



The University of Georgia®

University Council
Athens, Georgia 30602

February 1, 2012

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Dear Colleagues:

The attached proposal for a new major in Student Affairs Leadership (Ed.D.) will be an agenda item for the February 8, 2012, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
Dr. Laura D. Jolly

Institution: University of Georgia

Institutional Contact: Jere Morehead, Vice-President and Provost

Date: December 2011

School/Division: College of Education

Department: Counseling and Human Development Services

Departmental Contact: Rosemary E. Phelps, Ph.D.

Name of Proposed Programs/Inscription: Doctor of Education in Student Affairs Leadership (Griffin Campus)

Degree: Doctor of Education (Ed.D.)

Major: Student Affairs Leadership

CIP Code:

Anticipated Starting Date: Summer 2013

In order to fully understand this program proposal it is necessary to place it in context. In the spring of 2007, the Regents Administrative Committee on Student Affairs (RACSA), which includes all 35 Chief Student Affairs Officers in the USG, discussed the need for creating a more flexible doctorate degree for their staff. There was substantial agreement that they would support the program, both in terms of personnel and by encouraging their staff to participate.

With the assistance of Tonya R. Lam, Associate Vice Chancellor for Student Affairs with the Board of Regents of the University System of Georgia, and Kris Biesinger, Assistant Vice Chancellor for Advanced Learning Technologies with the Board of Regents of the University System of Georgia, an online survey was conducted in September 2007. The survey was designed to gauge the level of interest in master's and doctoral programs. A total of 1,198 individuals responded. Of the 591 respondents who already have a Master's, 541 said they would like to enroll in a doctoral program, with 260 saying they would like to begin fall 2008. Most were interested in either a Higher Education or Student Affairs doctorate at that time. The respondents were from throughout the state, representing 32 USG institutions and 7 other universities. Currently there are at least 30 public four year and 25 technical colleges in the state. There will be turnover among student affairs professionals at these institutions and a continuing influx of new professionals who may want to advance in the profession and ultimately assume leadership roles. Thus the sustainability of the program is anticipated to be long lasting.

Regarding the preferences for delivery methods for the doctorate:

- 85% indicated need for a part-time program.
- 72% were interested in a program that combined face-to-face classes in a convenient location, online, and video conferencing.
- 92% were willing to attend courses on the weekend once or twice a month.
- 93% were willing to attend a one-week class in the summer.
- 72% were willing to attend 2-week class in summer.

RACSA reviewed the findings and created a committee to further develop a proposal:

- Chair: Dr. Bill Schafer, Vice President for Student Affairs, Georgia Tech
- Dr. Rodney Bennett, Vice President for Student Affairs & Dean of Students, University of Georgia
- Dr. Diane Cooper, Professor of Counseling & Human Development, University of Georgia
- Dr. Darryl Holloman, Assistant Vice President of Student Life, Columbus State University
- Dr. Kurt Keppler, Vice President for Student Affairs, Valdosta State University
- Dr. Melanie McClellan, Vice President for Student Affairs & Enrollment Management, University of West Georgia
- Dr. Tom Walter, Vice President for Student Development, Gainesville State College

This proposal includes the results of this committee's work as well as the UGA College Student Affairs Administration faculty.

1. Program Description and Objectives:

a. Objectives of the program

1. Provide a 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 doctoral-level educational opportunity for student affairs professionals at institutions in more rural settings or from institutions that do not offer post-masters education.

b. Needs the program will meet

There are many mid-level administrators in our 35 University System of Georgia colleges and universities who have the potential to move into senior Student Affairs leadership positions, and who are interested in pursuing the doctoral degree. Unfortunately, the only options for most of them are either to quit their jobs, moving to Athens or out of state to pursue a doctorate, or to pursue a doctorate online. No other doctoral programs of this kind are available at USG institutions; the Ph.D. program at UGA is intended for

candidates interested in research-intensive academic position. Alternative online doctorates vary greatly in quality and some are very expensive.

