2019-2020 Academic Year
Counseling and Student Personnel Services Ph.D.
Student Handbook
The University of Georgia
Gwinnett Campus
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I. Preface

The purpose of this doctoral student handbook is to serve as a general reference for students and faculty in the Counseling and Student Personnel Services Ph.D. Program, soon to be officially renamed as the Counselor Education and Supervision Ph.D. Program. This document, in conjunction with the University of Georgia Code of Conduct and the Graduate School catalogue, is intended to provide clarification and guidance pertaining to program, department, college, and university requirements and procedures/policies.

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

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

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

It is an exciting time to be at UGA as we push forward to enhance our national and international reputation and continue to contributions related to counseling preparation and multicultural and social justice training. This effort is facilitated through a positive interdependence between faculty and students that is focused on mutually beneficial outcomes. Although the training is intense and the next four years will represent a major challenge, we are confident that your experience will be enriching and will prepare you for the professional goals which you have identified. We look forward to undertaking this journey with you. As a reminder, this current version of the student handbook for the cohort entering during the 2018-2019 academic year may be changed at any time by faculty. As your program faculty, we are here to answer any questions that arise along the way.

Drs. Brandee Appling, Deryl Bailey, Jolie Daigle, Amanda Giordano, George McMahon, Missy Moore, and Anneliese A. Singh

Counseling and Student Personnel Services Faculty
II. Introduction

Program History
Professional school counselors, mental health counselors, and student affairs professionals within the state of Georgia expressed the need for a part-time doctoral program to enhance skills and content knowledge of practicing counselors as a means of improving services and programming within their current positions, as well as providing opportunities for professional advancement. Therefore, this program was developed to provide a P-12 and higher education perspective in counseling and student services unavailable at other institutions within the state and region in a format that allowed students to continue working full time. As a direct result of this growing need, in 2008, The University of Georgia initiated the formation of the Doctoral Program in Counseling and Student Personnel Services. This program is offered through the Department of Counseling and Human Development Services within the College of Education.

The Doctoral Program in Counseling and Student Personnel Services offered through UGA, Gwinnett Campus is CACREP-accredited. It is a part-time program with a full-time commitment designed to prepare graduates to be counselor educators and/or to assume leadership positions in P–12 and higher education contexts, including their families, schools, and communities. The intent of the program is to provide a vehicle for advanced graduate study to individuals holding master’s degrees in counseling or college student development who are working full or part-time. In addition to counseling, the program maintains a strong emphasis on the integration of multiculturalism and social justice. This doctoral program focuses on counselor education and the development of counselor identity and is grounded in the values of counselor education (e.g., wellness, strengths-based, holistic worldview of clients, multiculturalism, social justice).

This doctoral program is housed in a Research Extensive institution, so a primacy is placed on the development of scientist-practitioner-advocates who will promote counseling scholarship across practice, supervision, and advocacy domains as they relate to counseling concerns of multiculturalism and social justice. Students are expected to become emergent scholars while in the program through participation in faculty research teams, student-generated research, academic writing skill development, and the practice of presenting and publishing on innovative and understudied areas of counselor education and the counseling field at large. The faculty work with students in a variety of ways (e.g., First Year Advisor, Major Advisor, informal and formal mentoring relationships, and research teams) to promote students’ awareness of involvement in professional counseling conferences, leadership, and systemic change efforts. This promotion may involve a variety of opportunities, such as presenting and publishing with program faculty and working within and across student cohorts to gain experience in presentation and publication skills in the counseling field. Awareness and experience in grant applications is also encouraged.
In addition to the primacy placed on scholar development and having a strong grasp of the past and current counselor education and counseling literature, students are trained in multicultural and social justice approaches to professional practice and supervision. Students are expected to develop an area of specialization in counselor education and counseling where they develop their awareness, knowledge, skills, and social action efforts related to multicultural and social justice counseling concerns. In doing so, students challenge themselves to identify their strengths and growing edges as a doctoral student, and an awareness of their multiple and intersecting identities related to social justice change efforts.

**Organization of the Program**

*The University of Georgia*

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

*The College of Education*

Formally joining The University in 1908 as The Peabody School of Education and named The College of Education in 1932, the college has grown in size and distinction over the years. One of the largest and most diverse institutions of its kind in the nation, the University of Georgia, College of Education offers 14 undergraduate majors and more than 30 graduate programs leading to careers as educators, counselors, psychologists, administrators, researchers, educational and health-related specialists. The college enrolls a student body of nearly 5,000 students each year, with half of those in graduate programs, and employs more than 200 full-time members. With annual external funding of about $10 million per year, the college pursues a rigorous commitment to excellence in instruction, research, and service.
The Department of Counseling and Human Development Services
As one of nine departments within the College of Education (COE), The Department of Counseling and Human Development Services prepares professionals for an evolving and increasingly complex world. Incorporating a combination of academic, clinical, and practical experience, along with the expertise of its faculty, supports the department’s perennial ranking by U.S. News and World Report as one of the nation’s top 3 graduate programs in its field. The Department of Counseling and Human Development Services offers one of the largest graduate programs at UGA. The department has a rich history of service for over fifty years as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields. The Department of Counseling and Human Development Services offers Doctoral, Specialist, and Master’s degrees across two main areas: Counseling and Student Affairs. Each program has its own established criteria for admission, curriculum and program requirements. The degree programs are:

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

The Graduate School
All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin (http://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/) is the official document that guides students throughout their tenure as graduate students at The University of Georgia. Although each academic program publishes its own student handbook for internal guidance, it is the Graduate Bulletin that serves as the students' official handbook. After matriculation, students are advised to adhere to official guidelines and deadlines of the Graduate School. Students are required to follow the specific policies and procedures of their degree program as outlined in their program's handbook and other related documents. Applicants can find current issue information by searching for prefix “ECHD” after clicking the “Search” button at http://bulletin.uga.edu/.

Faculty
The faculty members of the Counseling and Student Personnel Services program represent a diverse array of professional backgrounds, cultural experiences, and professional interests and pursuits. The quality of education for all graduate students in the department is greatly enriched by the contributions made by the faculty, regardless of the faculty member’s specific program affiliation.
Students are encouraged to form affiliations early in their study with one or more members of the faculty with whom they share research interests. Through these affiliations, students benefit from a close working relationship with faculty and pursue mutual research interests that may result in joint publications and professional presentations. Departmental faculty are also involved in several grant initiatives.

Dr. Brandee Appling, Ph.D., is an assistant professor in the Department of Counseling and Human Development Services at the University of Georgia. Her research interests include African American motherhood in academia from both a student and faculty perspective, racial identity development and the underachievement of African American adolescent males, the experiences of gifted African American adolescent males, and school counselor collaboration to enhance student success in K-12 settings while using a social justice lens.

