# Ed.D. in Student Affairs Leadership

## Student Handbook

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I. Introduction

The Doctor of Education in Student Affairs Leadership (SAL) program began in May, 2013. This part-time, hybrid program, with face-to-face and online course engagement, was developed with these goals in mind:

1. Provide doctoral-level education for student affairs professionals in the state of Georgia who are employed full-time and need a part-time doctoral program.
2. Educate scholar practitioners who will lead their institutions in creating enhanced and effective environments conducive to student learning and development.
3. Create a doctoral-level educational opportunity for student affairs professionals at institutions in more rural settings or at institutions that do not offer post-master’s education.

This three-year program (with additional semesters, if needed, for dissertation completion) is situated on the Griffin campus with a one week in residence intensive every May on the Athens campus. Students are required to complete two courses each term (fall, spring, and summer). Most of the coursework will be delivered in a blended format using on-line education (asynchronously and synchronously) with face-to-face meetings several times throughout each semester.

This handbook has been designed to guide students as they navigate through the SAL program at the University of Georgia.

Commitment to Diversity

The Student Affairs Leadership program is committed to multicultural competency. This takes place in an environment where individuals from various cultures and opinions are respected, and unique gifts of individuals are applied to train exceptional students. We recognize that the increased blending of cultures locally and globally supports addressing the concerns of people around the world. Our goal is to create an environment that promotes multicultural self-awareness, knowledge, skills, and experiences enabling our graduates to develop and share knowledge regarding multicultural issues as well as to provide culturally sensitive services to a variety of individuals.

Students

The unique experiences students bring to the program are considered potential learning tools not only to individual students, but also to their classmates. This shared and mutually beneficial experience is the heart of our cohort model. By accepting the invitation to enter the Student Affairs Leadership Program, students also accept the challenges that come with the rigorous demands of earning a doctorate.
II. Unique Features of the Program

- **Cohort Model of Study:** The Student Affairs Leadership faculty are committed to the cohort model of training for doctoral students.
- **Small size:** The program limits enrollment, which assures students ample individual attention and the opportunity to have meaningful personal interaction with the program's faculty throughout their time in the program.
- **Faculty:** Six full-time faculty members devote their time to instruction in student affairs administration and are all experienced as student affairs administrators. There are also a number of student affairs administrators who serve as adjunct faculty members in the program.
- **Community Support:** Students and faculty in the program work to form a true learning community, which provides support to students as they meet the program's requirements and explore the many co-curricular learning opportunities through joint projects with faculty and fellow students.
- **Advanced Specialized Study:** The program is designed specifically for persons who are committed to careers in student affairs. Courses offered in the doctoral curriculum are restricted to doctoral students.
- **Flexibility:** The SAL program is a part-time, primarily on-line program.
- **Commitment to Student Development Goals:** The program is based in a belief that higher education should focus on assisting students' intellectual, psychosocial, and ethical growth. Graduates acquire expertise in enhancing students' educational experiences.

III. History of the Program

In 1966 the Department of Counselor Education decided to offer a program in college student personnel. It recruited Dr. Theodore K. Miller from the State University of New York at Buffalo to develop the program. He arrived in Georgia in 1967 and began to construct the master's program in Student Personnel in Higher Education (SPHE) and to develop a student affairs specialty within the existing Ph.D. and Ed.D. programs in counseling and student personnel services. Dr. Miller (Ted as he was known to students and colleagues alike) received his doctorate from the University of Florida where he studied under Ted Landsmon and worked extensively with Dr. Harold Riker (one of the early pioneers in the housing and residential life area). Ted made many contributions to the student affairs field including serving as President of the American College Personnel Association (1975-1976) and as co-author of *The Future of Student Affairs,* which become one of the principal philosophical statements for the "student development movement." He went on to serve as a founder and the first president of the Council for the Advancement of Standards in Higher Education (CAS). Ted retired in 1997 and served as an Emeritus Professor in the program until his death in 2016.
In 1972 Ted was joined by Dr. Fred Newton who received his training under Dr. Richard Caple at the University of Missouri. Dr. Newton left the University of Georgia in 1978 to become Director of the Counseling Center at Duke University; he is now the Director of University Counseling Services and Professor in the Department of Counseling and Educational Psychology at Kansas State University.

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

In 1988 serious re-evaluation of the program was undertaken to determine whether it was meeting the needs of student affairs practice at the doctoral level. A committee composed of department faculty members and student affairs staff studied the curriculum for over two years. Alumni and currently enrolled doctoral students also studied the curriculum and reviewed the literature. The faculty concluded that the counseling-based program should be changed substantially to become an administration-based program.

In 1990 Roger Winston became the coordinator of the newly created student affairs administration specialty within the degree designation "Counseling and Student Personnel Services." Dr. Winston retired in 2002 and served as an Emeritus Professor in the program until his death in 2017.

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

Dr. Sue Saunders, a 1979 University of Georgia graduate, came aboard when Ted retired in 1997. She left the program in 2000 to become Dean of Students at Lycoming College. She recently retired as a student affairs faculty member at the University of Connecticut.

