

Alan E. Stewart: Associate Professor,(Ph.D., University of Georgia); Research interests include trauma, death, and loss following motor vehicle crashes, family roles, relationships and emotional processes, ecological/environmental psychology, and professional development in psychology. CC
Email: aeswx@uga.edu

**COLLEGE STUDENT AFFAIRS ADMINISTRATION
Masters Program**

STUDENT HANDBOOK

2009-2010

**Department of Counseling and Human Development Services
The University of Georgia**



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I. Introduction

The College Student Affairs Masters Program (CSAA-M) is one of four master's degree programs in the Department of Counseling and Human Development Services in the College of Education. Other programs include School Counseling, Community Counseling, and Recreation and Leisure Studies. The CSAA-M program is designed to meet the graduate preparation program standards of the Council for the Advancement of Standards in Higher Education (CAS) and the requirements of the University of Georgia Graduate School and College of Education. Learning is encouraged through traditional academic study and research, and through experiential activities such as assistantships, practica, and internships.

II. Unique Features of the CSAA-M Program

- The program has five full-time faculty members who devote their time to instruction in CSAA-M and the College Student Affairs Administration Doctoral Program (CSAA-D). In addition, there are a number of adjunct faculty members who have appointments as senior administrators in Student Affairs at the University of Georgia and other nearby institutions who are actively involved in the program.
- Enrollment is limited to assure that there is approximately a 1:17 ratio of full-time faculty to students. Ample opportunity is provided for one-to-one student-faculty interaction.
- Faculty and students are committed to enhancing each other's learning. All students are expected to be active participants in the learning community and to provide support to each other.
- There are over 30 different practicum and internship sites available to students on The University of Georgia campus or at neighboring institutions.
- Students who so desire may take summer internships in student affairs at colleges and universities across the country.
- The program is firmly committed to a thorough theoretical grounding in theories of college student development combined with ample opportunity to apply what is learned in the classroom.
- Most students have graduate assistantships in student affairs and related functional areas that provide them with financial support and valuable practical experience.
- Students are given instruction and supervised practice in working with individual students who need assistance, with student organizations, and in administrative structures.
- Students start the program as a cohort and take classes together, especially during the first year of the program, enabling students to experience group methods and processes in practice as they are learning about them in the classroom.

III. History of the Program

In 1966 the Department of Counselor Education decided to offer a program in college student personnel. It recruited Dr. Theodore K. Miller from the State University of New York at Buffalo to develop the program. He arrived in Georgia in 1967 and began to construct the master's program in Student Personnel in Higher Education (SPHE) and to develop a student affairs specialty within the existing Ph.D. and Ed.D. programs in counseling and student personnel services.

Dr. Miller (Ted as he was known to students and colleagues alike) received his doctorate from the University of Florida where he studied under Ted Landsmon and worked extensively with Dr. Harold Riker (one of the early pioneers in the housing and residential life area). Ted made

many contributions to the student affairs field including serving as President of the American College Personnel Association (1975-1976) and as co-author of *The Future of Student Affairs*, which became one of the principal philosophical statements for the "student development movement." He went on to serve as the first president of the Council for the Advancement of Standards in Higher Education (CAS). Ted retired in 1997 but still serves as an Emeritus Professor in the Program.

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

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

In 1988 serious re-evaluation of the doctoral program was undertaken to determine whether it was meeting the needs of student affairs practice at the doctoral level. A committee composed of program, departmental and college faculty as well as senior student affairs administrators studied the curriculum for over two years. Committee members were Ted Miller, Linda Campbell, John Dagley, Dan Hallenbeck, Dwight Douglas, Joe Wisenbaker, David Coker, and Roger Winston. Alumni and currently enrolled doctoral students also studied the curriculum and reviewed the literature. The faculty concluded that the counseling-based program should be changed substantially to become an administration-based program. In 1990 Roger Winston became the coordinator of the newly created student affairs administration specialty doctoral program within the degree designation "Counseling and Student Personnel Services." Dr. Winston retired in 2002.