The program will be sustainable for the foreseeable future both because there are presently many people working in college student affairs in Georgia who are actively interested in pursuing doctoral work. These CSAA employees are supported by their home institutions and by the Board of Regents. We have created a comparable program in another disciplinary area (Counseling and Student Personnel Services) at the Gwinnett campus, and it has enjoyed strong success.

Student affairs divisions typically include the following functions:

- Student activities
- Greek Life
- Admissions
- Conduct
- Residence life and housing
- Assessment
- Multicultural Service and Programs
- Disability services
- Counseling and psychological services
- Leadership, involvement and engagement
- Campus safety

Professionals in these offices design, implement, assess and evaluate all of the co-curricular functions at a college or university. Former students of the UGA College Student Affairs Administration doctoral program currently serve in a variety of positions including vice-presidents of student affairs, directors and department heads of units such as those outlined above. They serve in all types of higher education institutions including community colleges, mid-sized private and public institutions, and doctoral intensive and extensive research institutions. Graduates of the proposed program will assume comparable positions in similar institutions.

c. Brief explanation of how the program is to be delivered

The three-year program (with an optional fourth year, if needed, for dissertation completion) would be situated on the Griffin Campus with some summer courses taught on the Athens campus.

Students will be required to complete two courses each term (fall, spring and summer). Most of the coursework will be delivered in a blended format including distance education and face-to-face meetings approximately every three weeks. The curriculum is as follows:

- Seven content courses taught primarily through a blended format on the Griffin campus which has state-of-the-art technical infrastructure as well as high-end instructional space. Upon approval of proposal appropriate distance learning formats for each course will be developed. Blended formadelivery

is becoming more frequent and acceptable in student affairs preparation programs across the country.

- Two research courses at a doctoral granting campus (existing courses taught by tenure-track faculty). There will be a list generated of available courses at USG institutions. Students will consult with program faculty to determine appropriate research courses. It is the students' responsibility to find such courses. Students will contact the instructor, obtain a syllabus and consult with faculty as to whether or not the course will satisfy program requirements.
- Three week-long intensive courses (one taught in May of each of the three years of the program) held at the University of Georgia Athens campus
- Two preliminary exam/dissertation preparation courses taught by blended delivery on the Griffin campus. Upon approval of proposal appropriate distance learning formats for each course will be developed.
- Two semesters of supervised internships on students' home campuses or other campuses in close proximity. Internships can include special projects within their current job, special university projects, or work in an office other than their own. Faculty supervision will be provided by a program faculty member who will also serve as the liaison with the on-site supervisor and as the person administratively responsible for oversight of the experience. Faculty supervisors will make periodic trips to internship sites. On-site supervision will be provided by a senior student affairs officer holding a doctoral degree. Site supervisors will be recruited from senior student affairs officers holding a doctoral degree. Supervisory responsibilities will include the creation of learning outcomes, meeting with students to develop a plan for meeting these outcomes and on-going conversations regarding the experience and the progress made toward completion of the learning outcomes. Evaluation will be done by the student at the end of the experience in conjunction with their faculty supervisor.
- Complete 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.

d. Prioritization with the institution's strategic plan

The proposed program aligns with Strategic Direction II – Enhancing Graduate and Professional Programs as outlined in the university's strategic plan – Building on Excellence – University of Georgia 2020 Plan (<http://www.oap.uga.edu/sp/UGA2020-final.pdf>).

This direction specifies that the university should “offer increased access to University of Georgia graduate education through extended campus educational programs and online education.” Illustrative benchmarks include “(I)ncrease the number of degree programs offered and graduate student enrollment at the extended campuses.”