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

Dr. Jeanette Barker joined us in the fall of 2003 from Georgia State University where she directed the Student Affairs Division Assessment Efforts. Dr. Barker left UGA in 2006 to return to administration. She currently serves as the Associate Interim Vice Chancellor for Institutional Research, Institutional Evaluation, and Planning at North Carolina Central University.
Dr. Richard Mullendore joined us in the fall of 2004, having served as a Student Affairs Vice President, most recently at UGA. He received his Ph.D. from Michigan State University Dr. Louis Stamatakos was his major professor. Dr. Mullendore retired in 2014.

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

Dr. Michelle M. Espino joined the faculty in the fall of 2008. She earned her Ph.D. from the University of Arizona and was the former Coordinator of Student Programs at Southern Methodist University (TX). Dr. Espino left in 2012 to join the faculty of the College Student Personnel program at the University of Maryland.

In 2013, faculty in the CSAA program, at the request of vice presidents for student affairs throughout the state of Georgia, initiated an Ed.D. program designed to serve mid-level professionals throughout the state who wanted to pursue doctoral education but could not move or commute to Athens or Atlanta to pursue their degrees. The hybrid-online program meets for one week in the summer in Athens and three times throughout each semester in Griffin, Georgia.

Dr. Candace Maddox Moore joined the faculty in the spring of 2013, to coordinate the Ed.D. in Student Affairs Leadership. A “triple dog,” she holds her undergraduate, M.Ed., and Ph.D. degrees all from UGA. Her graduate degrees are from the CSAA program, where Dr. Cooper served as her major professor. She has worked as a student affairs administrator at several Georgia institutions; most recently she was Associate Director for Student Development in University Housing at Georgia College and State University. Dr. Maddox Moore left UGA in 2016 to serve as a faculty member in the College Student Personnel Program at the University of Maryland.

Dr. Chris Linder joined the faculty in the fall of 2013. She earned her Ph.D. from the University of Northern Colorado under the direction of Dr. Flo Guido. She worked as a student affairs administrator for 10 years, with the bulk of her experience as a women’s center director at Colorado State University. She served as the coordinator of the master’s program in Higher Education at the University of Denver and as a senior lecturer at The Ohio State University prior to coming to UGA. In 2018, Chris left the program to work at the University of Utah in the Higher Education Program.

Dr. Darris Means joined the faculty in the fall of 2014. He earned his Ph.D. from North Carolina State University where Dr. Audrey Jaeger served as his major professor. He also served the Associate Director of Elon Academy, a college access and success program, at Elon University.
Dr. Georgianna Martin joined the faculty in the fall of 2016, coming from the University of Southern Mississippi where she served as Assistant Professor of Student Affairs Administration/Higher Education. She earned her Ph.D. from the University of Iowa under the direction of Dr. Deb Liddell. Previously, she was a student affairs practitioner in residence life and Greek life at Millsaps College and Creighton University, as well as serving on the faculty at Loyola University-Chicago.

Dr. Marian Higgins joined the faculty in spring of 2017 to coordinate the Ed.D. in Student Affairs Leadership program. She earned her Ph.D. from the UGA College Student Affairs Administration program under the direction of Dr. Richard Mullendore. Previously, she was the Director of Career Development and Programs at the University of Georgia Career Center.

IV. Adjunct Faculty

Student affairs staff members at The University of Georgia and other higher education related sites serve as adjunct faculty members for the program. Students will also work with various staff members throughout the University community to obtain internship placements. Examples of adjunct faculty members past and present in the SAL and College Student Affairs Administration programs include:

- Dr. Jan Davis Barham, Associate Dean of Students and Director of the Tate Student Center, University of Georgia
- Dr. Jennifer Brannon, Vice President of Student Affairs, Middle Georgia State University
- Dr. Jason Umfress, Vice President for Student Affairs & Enrollment Management, College of Coastal Georgia
- Dr. Sheree Gibson, Interim Assistant Director of Housing for Staff and Community Development, Georgia Institute of Technology
- Dr. William McDonald, Dean of Students at the University of Georgia
- Dr. Bryan Rush, Dean of Students, Erskine College
- Dr. Matt Varga, Assistant Professor of Counselor Education and College Student Affairs in the Department of Clinical and Professional Studies at the University of West Georgia

V. Expectations of Students and Faculty

The faculty members in the programs have high expectations of ourselves and of our students. We aspire to be an outstanding professional preparation program. To a large extent, the enthusiasm, commitment, and professionalism of students and faculty on and off campus determine our success. In order to remove some of the ambiguity about expectations, the following are provided as guidance to students.
**Students are expected to...**
- be dedicated to learning and be willing to put forth the effort necessary to excel.
- be self-motivating and seek assistance when it is needed. To ask for help from classmates or faculty is not a sign of weakness, but of intelligence.
- attend all classes and be prompt. Tardiness is a sign of disrespect for the instructor and fellow class members because it disrupts the learning environment. Tardiness in keeping appointments also shows disrespect and is wasteful of others’ valuable time.
- have read all assigned materials before the appointed class and to come to class prepared with questions and topics for discussion.
- submit work by the specified deadline.
- be cooperative and supportive of others in their efforts to learn; unhealthy excessive competition among students is not valued and is actually destructive of morale and learning.
- contribute to the learning community, which means going beyond class attendance and completion of class requirements. Students and faculty both have an obligation to contribute to the learning community of which we are members.
- adhere to high standards of academic integrity and professional ethics. The ACPA Statement of Ethical Principles and Standards, the NASPA Standards of Professional Practice, and the University of Georgia Conduct Code apply to all students in the programs.
- act professionally at all times.
- Engage in appropriate and professional conflict resolution if a conflict arises with another student or faculty member.

