

Counseling and Human Development Services

Graduate Student Handbook

2008 - 2009

College Student Affairs Administration Doctoral Program



**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.)

- Counseling Psychology
- College Student Affairs Administration
- 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/Bulletin/courses/coecourses.htm

V. Student Resources

Mailboxes: All graduate students have mailboxes in 408 Aderhold. 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 the school year. 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. ECHD 7005 is 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 will 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.uhs.uga.edu/insurance/index.html> **mandatory**

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.

<http://www.coe.uga.edu/adresearch/resources/forms/gradcoversheet.html>

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,

*****This online travel expense form needs to be filled out, signed, and submitted to the departmental accountant in order to be considered.***

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

- 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 advise 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:

Brenda Arnold, Administrative Associate I, 343 Ramsey Center, 706-542-5064
Email: brendaa@uga.edu

Amanda Cook, Administrative Assistant II, 402C Aderhold Hall, 706-542-1812
Email: amandalc@uga.edu

Chelita Edwards, Accountant, 402F Aderhold Hall, 706-542-2124
Email: cjedward@uga.edu

Annelie Klein, Administrative Assistant II, 408G Aderhold Hall, 706-542-2433
Email: annelie@uga.edu

Jill Klenike, 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

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; 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, CP
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 and Coordinator of the College Student Affairs Administration Master's Program, (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, CP
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, CC, CP
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, CP
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, SC, CC
Email: edelgado@uga.edu

Merrily S. Dunn: Associate Professor, (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

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, CP, RLST
Email: ygetch@uga.edu

Brian A. Glaser: Professor, (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: Assistant 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, CP
Email: dkleiber@uga.edu

Richard Mullendore: Professor and Coordinator of the 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

Jenny Penney Oliver: Senior Academic Professional, (Ph.D., Kansas State University); Interests include multicultural education and systemic and organizational change. SC, CC, RLST
Email: jpo@uga.edu

Pamela O. Paisley: Professor and Coordinator of the School Counseling Ed.S. 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, CP
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, CSAA-D
Email: rephelps@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

COLLEGE STUDENT AFFAIRS ADMINISTRATION (Ph.D.)

STUDENT HANDBOOK

2008 - 2009

**Department of Counseling and Human Development
Services**

The University of Georgia



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I. Introduction

The Ph.D. program in College Student Affairs Administration (new name-pending University approval) (CSAA-D) at The University of Georgia is designed primarily to prepare individuals for practice and scholarship in one or more of the following areas.

- College Student Affairs Administration
- Graduate education of student affairs professionals
- Student assessment, outcomes research, and program evaluation in a student affairs context

This handbook has been designed to guide students as they “move into, through, and out of” the College Student Affairs Administration (CSAA-D) program at the University of Georgia.

Students

A limited number of students enroll each year in the CSAA-D Program. The College Student Affairs Administration program is committed to recruiting students representing different societal groups, geographical regions, cultures, and socioeconomic backgrounds.

Students come from regions throughout the United States and represent a diverse background of experiences. There are two types of students in the program: full-time (who generally hold assistantships in the Student Affairs Division or the Department of Counseling and Human Development Services) and part-time (who generally are practitioners who currently work in some area of student affairs).

II. Unique Features of the Program

- **Small size:** The program limits enrollment, which assures students ample individual attention and the opportunity to have meaningful personal interaction with the program's faculty throughout their time in the program.
- **Faculty:** There are five full-time faculty members who devote their time to instruction in student affairs administration. All are experienced as student affairs administrators. There are also a number of student affairs administrators who serve as adjunct faculty members in the program.
- **Financial Support:** Full-time students have the opportunity to hold assistantships in the Student Affairs Division or Department of Counseling and Human Development Services, which provides additional opportunities for practical experience. Assistantships, in addition to stipends, carry with them a waiver of non-Georgia-resident charges and most of the matriculation--tuition--fees.
- **Community Support:** Students and faculty in the program work to form a true learning community, which provides support to students as they meet the program's requirements and explore the many extracurricular learning opportunities through joint projects with faculty and fellow students.
- **Advanced Specialized Study:** The program is designed specifically for persons who are committed to careers in student affairs. Courses offered in the doctoral curriculum are restricted to doctoral students.