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

This program meets the section of the University of Georgia mission that includes:

. . . a commitment to excellence in public service, economic development, and technical assistance activities designed to address the strategic needs of the state of Georgia along with a comprehensive offering of continuing education designed to meet the needs of Georgia's citizens in life-long learning and professional education;

Nationally accepted trends in the discipline:

As is the case throughout much of higher education distance education is an accepted trend. More specifically, student affairs as a field is playing increasingly greater roles in collaboration with faculty and staff in academic affairs. Collaboration is more effective when student affairs administrators are also educators who understand not only the theoretical basis for their own field but are also able to put this knowledge into a broader higher education context. This level of understanding is most thoroughly gained through doctoral education. At mid and senior levels this is especially crucial for meaningful collaboration.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area (region, state and nation) and is not unnecessary program duplication.

The University System of Georgia has recognized the need for creating a leadership culture in Strategic Goal #6. Writing in the *Chronicle of Higher Education* in July 2008, then Chancellor Davis observed that there is a lack of training opportunities for individuals seeking senior leadership positions on our campuses (including Student Affairs). Although his article focused on people who come up through faculty ranks and aspire to be President, the same could be said for individuals in the USG coming up through administrative ranks outside of academic affairs. Program accessibility is a key obstacle for many Student Affairs professionals seeking terminal degrees.

Responsibility for some of the most significant aspects of college life (such as health services, mental health services, campus safety, student housing, athletics, student involvement, financial aid, enrollment management, campus discipline, and crisis management) fall under non-academic administrators. Senior Student Affairs staff typically prepare for their positions by working up through the administrative ranks, participating in training opportunities offered by their professional associations, and pursuing doctorates in Student Affairs Administration programs, which include coursework in the areas of administration and management, counseling, human development, and research.

There is currently only one doctoral level student affairs preparation program in the state, housed at the University of Georgia. It is a Ph.D. program designed for the education of future college student affairs preparation program faculty and researchers as well as senior student affairs officers. The proposed program is a part-time, Ed.D. degree

designed as a practitioner based program. Creation of this proposed program will meet the need of those student affairs professionals seeking the doctoral degree but unable to relocate or travel to Athens on a regular basis. This proposed degree program is a more centrally located program offered in a blended delivery format that will meet the needs of current student affairs professionals throughout the state.

4. Brief description of institutional resources that will be used specifically for the program (e.g. personnel, library, equipment, laboratories, supplies and expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

The program will utilize shared classroom and office space at the Griffin campus. Classroom space will be needed for the face-to-face meetings of the seven content courses and the two preliminary exam/dissertation preparation courses. There will be orientation sessions, advising and dissertation related meetings and defenses all requiring office, classroom and meeting space.

Support staff in the Department of Counseling and Human Development Services will assist the program and be responsible for maintaining student files and submitting paperwork to the Graduate School.

The college will provide online course development training, as needed, for faculty as well as recruitment and marketing funding. The college will also support faculty as they travel back and forth from the Athens campus to the Griffin campus for instruction, advisement, defenses, dissertation meetings and orientation sessions.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

This is a cohort-based program and each cohort will follow an established sequence of courses. Expected time to degree completion is three years with the option of a fourth year for dissertation completion if necessary. Should a student need to withdraw from the program for a reason recognized and allowed by graduate school policy, he/she will be allowed to resume the program, at the point at which they withdrew (while meeting all graduate school requirements relevant to withdrawal and reenrollment) with the next cohort, in the following year. Students will not be given the option of completing the degree in the existing Athens program because of the substantial differences between these degree programs. These are two separate programs with different requirements.

The following table provides both the course of study and the sample program for fall, spring, and summer terms:

