



University Council

March 15, 2019

UNIVERSITY CURRICULUM COMMITTEE – 2018-2019

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Undergraduate Student Representative – Ali Elyaman

Graduate Student Representative – Chasity Tompkins

Dear Colleagues:

The attached proposal to make the following program changes in the College of Education will be an agenda item for the March 22, 2019, Full University Curriculum Committee meeting:

Change the name of the major in Counseling and Student Personnel Services (Ph.D.) to
Education (Ph.D.)

Create a new Area of Emphasis in College Student Affairs Administration under the major in
Education (Ph.D.)

Create a new Area of Emphasis in Counselor Education and Supervision under the major in Education
(Ph.D.)

Sincerely,

John Maerz, Chair

University Curriculum Committee

cc: Interim Provost Libby V. Morris
Dr. Rahul Shrivastav

NAME CHANGE JUSTIFICATION FORM

School/College: College of Education

Department: Counseling and Human Development Services

Effective Date: Summer 2019

Major Name Change:

From: Counseling and Student Personnel Services (Ph.D.) – Athens Campus and Gwinnett Campus

To: Education (Ph.D.) (Athens Campus and Gwinnett Campus) with the following new areas of emphasis:

Area of Emphasis in College Student Affairs Administration – Athens Campus Only

Area of Emphasis in Counselor Education and Supervision – Gwinnett Campus Only

JUSTIFICATION:

Within the College of Education's Department of Counseling and Human Development Services, there has been a generalist doctoral program in Counseling and Student Personnel Services (CSPS) for more than 50 years. In 1967, a faculty member was hired to develop a student affairs specialty within that existing CSPS doctoral program, as well as to develop a master's program in Student Personnel in Higher Education (SPHE). At that time, the CSPS doctoral program became, in essence, a Ph.D. based in counseling and focused on student affairs. In 1988, the doctoral program was evaluated to determine whether it was meeting the needs of student affairs practice at the doctoral level. The two-year study involved program, departmental, and college faculty; senior UGA Student Affairs administrators; alumni; and current doctoral students. It should be noted this local question reflected changes occurring nationally in the relationship of disciplines and professional associations in counseling and student affairs. Based on this study, as well as changes in the profession at a national level, the faculty concluded the counseling-based student affairs doctoral program should be re-focused substantially to become an administration-based program. Thus, in 1990, the informal name of the Ph.D. concentration was changed to Student Affairs Administration, although administratively the program continued to exist as an informal concentration within the CSPS Ph.D. The Student Affairs Administration concentration was the only doctoral program with the CSPS designation for nearly 20 more years, and despite that historical degree name, it has been an administration-based program since 1990.

About 10 years ago, professional school counselors and student affairs professionals within the state of Georgia expressed the need for a part-time doctoral program to enhance skills and content knowledge as a method of improving services and programming within their current positions as well as providing opportunities for professional advancement. A second CSPS informal concentration was therefore developed in 2008, with two unique aspects: (1) a P-16 perspective in counseling and student services that was unavailable at other institutions within the state and region, and (2) a part-time terminal degree

program in a geographic area that was untapped at the time and that was being served by the new Gwinnett campus location.

This re-focused Ph.D. program was conceived from the outset as a counselor education program, grounded in social justice and designed to meet Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards to prepare graduates to be counselor educators and/or to assume positions of leadership in P-16 educational settings. As an administrative convenience, the informal concentration was established under the department's Counseling and Student Personnel Services (CSPS) Ph.D., joining the well-established Student Affairs Administration program. Although the program's P-16 philosophy was designed to bring P-12 and higher education practitioners together, and the faculty reflected both the department's School Counseling and Student Affairs Administration areas, this program from the beginning focused on counselor education and supervision and was designed in alignment with CACREP standards. It attracted both school counselors and those student affairs practitioners who desired counseling-based preparation for work in areas such as career counseling or disability services, as well as professionals from both backgrounds who wanted to become counselor education faculty members. The Ph.D. concentration in College Student Affairs continued to enroll those who wanted careers in higher education as student affairs administrators or as faculty members in student affairs and higher education programs. The two CSPS concentrations have from the beginning had completely separate programs of study and requirements.