**Students can expect faculty to...**
- be available to students. The best way to assure availability is to make an appointment. DO NOT apologize for seeking assistance or consultation. Email is generally the most efficient way to make appointments.
- be prepared for class.
- set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
- support students as persons and especially as developing student affairs professionals. Faculty want students to be successful students and to become exemplary student affairs professionals after graduation.
- convey a professional image.
- be involved in regional and national professional organizations, thereby giving the programs and their students national visibility.
- conduct research and present and publish their findings.
- support students in their quest for professional positions after completing the program and throughout their careers.
Policy of Ongoing Evaluation of Student Competence and Progress
Students should know that faculty, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student's knowledge or skills may be assessed; and, (b) ensure—insofar as possible—that the students who complete their programs are competent to manage future relationships (e.g., 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.

Review of Students
A formal review of each student in the program will be conducted once a year by the program faculty. 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.

Reasons and Procedures for Dismissal
Failure to comply with the expectations and responsibilities delineated in this handbook can be considered reason for dismissal from the program. Information regarding dismissal procedures can be found using the following links:
The Graduate School's Regulations and Procedures for Probation and Dismissal
http://grad.uga.edu/index.php/current-students/policies-procedures/academics/probation-and-dismissal/
Office of Legal Affairs: http://www.uga.edu/legal/

Grievance Policy
The faculty of the Student Affairs Leadership Program are committed to fostering an environment that is nondiscriminatory, respectful, and free of inappropriate conduct and communication. If a situation arises that you consider being discriminatory or inappropriate, it is important to the faculty that you be aware of the steps and procedures that are available to you.

It is the desire of the faculty that you feel supported and respected as a student. We realize that if a situation does occur, it is often very difficult and frightening to attempt to resolve it given the power dynamics involved. We invite you to use any faculty member as an “advocate” with whom you may discuss the issue informally, or whom you may request to accompany you when discussing your complaint with either the Department Head, or any other University faculty/ staff member.
Procedures specific to the Student Affairs Leadership 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 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 or major professor.
2. If the issue is not resolved, there is a power differential, or other concerns are present, a student should speak with Department’s the Graduate Coordinator.
3. If the issue is not resolved, the next level of appeal is with the Department Head, followed by the College of Education 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.

VI. Academic Information

Advisement and Registration
Upon admission, the SAL Program Coordinator through a group-advising model will initially advise each student. You will later offer your preference for a major professor who will work with you through preliminary examination and the selection of the dissertation topic. The program coordinator will make the final decision. Students may only have a program faculty member serve as their major professor.

If you would like to change major professors, you can obtain a change of advisor form from the Graduate School’s website [http://grad.uga.edu/index.php/current-students/forms/](http://grad.uga.edu/index.php/current-students/forms/), and have both faculty members sign the form. Return the form to the Student Affairs Professional, who will make the necessary notifications to the Graduate School.

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

Registration occurs each semester. The UGA schedule of courses is available on-line; however, information about departmental courses will be distributed to you prior to pre-registration.
Supervised Practice Internship
As a significant feature of the program, students complete a supervised practice internship beginning in the fall semester of their third year in the program. They must successfully defend their preliminary exam prior to registering for the internship. The purpose of the internship is for students to gain exposure to the roles and responsibilities of senior level administrators in student affairs (i.e. chief student affairs officer, dean of students). Students may select their home campus or other campus in close proximity for their internship site location. The internship should include a special project and must take place in an office other than where the student is employed.

The learning objectives for the supervised practice are based on the CAS Learning and Developmental Outcomes and are as follows:

- Develop a working understanding of the array of professional leadership roles, functions, and activities relevant to the assigned work setting, including how the functional area relates to other institutional programs (Knowledge Acquisition, Integration, Application).

- Gain and hone additional skill sets that will enhance student’s professional experience with appraisal instruments, technology, research literature, professional standards, and assessment and evaluation procedures (Practical Competence).

- Synthesize, integrate, and apply theoretical and philosophical understandings of practice and student development that are appropriate to the internship setting (Knowledge Acquisition, Integration, & Application; Cognitive Complexity).

- Construct and hone student’s level of professionalism and ethical practice within the context of the internship site (Intrapersonal Development; Interpersonal Competence; Humanitarianism & Civic Engagement).

- Critically reflect and analyze student’s understanding of their role as a student affairs leader (Cognitive Complexity).

Internship Placement—Students will identify an internship site in consultation with the instructor for the supervised practice course during the summer session prior to the start of the supervised practice course. If students require assistance with securing an internship, they can work with the instructor for the supervised practice course to identify a site in the state of Georgia or outside of the state.