- **Flexibility:** Students can enroll full-time or part-time. Doctoral courses in this program are generally taught in the afternoon or evening and typically meet once per week.
- **Commitment to Student Development Goals:** The program is based in a belief that higher education should focus on assisting students' intellectual, psychosocial, and ethical growth. Graduates acquire expertise in enhancing students' educational experiences.
- **Research Experience:** Students are involved as partners with CSAA-D faculty in research teams throughout their programs. Most recent research teams have involved measurement of students' psychosocial development, interventions to improve professional and support staff supervision, and studies of student affairs professionals' "career anchors." Students are expected to be active members of one or more research teams during their enrollment in the program.
- **Develop Teaching Expertise:** Students have many opportunities to develop skills as teachers under supervision. Students may elect to take a teaching internship which would involve co-teaching a master's level student affairs administration course with a full-time faculty member or co-teaching a paraprofessional training class for undergraduates. Through the ECHD 8990 Seminar, students also have the opportunity to work on projects directly related to instruction in the master's program. These include, for example, developing and updating simulations, creating instructional units, or acting as consultants to student project teams.

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 program was undertaken to determine whether it was meeting the needs of student affairs practice at the doctoral level. A committee composed of department faculty members and student affairs staff studied the curriculum for over two years. Alumni and currently enrolled doctoral students also studied the curriculum and reviewed the literature. The faculty concluded that the counseling based program should be changed substantially to become an administration-based program.

In 1990 Roger Winston became the coordinator of the newly created student affairs administration specialty within the degree designation "Counseling and Student Personnel Services." Dr. Winston retired in 2002.

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

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

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

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

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

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

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

IV. Adjunct Faculty

Student affairs staff members at The University of Georgia and other higher education related sites serve as adjunct faculty members for the program. Students will also work

with various staff members throughout the University community to obtain internship placements.

- Dr. Rodney Bennett, Vice President for Student Affairs
- Dr. Pat Daughtery, 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. Ralphel Smith, Assistant Director, University Housing Administration
- Dr. Joe Moon, Dean for Campus Life and Community Affairs (Oxford/Emory)
- Dr. Tom Walter, Vice President for Student Development (Gainesville)
- Dr. Andy Wilson, Assistant Dean for Campus Life (Emory University)

V. Expectations of Students and Faculty

The faculty members in the College Student Affairs Administration Masters and Doctoral programs have high expectations of ourselves and our students. We aspire to be an outstanding professional preparation program. And, to a large extent, the enthusiasm, commitment, and professionalism of students and faculty on and off campus determine how successful we will be. In order to remove some of the ambiguity about expectations, the following are provided as guidance to students.

Students are expected to...

- be dedicated to learning and be willing to put forth the effort necessary to excel. 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.
- as senior members of the college student affairs administration program, doctoral students are expected to provide support and guidance to the less experienced students in the masters program. This presents an extraordinary opportunity to make significant contributions to the student affairs profession by assisting in the education of student affairs professionals in training.
- be self-motivating and seek assistance when it is needed. To ask for help from classmates or faculty is not a sign of weakness, but of intelligence.
- attend all classes and be prompt. Tardiness is a sign of disrespect for the instructor and fellow class members because it disrupts the learning environment. Tardiness in keeping appointments also shows disrespect and is wasteful of others' valuable time.
- have read all assigned materials before the appointed class and to come to class prepared with questions and topics for discussion.
- submit work by the specified deadline.
- be cooperative and to support others in their efforts to learn; unhealthy excessive competition among students is not valued and is actually destructive of morale and learning.

- contribute to the learning community, which means going beyond class attendance and completion of class requirements. Students and faculty both have an obligation to contribute to the learning community of which we are members.
- adhere to high standards of academic integrity and professional ethics. The American College Personnel Association Statement of Ethical Principles and Standards, the NASPA Standards of Professional Practice, and The University of Georgia Conduct Code apply to all students in the programs.
- act professionally at all times and to dress appropriately in class and elsewhere. Each student is a representative of everyone (students and faculty both) 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 both the transmitter and the whole program. Students are expected to confront persons with whom they have issues directly and in private.

Students can expect faculty to...