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

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

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

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

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

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

Dr. Michelle M. Espino, a 2008 graduate of the University of Arizona and the former Coordinator of Student Programs at Southern Methodist University (TX) joined the faculty in the fall of 2008. (Dr. Jenny J. Lee was her major professor.)

IV. Student Resources and Information

Advisement and Registration

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

Annual Program Review

Near the beginning of the spring semester, the academic progress of 1st year students enrolled in the program is evaluated. The CSAA-M faculty will communicate the results of the evaluation to each student. This evaluation includes feedback from assistantship and practicum supervisors. Second year students will also receive feedback from faculty and assistantship and internship supervisors.

APA Writing Style

The *Publication Manual of the American Psychological Association* (6th Edition) is the required resource manual for preparing papers for the CSAA Program. APA style manuscript preparation is taught during the first semester of study (ECHD 7400). It is strongly recommended that students purchase a manual at campus bookstores prior to beginning their program of study.

E-Mail

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

Ethical Standards

Students are expected to adhere to the Ethical Principles and Standards published by ACPA (<http://www.myacpa.org/ethics/statement.cfm>) and the NASPA Standards of Professional Practice (www.naspa.org/about/standards.cfm). Serious breaches of ethical standards can lead to termination of enrollment. Students are also expected to abide by the University Academic Integrity guidelines which are summarized and provided in this handbook. **All students must also complete the on-line Academic Honesty tutorial (<http://www.coe.uga.edu/chds/students/honesty/index.html>) and give the certificate of completion to their advisor.** Finally, students are also expected to be familiar with and stay in compliance with the UGA Student Code of Conduct (<http://www.uga.edu/judicialprograms/code.htm>).

Expenses

Students should be aware that during graduate study they will incur additional expenses beyond tuition, fees, and living expenses. Expenses such as textbook and course material purchases, parking, travel to service-learning, practicum, or internship sites, professional dues, copying of course materials and resources needed for class assignments, conference attendance costs, research instruments, and liability insurance for practicum experiences are additional expenses that students can expect during their two year program. First year students in the CSAA-M program are required to attend a professional conference.

Facilities

The CSAA program is in the College of Education and located in the Ramsey Center on the east part of campus. The majority of courses in the program are offered on the 4th floor of Aderhold Hall or the 2nd floor of Ramsey Center.

Division of Student Affairs

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

Final Comprehensive Exams

CSAA masters students are expected to pass a comprehensive exam which is administered in January of the second year of study. All graduate students at the University of Georgia are required to do so by the Graduate School. The comprehensive exam is designed to give students an opportunity to organize and synthesize their learning (both from classes and as a result of independent study and research) while in the program. Content is not limited to what has been presented in classes or in texts assigned for classes. Students are expected to cite sources or authorities to support their answers, including relevant primary sources. The exam

consists of two long essay questions and three short essay questions. A study guide will be provided to second year students early in the fall semester to use for review purposes. Evaluation is based on six criteria: a) evidence of knowledge of the literature, b) ability to bring relevant literature into focus in answering the question, c) organization and writing ability, d) clarity of written response and focus of answer, e) integration of theory and practice f) whether or not the question was actually answered. Content of the exam will include (1) foundation studies (historical, philosophical, ethical, cultural and research foundations), (2) professional studies (student development theory, student characteristics and effects of college on students, individual and group interventions, organization and administration of student affairs, assessment, evaluation and research).

The exam will be administered in a campus computer lab. It will be given and taken in accordance with the academic honesty code of the University of Georgia referenced elsewhere in this handbook. Students will be respectful of their classmates during this process, as they are expected to be at all times. They may use earplugs if noise is a concern but they may not use any headphones or similar devices. Students may use one, two sided reference sheet. It must be in alphabetical order and in correct APA (6th edition) style. It must be in 10 point, Times New Roman or larger font. Students are free to take a break at any point during the exam. Any requests for accommodations based on a documented disability must be presented to the program coordinator no later than two weeks prior to the exam date.