Site Supervisor—Persons eligible to serve as on-site supervisors are involved in upper level decision making, hold a title of dean of students, associate or assistant vice president, vice president, or a higher title; and have a broader span of institutional influence than the student intern. The site supervisor cannot be the direct employment supervisor for the student intern. The program prefers that site supervisors have a terminal degree (i.e. Ed.D., Ph.D. J.D.). Supervisory responsibilities will include
collaborating with interns to create intended learning objectives and to develop a plan for achieving the objectives supported with tangible products. The site supervisor will provide no less than 30 minutes of supervision with the student on a biweekly basis, at minimum, for the purpose engaging in on-going conversations regarding the experience and the progress made toward completion of the learning objectives. Supervisors will formally evaluate the student three times during the year-long internship; 1) at the midpoint of the fall semester, 2) at the beginning of the spring semester (may include revisions of learning objectives), and 3) a final evaluation at the end of the spring semester. Supervisor will also work with the instructor for the supervised practice internship to negotiate the scope of internship related objective and projects, if needed.

**Internship Projects**—The projects can take a number of forms; it should be of direct relevance to the internship site and have the potential of creating something of value to the site. The project(s) should also elevate the leadership experience of the intern. Examples of projects might include, but are not limited to, benchmarking current practices at other institutions; research on a topic and drafting a policy statement; creating a staff manual on a specific topic; planning, coordination, and groundwork for a conference or meeting; coordinating staff training and/or development; providing research in support of budgetary decisions; creation of a web site; developing online training modules; assembly of resources on a topic; and design and implementation of a assessment or evaluation project. When possible, this project should allow for a high degree of autonomy for the intern, with appropriate human and technological support.

**Site Agreement Form and Learning Contract**—Students are expected to establish a series of learning goals and objectives to be accomplished during the internship in coordination with their site supervisor. Students will arrange meetings with the instructor for the companion internship course to determine the specifics of internship site/outcomes/learning objectives during start of the fall semester of their third year. See appendices A and B for templates of the site agreement and learning contract.

**Supervised Practice Internship Hours**—Students will complete 60 hours over the course of a semester that equates to 3 hours per week of internship site related work and 1 hour per week of course related responsibilities. Internship coursework includes biweekly synchronous class meetings with associated readings and assignments. Students will meet three times a semester on the UGA Griffin campus and students will register for 3 credit hours.

**Examples of Work Week:**
1. During the week, you engage in two hours of benchmarking activities related to a project for internship site from your office on your campus, participate in a one-hour synchronous class with instructor and cohort, and attend one staff meeting to take place on site with your internship supervisor.

2. During the week, you facilitate a two hour-long training session on site for your internship supervisor, spend one hour responding to emails and arranging for an
upcoming event to take place on site for your internship from your office on your campus, and spend one hour writing a biweekly log.

**Professional Liability Insurance**—All students must have professional liability insurance prior to participating in an administrative internship. Most professional organizations provide this option for their membership.

**Evaluation**—Students will be given an opportunity to evaluate the site, instructor, and their overall experience.

**Monthly Reporting**—Students will submit biweekly reports describing their internship experience. These will be submitted during the week when there is no synchronous meeting.

**Intern Checklist**

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<td>1. Locate internship site</td>
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<td>2. Inform course instructor of site and receive approval</td>
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<td>3. Obtain professional liability insurance</td>
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<td>4. Confirm internship site-submit site agreement to course instructor</td>
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<td>5. Craft learning objectives with site supervisor</td>
<td></td>
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<td>6. Submit learning contract to course instructor</td>
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<td>7. Receive approval of learning contract from course instructor</td>
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<tr>
<td>8. Complete coursework and associated assignments</td>
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<td>9. Submit evaluation of site to course instructor</td>
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**Grades**

The majority of courses in the program are graded A-F, accompanied with a plus and minus system of grading. There are also select courses that are graded on a satisfactory/unsatisfactory basis. In general, students are expected to maintain a B average or higher in all their classes. However, if a student is struggling with a particular class, he or she is strongly encouraged to consult with his or her major professor or advisor for guidance prior to the end of that particular class. A ‘C’ (meaning not a C-) is the lowest grade that can count towards graduation. Failure to achieve a C in a course means the course must be retaken.

Per the Graduate School an Incomplete “I” is only permissible for a specific reason, “This letter indicates that a student was doing satisfactory work, but for nonacademic reasons beyond his/her control, was unable to meet full requirements of the course.” The instructor has full discretion regarding the grade assignment. A grade of "Incomplete" may be changed once the student has successfully met the outstanding requirements. In general, receiving an "Incomplete" is considered unusual and
undesirable. Thus, the utmost effort should be made to ensure course requirements are completed at the time they are due. However, in the rare case that an "Incomplete" must be assigned, it is the student's responsibility to assure that incomplete work is submitted to the instructor. Per the Graduate School policy, "When an incomplete grade in a graduate course (courses numbered 6000 and above) is not removed within three semesters (including summer), the “I” automatically becomes an F. Once a grade of Incomplete “I” converts to an F, it remains an F." When the work has been submitted, it is the student's responsibility to obtain a change of grade form online and submit the completed form for processing. It is important to remember that you cannot sit for your preliminary exams with an incomplete in any course and that incompletes must be resolved two weeks prior to preliminary exams. Failure to resolve incompletes within this time frame will mean the student cannot sit for preliminary examinations.


For more information concerning UGA Graduate School policies, please see [http://grad.uga.edu/index.php/current-students/policies-procedures/academics/](http://grad.uga.edu/index.php/current-students/policies-procedures/academics/). The program will always defer to Graduate School policy, as it governs certain programmatic procedures.