- work hard and to reflect credit on the programs.
- be available to students. The best way to assure availability is to make an appointment. DO NOT apologize for seeking assistance or consultation. Email is generally the most efficient way to make appointments.
- be prepared for class.
- set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
- care about students as persons and especially as developing student affairs professionals. Faculty want students to be successful as students and to become exemplary student affairs professionals after graduation.
- convey a professional image through their dress and behavior.
- be involved in regional and national professional organizations, thereby giving the programs and their students national visibility.
- conduct research and publish their findings.
- support students in their quest for professional positions after completing the program and throughout their careers.

VI. Academic Information

Advisement and Registration

Upon admission, each student is assigned a temporary faculty advisor from the graduate faculty members associated with the CSAA-D program. After the first semester, you will be expected to select a program advisor who will work with you through the final defense of the Publishable Paper. After successfully completing the Publishable Paper and most of your coursework, you become eligible to take the Preliminary Examination. Prior to the Preliminary Examination and the selection of the Dissertation topic, you must request

a graduate faculty member to serve as your major professor for the remainder of your program.

You can obtain a change of advisor form from Pam LaSalle, Academic Advisor I, in 402 Aderhold and have both faculty members sign the form. Return the form to the Graduate Records Specialist, who will make the necessary notifications in the Graduate School.

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

Registration occurs each semester and forms can be obtained in 402 Aderhold or 343 Ramsey Center, the department's central offices. The UGA schedule of courses is available on-line; however, information about departmental courses will be distributed prior to pre-registration.

ECHD 8990 Seminar

All students are expected to enroll in and actively participate in the ECHD 8990 Seminar each Fall and Spring Semester that they are enrolled. This seminar is a weekly meeting of all doctoral students and faculty. As part of this seminar each student will participate in at least one research, pedagogy, or service project that meets independently of the ECHD 8990 seminar class times.

Internship Experiences

The 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.

All students must complete at least 3-6 hours of internship. Students with 5 or more years of full-time post-masters professional work experience in student affairs at the time of admission to the program are only required to complete a 3 hour teaching internship. Students with less than 5 years of full-time post-masters professional work experience in student affairs at the time of admission must also complete a 3 hour Administrative internship.

The internship experience should be discussed and designed with your program advisor. In general, administrative internships cannot be completed as part of your current job responsibilities.

Professional Liability Insurance

All students must have professional liability insurance prior to participating in a practicum or internship. 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 you are eligible to join at a reduced student rate. One must be a member of the professional association before he or she is eligible to obtain insurance. Students are encouraged to join one or both professional associations as soon as they enter the program. As members, students will receive copies of the journal and newsletters, as well as information about workshops and conferences. Membership applications can be obtained from your advisor. Information regarding liability insurance will be sent to new members of ACPA and NASPA.

ACPA

One Dupont Circle, Suite 360A
Washington, DC 20036-1110
(202) 835-2272

NASPA

1875 Connecticut Ave., NW, Suite 418
Washington, DC 20009
(202) 265-7500

VII. Student Resources and Admission Information

APA Writing Style

The Publication Manual of the American Psychological Association (5th Edition) is the required resource manual for preparing papers for both the CSAA programs. It is recommended that students purchase a manual at campus bookstores prior to beginning their program of study.

Mail Boxes

Each student is assigned a mail box in 341 Ramsey Center. All written communication from the Department of Counseling and Human Development Services with students is through these mail boxes or via your UGA e-mail account.

E-Mail

All students must have a UGA e-mail account. **Students will receive important program information via their UGA e-mail account only.** The faculty assumes that students check their e-mail regularly, that is, at least daily.

Ethical Standards

Students are expected to adhere to the Ethical Principles and Standards published by ACPA (www.myacpa.org/au/ethicsstatement.html) and the NASPA Standards of Professional Practice (<http://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, you should also be familiar with and stay in compliance with the UGA Student Code of Conduct (<http://www.uga.edu/judicialprograms/code.htm>).

CSAA-D Steering Committee

The Student Affairs Administration Steering Committee is composed of 6 persons: Richard Mullendore (Chair), Pat Daugherty, Merrily Dunn, Tom Burke, Laura Dean, Michelle Espino, and Diane Cooper. The Steering Committee serves as the principal policy-making body for the program. All curricular changes and Program policies and procedures are approved by the Steering Committee. In addition, the Committee screens applicants to the Program and decides who is to be recommended to the Graduate Coordinator for admission.