Year One	<p>ECHD 9400 Seminar in Student Affairs Administration (one week intensive on UGA's Campus in May) (3 credit hrs.)</p>	<p>ECHD 9450 Staffing Practices in Student Affairs (3 credit hrs.)</p>	<p>Research Course 1 (3 credit hrs.) *Taken at a doctoral degree granting institution, in the format in which it is currently offered. A complete list of available research courses across USG institutions will be provided to candidates if this degree program is approved.</p>
	<p>ECHD 9970 Educational Research in Counseling and Human Development Services (Introduction to research methods and design) (3 credit hrs., offered during thru session)</p>	<p>ECHD 9490 College Student Outcomes Assessment and Accreditation (3 credit hrs.)</p>	<p>ECHD 9410 Organizational Development and Leadership (3 credit hrs.)</p>
Year Two	<p>ECHD 9430 Environmental and Facilities Management (one week intensive on UGA's Campus in May) (3 credit hrs.)</p>	<p>ECHD 9420 Advanced Theories of College Student Development (3 credit hrs.)</p>	<p>ECHD 9970 Educational Research in Counseling and Human Development Services (Preparation for dissertation prospectus and preliminary exam product) (3 credit hrs.)</p>
	<p>ECHD XXXX Budgeting and Fiscal Management (3 credit hrs., offered during thru session)</p>	<p>Research Course 2 (3 credit hrs.) *Taken at a doctoral degree granting institution, in the format in which it is currently offered. A complete list of available research courses across USG institutions will be provided to candidates if this degree program is approved.</p>	<p>ECHD 8000 Legal Issues in Student Affairs (3 credit hrs.)</p>
Year Three	<p>ECHD 9480 The College Student (one week intensive on UGA's Campus in May) (3 credit hrs.)</p>	<p>ECDH 9300 Dissertation (6 credit hrs.) *Prospectus will be defended this semester</p>	<p>ECHD 9300 Dissertation (6 credit hrs.) *Anticipated graduation at the end this semester</p>
	<p>ECHD 8990 Preliminary exam hours (3 credit hrs., offered during thru session) *Preliminary exam will be administered and defended this term</p>	<p>ECHD 9830 Supervised internship (5 credit hrs.)</p>	<p>ECHD 9850 Supervised internship (5 credit hrs.)</p>

Year Four (if needed)	ECHD 9300 Dissertation (3-6 credit hours)	ECHD 9300 Dissertation (3-6 credit hours)	ECHD 9300 Dissertation (3-6 credit hours)
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a. Differentiate which courses are existing and which are newly developed

Existing courses are in **Bold** in the table above

b. Course descriptions – See appendix A

c. All course prerequisites

Course prerequisites will be part of the relevant master's degree required for admission. Upon admittance transcripts from master's degree programs will be analyzed to insure that all necessary prerequisite coursework has been completed. If any has not, appropriate remediation will be determined by the program faculty and delivered through directed readings supervised by program faculty.

d. Document that all courses either have been approved or are in the approval process

See courses in table above. The courses in **Bold** are existing and have been approved. The Budgeting and Fiscal Management course to be taught in year two will be submitted for approval immediately upon approval of this proposed program. ECHD 8000 – Law and Student Affairs is currently in the approval process.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

There are no relevant standards from either accrediting bodies or professional organizations for doctoral programs in student affairs.

f. Indicate ways in which the proposed program is consistent with national standards.

Not applicable

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

Participants must have at least five years professional work experience after completing their master's degree and may be nominated by the Chief Student Affairs Officer or other Vice-President on their campus or a supervisor if appropriate. Available internships will

be provided by their home institutions. Internship supervision will be provided by the student's academic advisor or another program faculty member. On-site supervision will be provided by a student affairs professional on their campus holding a doctoral degree.

h. Indicate the adequacy of foundation course offerings to support the new program.

The foundation courses are currently being taught at the UGA campus. Given the format of this new program students will not be taking them at the Athens campus but will be taking them in a blended delivery format at the Griffin campus. These are courses that have been developed, taught and fine-tuned over the course of several years.

6. Admissions Criteria

The admission requirements will comply with the Graduate School requirements and will be comparable to other Ed.D. programs (e.g., Adult Education Ed.D. Gwinnett campus) while also including criteria relevant to the unique characteristics of this program. For example, because this program is designed for experienced Student Affairs professionals, we will require that applicants be employed in a Student Affairs leadership position in a higher education institution or organization at the time of the application.