Dr. Bailey is a Professor in the Department of Counseling and Human Development Services in the College of Education at The University of Georgia. Prior to earning his education specialist and doctorate degrees from the University of Virginia, he worked as a secondary school counselor for ten years. Dr. Bailey is a member of several professional counseling and psychology associations including the American Counseling Association, Association of Specialists in Group Work, Association for Counselor Education and Supervision, and Association for Multicultural Counseling and Development. He has served on and chaired several professional committees over the past few years. His areas of specialization include school counseling, group work, multicultural and diversity issues, mentoring, counseling professional development, issues regarding African American adolescent development, and development and implementation of enrichment and empowerment interventions for adolescents. He is the founder and director of Empowered Youth Programs, which include Project: Gentlemen on the Move, The Young Women Scholars Program, The Young Future Leaders Program and the Parents of Empowered Youth organization.
Dr. Daigle is an Assistant Professor in the School Counseling Program/Department of Counseling and Human Development Services/College of Education. Dr. Daigle began teaching at The University of Georgia in the Fall of 2005. She graduated with a B.A. in Sociology from the University of South Florida in 1995. In 1997, Dr. Daigle graduated from Loyola University with a M.S. in School Counseling. She worked as a school counselor for eight years with New Orleans Public Schools. During that time, Dr. Daigle became a licensed professional counselor and worked part-time in a private practice. In 2005, she received a Ph.D. in Counselor Education from the University of New Orleans. Dr. Daigle is a member of several professional organizations, including the American Counseling Association, Association for Counselor Education and Supervision, American School Counselor Association, and the Association for Play Therapy. She is a Licensed Professional Counselor and Supervisor (LPC-S), Registered Play Therapist and Supervisor (RPT-S), and a National Certified School Counselor (NCSC). Dr. Daigle’s research interests include school counseling, play therapy, legal and ethical issues, and clinical supervision.

Amanda Giordano, Ph.D., LPC, NCC is an assistant professor at the University of Georgia. She specializes in addictions counseling and multiculturalism. Giordano frequently publishes and presents on topics related to chemical and behavioral addictions. Additionally, she offers diversity trainings in the local community to raise awareness regarding systemic privilege and oppression.
C. Missy Moore, Ph.D. is an assistant professor at the University of Georgia. Her research interests include stress and burnout, research methods and measurement, spirituality, counselor preparation and development, and mental health disparities among diverse populations. Dr. Moore also holds a graduate certificate in Quantitative Analysis.

Dr. C. Missy Moore
Assistant Professor
Missy.moore@uga.edu

Dr. George McMahon
Assistant Professor
gmcmahon@uga.edu

Dr. McMahon is an Assistant Professor and the Program Coordinator of the Counseling and Student Personnel Services Ph.D. program at the UGA Gwinnett campus. Dr. McMahon earned his Master’s Degree of Education in School Counseling from the University of Virginia and his Ph.D. in Counseling Psychology from the University of Georgia. His research interests include ecological participatory action research in schools, school counselor leadership, and advocacy to promote educational equity and ecological assessment of student needs. Other research areas include school counselors as leaders, advocates, and collaborative change agents; privilege and ally identity construction; and group work process and outcomes in schools.
Dr. Anneliese Singh is a Professor in the Counseling and Student Personnel Services Ph.D. program and Associate Dean for Diversity, Equity, and Inclusion for the College of Education. She earned her doctorate in counseling psychology and her master’s degree in professional counseling, both from Georgia State University. Research interests include multicultural counseling and social justice, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQI, immigrants), advocacy to end child sexual abuse in South Asian communities, feminist theory and practice, Asian American counseling and psychology issues, and empowerment interventions with trauma survivors. Dr. Singh is the Past-President of the Association of LGBT Issues in Counseling (ALGBTIC) and the Southern Association of Counselor Education and Supervision. She has been an author on the ACA Competencies for Counseling Transgender People, ACA LGBTQQIA Competencies, ASGW Multicultural and Social Justice Principles for Group Workers, and the 2015 ACA Multicultural and Social Justice Competencies (revision of the 1992 Sue et al. AMCD Multicultural Competencies). Dr. Singh is licensed as a professional counselor in Georgia.
Students and applicants will also work with Susan Mattox, Administrative Associate, as well as, Jennifer Throckmorton, the department’s Business Manager. Applicants and students interact most directly with Ms. Nikki Bridges, the Student Affairs Professional for the department. Her email address is: nikkiw@uga.edu. Ms. Bridges serves as the academic advisor for all graduate students in Counseling and Human Development Services.

Nikki Bridges  
Student Affairs Professional III  
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Manages all things having to do with academics, including registration, admission, oral exams/prelims, dissertation defenses, and graduation

Susan Mattox  
Administrative Specialist  
susanmat@uga.edu  
Manages day-to-day and clerical departmental operations in the academic office, schedules conference rooms, supports department head

Jennifer Throckmorton  
Business Manager  
jthrock@uga.edu  
Manages all things having to do with money
III. Program Mission Statement and Unique Features

Program Mission Statement
This doctoral program has the specific purpose of preparing graduates to be counselor educators and supervisors to assume leadership roles in creating healthier P–12 public schools, institutions of higher education, and larger communities. The program also focuses on the integration of multiculturalism and social justice, emphasizing ways that counseling professionals can become leaders and advocates for systemic changes in the settings in which they work. The program is grounded in a scientist-practitioner-advocate model, where students develop further understanding of counselor identity across research, clinical, advocacy awareness, knowledge, skills, and contexts.

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

Accreditation
The doctoral program is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP) and meets all program standards for the Georgia Professional Standards Commission (GaPSC) and the University of Georgia’s Program Review and Assessment Committee (PRAC).

Time to Completion
The Ph.D. program is designed for students to complete all requirements within 4 years, with students continuing to work full time during the program. Students should expect to complete the coursework in 3 years, with the remaining one year to focus on completing the dissertation process. Students have the option of completing their dissertation during their third year and graduating after 3 years.

Cohort Model of Study
The Counseling and Student Personnel Services faculty are committed to the cohort model of training for doctoral students. A select class of students is admitted once per year and starts the program during the summer semester (June). This student group, or cohort, progresses through the program together, takes many classes together, and participates in clinical experiences and supervision together. The Ph.D. program employs a cohort model for two important reasons. First, intentionally selecting a group of students with diverse backgrounds, experiences, and perspectives allows students to learn from each other, as well as program faculty, as they interact with the content and hear how others connect what they are learning to their own experiences. Second, the cohort provides a built-in system of challenge, encouragement, and support for the duration of the program and post-graduation. Each cohort develops its own unique style and approach to collective encouragement and support, and students should be intentional about building respectful relationships with all cohort members in order to capitalize on the program and to internalize that encouraging relationship and support with them as they enter the workforce as counselor educators, supervisors, practitioners, and leaders.