Annual Student Progress Review

Each year the academic progress of all students enrolled in the program for two or more semesters is evaluated. The CSAA-D Steering Committee will communicate the results of the evaluation to each student.

Guidelines for Submission and Approval of Ph.D. Publishable Paper

Students are expected to conduct a data-based research project (following either a qualitative or quantitative paradigm) worthy of publication in a professional journal, prior to taking preliminary exams. This requirement may add additional financial expense (copying, interview tapes, questionnaires, postage, etc.); however, sponsorship may be obtained by students from the programs or services sponsoring their research. Prior to beginning the project and after approval by the publishable paper committee, the proposal also must be approved by the Institutional Review Board (IRB--often referred to as "Human Subjects") at The University of Georgia. No exceptions. You must complete the following on-line test in order to submit your IRB application.

Instructions at: <http://www.ovpr.uga.edu/hso/irb101.html>

Test at: <https://www.citiprogram.org/default.asp>

1. The student will develop a research prospectus (generally 10-15 pages including references) in consultation with his/her program advisor. The rationale and theoretical foundation must be clearly specified; the hypotheses or research questions must be explicitly stated, and the procedures for data collection must be replicable and clearly explained. Strict adherence to style and format as specified in the *American Psychological Association Publication Manual* (5th ed.) is required. (As a general rule, full-time students should plan to submit their proposals not later than the end of the first year of study; part-time students should plan to complete their proposals by the end of fall semester of the second year of study.)
2. The prospectus should include the following:
 - o Statement of the problem
 - o Concise literature review

- Statement of hypothesis or hypotheses to be tested (or research questions)
 - Operational definitions
 - Description of intervention to be used (if appropriate)
 - Description of target population, sampling procedures, and data collection plan
 - Description of research design (if appropriate)
 - Description of instruments or techniques to be used to collect data
 - Identification of data analysis techniques to be used
3. The proposed study must: (a) be of a quality and scope that would be worthy of publication in a scholarly/professional journal, and (b) be data-based. The study may be primarily qualitative, quantitative, or a mixed design. Selection of research methodology should be determined by the nature of the research question(s). Replication of previous studies and/or utilization of existing data bases are permissible for the Publishable Paper with approval of the advisor.
 4. Your program advisor will assist you in selecting two additional faculty members to serve as a committee to consider and approve the prospectus and ultimately to evaluate the final manuscript.
 5. Students have the option of approaching this requirement as either a collaboration with the program advisor or as an individual product. As a collaborative project, your program advisor will work closely with you through the entire Publishable Paper process (reviewing literature, assisting with data analysis, discussing results, editing, etc.) in return for 2nd authorship on the final product as it is submitted for publication. As an individual product, the program advisor will take a much less active role, and you will submit your paper as a single author.
 6. The student submits the prospectus to the program advisor and the other committee members and will schedule a meeting of the committee to consider the proposed study.
 7. The committee may: (a) approve the research plan, (b) approve the plan with required changes, (c) approve the plan with recommended changes, or (d) disapprove the plan and require a new prospectus be submitted. After receiving approval of the research proposal (and before collecting data), the student will submit and receive approval of the plan by the Institutional Review Board.
 8. The student will then do the data collection and write the results, discussion, implications for practice, and suggestions for further research.
 9. The final manuscript of the research should conform to APA guidelines for journal articles, typically average 25-30 pages inclusive of tables and references. Students should submit their Publishable Papers to the committee at least 10 week days prior to the date that the committee convenes with the student for his/her defense.
 10. The committee will consider the manuscript and take one of the following actions: (a) approve, (b) require changes and resubmission, or (c) reject with the requirement to conduct a new study. (As a general rule, students should expect to make revisions before receiving final approval of the manuscript.)
 11. Final approval of the manuscript must be obtained at least three weeks before sitting for the Preliminary Examination and being admitted to candidacy.

Written Preliminary Examination

“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 and the program faculty. The doctoral committee must be comprised of at least three faculty members who hold graduate faculty status. No more than two program faculty will serve on the doctoral committee. A signed program of study must be on file and a final copy of the Publishable Paper must be turned in at least three weeks before preliminary exams. 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” (*Graduate School Bulletin*). CSAA-D students are expected to pass a comprehensive exam which is administered after completion of all or most of the course work and after successful completion the Publishable Paper.