Leadership Experience- The applicant must be currently in a leadership position in a Student Affairs Division at a higher education institution or organization; that is, in a role in which they can apply the knowledge and skills learned in the program to effect change in their organization. Applicants must have 5 years of full-time work experience in student affairs post-master's degree. Five years experience will allow applicants to have substantial professional practice necessary to be an active participant in this graduate program. It will also demonstrate a commitment to remaining in the profession.

Master's Degree- The applicant must have successfully completed a Master's degree, from an accredited college or university, in an area relevant to this degree.

Academic Record- Performance in the applicant's Bachelor's and Master's degree programs (GPAs), scores from the Graduate Record Examination (GRE), and faculty references and scores from the Personal Potential Index (PPI) will serve as benchmarks of potential to succeed in advanced academic work.

Personal Statement of Goals- An essay explaining the applicant's career goals and the relationship between the degree program and the applicant's career goals.

In addition, the applicant will be asked to identify a problem on which they intend to focus throughout the program and that will serve as the basis for their action-research dissertation. While this problem may shift in the course of the program, it is important for the design of this program that students are admitted already thinking about the challenges of leading student affairs divisions and, specifically, substantive problems

they will seek to address through application of knowledge/skills developed in the program.

Recommendations- Three letters of reference. At least two letters should be from individuals who can describe the applicant's academic abilities for completing a doctoral program. One letter should be from an individual who can document the applicant's potential for executive leadership in Student Affairs or higher education.

Resume- A current resume or vita must be submitted with the application.

Interview- Applicants must participate in an interview with the admissions committee.

7. Availability of assistantships – NA

8. Student learning outcomes and other outcomes of the proposed program.

Expected Learning Outcomes:

Outcome 1:

Students in our applied focus program will be able to understand, apply, analyze and evaluate relevant theoretical perspectives related to college students and their development, the higher education context and the student affairs profession.

Outcome 2:

Students in our program will be able to apply and evaluate the use of these theoretical perspectives through relevant supervised practical experiences.

Outcome 3:

Students in our program will be able to understand and apply a programmatic grounding in social justice as a means to most fully and effectively understand, analyze and evaluate issues of oppression, privilege and inequity across the theoretical perspectives studied, the higher education context and the student affairs profession.

Outcome 4:

Students in our program will be able to apply, analyze and evaluate relevant methods of inquiry in order to effectively understand, articulate, research, answer and respond to problems and questions inherent in and presented by student affairs practice.

9. Administration of the program:

a. Indicate where the program will be housed within the academic units of the institution.

Department of Counseling and Human Development Services, College of Education

b. Describe the administration of the program inclusive of coordination and responsibility.

A 12-month career track faculty member (academic professional) will be hired to coordinate the program. See 13.B below. This person will have appropriate academic credentials and professional experience. In addition this person will serve as the internship coordinator including monitoring creation, placement and sites of internships, instruction, and administration related to student support. This person will also be responsible for the conception, design and plan for program recruitment and marketing. This person will also serve as liaison to the Griffin campus and will coordinate the admissions process.

10. Waiver to Degree-Credit Hour – Not Applicable

11. Accreditation – There is no specific disciplinary accreditation available.

12. Projected enrollment for the program (especially during the first three years of implementation). Please indicate whether enrollments will be cohort based.

Enrollment will be 12 students for the first year and will be cohort based. This number falls within the range of current doctoral student cohorts in the department. As a department housing four doctoral programs this number represents a realistic faculty to student ratio allowing students reasonable support and timely degree completion.

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program.