Research and Professional Development Opportunities
Students are encouraged to attend a variety of professional development opportunities offered through the College of Education encompassing a variety of educational and social topics. Opportunities provided by
the College of Education Office of Diversity, Equity and Inclusion are of particular relevance to the school counseling students. This office provides numerous relevant educational opportunities, including a speaker series, affinity groups, and training workshops. Additionally, students often participate in a number of service and research projects sponsored by program faculty, including Dr. Deryl Bailey’s Empowered Youth Programs, Dr. Daigle’s Linking Integrated Health Networks for Kids in Schools (LIHNKS), Dr. McMahon’s Innovative School Counseling Research Network, or Dr. Giordano’s Addictions Counseling Research Team (ACRT).

**Student Activities**
Graduate students in the school counseling program are strongly encouraged to join professional organizations that align with their career goals, including the American Counseling Association (ACA), the American School Counseling Association (ASCA), and as Georgia School Counselor Association (GSCA), as well as any divisions of ACA that are relevant to their professional interests. Students are also encouraged to participate, either through attending or presenting, in the conferences sponsored by the above organizations and other relevant conferences.

**Program Media**
Students, potential students, faculty, and staff have access to diverse media regarding the program. The program websites contain practical information about the program, admissions requirements, course sequences, and videos from faculty, students, and program alumni. Prospective students can locate answers to administrative questions, and the accessible links guide prospective students through the application process. In addition to resources for prospective students, archived editions of the program newsletter, which is sent out to students, alum, and faculty two times per year are also linked on the program website. The newsletter includes student essays about current work in the field, new faculty interviews, and updates about upcoming conferences for counselor educators. There is also a strong and engaging social media presence which connects faculty, students, and alumni.

CSPS: Unique Features of This Program
https://coe.uga.edu/academics/degrees/phd/counseling-student-personnel-service-gwinnett

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

UGA Gwinnett:
https://gwinnett.uga.edu/graduate-education/degree-programs/counselingandstudentpersonnelservicesphd/

Facebook:
https://www.facebook.com/groups/365989020156710/

Twitter:
@uga_cspsphd

**Financial Assistance**
At this time, only limited assistantships are available due to the program’s schedule, which allows students to work while completing the degree. For additional financial aid information, please contact the Financial Aid Office at https://osfa.uga.edu/index.html.
IV. Commitment to Diversity, Multiculturalism, and Social Justice

The Counseling and Student Personnel Services Program at the University of Georgia is committed to multicultural competency. This occurs in an environment where individuals from various cultures and opinions are respected, and unique gifts of individuals are applied to educate exceptional students. We recognize that the increased blending of cultures locally and globally supports addressing the concerns of people around the world. Our goal is to create an environment that promotes multicultural self-awareness, knowledge, skills, and experiences empowering our graduates to develop and share knowledge regarding multicultural issues, as well as to provide culturally sensitive services to a variety of individuals.

Diversity of Faculty and Student Body

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

Climate

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

Multiculturalism is addressed in numerous ways. Faculty members seek to infuse multiculturalism in all courses (e.g., clinical examples, research studies, reading materials). Students work to develop insights into their own cultures, values, and biases, and the influence of these constructs on research and practice. Moreover, coursework in multicultural theory is required, and applied multicultural experiences are encouraged to support students in developing competence in multicultural practice.

Program Social Justice Commitment

What do we mean by social justice?

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

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

Students undertake the challenge to focus on the inequities that impede access and opportunities for all community members to engage equitably within society and attempt to alter the status quo by becoming agents of change. A call to action exists for individuals to foster this idea through an increase in awareness and personal reflection, which leads to the acknowledgment of broad systematic societal inequities and oppression. As advocates for social justice, individuals focus on topics such as power, privilege, and access to resources throughout society. Students operate under the assumption that they should take reasonable action to eliminate systematic oppression in the forms of racism, sexism, heterosexism, classism, ableism, nationalism, and other biases. Ultimately, one leads by example and highlights social justice principles in their daily lives.
What are the social justice principles for the CSPS Ph.D. program?
A primary goal of the Ph.D. program is to support students in developing and/or enhancing their skills as systematic social justice change agents through action and awareness. This is accomplished through an increase in personal reflection on one’s loci of privilege and oppression and by redefining what one does to alter the status quo. Students assume the role of critical consumers and providers of data. This means that faculty focus on teaching a multi-lens approach for utilizing and obtaining resources and information. Students are also encouraged to explore and navigate societal systems of power filtered by an examination of distribution issues such as who has the power and who benefits. This is especially significant given the P-16 emphasis of the program, as these issues and inequities span across students’ entire educational experiences. Another unique facet of the program is that students formulate a support network for one another regarding the exploration and challenge that accompanies investigating social justice issues. The social justice principles build upon knowledge, awareness, and skills in becoming competent in multicultural and social justice counseling approaches (e.g., well-versed in the 2016 ACA Multicultural and Social Justice Competencies and ACA Advocacy Competencies). The design of the program fosters empowerment, resiliency, and strength-building as students embark on their unique personal journeys in understanding and enacting social justice principles.

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

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

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

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

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

ALBBTIC Competencies for Counseling Transgender Clients
https://www.counseling.org/Resources/Competencies/ALGBTIC_Competencies.pdf
Association for Specialists in Group Work (ASGW) Multicultural and Social Justice Competence Principles for Group Workers
http://static1.squarespace.com/static/55cea634e4b083e448c3dd50/t/55d3f911e4b0ac4433ebd4cd/1439955217809/ASGW_MC_SJ_Principles_Final_ASGW.pdf

Multicultural and Social Justice Counseling Competencies

Multicultural Career Counseling Competences
https://www.ncda.org/aws/NCDA/pt/fli/12508/false


V. Progressing through and Graduating from the Program

Registration
First-year students register for courses during the spring immediately prior to beginning the summer extended session. Nikki Williams (nikkiw@uga.edu) clears students for registration. Once cleared to register, students use OASIS to complete the registration process. Subsequently, registration for the next semester typically begins prior to the end of the current semester.

Advisement
Each student is assigned a First-Year Advisor during the initial year of coursework. The First-Year Advisor meets with each student periodically during each semester of the first year to advise on coursework, discuss research ideas and opportunities, and ensure that the student is progressing well. Students are free to change advisors if they desire without fear of penalty.

During the second summer, students select major professors and committee members to direct both their programs of study and dissertations. This practice is meant to reflect a philosophy of mentoring by the faculty in order to enhance each student’s experiences in the program. Students are expected to seek regular consultation with their advisors about program plans, personal and developmental issues, and career planning. It is important to note that it is the student’s responsibility to request assistance from his or her advisor when questions or problems arise or when they need guidance. All faculty members are available by appointment. The major professor is the person in charge of (will chair) the dissertation.

During the spring semester of the second year, each student is required to complete a program of study in consultation with the student’s major professor. That form can be found at: http://grad.uga.edu/index.php/current-students/forms/.

Course Delivery and Grades
Courses take place in a variety of formats, including face-to-face class meetings, weekend intensives, online, and hybrid models of instruction. The majority of courses in the program are graded A – F, with a few select courses graded on a satisfactory/unsatisfactory basis. Students are expected to maintain a B average or higher in all their classes. Students who find themselves struggling with a particular class are strongly encouraged to consult with their major professor or advisor for guidance prior to the end of that particular class. Any class in which a student does not receive at least a C cannot be counted towards graduation.