**Advisory Committees**

The advisory committee must be comprised of at least three faculty members who hold graduate faculty status. The members of the student’s advisory committee will be determined by the student’s major professor, with input by the student.

**Signed program of study and advisory committee forms must be turned in at least three (3) weeks prior to any student taking preliminary exams.** Successful completion of preliminary examinations (both written and oral) is a preliminary step required before the student is permitted to submit an application for degree candidacy.

**Preliminary Examination**

In accordance with the policies established by the Graduate School of the University of Georgia, SAL program faculty will conduct preliminary examinations for students at least once a year; exceptions are only made by program faculty. There are two major divisions to preliminary examinations inclusive of written and oral examinations.

The SAL program generally administers prelims once per year during the second year of coursework. Preliminary exams are designed to give students an opportunity to organize and synthesize their learning while in the program. Students are expected to cite relevant sources or authorities to support their answers. Evaluation is based on four criteria: (a) answered questions; (b) synthesis of student affairs and related literature; (c) organization and clarity of written response; (d) integration of theory and practice, and (d) documentation of information included in the responses.
The written comprehensive examination will be prepared and graded according to the procedures and policies outlined in this document. The oral comprehensive examination can cover material across the student’s program of study. The written and oral preliminary examinations will be evaluated by the student’s advisory committee. Students will be notified about their written exam outcome by their major professor. The student will be physically present to receive the outcome of their oral exam. An examination of the student's dissertation prospectus (proposal) may follow the oral comprehensive examination, but may not take the place of the oral comprehensive examination.

General Outline for the Written Exam

The written portion of the exam consist of two questions distributed to students at the end of the fall semester. Students have until the start of the spring semester to complete the written exam. The program faculty will write the questions and design them to allow students to demonstrate their breadth and depth of learning. The written exam follows this general outline:

Part I: Trends and Issues Related to Students’ Experiences in Higher Education

This topical area may cover, but is not limited to:

- Theories of psychosocial, identity, intellectual, and cognitive structural development
- Research findings related to major theories
- Critical evaluation of published research
- Student and environmental characteristics and responses to special needs
- Application of theories to student populations
- Modifications/new theories related to social identities
- Theories of person-environment interaction
- Critical evaluation and application of major theories
- Application to various settings, (e.g., residence halls, college classes, total campus) and institutional settings
- Use of student development and person-environment theories in student affairs practice
- Effects of college on students

Part II: Leadership and Administrative Practices

This topical area may cover, but is not limited to:

- Professional ethics
- History of higher education and student affairs
- Philosophies of higher education and student affairs practice
- Theories and practices related to the organization and administration of student affairs
- Legal issues in higher education
- Professional practice standards
- Assessment practices and/or program evaluation
- Planned change models, processes, and strategies
- Organization development theories, techniques, and practices
- Staffing practices: Professional, paraprofessional, allied professional, and support staffing (recruitment, selection, orientation, supervision, staff development, and performance appraisal)
- Theories of leadership (applied in higher education)
- Consultation theory and practices in higher education
- Policy analysis and formulation

**Parameters for Written Exam:**
- Students will receive the question in mid-December and have until mid-January to send their responses to the program coordinator. The program coordinator will provide the specific dates and times for completing the written exam.
- Students are permitted to use academic resources (e.g., textbooks, class notes, library, online resources) during the written portion of the exam.
- The entire preliminary exam is an independent exercise; collaborating or consulting with others is not permitted.
- Written responses generally range from 15 to 18 pages. Note: There is not a set page limit.
- All written submissions must follow correct APA formatting.
- The faculty maintain the right to assess your responses for academic honesty. Students are expected to know and abide by all University policies, including the University Honor Code and the Academic Honesty Policy. The University of Georgia Honor Code states “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge without citing the source appropriately. Suspicions of dishonesty will be reported to the Office of the Vice-President for Instruction for resolution according to the UGA Academic Honesty Policy. The full policy can be found at [https://ovpi.uga.edu/academic-honesty](https://ovpi.uga.edu/academic-honesty).

**General Outline for the Oral Exam**
The oral comprehensive examination is open to all members of the faculty and must be announced by the Graduate School. The Graduate Coordinator must notify the
Graduate School of the time and place of the examination at least three weeks before the examination. The major professor of the student’s committee must be physically present for the oral examination. If a single committee member is unable to physically attend, they can be included via conference call or Skype. Following each examination, written and oral, each member of the advisory (doctoral) committee will cast a written vote of ‘pass’ or ‘no pass’ on the examination. The results will be reported by the major professor to the Graduate Coordinator, who will forward a formal report to the Graduate School. The oral examination will usually be scheduled following the results received from the written preliminary examinations.

**Grading of Written and Oral Preliminary Examinations**

Each student’s committee is responsible for the evaluation of the written and oral examinations. For the written exam, each question will be marked as either pass or fail. A pass is defined as two readers rating a response as pass. Students may take the written preliminary examination a maximum of two times. Failure to pass on the second attempt results in automatic dismissal from the program.

Students who do not pass one part of the written exam will have to remediate that part (typically a writing project) and have the content specifically and extensively examined during the oral exam.

If a student does not pass the remediation of a single question, the student may be required to complete a non-credit directed study, a writing project, and an oral defense. A student who does not pass either question has failed the written exam and will be required to retake the entire examination again at a future administration.