In accordance with the policies established by the Graduate School of the University of Georgia, each student’s program faculty will conduct comprehensive examinations for students at least once a year. 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. While each student’s committee is responsible for the development and evaluation of the written and oral examinations, general policies and guidelines have been set by the program faculty.

- Students will be restricted to four hours per day (typically 8:30 AM to 12:30 PM) to respond to that day’s examination question. Generally, examinations will be administered as Day 1 (student development theories), Day 2 (higher education administration, leadership, and student affairs practice), and Day 3 (research and measurement), with Day 4 being a take-home case study related to the specialty area.
- Students will use computers to respond to the questions. One of the College computer rooms will be reserved for the duration of the exam. No personal computers will be allowed.

Listed below are the four areas in which College Student Affairs Administration students are examined on written prelims. Representative topics in each of the four areas are provided; the examination, however, is not limited to these specific topics. Effort will be made to devise questions that allow the student to demonstrate his or her breadth and depth of learning.

Student Development & Person-Environment Interaction Theories

- Theories of psychosocial, intellectual, moral development
 - Research findings related to major theories
 - Critical evaluation of major theories
 - Critical evaluation of published research
 - Application of theories to underrepresented student populations
 - Modifications/new theories related to gender, ethnicity, and sexual orientation
 - Theories of person-environment interaction
 - Research findings related to major theories

- Critical evaluation of major theories
- Critical evaluation of published research
- Application of theories to underrepresented student populations
- Application to various settings, e.g., residence halls, college classes, total campus
- Use of student development and person-environment theories in student affairs practice
- Effects of college on students

Higher Education Administration, Leadership, and Student Affairs Practice

- Professional ethics
- History of higher education and student affairs
- Philosophies of higher education and student affairs practice
- Theories and practices of organizing in student affairs
- Legal issues in higher education
- Student and environmental characteristics and responses to special needs
- Professional practice standards
- Accreditation processes
- Theories of administration and management (applied to higher education)
- Planned change models, processes, and strategies
- Organization development theories, techniques, and practices
- Professional, paraprofessional, allied professional, and support staffing (recruitment, selection, orientation, supervision, staff development, and performance appraisal)
- Theories of leadership (applied in higher education)
- Consultation theory and practices in higher education
- Policy analysis and formulation

Research & Measurement

- Qualitative and quantitative research paradigms
- Qualitative research designs and analyses
- Quantitative research designs and analyses
- Instrument construction theory and techniques (including determination of validity and reliability)
- Assessment of learning outcomes, developmental domains and collegiate environments
- Program evaluation and outcomes assessment

Specialty Area

The student's specialty area is approved by the advisory committee. Unless a compelling reason can be given related to career plans, students will declare a specialty in (a) administration and management, (b) teaching and pedagogy, or (c) research and evaluation (outcomes assessment, program evaluation, and student needs assessment). The case study is given to you

when you turn in your written response to the Day 3 exam. The case study response is due by noon on Day 4. Specific information regarding how this is turned in will be provided to you when the case is distributed.

The comprehensive exam is designed to give students an opportunity to organize and synthesize their learning while in the program. Students are expected to cite sources or authorities to support their answers. Evaluation is based on four criteria: (a) content/knowledge of the literature and ability to bring it into focus, (b) organization and clarity of written response, (c) integration of theory and practice, and (d) documentation of information included in the responses. Each student's advisory committee, along with the program faculty, is responsible for constructing the questions and for evaluating the responses. The written examination is designed to ensure that a student possesses the knowledge that the profession and the public expect from a person holding a doctorate in College Student Affairs Administration. Each question will be marked as either Pass or Fail. A Pass is defined as a majority of readers rating a response as Pass.

Students who fail one question will have to remediate that question (typically a writing project) and have the content specifically and extensively examined during the orals. If a student fails the remediation of a single question, the student may be required to complete a non-credit directed study, a writing project, and an oral defense. A student who fails more than one question will be required to retake the entire examination. Students who do not pass three or four questions will write comprehensives again at the next semester they are offered. Students may take comprehensive examinations a maximum of three times. Failure to pass on the third attempt means automatic dismissal from the program.