CONSEQUENCES FOR INADEQUATE COMPREHENSIVE EXAM PERFORMANCE

If a student fails any question, long or short, remediation will be required and the following consequences will apply:

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

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

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

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

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

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

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

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

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

Library

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

Mail Boxes

Each student is assigned a program mailbox in room 341 Ramsey Center. All written communication from the Department of Counseling and Human Development Services with students is through these mail boxes or via e-mail. Students should check their boxes several times a week to assure that they do not miss important information.

Practica & Internship Experiences

The practica and internship program provides an opportunity for students to gain first-hand experience under supervision and guidance of qualified and dedicated professionals in the field of higher education. This, in addition to the assistantship or other work experiences, creates the experiential component that is a crucial complement to the academic curriculum.

Professional Liability Insurance

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

ACPA-College Student Educators International
One Dupont Circle, Suite 360A
Washington, DC 20036-1110
(202) 835-2272 www.myacpa.org

NASPA-Student Affairs Administrators in Higher Education
1875 Connecticut Ave., NW, Suite 418
Washington, DC 20009
(202) 265-7500 www.naspa.org

V. Professional Organizations

The purpose of this academic program is to prepare professionals for work in student affairs or student services in higher education. Learning in this program is achieved not only through the classroom, but through exposure to and practice in multiple facets of the profession as well. One of the key elements of the profession is involvement in professional organizations. All students are expected to be actively involved in at least one professional organization during their course of study.

The following are several of the organizations that students may want to consider:

ACPA: College Student Educators International is a national professional organization that supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community. Annual dues for students are \$30.00 (or \$50 including a hard copy of *The Journal of College Student Development*). The ACPA conference is held annually in the spring.

NASPA: Student Affairs Administrators in Higher Education is a national professional organization which seeks to provide professional development and advocacy for student affairs educators and administrators who share the responsibility for a campus-wide focus on the student experience. Annual dues for students are \$37.00. The NASPA conference is held annually in the spring.

Southern Association for College Student Affairs (SACSA) is a regional organization that focuses on current practices and research that have implications and applicability for practitioners. Annual dues for students are \$25.00. The SACSA conference is typically held annually in the fall.

Georgia College Personnel Association (GCPA) provides leadership in student affairs work within the framework of the goals of higher education. Each spring, GCPA holds its annual conference, often on the Georgia coast. Students are encouraged to join this organization and submit program proposals for the annual conference to acquire an understanding of state-wide professional organizations and to gain experience in making professional presentations. In addition, *The Georgia Journal of College Student Affairs* provides an excellent opportunity for the possible publication of student papers. Annual dues for students are \$10.00.

University of Georgia Student Personnel Association (UGASPA) is a student-led organization which serves as a social and educational group for students, staff, and faculty. Social and educational events (such as brown bag lunches with speakers from the student affairs professional staff) will be promoted, sponsored, and coordinated by UGASPA throughout the year.

Membership and active involvement in **UGASPA** carries with it the following benefits:

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

VI. Responsibilities of Students and Faculty

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

Students are expected to...

- Be dedicated to learning and willing to put forth the effort necessary to excel. Students are expected to take advantage of as many professional learning experiences as they can. Further, students are expected to become active members of professional associations by joining, attending conferences, submitting program proposals, and volunteering for special projects.
- Be self-motivating and seek assistance when it is needed. To ask for help from classmates and faculty is not a sign of weakness but of intelligence.
- Attend all classes and be on time. Lateness is a sign of disrespect for the instructor and fellow students. It also disrupts the learning environment.
- Have read all assigned materials before the appointed class and to come to class prepared with questions and topics for discussion.
- Submit work by specified deadlines.
- Be cooperative and support others in their efforts to learn; unhealthy excessive competition among students is not valued and is destructive of morale and learning.
- Contribute to the learning community by going beyond class attendance and completion of class requirements. Students and faculty both have an obligation to contribute to the learning community.
- Be an active participant in the classroom by refraining from inappropriate use of technology (checking e-mail on computers, text messaging, etc.).
- Adhere to high standards of academic integrity and professional ethics. The ACPA Statement of Ethical Principles and Standards, NASPA Standards of Professional Practice, and "A Culture of Honesty"- the University of Georgia's policy and procedures on academic honesty apply to all students in the program.
- Act professionally at all times and to dress appropriately in class and elsewhere. Each student is a representative of students and faculty associated with the programs. When involved in professional activities with student affairs staff, students should adopt the mode of dress of the practicing professionals.
- Be loyal to the program and those associated with it. If a student has a problem or criticism of the program, other students, or faculty, it should be dealt with within the program and directly with the persons involved.
- Refrain from gossiping about students and/or faculty associated with the program. Gossiping is unprofessional conduct and demeans all involved. Students are expected to confront persons with whom they have issues directly, in private, and with civility.