After the written preliminary examination is passed, the oral comprehensive examination is given. A student who fails the oral examination may be scheduled for reexamination only once. Failure to pass the oral reexamination will result in dismissal from the program. (See Appendix D for sample grade form)

**Admission to Candidacy**

Students are considered to be doctoral candidates upon successful completion of written and oral preliminary examinations and acceptance by the Graduate School of the application for admission to candidacy.

Per the Graduate School policy, “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 one full semester before the date of graduation. This application is a certification by the student’s major department that the student has demonstrated ability to do acceptable graduate work in the chosen field of study and that:

a) all prerequisites set as a condition to admission have been satisfactorily completed;
b) the final program of study has been approved by the advisory committee, the 
  graduate coordinator, and the dean of the Graduate School;
c) an average of 3.0 (B) has been maintained on all graduate courses taken and on 
  all completed courses on the program of study (no course with a grade below C 
  may be placed on the final program of study);
d) written and oral preliminary examinations have been passed and reported to the 
  Graduate School;
e) the advisory committee, including any necessary changes in the membership, is 
  confirmed and all its members have been notified of their appointment.

A student must register for a minimum of three hours of credit in any semester when 
using University facilities, and/or faculty or staff time."
(See: http://grad.uga.edu/index.php/current-students/policies-procedures/)

Dissertation Process
Students will complete a dissertation with an emphasis on improving student affairs 
practice. Guidelines for crafting your dissertation have been provided by the UGA 
Graduate School: http://grad.uga.edu/wp-
content/uploads/2014/09/theses_and_dissertations.pdf

For information regarding the proper format for your dissertation, see: 
http://grad.uga.edu/index.php/current-students/policies-procedures/theses-dissertations-
guidelines/theses-and-dissertations-overview/

Application For Graduation
An application for graduation must be filed with the Graduate School no later than 
Friday of the second full week (the first full week for summer) of classes in the 
semester of the anticipated graduation date. Application for graduation is completed by 
applying through Athena at https://athena.uga.edu.

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

Final Registration Requirement
Students must be registered at the University of Georgia for a minimum of three hours 
of credit the semester in which they complete all degree requirements. Once degree 
requirements have been completed, no further registration is required, even if the 
official graduation date is in a following semester.
Students will not be approved for graduation if they have a grade of I or ER which, when changed to a recorded grade, could cause the graduate grade point average to fall below the minimum required for graduation.

**Graduation Ceremonies**
Formal commencement exercises are held in May and December at the Athens campus. Candidates for degrees are urged to participate in graduation exercises, but they are not required to attend.

**VII. Graduation**
Upon completion of the dissertation AND completion of the internship, students are eligible for graduation. Keep in mind that both criteria must be fulfilled in order to obtain your Ed.D.

- Remember to apply for graduation
- Need to be registered for 3 hours the semester you plan to graduate

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

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

**ACPA: College Student Educators International** is a national professional organization. It fosters student development in higher education in areas of services, advocacy, and standards by offering professional programs for educators committed to the over-all development of postsecondary students. Annual dues can cover a copy of *The Journal of College Student Development*, depending on the membership package you select. The ACPA conference is typically held annually in the spring.

**NASPA: Student Affairs Administrators in Higher Education** is a national professional organization which seeks to develop leadership and improve practices in student affairs administration. The NASPA conference is typically held annually in the spring.

**Southern Association for College Student Affairs (SACSA)** is a regional organization that focuses on current practices and research that have implications and applicability for practitioners. The SACSA conference is typically held annually in the fall.
Georgia College Personnel Association (GCPA) provides leadership in student personnel work within the framework of the goals of higher education. Each spring, GCPA holds its annual conference in Georgia. Students are encouraged to join this organization and submit program proposals for the annual conference to acquire an understanding of state-wide professional organizations and to gain experience in making professional presentations.

The College Student Affairs Administration Graduation Association (CSAAGA) is a student-led organization that serves as a social and educational group for students, staff, and faculty. Social and educational events (such as brown bag lunches with speakers from the student affairs professional staff) will be coordinated by CSAAGA throughout the year. Membership and active involvement in CSAAGA carries with it the following benefits:

- opportunity to acquire leadership and other professionally valuable experiences directly applicable to future careers
- opportunity to help build and enrich the student-faculty community within the program
- opportunity to develop meaningful social and personal relationships with fellow students, especially those who do not share classes, and faculty
- opportunity to network with student affairs practitioners

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

IX. Services on the Griffin Campus

SAL students have access to services offered at the UGA Griffin campus. The Griffin staff host an orientation for the SAL students on their first day at the Griffin campus and share the variety of services available. Students may view the UGA Griffin campus website, www.griffin.uga.edu for a full list of services.

Bookstore - The UGA Bookstore, operated by Follett College Stores, offers various textbook shipping options to Griffin campus students. Students may purchase new and used textbooks in the store on the Athens campus or online at UGA Bookstore website.

The UGA-Griffin Campus Gift Store, located in the Stuckey Building adjacent to the Fitness Center, offers UGA collegiate attire and memorabilia.

Counseling Services – Students have access to on-site counseling services. To schedule an appointment, students must complete the appointment request form which is located on the UGA Griffin website.
Library - The Griffin campus library is a branch of the University of Georgia Libraries giving students access to a wealth of online databases and resources. The library is located on the first floor of the Stuckey Building and is open Monday-Friday 8 a.m.-5 p.m. with staff available 8 a.m.-noon and 1-5 p.m. Students may request to order and pick-up books from the Griffin campus library.