Oral Comprehensive Examinations

The oral comprehensive examination will be an inclusive examination within the student's field of study. The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School. Students must inform the Graduate Coordinator (Dr. Georgia Calhoun) and Academic Advisor 1 (Ms. Pam LaSalle) of the time/date/place of the oral exam at least two weeks before the exam. The Graduate Coordinator and Academic Advisor 1 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. The results of both examinations will be reported to the Graduate School. The oral comprehensive examination will be scheduled within **four weeks** of receiving the results from the written preliminary examinations. The oral examination will cover the totality of the student's doctoral program coursework. The oral examination will consist of two parts: First, the committee will ask any follow-up questions pertaining to the student's written exam. Secondly, the committee will ask the student additional questions covering the content of his/her program of study.

Admission to Candidacy

Students are considered to be doctoral candidates only upon completion of written and oral preliminary examinations and acceptance by the Graduate School of the application for 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” (Graduate School Bulletin). This application is a certification by the student’s department that the student has demonstrated ability to do acceptable graduate work in the field of study and that:

1. all prerequisites set as a condition to program admission and final approval of publishable paper have both been satisfactorily completed;
2. research skills requirements have been met (i.e., completion of ERSH 8310, ERSH 8320, and QUAL 8400 with grades of B or better);
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 residence requirement has been met. [Minimum residency is defined as enrollment for a minimum of 30 semester hours of consecutive course work included on the program of study.]

Dissertation (*standard information from the Graduate School*)

The final process of a doctoral program is completion of the dissertation. The dissertation must present originality in research, independent thinking, scholarly ability, and technical mastery of the field of study. Its conclusion must be logical, its literary form acceptable, and its contribution to knowledge should merit publication. Students can only undertake a qualitative study if they have completed the 9 hour core (www.coe.uga.edu/leap/qual/certificate/index.html) of the Qualitative Certificate.

The Major Professor and Advisory Committee shall guide the student in planning the dissertation. It is most important that the persons who serve on the Advisory Committee at the time the dissertation research is undertaken be faculty members knowledgeable in the areas of the student’s research. They should be selected irrespective of their departmental affiliation. Sometimes it will be appropriate for the membership of the Advisory Committee to remain unchanged during the student’s entire doctoral program, while at other times changes in the original Advisory Committee will be necessary when a dissertation is undertaken. Any change in the Advisory Committee requires that the student file a revised Advisory Committee form. The Advisory Committee must be comprised of at least three faculty members who hold graduate faculty status. No more than two program faculty will serve on the Advisory Committee.

Dissertation Prospectus

The student is required to prepare a dissertation prospectus, which is a detailed description of the specific dissertation project to be undertaken, including a thorough review of the appropriate literature, the specific research questions to be addressed, and the data to be collected and analysis to be performed if appropriate (typically this includes chapters 1-3 of the dissertation). When the Major Professor certifies that the dissertation prospectus is satisfactory, it must be formally considered by the advisory committee in a meeting with the student. The student is responsible for reserving a room and setting up a convenient time for the prospectus defense. Approval of the dissertation prospectus signifies that the members of the committee believe that it proposes a feasible dissertation project, which, if completed as proposed, would satisfy the requirements of a Ph.D. dissertation.

Dissertation Approval and Defense

The final oral examination should be scheduled when the student's Advisory Committee is satisfied with the completed dissertation submitted to them, The Graduate School must receive the Announcement of the Time and Place of the Ph.D. Final Oral Examination and Dissertation Defense form at least two weeks in advance. The department will fax the announcement form to the Graduate School. **The student must be enrolled the semester that the dissertation is defended.** Results of the final oral defense and approval of the dissertation is indicated on the Approval Form for Doctoral Dissertation and Final Oral Examination. This form should be read carefully for detailed instructions. This form also requires the signatures of all committee members. Once a dissertation has been approved by the Advisory Committee, and the final oral examination has been passed, the dissertation, along with the Approval Form for Doctoral Dissertation and Final Oral Examination form, must be submitted to the Graduate School for final approval no later than the date specified that semester by the Graduate School in order for the student to graduate that semester.

Application For Graduation

An application for graduation must be filed with the Graduate School no later than Friday of the second full week (the first full week for summer) of classes in the semester of the anticipated graduation date. Application forms may be obtained at <http://www.gradsch.uga.edu:5080/forms/newgradms.htm>.