As accreditation and hiring standards have become more restrictive, and as terminology in both concentrations has continued to evolve, the Counseling and Student Personnel Services designation no longer serves either informal area well. The CACREP designation for doctoral-level programs is Counselor Education and Supervision; it is not only more descriptive of the concentration's focus, but it is this designation that search committees look for, so graduates can be at a disadvantage when the CSPS designation is not recognized by hiring authorities. Specifically, students in the program who are interested in either serving as a P-12 school counselor or as a faculty member in Counselor Education and Supervision are required to graduate from a CACREP-accredited program. Within the state of Georgia, doctoral candidates who earn the degree and return to P-12 schools are required by the state's agency, the Georgia Professional Standards Commission, to graduate from a CACREP-accredited program. CACREP's guidelines for accreditation of doctoral programs also require graduates who assume roles in higher education Counselor Education and Supervision programs to graduate from a CACREP-accredited program (<http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>). For the student affairs doctoral students, the CSPS designation is misleading and therefore also problematic; although the first word in the degree name is "counseling," they have no coursework or training in counseling and are not prepared to function as counselors in any professional sense of that word. Moreover, in the student affairs profession, the term "student personnel services" is outdated and not used in current practice. The M.Ed. program name was changed from Student Personnel in Higher Education (SPHE) to College Student Affairs Administration (CSAA) for this reason approximately 21 years ago when UGA changed from a quarter to a semester system; however, no parallel change was made for the CSPS/Student Affairs Administration Ph.D. program. Thus, the CSPS designation for this group is inaccurate and also conveys the impression that graduates' preparation is not up-to-date.

Moving to a Ph.D. in Education with areas of emphasis in Counselor Education and Supervision and College Student Affairs Administration would convey more clearly the content of both programs, under the larger and more accurate umbrella of doctoral study in Education. The program faculty and department are requesting a name change from a Doctor of Philosophy degree in Counseling and Student Personnel Services to a Doctor of Philosophy in Education. This degree would have two accompanying areas of emphasis that would be titled (1) Counselor Education and Supervision and (2) College Student Affairs Administration. These proposed areas of emphasis are included in this proposed name change request.

PROPOSAL FOR AREAS OF EMPHASIS

1. **School/College:** College of Education
2. **Department:** Counseling and Human Development Services
3. **Major:** Education (Ph.D.)
- 4a. **Major Requirements:** Applicants must possess a master's degree from an accredited institution. All candidates must successfully complete a series of core, research, and supervised practice courses.
- 4b. **Area of Emphasis Title:** Area of Emphasis in College Student Affairs Administration
This area of emphasis would be offered at the **Athens campus only**.
- 4c. **Proposed starting date:** Summer 2019
- 4d. Area of Emphasis Description:

Required Courses (includes CSAA doctoral core and research and evaluation core)

College Student Affairs Administration (CSAA) Doctoral Core (34-36 hours)

ECHD 8990	Research Seminar in Counseling and Human Development Services (1-3 hours)
ECHD 9400	Seminar in Student Affairs Administration (Foundations) (3 hours)
ECHD 9410	Organizational Development and Consultation in Higher Education (3 hours)
ECHD 9420	Advanced Theories of College Student Development (3 hours)
ECHD 9430	Environmental Assessment and Milieu Management (3 hours)
ECHD 9450	Staffing Practices in Student Affairs (3 hours)
ECHD 9460	Issues in Student Affairs Administration (1-3 hours)
ECHD 9470	Collaboration in Academic and Student Affairs (3 hours)
ECHD 9480	The College Student (3 hours)
ECHD 9490	College Student Outcome Assessment and Accreditation (3 hours)
ECHD 9930	Equity, Diversity, and Inclusion in Student Affairs (3 hours)
ECHD 9970	Educational Research in Counseling and Human Development Services (1-3 hours)

Research and Evaluation Core (14-36 hours)