Professors may assign a grade of “Incomplete” (I) when students are unable to meet the full requirements of the course for non-academic reasons beyond their control. Incompletes must be completed within three semesters (including summers), and the professor must submit paperwork to officially change the grade, or the “I” becomes an “F.” In the rare case that an “Incomplete” must be assigned, it is the student’s responsibility to assure that incomplete work is submitted to the instructor. When the work has been submitted, it is the student’s responsibility to contact the instructor and Academic Advisor (nikkiw@uga.edu) to inquire about a change of grade.

The grading policy of the Graduate School is found in the Graduate School Bulletin http://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-ac/.
It is important to remember that students cannot sit for their comprehensive exams with an incomplete in any course, and that incompletes must be resolved two weeks prior to comprehensive exams. Failure to resolve incompletes within this time frame means that the student cannot sit for comprehensive examinations.

Graduation requirements, discussed in more detail below, include the following:
Required coursework/Program of Study;
Clinical Experiences;
Comprehensive written and oral exams;
Dissertation proposal and defense;
Necessary paperwork (e.g., Graduate School forms, Program of Study).

**Required Coursework/Program of Study**
The Ph.D. program in Counseling and Student Personnel Services is a CACREP-accredited program with a particular focus in preparing counselor educators and advanced practitioners and leaders to work from a social justice and multicultural perspective in order to promote healthier P-12 public schools, institutions of higher education, and surrounding communities for all constituents. The curriculum is designed for students to complete the required coursework within three years and fulfill the dissertation requirement during the fourth year in the program. Further, the program of study enables graduate students who wish to work full time to do so throughout the program.

The curriculum includes 75 hours of coursework post-master’s degree and includes the following:
42 hours of core classes
15 hours of clinical experiences
9 hours of cognate
9 hours of dissertation

The coursework for Ph.D. program builds upon entry-level counseling coursework aligned with the Council for Accreditation of Counseling and Related Programs (CACREP). Previous graduate work must include sufficient coursework in each of the eight Counselor Education core courses. Any of the core courses that are missing must be taken as pre- or co-requisites. The common core areas are:

- Professional Identity
- Social and Cultural Identity
- Human Growth and Development
- Career Development
- Helping Relationships
- Group Work
- Assessment
- Research and Program Evaluation

Students may transfer up to nine hours of doctoral-level coursework into the program. Any and all transfer credits must be approved by program faculty prior to enrollment in the program.
## VI. Program of Study: Counseling and Student Personnel Services Ph.D. program

### Counseling Education and Supervision Core Courses (42 hours)
- ECHD 8015E Foundations of Counselor Education
- ECHD 9080 Advanced Group Work
- ECHD 8190 Intro to Social Justice & Advocacy
- ECHD 9970 Educational Research in Counseling and Human Development Services
- ECHD 9610 Advanced Theories in Counseling & Development
- ECHD 8680 Counseling Supervision in Educational Settings
- QUAL 8400 Qualitative Research Traditions
- ECHD 8035 Seminar in Counselor Education
- QUAL 8410 Designing Qualitative Research
- ECHD 9050 Career Development and Research
- ERSH 8310 Applied Analysis of Variance Methods in Education
- ERSH 8320 Applied Correlation and Regression Methods in Education
- ECHD 9060 Advanced Multicultural Counseling
- ECHD 9650 Consultation in Human Systems

### Clinical Courses (15 hours)
- ECHD 9760 Practicum in Counseling
- ECHD 9760 Practicum in Counseling Supervision
- ECHD 9850 Teaching in Counseling and Human Development Services
- ECHD 9860 Internship in Counselor Education & Supervision
- ECHD 9860 Internship in Counselor Education & Supervision

### Dissertation (9 hours)
- ECHD 8990 Research Seminar in Counseling and Human Development Services
- ECHD 9300 Dissertation Hours
- ECHD 9300 Dissertation Hours

### Cognate (9 hours)
Clinical Experiences
The Clinical Experiences account for 15 hours of the curriculum and include a counseling practicum (3 hours), a counseling internship (6 hours), a supervision practicum (3 hours), and a teaching internship (3 hours).

Practicum and internship are crucial professional development experiences in which students’ clinical skills are cultivated under the close supervision of faculty and site counselors and counselor educators. The clinical sequence in the program supports advanced skill development in counseling, as well as experience in the multiple components of counselor education and supervision, with a particular focus on teaching, supervision, and leadership. Students work with faculty to identify their practicum and internship sites based upon their clinical and professional interests, availability of placements, needs of the program, and compliance with the clinical expectations of CACREP. Clinical supervision is offered on-site from departmental faculty. Audio/video taping may be used as tool for individual and group supervision.

The practicum and internship in counseling may be conducted at the site where the student is employed but is structured to enhance professional development and extend the current skill base. However, students may choose to identify a different site in order to broaden their experiences and perspectives. The practicum is focused on the facilitative skills associated with individual and small group counseling. The internship reflects the comprehensive roles associated with counseling, teaching, and supervision.

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

Counseling Practicum
During the second fall semester of the program, students take the Practicum in Counseling and Human Development Services course. Practicum is described as a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. As stated earlier, the practicum focuses primarily on the enhancement of clinical counseling skills and may be conducted at a student’s work site; however, it must represent an enhancement of the normal work experience. Students complete the practicum prior to internship. The practicum experience meets the guidelines established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for a doctoral level practicum (CACREP, 2016). Specifically:

1. Practicum students must complete a minimum of 100 hours at their practicum site, with a minimum of 40 of those hours in direct counseling service.
2. Supervision of the student’s practicum is provided by a program faculty member or supervisor who meets the requirements (e.g., Ph.D. and/or specialized supervision training in counselor education or a very closely related mental health profession).
3. All supervisors must have relevant certifications and/or licensures, knowledge of the Ph.D. program requirements and expectations for practicum, and relevant training in counseling supervision.
4. Doctoral students participate in an average of one hour per week of individual and/or triadic supervision, with no more than a 6:1 student to supervisor ratio.
5. Doctoral students participate in group supervision with the practicum instructor on a regular schedule, with no more than a 12:1 student to supervisor ratio.
6. All doctoral students serving a practicum are covered by individual professional counseling liability insurance.

**Counseling Internship**

Internship is integrated across two semesters in the third year of the program and focuses on teaching, supervision, and counseling in educational settings. Internship is a post-practicum, supervised “capstone” clinical experience in which the student refines and enhances counseling knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement. The internship includes most of the activities of a regularly employed counselor, counselor educator, or counseling supervisor. Internship can be completed in the student’s workplace; however, the internship experience must extend the regular work experience.