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload (Teaching)
Diane L. Cooper	Professor	Ph.D.	B.S, M.Ed., Ph.D.	Counselor Education	EFT = .45
Laura A. Dean	Associate Professor	Ph.D.	B.A., M.Ed., Ph.D.	Counselor Education	EFT= .375
Merrily S. Dunn	Associate Professor	Ph.D.	B.A., M.S., Ph.D.	Higher Education Administration	EFT= .375
Michelle E. Espino	Assistant Professor	Ph.D.	B.A., M.A., Ph.D.	Higher Education Administration	EFT= .375
Richard Mullendore	Professor	Ph.D.	B.A., M.S., Ph.D	Higher Education Administration	EFT = .375

The College Student Affairs Administration programs (M.Ed./Ph.D.) have five qualified faculty who all have experience as student affairs administrators. They will be involved in instructional activities in the proposed program along with the new faculty hires. Instructional activity will include curriculum development and oversight, instruction and service on doctoral committees. Full-time current program faculty include:

Diane L. Cooper, Professor (Ph.D., The University of Iowa). Research interests include legal and ethical concerns of student affairs leadership and administration, multicultural issues, mentoring, and interventions with special student populations.

Laura A. Dean, Associate Professor (Ph.D. University of North Carolina-Greensboro). Research interests include small college environments, the use of standards in student affairs, and college counseling issues.

Merrily S. Dunn, Associate Professor (Ph.D., The Ohio State University). Research interests include student affairs in higher education, identity development, legal issues, and gender issues.

Michelle E. Espino, Assistant Professor (Ph.D., University of Arizona). Research interests include the experiences of students/faculty of color, minority-serving institutions, service-learning, and critical race theory within higher education.

Richard Mullendore, Professor (Ph.D., Michigan State University) Research interests include first-year experience issues, orientation programs, transfer students, and parents of college students.

b. If it will be necessary to add faculty in order to begin the program, give the desired qualification

The department seeks approval for this degree program to respond to an interest from USG system student affairs administrators. It is necessary to hire two faculty members to initiate the program.

The first faculty member should be hired at the associate level with an established research agenda who can join the existing faculty in the program and immediately begin mentoring students in the research process, including serving on dissertation committees. This individual should have significant teaching experience and be able to provide effective instruction upon hire given the fact that this is a new program. The faculty member should be hired on a 12-month contract.

The second faculty member should be a 12-month career track faculty member (academic professional) who will coordinate the program. (See 9.B above). This person will have appropriate academic credentials and professional experience. In addition this person will serve as the internship coordinator including monitoring creation, placement and sites of internships, instruction, and administration related to student support. This person will also be responsible for the conception, design and plan for program recruitment and

marketing. This person will also serve as liaison to the Griffin campus and will coordinate the admissions process.

14. External Reviews: Provide a list of five to eight reviewers, external to the system from aspirational or comparable programs/institutions.

Rationale for inclusion as external reviewers are based on a variety of factors, peer and aspirational programs as well as expertise in relevant pedagogy and curriculum.

William Barrett, Ph.D.

Indiana State University

-Expertise in distance education in student affairs preparation programs

Stan Carpenter, Ph.D.

Texas State University

-Extensive time in field, expertise in professionalization of student affairs

Tony W. Cawthon, Ph.D.

Clemson University

-Peer program

Mark Kretovics, Ph.D.

Kent State University

-Expertise in distance education in student affairs preparation programs

Debora Liddell, Ph.D.

University of Iowa

-Peer program

Patrick Love, Ph.D.

Rutgers University

-Expertise in curriculum

Donna Talbot, Ph.D.

Western Michigan University

-Expertise in curriculum

15. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs				
New to the institution	12	0	0	
Total Majors	12	0	0	
Course Sections Satisfying Program Requirements				
Previously existing	5	4	5	
New	1	2	1	
Total Program Course Sections	6	6	6	
Credit Hours Generated by Those Courses				
Existing enrollments	216	216	216	

YEAR 1 – Total Personnel Costs \$173,333

Personnel – New Positions (\$173,333)

- Two 12-month faculty positions (Academic Professional Associate, Associate Professor) will be needed for the first year. The amount of funding for the Academic Professional Associate is \$80,000; and \$93,333 for the Associate Professor position. The total amount for these two positions will be \$173,333.

a. Provide a narrative that explains how current institutional resources will be expended specifically for this program.