ERSH 8310	Applied Analysis of Variance Methods in Education (3 hours)
ERSH 8320	Applied Correlation and Regression Methods in Education (3 hours)
QUAL 8400	Qualitative Research Traditions (3 hours)
QUAL 8410	Designing Qualitative Research (3 hours)
ECHD 9000	Doctoral Research (1-12 hours)
ECHD 9300	Doctoral Dissertation (1-12 hours)

Elective Courses (at least 6 semester hours)

8000- and 9000-level courses chosen in consultation with major professor based on research area

Supervised Practice* (2-12 hours)

ECHD 9830 Administrative Internship in Student Affairs Administration (1-6 hours)

ECHD 9850 Teaching Internship in Counseling and Human Development Services (1-6 hours)

* All students complete a 3-credit hour teaching internship in which they co-teach a course in the CSAA M.Ed. program with a member of the core program faculty. Students with less than five years of full-time post-master's professional work experience in student affairs at the time of admission also complete a 3-credit hour administrative internship, which is planned in consultation with the major professor.

PROPOSAL FOR AREAS OF EMPHASIS

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2. **Department:** Counseling and Human Development Services
3. **Major:** Education (Ph.D.)
- 5a. **Major Requirements:** Applicants must possess a master's degree from an accredited institution. All candidates must successfully complete a series of core, research, and supervised practice courses.
- 5b. **Area of Emphasis Title:** Counselor Education and Supervision
This area of emphasis would be offered at the **Gwinnett campus only**.
- 5c. **Proposed starting date:** Summer 2019
- 5d. **Area of Emphasis Description:**

Required Courses (includes CES doctoral core and research and evaluation core)

Counselor Education and Supervision (CES) Core (27 hours)

- ECHD 8015 Foundations of Counselor Education (3 hours)
- ECHD 8190 Introduction to Social Justice and Advocacy in P-16 Settings (3 hours)
- ECHD 8035 Seminar in Counselor Education (3 hours)
- ECHD 8680 Counseling Supervision in Educational Settings (3 hours)
- ECHD 9050 Career Development and Research (3 hours)
- ECHD 9060 Advanced Multicultural Counseling (3 hours)
- ECHD 9080 Advanced Theories and Procedures of Group Work (3 hours)
- ECHD 9610 Theories of Counseling Psychology (3 hours)
- ECHD 9650 Consultation in Human Systems (3 hours)

Research and Evaluation Core (18-33 hours)

- ECHD 8310 Social Justice Assessment and Program Evaluation in P-16 Settings (3 hours)
- ECHD 8990 Research Seminar in Counseling and Human Development Services (Writing Seminar) (1-3 hours)
- ECHD 9300 Doctoral Dissertation (1-12 hours)
- ECHD 9970 Educational Research in Counseling and Human Development Services (1-3 hours)
- ERSH 8310 Applied Analysis of Variance Methods in Education (3 hours)
- ERSH 8320 Applied Correlation and Regression Methods in Education (3 hours)
- QUAL 8400 Qualitative Research Traditions (3 hours)
- QUAL 8410 Designing Qualitative Research (3 hours)

Supervised Practice (5-24 hours)

- ECHD 9760 Practicum in Counseling Psychology (3-6 hours)
- ECHD 9850 Teaching Internship in Counseling and Human Development Services (1-6 hours)
- ECHD 9860 Internship in Counseling Psychology (1-12 hours)

Approvals on File

Proposal: Proposal for the following program changes in the College of Education:

Change the name of the major in Counseling and Student Personnel Services (Ph.D.) to Education (Ph.D.)

Create a new Area of Emphasis in College Student Affairs Administration under the major in Education (Ph.D.)

Create a new Area of Emphasis in Counselor Education and Supervision under the major Education (Ph.D.)

College: College of Education

Department: Counseling and Human Development Services

Proposed Effective Term: Summer 2019

School/College:

- Department of Counseling and Human Development Services Department Head, Dr. Brian Glaser, 10/14/2018
- College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 11/26/2018
- College of Education Dean, Dr. Denise Spangler, 12/4/2018

Graduate School:

- Graduate School Dean, Dr. Suzanne Barbour, 2/15/2019