Career Services – The Career Center provides services to graduate students including resume, CV, and cover letter review, interview preparation, job search strategies for academic positions and opportunities outside of academia. Students are welcome to request individual appointments by contacting the Career Center at 706-542-3375.

The Fitness Center resides in the Stuckey Building and it is available to UGA-Griffin students, faculty and staff who are registered members. The Fitness Center policies are located on the UGA Griffin website along with the Fitness Center Waiver. All students must complete the waiver if they wish to use this facility.

X. Curriculum

- All classes will meet in a hybrid format including the following: asynchronous content; synchronous class sessions on a biweekly basis; and one face-to-face meeting per month on the Griffin campus.

- Summer courses include a one-week intensive meeting time during a designated week in May on the Athens campus and occasional face-to-face meetings on the UGA Griffin campus throughout the rest of the summer session.

- Two preliminary exam/dissertation preparation courses will be taught by hybrid delivery.

- A supervised internship on students’ home campuses or other campuses in close proximity will be taught. Internships can include special projects within their current job, special university projects, or work in an office other than their own. On-site supervisors will be recruited from senior higher education professionals holding a doctoral degree. Supervisory responsibilities will include collaborating with interns to create intended learning outcomes and to develop a plan for achieving the outcomes and meeting with interns for on-going conversations regarding the experience and the progress made toward completion of the learning outcomes.

- Completion of a dissertation. While the program design includes the third year as the time for completion of the dissertation, there may be cases in which a fourth year will be necessary for dissertation completion.
<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECHD 9400: Seminar in Student Affairs Administration (3 credit hrs.)</td>
<td>ECHD 9420: Advanced Theories of College Student Development (3 credit hrs.)</td>
<td>ECHD 8320: Legal Issues in Student Affairs (3 credits hrs.)</td>
</tr>
<tr>
<td></td>
<td>ECHD 9480: The College Student (3 credit hrs.)</td>
<td>ECHD 9450: Staffing Practices in Student Affairs (3 credit hrs.)</td>
<td>ECHD 9970: Educational Research in Counseling and Human Development Services- Emphasis on Research Methods (3 credit hrs.)</td>
</tr>
<tr>
<td></td>
<td>• Starts with 1-week intensive on Athens campus in May</td>
<td>• Class will meet at UGA-Griffin several times during fall semester, dates TBD</td>
<td>• Class will meet at UGA-Griffin several times during spring semester, dates TBD</td>
</tr>
<tr>
<td></td>
<td>• 9400 offered during summer extended session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 9480 offered during summer thru session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR TWO</td>
<td>ECHD 9430: Environmental &amp; Facilities Management (3 credit hrs.)</td>
<td>ECHD 9410: Organizational Development and Leadership (3 credit hrs.)</td>
<td>ECHD 9440: Administrative Practices in Student Affairs (3 credit hrs.)</td>
</tr>
<tr>
<td></td>
<td>ECHD 9490: College Student Outcomes Assessment &amp; Accreditation (3 credit hrs.)</td>
<td>ECHD 8000: Applied Statistical Methods in Student Affairs (3 credit hrs.)</td>
<td>ECHD 9970: Educational Research in Counseling and Human Development Services- Emphasis on Qualitative Traditions (3 credit hrs.)</td>
</tr>
<tr>
<td></td>
<td>• Starts with 1-week intensive on Athens campus in May</td>
<td>• Class will meet at UGA-Griffin several times during fall semester, dates TBD</td>
<td>• Class will meet at UGA-Griffin several times during spring semester, dates TBD</td>
</tr>
<tr>
<td></td>
<td>• 9490 offered during summer extended session; 9430 offered during summer thru session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>YEAR THREE</td>
<td>SUMMER</td>
<td>FALL</td>
<td>SPRING</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>ECHD 9970: Educational Research in Counseling and Human Development Services- Emphasis on Dissertation Prospectus (3 credit hrs.)</td>
<td>ECHD 9830: Supervised Internship (3 credit hrs.)</td>
<td>ECHD 9830: Supervised Internship (3 credit hrs.)</td>
<td></td>
</tr>
<tr>
<td>ECHD 8990: Research Seminar- Emphasis on Preliminary Exams (3 credit hours)</td>
<td>ECHD 9300: Dissertation (3 credit hrs.)</td>
<td>ECHD 9300: Dissertation (3 credit hrs.)</td>
<td></td>
</tr>
<tr>
<td>• Administration of preliminary exam, dissertation prospectus preparation, and oral exam during this term</td>
<td>• Class will meet at UGA-Griffin several times during fall semester, dates TBD</td>
<td>• Class will meet at UGA-Griffin several times during spring semester, dates TBD</td>
<td></td>
</tr>
<tr>
<td>• Starts with 1-week intensive on Athens campus in May</td>
<td>• Prospectus may be defended during this semester.</td>
<td>• Anticipated graduation at the end of this year.</td>
<td></td>
</tr>
<tr>
<td>• Offered during summer extended session</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
XII. Appendix A

The University of Georgia
Student Affairs Leadership (SAL)
Site Supervisor Agreement to Provide Supervision & Consultation to Student

As a Student Affairs Internship Site Supervisor, I will provide the following supervisory, consultation, and tutorial services to the student affairs student under my supervision:

1. Facilitate development of a set of learning goals/objectives and outcomes that the student will accomplish during the designated 120 internship clock hours (6 hours credit) over the two-term period.