Classroom and office space at Griffin will be used for this program. CHDS support staff will provide technical assistance with admissions; departmental and Graduate School policies, procedures, and paperwork; comprehensive exams; and graduation. CHDS faculty in Student Affairs Administration program will also provide instruction for the program and serve on dissertation committees.

b. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources.

The launch date for the program will depend on the availability of funds and the ability to hire faculty. This program will be a CHP generating program but not a revenue generating program, since the majority of participants will be USG employees on the tuition assistance program.

c. Indicate whether the institution will submit a request for new funds as part of its budget request.

As indicated on the first page of this document, the degree proposal was initiated in part at the request of the Board of Regents Office. The proposal itself outlines the resources that will be needed to open a high quality doctoral program for college student affairs professionals in the state of Georgia. The College will submit a request for funds to hire the faculty members. The program will enroll one cohort with the addition of the Academic Professional and a tenure track faculty member anticipated for the first year. If there is a sufficient demand for two or three concurrent cohorts, a tenure track faculty member will be requested to matriculate each concurrent cohort.

d. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

A 12-person cohort is within the range of doctoral student cohorts in CHDS. Given the interest identified in the survey conducted by RACSA and the large number of student affairs professionals and administrators in the USG system, this number is reasonable both from the standpoint of an applicant pool as well as in maintaining the quality of the program.

16. Supplemental Applied Doctoral Degree Criteria for Non-Research Universities – Not Applicable

Appendix A

5b. Course descriptions for all courses (existing and new courses)

ECHD 9400 – Seminar in Student Affairs Administration

Current trends, issues, and research related to contemporary college student affairs practices. Organizational patterns, models, and structures: professional standards; personnel practices; and innovations in program and service delivery.

ECHD 9410 – Organizational Development and Consultation in Higher Education

Organizational development strategies and consultation approaches designed to strengthen higher education organizations.

ECHD 9450 – Staffing Practices in Student Affairs

Research and theory in staff recruitment and selection, new position orientation, staff supervision, staff development and continuing education, and performance appraisal.

ECHD 9970 – Educational Research in Counseling and Human Development Services

Designed for advanced graduate students to accommodate research in current psychological, vocational, educational and developmental trends, unique inter and special research efforts.

ECHD 9490 – College Student Outcomes Assessment and Accreditation

Students will focus on critical issues facing student affairs by exploring emerging trends in outcome assessment and program evaluation.

ECHD 9420 – Advanced Theories of College Student Development

Major theories of college-student psychosocial, intellectual, moral, and ego development; measurement of developmental constructs; and effects of college attendance on each domain. Differences attributable to gender, socioeconomic background, sexual orientation, age, and ethnicity.

ECHD 9970 - Educational Research in Counseling and Human Development Services

Designed for advanced graduate students to accommodate research in current psychological, vocational, educational and developmental trends, unique inter and special research efforts.

ECHD XXXX – Budgeting and Fiscal Management

Gain an understanding of the financial environment of higher education in general and student affairs specifically. Understand and analyze the role of fiscal management in a student affairs setting.

ECHD 8000 – Law and Student Affairs

An overview of the legal issues arising in and relevant to the practice of student affairs in a higher education setting.

ECHD 9480 – The American College Student

Introduction to the theoretical foundation of the practice of student affairs and characteristics of diverse student populations in American higher education. Course content will focus on the application of student development and learning theory and the impact of college environments on college students.

ECHD 9300 – Doctoral dissertation

ECHD 8990 – Research Seminar in Counseling and Human Development Services

Research seminar for individuals or groups of doctoral students dealing with proposed psychological, vocational, educational, and developmental programs and projects.

ECHD 9830 – Administrative Internship in Student Affairs

Advanced supervised experience in an applied higher education administrative setting.

ECHD 9850 – Teaching Internship in Counseling and Human Development Services

Advanced supervised experience in university teaching.