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

The internship experience meets the guidelines established by CACREP for doctoral level internship (2016), which state that the program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, beginning after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor;
2. An average of 1½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member;
3. The opportunity for the student to become familiar with a variety of professional activities and resources, in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings);
4. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients;
5. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

**Supervision Practicum**

The skills associated with supervision are developed through both a content course and supervision-specific practicum course. ECHD 8680, though primarily a didactic course, includes a peer supervision component for one-half of the semester. ECHD 9730 - Practicum in Supervision involves the supervision of graduate students in the entry level school counseling program and/or Ed.S. school counseling programs. Supervision Practicum students meet on a regular schedule for group supervision of their supervision and have an opportunity to present two recordings of their supervision sessions, as well as discuss general themes of supervision counseling students.
**Teaching Internship**
The internship in teaching is a two-part experience during which students engage in theory and practice of teaching. In class, students will work with faculty and participate in a variety of teaching and teaching-related activities, ranging from syllabus development to teaching course content. Furthermore, students have an opportunity to develop their teaching philosophies which are based on considerable thought regarding the roles and responsibilities of counselor educators. In the initial course, students also consider pedagogy and teaching methods, particularly the ways in which counselor educators can empower students to be critical thinkers and thoughtful practitioners.

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

**Doctoral Committee Formation and Comprehensive Written and Oral Exams**

**Doctoral Committee**
Prior to taking preliminary examinations, the student must form an approved doctoral committee. Students work with their major advisor and doctoral committee to develop and complete a program of study. The committee is responsible for evaluating the written examinations and for conducting the oral defense of the student’s responses. The committee is also responsible for overseeing the dissertation process (see below). The committee consists of three people. The chair must be a member of the Counseling and Student Personnel Services faculty who is on the Graduate Faculty. A member from outside of the department is encouraged but not required. The committee form and the Program of Study must be filed with the Graduate School at least two weeks prior to written examinations.

Counseling and Student Personnel Services Program faculty conduct preliminary examinations on an annual basis for students who have completed appropriate coursework and have been approved by their respective doctoral committees and the Program Coordinator to sit for the written exam. Successful completion of comprehensive examinations (both written and oral) is a preliminary step required before the student is permitted to submit an application for degree candidacy. The Program Coordinator oversees the preliminary examination process including the delegation of question writing and scoring.

Students who meet program requirements take the written examinations over three weeks at the beginning of spring in the second year of the program. The three preliminary questions are integrative in nature but focus on three foundations (one for each question). Those foundations are a) research, b) counseling theories, and c) social justice. Students are given one question per week; at the end of that week, answers (including references) are submitted to the student’s advisor and the following week’s question is distributed. In order to successfully pass preliminary examinations, students must pass two of the three content areas. If a student is unable to pass at least two of the content areas, he/she is required to retake preliminary examinations. If a student is unsuccessful on the second attempt, he/she is dismissed from the program.

The oral comprehensive examination is scheduled within four to six weeks of receiving the results from the written preliminary examination. The oral examination encompasses the totality of the student’s doctoral program coursework. Students planning to take the oral comprehensive examination must schedule it according to Graduate School policies. It is important to note that the chosen defense date must be on the Graduate School schedule two weeks prior to the event. Additionally, it is the student’s responsibility to coordinate the scheduling of the defense with his/her committee members and to inform the Department’s Graduate Academic Advisor (nikkiw@uga.edu) of the date, time, and location of the defense at least three weeks in advance.
If one area is not passed, students are given an opportunity to address that question in oral examinations. If the student is unable to adequately address the concerns in orals, he/she may not pass orals, or there may be a remediation component required by the student’s committee. The committee has the prerogative to prescribe remediation ranging from a paper or clinical experience, oral remediation, to additional coursework. Recommendation for dismissal from the program occurs if a student is not successful in passing written or oral exams after two attempts.

The comprehensive examinations meet the policies established by The Graduate School of the University of Georgia.

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


**Dissertation and the Process of Completing a Dissertation**

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

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

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

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

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

Students must be aware of the UGA Graduate School requirements for defense dates and any specific UGA policies about dissertation formatting.

**Dissertation Committee**

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

**Presentation and Defense of the Dissertation Prospectus**

Students are responsible for printing and distributing copies of the prospectus to members of their committee. The intent of the prospectus meeting is to assess whether the advanced doctoral student has selected a viable dissertation topic and has obtained sufficient academic knowledge in the field of Counseling and Student Personnel Services to pursue the question and defend the topic. Persons present at this meeting may ask the student any questions they choose concerning the prospectus. Recommendations may be made for further revisions. The prospectus may be returned to the student with suggested revisions before or following the oral exam.
If the prospectus is not acceptable, members of the committee may suggest that the candidate consider the exploration of a new topic. If revisions are required, then the candidate proceeds to revise the proposal in accordance with suggestions by the committee and submit another draft to his/her advisor, who follows the steps described above. If minor modifications are in order, the candidate makes them according to procedures agreed upon by the committee. If the proposal is unacceptable and unsalvageable in the collective judgment of the committee, the candidate develops and presents another prospectus as described above. When the committee has approved the prospectus, it is assumed that all committee members support the proposed research and commit themselves to the candidate as resource persons. Fulfillment of the conditions specified in the proposal should lead to an acceptable dissertation.

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

Admission to Candidacy
When a student’s dissertation prospectus is approved by the dissertation committee, the student may apply 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 prior to graduation date. This application is a certification by the student’s department that the student has demonstrated ability to do acceptable graduate work in the cohesion field of study, and that:

1. The student has satisfactorily completed all prerequisites set as a condition to admission;
2. Research skill requirements have been met;
3. The student’s committee, the graduate coordinator, and the Dean of the Graduate School have approved the final program of study;
4. The student has maintained an average of 3.0 (B) 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 of its members have been notified of their appointment; and
7. The student has met the residency requirement.

Writing the Dissertation
Upon approval of the prospectus and approval by the Institutional Research Review Board, students may begin collecting data and writing the dissertation. In general, it is advisable to complete the collection of data before beginning the actual writing of the dissertation. If the data is collected in a school setting, it is necessary that clearance is gained for the use of the school population or facilities. The manuscripts prepared by the student include rough drafts, preliminary drafts, the final draft, and the finished copy.

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

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

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

*Dissertation Printing and Binding*

Students are expected to provide a bound copy of completed dissertations to the department and to the major professor. Students may also want bound copies for themselves, family members, or other committee members. Print and Copy Services at the Tate Center can print and bind dissertations in the traditional black hard cover with gold lettering. Please do not make copies or pay for binding before contacting the Tate Center Print and Copy Services.

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

**Necessary Paperwork For Graduation**

Doctoral candidates in the Counseling and Student Personnel Services program can apply for graduation after all requirements (complete coursework, clinical requirements, pass written and oral comprehensive exams, and successful defense of prospectus and dissertation) have been met. It is the responsibility of each doctoral student to work closely with his/her advisor and the Program Coordinator regarding progress towards program completion. Candidates must apply for graduation in the semester before the planned graduation date. Students must also register for 3 hours of dissertation coursework during the semester of graduation.

Please contact with Nikki Bridges at nikkiw@uga.edu with questions about graduation paperwork.
VII. Student Assessment

Policy of Ongoing Evaluation of Student Competence and Progress

The program faculty, supervisors, and administrators associated with the Counseling and Student Personnel Services Ph.D. program at the University of Georgia have a professional and ethical obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and (b) ensure—insofar as possible—that the students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, faculty supervisors and administrators strive not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence relating to other programs, the profession, employers, or the public at large.

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

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

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

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

Systematic Review of Students

The Council for Accreditation of Counseling and Related Programs (CACREP) mandates that each counseling program systematically assess each student’s progress throughout the program by examining both content knowledge and skill acquisition (CACREP, 4.F.). To address this mandate and to provide timely feedback to students on a number of key content areas, skills and dispositions related to professional counseling, the Ph.D. program faculty have developed 8 Key Performance Indicators (KPIs) that correspond with Counseling and Personnel Services Program Objectives, CACREP program standards, UGA Student Learning Objectives, and Georgia State Professional Standards Commission.
(GaPSC) certification standards. The KPIs are assessed at multiple points throughout the program to ensure that students are learning and developing necessary skills in a timely manner and to help efficiently identify areas for remediation. Throughout their coursework, students complete class assignments that also serve as KPI assessments. These assignments are noted in the syllabi, and students are expected to upload these assignments onto their Foliotek online portfolio. Program faculty assess these KPI assignments using a basic rubric, and students are able to see their progress through their Foliotek accounts.

The following KPIs will be assessed through at multiple points throughout the program:

1. Students demonstrate advanced counseling competencies including a) case conceptualization, b) use of evidence-based practice, c) application of counseling theories, and d) establishment and evaluation of therapeutic goals.
2. Students develop the skills and awareness to effectively supervise counseling students and practitioners.
3. Students demonstrate knowledge of pedagogy and effective teaching strategies for graduate courses in counseling.
4. Students demonstrate competency in conducting research that informs counseling practice and counselor preparation.
5. Students demonstrate an understanding of models of leadership and advocacy to address issues of social justice in P-12 and higher education settings.
6. Students demonstrate an understanding of and commitment to multiculturalism, diversity, and social justice activism in P-12 schools, communities, and the counseling profession.
7. Students will demonstrate knowledge of counseling ethics and will demonstrate appropriate professional dispositions and ethical behaviors in practice.
8. Students will demonstrate the requisite knowledge, skills, and ability to work effectively in the field of counseling in a variety of professional settings.

In addition to this ongoing feedback, students meet with program faculty to discuss their academic progress, counseling skills, and professional dispositions at least once per year. The purpose of the review is to give faculty an opportunity to take inventory of students’ progress within the program, to examine their achievements, to identify areas that need further development, and to address these issues with each student individually. The review information will be utilized to determine if a student can sit for the scheduled preliminary exams.

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

**Academic Performance**

1. Writing Style
2. Grade Point Average
3. Classroom Behavior
4. Class Attendance and Participation
5. Examinations
6. Ability to Meet Deadlines
Research Skills
1. Design and Methodology
2. Ability to Critique Literature
3. Research Project Involvement
4. Professional Publications and Presentations
5. Skills for conducting research with diverse populations

Clinical Performance
1. General Counseling Skills
2. Knowledge and Practice of Ethical Guidelines
3. Multicultural and Social Justice Competency
4. Appropriate use of Instruments
5. Openness to Feedback in Individual and Group Supervision

Professional and Ethical Behavior
1. Knowledge and Practice of ACA Ethical Guidelines and Counselor Identity
2. Respect and Appreciation for Individual and Cultural Diversity
3. Appropriate Relationships with Peers, Faculty, and Staff/Agency Personnel
4. Constructively Solves Problems and Seeks out Alternatives
5. Emotional Maturity, Stability, Openness, and Flexibility
6. Personal Responsibility

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

These annual reviews will occur at different times each year, and with the following faculty members facilitating (more may be present):
- 1st year – near the end of the spring semester, in a meeting with first year advisors;
- 2nd year – as part of the comprehensive exam oral defense meeting;
- 3rd year – as part of the prospectus defense or other dissertation committee meeting;
- Subsequent years - prospectus defense, dissertation committee meetings, as needed.

VIII. Student Resources

Email
Every UGA student must have a UGA mail account called “My ID.” Students may obtain this online at https://my.uga.edu/. Students should become proficient with the UGA email system since all program and departmental notices are posted via e-mail through the UGA account.

Libraries
Students are encouraged to tour the UGA libraries and become familiar with various library services. Many resources in the UGA libraries can be accessed through two online programs. The first is GIL which allows users to search the library catalog for materials in libraries. The second is GALILEO, which incorporates a growing list of electronic databases, some of which have online abstracts or full text of articles. Other useful references available on the internet are indexed at the library home page: http://libs.uga.edu/. GIL and GALILEO can be accessed from the
computer labs, computers in the libraries, or the internet (some of the GALILEO databases are restricted to on-campus use only).

**Computer Access and Copying**
Students do not have access to department resources, such as the copy machine or other office supplies, unless directly related to teaching an assignment or if they are assisting faculty. Likewise, the staff offices are not to be entered or used without permission, and staff computers cannot be used for student purposes.

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

**Enrollment for Graduate Assistantship**
UGA requires that any student on a 1/3-time assistantship or greater must be enrolled in a minimum of 12 hours during both the fall and spring semesters. If an assistantship runs through the summer, students need to register for 9 hours during the summer session. All students on assistantships should register for ECHD 9005 (doctoral students). This specific course serves as a mechanism to account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements and cannot be used on the program of study; however, periodic meetings may be called throughout the semester associated with a student’s registration for these credit hours. In some instances, students who have teaching assistantships may register for teaching related courses.

**Other Financial Aid**
The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs, including grants and work-study for qualified students. Contact the Office of Student Financial Aid (http://osfa.uga.edu/index.html) in the 220 Holmes/Hunter Academic Building (706-542-8208) for further assistance. The Student Employment Office (706-542-3375) offers assistance for students who seek employment on campus or in the local community. In addition, COE offers scholarships. For further information contact the Student Services Office https://coe.uga.edu/directory/offices/student-services or (706-542-1717).

**Graduate Student Healthcare**
Specific information on the health insurance plans can be found at the University Healthcare website: http://www.hr.uga.edu/health-insurance. Some students are required to have health insurance. This website covers all up-to-date information about health insurance for graduate students. It is a student’s responsibility to comply with the regulations.
**Graduate Travel Support**
The Department of Counseling and Human Development Services has the opportunity to award students limited travel funding for travel related to their program. A student receiving an invitation to present a paper at a professional meeting may submit a travel funding request to the Department of Counseling and Human Development Services for travel. The applicants should meet with the departmental accountant to complete a Travel Authority to be submitted with proof of acceptance to present and an abstract of the paper/research. Awards are based on factors such as prevailing costs at the meeting site, distance traveled to the site and whether the meeting is national or regional. Doctoral students receive priority.

The Graduate School is offering travel funding for students who will be presenting research at meetings or conferences of regional or national importance. The amount of these awards is based on travel distances and areas of the meetings. The departmental accountant submits these applications to the Graduate School as a group. The packet should be submitted to the department at least two weeks before the deadline in order to gather signatures, etc. More information regarding this travel funding can be found at: [http://grad.uga.edu/index.php/current-students/financial-information/travel-funding/](http://grad.uga.edu/index.php/current-students/financial-information/travel-funding/).

The College of Education’s Research Office is offering travel funding to encourage students to grow professionally by encouraging them to write and present, on a first author basis, at major significant conferences. All requests must be submitted to the departmental accountant at least one week before the application deadline. More information regarding this travel funding can be found at [https://coe.uga.edu/research](https://coe.uga.edu/research).

Travel expense paperwork can be filed through the online submission system located at [https://emer.prepare.uga.edu/accounts_payable/travelExpense_login.cfm](https://emer.prepare.uga.edu/accounts_payable/travelExpense_login.cfm). It is important to consult with the departmental business manager Jennifer Throckmorton (jthrock@uga.edu) throughout this process.

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

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

**Students can expect the Counseling and Student Personnel Services faculty to:**
1. Maintain the highest standards of professional integrity and ethics as outlined by the University of Georgia and ACA Code of Ethics (2014).
2. Be reasonably available to students for guidance and consultation.
3. Be prepared for class.
4. Set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
5. Demonstrate respect for all graduate students.
6. To be involved in professional counseling organizations (e.g., ACA, ACES, SACES) at the local, state, regional, and/or national level, thereby giving the program and students in the program visibility and recognition.
7. Conduct research and publish findings.
8. Support students in their quest for internships and professional positions after completing the program and throughout their careers.
9. Provide students with feedback on academic and professional progress.

**Guiding principles for which both Counseling and Student Personnel Services Faculty and Students share responsibility (UGA Graduate Council, 2007):**
1. Ensure that the relationship between faculty and students and among students is constructive, encourages freedom of inquiry, and fosters mutual respect.
2. Work respectfully with diverse faculty, students, and peers regardless of race, gender, religion, sexual orientation, or national origin.
3. Act with professionalism, ethical conduct, and personal accountability during all academic endeavors and interactions among students and faculty.
4. Put forth sufficient effort to ensure the graduate student completes the degree responsibilities in a timely manner.
5. Avoid conflicts of interest of any nature between faculty and graduate students.

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

X. Student Conduct and Process for Addressing Student Concerns

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

Academic Progress and Professional Behavior

Academic progress in the Counseling and Student Personnel Services doctoral programs is comprised of a number of components. These include academic coursework and performance in assistantship, practicum, and internship duties, as well as behaving in a professional manner.

Doctoral students in the Counseling and Student Personnel Services program are expected to make satisfactory academic progress. In accordance with the policy of the University of Georgia Graduate School, the CSPS program allows grades of C or higher as long as the cumulative graduate GPA is 3.0 or above. No grade below a C is accepted for a graduate program of study. Grades of “I” (incomplete) are not used to calculate the GPA. If an “I” is not completed in the time required, it automatically changes to an F. The F is used in GPA calculations. If a student receives any grade below a C in any course, the student must repeat that course and receive a grade of C or above in order to fulfill graduation requirements.

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

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

Academic Honesty

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

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

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

**Members of the University Community**

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

**Instructors**

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

**Students**

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

**Related Faculty and Staff Conduct Policies**

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

**Prohibited Conduct**

No student shall perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

**Examples of Academic Dishonesty**

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

**Plagiarism**

Submission for academic advancement the words, ideas, opinions, or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
1. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
2. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
3. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
4. Repeating information, such as statistics or demographics, which is not common knowledge, and which was originally compiled by another person;
5. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work;
6. Using portions of one’s own work that has been published previously.

Unauthorized Assistance
Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by an instructor. Examples of prohibited behavior include, but are not limited to, the following when not authorized:
1. Copying, or allowing another to copy, answers to an examination;
2. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
3. Giving or receiving answers to an examination scheduled for a later time;
4. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
5. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
6. Unauthorized use of a programmable calculator or other electronic device.

Lying/Tampering
Giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
1. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor or to any University official for failure to attend an exam or to complete academic work;
2. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
3. Altering any academic work after it has been submitted for academic credit and requesting academic credit for the altered work, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
4. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
5. Damaging computer equipment (including removable media such as disks, CDs, flash drives, etc.) or laboratory equipment in order to alter or prevent the evaluation of
academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
6. Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy;
7. Submitting for academic advancement an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course, unless done pursuant to authorization from the instructor supervising the work or containing fair attribution to the original work.

**Theft**
Stealing, taking, or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

**Other**
Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another. Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

**Procedures for Resolving Matters of Alleged Academic Dishonesty**

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

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

**Continued Discussion**
The meeting with the Academic Honesty Panel is a continuation of the Facilitated Discussion conducted by a Facilitator. The resolution, including consequences when appropriate, is determined by the Panel. When a Continued Discussion is scheduled, a written notice including a brief description of the alleged dishonesty, is delivered to the student, the instructor, and the Facilitator assigned by the Office of the Vice President for Instruction. The notice states the date, time, and place of the meeting.
The notice is signed by a person designated by the Office of the Vice President for Instruction. The statement is delivered by certified U.S. mail to the student and by campus or regular U.S. Mail to the instructor and the Facilitator. The notice shall be deemed delivered when mailed, even if the student fails or refuses to sign the return receipt for that notice.

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

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

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

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

During a Continued Discussion, the instructor who had made the accusation has the responsibility to demonstrate to the Academic Honesty Panel that it is more likely than not that the student violated this policy. The Continued Discussion is tape recorded by the Office of the Vice President for Instruction. The tape recording and other documents presented during the Academic Honesty Panel meeting remain the property of the University.

Following the meeting with the instructor and the student, the panelists 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 is maintained. The Panel may impose a consequence only when the majority of the panelists find the instructor has met this responsibility.

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

Action on Determination of Innocence

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

**Multiple Violations Review Board**

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

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

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

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

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

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

Following the meeting with the student, the Board meets privately to determine the consequences for the multiple violations. Except for that written decision, no record of these deliberations is maintained.

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

**Appeal**

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

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

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

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

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

Consequence(s) of Violations of Academic Honesty Policy

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

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

Academic Honesty Panel
A student found in violation by the Academic Honesty Panel must receive either a “0” or the lowest possible grade on the academic work under the grading system for that course. Additionally, one or more of the following consequences must be assigned:
1. Final course grade of “F;”
2. Placement of a dishonesty transcript notation which states: Academic Honesty Violation as Determined by the Office of the Vice President for Instruction, that must remain until the student is not enrolled as a student at the University and two years after the date upon which the Academic Honesty Panel entered its final decision;
3. Suspension;
4. Dismissal;
5. Expulsion.