2. Make available opportunities designed to expose the student to the various characteristics and functional aspects of my administrative unit.

3. Provide opportunities for the student to meet and interact with staff members who work in the unit and others with whom unit members have professional associations.

4. Assign the student responsibilities and otherwise establish avenues designed to actively involve the student in the work of the unit appropriate to the student’s level of knowledge and skills.

5. Meet with the student on an individual supervisory interview basis for no less than 30 minutes per week to discuss and examine general issues and information to increase the student’s knowledge base. This may include discussion of assigned readings and projects.

6. Provide opportunity for the student to participate in staff group activities, used to focus upon skill and competence development essential to gaining functional area expertise.

7. Observe the student’s daily work activities and provide formative feedback designed to strengthen the student’s ability to function as a professional student service/development practitioner.

8. Provide additional challenges and opportunities designed to increase the student’s professional competence in and understanding of leadership in the field of student affairs/student development.

9. Evaluate the student’s progress on learning goals, outcome, objectives, and projects accomplished during the practicum, and provide summative ratings to be used for internship grading purposes.
10. Complete a formal evaluation to be added to the student’s permanent academic record.

**Internship Student’s Name:** ________________________________

**Term of Internship:** Fall XXXX-Spring XXXX for 6 hours total of internship credit.

**Site Supervisor’s Signature:** ________________________________

**Date:** __________________

**Supervisor’s Printed Name:** ________________________________

**Title:** ________________________________

**Institution/Office:** ________________________________

**Phone #:** ____________________  **Email:** ________________________________
XIII. Appendix B

The University of Georgia
Student Affairs Leadership
Sample Supervised Practice Internship Learning Contract

Student Information: 
Supervisor Information: 
Site Information: 
Timeframe: 
Faculty Coordinator Information: Dr. Marian Higgins, mawells@uga.edu 706-542-9533

Purpose of Internship:

Learning Objective:
Activities:
Skills and Competencies:
How Learning Will Be Assessed:
Time Required:

Learning Objective:
Activities:
Skills and Competencies:
How Learning Will Be Assessed:
Time Required:

Learning Objective:
Activities:
Skills and Competencies:
How Learning Will Be Assessed:
Time Required:

Proposed Work Schedule:

We agree to the successful completion of this practicum experience as stated above. We agree to provide open and honest communication and feedback to each other about our experiences during this internship.

Student Signature __________________________________________
Date __________________________

Supervisor Signature __________________________________________
Date __________________________
IX. Appendix C

The University of Georgia
Student Affairs Leadership
Sample Supervised Practice Internship Supervisor Evaluation

Evaluation by Site Supervisor

<table>
<thead>
<tr>
<th>Term: Date of Evaluation: ____________________</th>
<th>Faculty Coordinator: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: ____________________________________________</td>
<td></td>
</tr>
<tr>
<td>Site Name: ____________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Please rate the intern’s performance in the following areas:

**Rating Scale:**

1 = Excellent - far exceeded expectations  
2 = Good - met and exceeded expectations  
3 = Satisfactory - met expectations  
4 = Fair - somewhat met expectations, but needs improvement  
5 = Unsatisfactory - did not meet expectations

Please highlight your rating:

<table>
<thead>
<tr>
<th>1) Oral communication</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Written communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3) Initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4) Interaction with staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5) Attitude</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6) Dependability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7) Ability to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8) Planning and organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Rating</td>
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</tr>
<tr>
<td>9)</td>
<td>Professionalism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10)</td>
<td>Creativity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11)</td>
<td>Quality of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12)</td>
<td>Productivity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13)</td>
<td>Appearance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14)</td>
<td>Adaptability to organization’s culture/policies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15)</td>
<td>OVERALL PERFORMANCE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Explanation of Ratings:

**Strengths:**

**Areas of growth:**

**Overall:**
X. Appendix D

The University of Georgia
Student Affairs Leadership
Sample Preliminary Exam Evaluation Grade Form

| ID Number ______________________ |
| Day 1 _____   Day 2 _____ |
| Reviewer Name________________________________________ |

Evaluation criteria:

| Answered the question(s) |
| Did not meet expectation_______  | Meets expectation_______  | Exceeds expectation_______ |

| Synthesis of student affairs and related literature |
| Did not meet expectation_______  | Meets expectation_______  | Exceeds expectation_______ |

| Clear integration of theory to improve practice |
| Did not meet expectation_______  | Meets expectation_______  | Exceeds expectation_______ |

| Organization and clarity of written response |
| Did not meet expectation_______  | Meets expectation_______  | Exceeds expectation_______ |

Overall assessment of the response: Passed_______  Failed_______

Strengths of the response:

Weaknesses of the response:

Questions to be addressed at the oral exam:
XIV. Statement of Receipt

Department of Counseling and Human Development Services

The following Statement of Receipt must be submitted to your Advisor

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

Student Name (Print) ___________________________ Student Signature

__________________________
Ed.D. SAL
Program Name (Print) ___________________________ Date