Students can expect faculty to...

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

Professionalism and Changing Roles

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

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

Removal from the CSAA Program/Academic Progress (this policy is subject to periodic review and update without prior notice)

Policy adopted September 6, 2007

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. 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 believes 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 their academic program is incomplete.

VII. Program Curriculum

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

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

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

Program of Study

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

First Fall Semester		
ECHD 7400	Foundations of College Student Affairs Administration	3 hours
ECHD 6030	Interpersonal Facilitation & Intervention I	4 hours
ECHD 7090	Structured Group Interventions	3 hours
ECHD 7420	Theories of College Student Development	3 hours
ECHD 7000	Masters' Research	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours
First Spring Semester		
ECHD 6040	Interpersonal Facilitation & Intervention II	3 hours
ECHD 7740	Practicum in College Student Affairs	6 hours
ECHD 7920	Research Methods	3 hours
ECHD 7460	Issues in Student Affairs Administration	1 hour
ECHD 7000	Masters' Research	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours
Summer Semester		
ECHD 7840	Student Affairs Internship	Variable hours
**ECHD 7005	Graduate Student Seminar	3 hours
Second Fall Semester		
ECHD 7410	College Student Affairs Interventions	3 hours
ECHD 7060	Cross Cultural Counseling	3 hours
ECHD 7460	Issues in Student Affairs Administration	1 hour
ECHD 7430	College Student Ecology	3 hours
ECHD 7000	Masters' Research	2 hours
ECHD 7840	Student Affairs Internship	Variable hours
**ECHD 7005	Graduate Student Seminar	3 hours
Second Spring Semester		
ECHD 7440	Administration in College Student Affairs	3 hours
ECDH 8000	Student Affairs and the Law	3 hours
ECHD 7770	Program Evaluation and Outcomes Assessment	3 hours

ECHD 7460	Issues in Student Affairs Administration	1 hour
ECHD 7000	Masters' Research	2 hours
**ECHD 7005	Graduate Student Seminar	3 hours

*** Must register for this class if you are on assistantship.*

VIII. Adjunct Faculty

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

- Dr. Pat Daugherty, Assistant Vice President for Student Affairs
- Dr. Tom Burke, Associate Vice President for Student Affairs
- Dr. Ann Crowther, Associate Vice President for Instruction
- Dr. Karen Kalivoda, Director, Disability Resource Center
- Dr. Keener Scott, Associate Director, University Housing
- Dr. Jan Davis Barham, Assistant to the Vice President for Student Affairs
- Dr. Gerald Kowalski, Executive Director, University Housing
- Dr. Shay Davis Little, Director, University Housing Administration
- Dr. Joe Moon, Dean for Campus Life and Community Affairs, Oxford College/Emory University
- Dr. Tom Walter, Vice President for Student Development, Gainesville State College
- Dr. Andy Wilson, Assistant Dean for Campus Life, Emory University
- Dr. Alicia Caudill, Associate Vice President for Student Development & Dean of Students, Gainesville State College

IX. Receipt of Handbook Verification

The following *Statement of Receipt* must be submitted to your advisor.

STATEMENT OF RECEIPT	
<p>I acknowledge receipt of the Graduate Handbook for the Department of Counseling and Human Development Services and CSAA-M program. I understand that I am responsible for the information, policies and procedures contained therein and that it is my responsibility to seek clarification for any information I do not understand.</p>	
_____	_____
Student Name (Print)	Student Signature
<u>CSAA-M</u>	_____
Program Name (Print)	Date

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