The Academic Honesty Panel may impose additional consequences in addition to the minimums above. If
the Academic Honesty Panel finds that extraordinary circumstances warrant the imposition of a consequence less than the minimums described above, the Academic Honesty Panel states 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 is granted only if no additional violations of academic honesty against that student have been found at any time and no additional allegations of dishonesty are pending at this University or any other institution of higher education. The student’s petition must grant the Office of the Vice President for Instruction permission to verify that information.

**Multiple Violations Review Board**

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

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

1. Suspension
2. Dismissal
3. Expulsion

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

**Effective Date for Suspension, Dismissal, or Expulsion**

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

**Failure to Comply with Consequences**

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

**Relationship to Non-Academic Misconduct Policy**

It is possible that a student may commit one act allegedly violating both this policy and one or more other University policies. If a student has allegedly violated the academic honesty policy in addition to one or more other University policies by the same act, the Office of the Vice President for Instruction shall proceed to handle the academic matter under the procedures of this policy.

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

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

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

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

The Graduate School’s Regulations and Procedures for Probation and Dismissal

Office of Legal Affairs [http://www.uga.edu/legal/](http://www.uga.edu/legal/)

**Student Grievance Policy**
The faculty of the Counseling and Student Personnel Services Program is committed to fostering an environment that is nondiscriminatory, respectful, and free of inappropriate conduct and communication. If a situation arises that one considers to be discriminatory or inappropriate, it is important to the faculty that students are aware of the steps and procedures that are available to them.

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

Procedures specific to the Counseling and Student Personnel Services Program include both informal and formal procedures. Students are expected to attempt to resolve any issues with faculty members or other students directly. If this is not possible due to a power differential or other concerns, students are expected to adhere to the following procedures for filing formal grievances:

1. Any disputes that cannot be personally resolved or require formal grievances should be brought to the attention of the Program Coordinator.
2. If the issue is not resolved, there is a power differential, or other concerns are present, a student should speak with his or her advisor or the Graduate Coordinator.
3. If the issue is not resolved, the next level of appeal is with the Department Chair, followed by the Associate Dean for Academic Affairs, and finally, the Dean of the College of Education. Once these levels have been exhausted, the student may choose to appeal to the Graduate School and the Dean of the Graduate School.

**Violations of ACA Ethics Code (2014)**

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

**General University Information Regarding Grievances**

Grievance procedures for graduate students are clearly delineated at: [https://legal.uga.edu/grievance_and_disciplinary_review_policy](https://legal.uga.edu/grievance_and_disciplinary_review_policy)

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

Specifically, appeal policies are delineated at

- 4.02 Student Appeals
- 4.02-01 Academic Appeals at UGA
- 4.02-02 Hearing Procedures - Academic Affairs Committee
- 4.02-03 Routing of Academic Appeals

Grievances for matters related to assistantship work-related duties are found at: [https://legal.uga.edu/grievance_and_disciplinary_review_policy](https://legal.uga.edu/grievance_and_disciplinary_review_policy)

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

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

**XI. Other Institutional and Departmental Policies**

**Communication**

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

**Professional Organizations**

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

**Professional Liability Insurance**

Students are required to have current professional liability insurance on file with the instructor of record.
Insurance can be obtained through ACA. No clinical work can be done without the insurance being on record.

XII. Appendices

I. ACA Code of Ethics (2014) and Other ACA Division Competencies
Students are expected to have read and be familiar with the following ethical and competency standards within the field:

American Counseling Association Code of Ethics:
https://www.counseling.org/resources/aca-code-of-ethics.pdf

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

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

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

ALBBTIC Competencies for Counseling Transgender Clients
https://www.counseling.org/Resources/Competencies/ALGBTIC_Competencies.pdf

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

Multicultural and Social Justice Counseling Competencies

Multicultural Career Counseling Competences
https://www.ncda.org/aws/NCDA/pt/fli/12508/false
XIII. Frequently Asked Questions

FAQs for Applicants

What are the differences between the doctoral programs in counseling?
The Doctoral Program in Counseling and Student Personnel Services is designed to prepare graduates to be counselor educators and advanced practitioners and to assume positions of leadership in P–12 public schools, higher education, and community settings. This is a CACREP-accredited program in Counselor Education and Supervision. The primary areas of specialization beyond the counseling core are school counseling, mental health counseling, and college counseling, with a strong emphasis on social justice, multiculturalism, and counselor identity. There is a Doctoral Program in Counseling and Student Personnel Services at the Athens campus that, although it shares a name, is primarily a full-time program and has a college student affairs administration emphasis, and is not accredited by CACREP.

Can any of these courses be taken online?
Several delivery models are planned for this program, including on-line options and intensive weekend sessions, in addition to face-to-face class meetings and hybrid courses.

When do classes meet during the fall/spring?
Typically, the course schedule is 5:00 pm-7:45 pm during the academic year and 4:00 pm-8:00 pm during the summer semesters.

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

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

What should I include in the personal statement in my application to the program?
1. Why this program, specifically addressing issues related to the P-16 and social justice emphasis, aligns with the applicant’s personal and professional goals.
2. What are future plans and goals; what does the applicant expect on the other side of the doctorate?
3. How does the applicant believe being a part-time doctoral student works at this point in his or her life?

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

How far in-advance do I have to provide my dissertation committee members with my prospectus before my prospectus defense?
Provide each of the dissertation committee members with a hard copy of the prospectus two weeks prior to the scheduled defense. Some committee members prefer or do not mind an electronic copy, but please check with them first. Schedule the room for prospectus defense with CHDS office staff.

Can any of my courses be waived?
If a student has taken a comparable course in a master’s program, with proper documentation (i.e., course syllabi), the course may be waived. However, courses offered in this department are advanced level courses; therefore, students are expected to take most of the UGA courses. Course waivers are evaluated on an individual basis and will not be finalized until after the student is admitted into the program.

How do I waive a course?
If a student wishes to waive a class, she/he must bring a copy of the course syllabi to both the course instructor and the program coordinator for signed approval.

What are other important dates?
Check the Registrar’s official schedule: https://reg.uga.edu/.

Where can I get student liability insurance?

What financial aid is available?
See the following links:

http://grad.uga.edu/index.php/current-students/financial-information/
XIV. Glossary

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

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

**COE:** The College of Education is located in three buildings: Aderhold, Ramsey, and Rivers Crossing; many of the COE’s graduate programs are ranked among the best in the nation by U.S. News & World Report’s annual edition of “America’s Best Graduate Schools” [http://coe.uga.edu/](http://coe.uga.edu/).

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

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

**Extended Session:** UGA’s summer session which begins with Maymester and ends with the Thru session.
XV. Statement of Receipt

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

**STATEMENT OF RECEIPT**

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

________________________________________  __________________________
Student Name (Print)                            Student Signature

________________________________________  ___________
Program Name (Print)                            Date

* SIGN AND TURN IN UPON RECEIPT *