Late Filing Of Graduation Forms

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

Final Registration Requirement

Students must be registered at the University of Georgia for a minimum of three hours of credit the semester in which they complete all degree requirements. Once degree requirements have been completed, no further registration is required, even if the official graduation date is in a following semester.

Students will not be approved for graduation if they have a grade of I or ER which, when changed to a recorded grade, could cause the graduate grade point average to fall below the minimum required for graduation.

Graduation Ceremonies

Formal commencement exercises are held in May, August and December. Candidates for degrees are urged to participate in graduation exercises, but they are not required to attend.

VIII. Professional Organizations

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

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

ACPA: College Student Educators International is a national professional organization. It fosters student development in higher education in areas of services, advocacy, and standards by offering professional programs for educators committed to the over-all development of post-secondary students. Annual dues for students are approximately \$30.00 (or \$50 including a hard copy of *The Journal of College Student Development*). The ACPA conference is typically held annually in the spring.

NASPA: Student Affairs Administrators in Higher Education is a national professional organization which seeks to develop leadership and improve practices in student affairs administration. Annual dues for students are approximately \$37.00. The NASPA conference is typically held annually in the spring.

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

Georgia College Personnel Association (GCPA) provides leadership in student personnel work within the framework of the goals of higher education. Each spring, GCPA holds its annual conference 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. Annual dues for students are approximately \$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. In addition, *The Georgia Journal of College Student Affairs*, a joint publication of GCPA and UGASPA provides an excellent opportunity for the possible publication of student papers.

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.

UGASPA provides a unique opportunity for doctoral students to assist in the education and professional development of master's level students and to further their own education. Because doctoral students have the advantage of more experience in the field and are generally somewhat older, they can make valuable contributions to enhancing the quality and depth of the learning environment in the student affairs programs.

IX. Statement of Receipt

Department of Counseling and Human Development Services

The following *Statement of Receipt* must be submitted to your Advisor

STATEMENT OF RECEIPT

I acknowledge that I have read the Graduate Handbook for the Department of Counseling and Human Development Services and the CSAA-D program. I understand that I am responsible for the information, policies and procedures contained therein and that it is my responsibility to seek clarification for any information I do not understand.

Student Name (Print)

Student Signature

CSAA-D
Program Name (Print)

Date

EXAMPLE

Final Doctoral Program of Study

Final Doctoral Program of Study The University of Georgia

Reset Form

Graduate School 320 E. Clayton Street, Suite 400, Athens, GA 30602

(Please submit this original **TYPED** form and one (1) copy of this form to the Graduate School)

Name	Mark Twain	SS#	000	00	0000
Address	Hannibal, MO	Degree	Ph.D.		
		Major	CHDS		

Relevant Master's or Other Graduate Degree Courses

Course #	Hours	Course	Hours	Course#	Hours	Course#	Hours	Course#	Hours
ECHD7400	3	ECHD7420	3	ECHD7430	3	ECHD7440	3	ECHD7840	6
ECHD7060	3	ERSH6300	3	EDHI8300	3				

Doctoral Courses

Please use * to designate 6000 and 7000 level courses open only to graduate students.

Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term	Course Prefix-#	Hours	Grade	Term
ECHD9400	3	A-	FA08	ECHD9420	3	B	SP09	ECHD9480	3	A	FA08
ECHD9410	3	B+	SP10	ECHD9430	3	A	SU09	ECHD9450	3	B	FA09
ECHD9470	3	A	SU09	ECHD9460	3	A	FA10	ECHD8990	18	S/U	All
ECHD9490	3	A-	FA09	ERSH8310	3	B+	FA08	ERSH8320	3	B-	FA09
QUAL8400	3	A	SP09	ECHD9000	12	S/U	All	ECHD9300	15	S/U	All
ECHD9005	18	S/U	All	ECHD9830	3	S/U	FA09	ECHD9850	3	S/U	SP09
EDHI8010	3	B+	SP10	EDHI8400	3	A	SU10	EDHI8890	3	B+	FA10
										Total Hours	114

Research Skills Requirement (if applicable)

Departmental Requirements

Doctoral Advisory Committee (Please type name, sign and date) Chair

Graduate Coordinator Date

APPROVALS

Graduate Dean Date

Courses start to expire at the beginning of: GPA: