

Counseling and Human Development Services

Graduate Student Handbook

2011 - 2012



**Department of Counseling and Human Development Services
The University of Georgia**

This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Services. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Online Bulletin

**<http://www.uga.edu/gradschool/bulletin/>
that outlines official policies of the Graduate School.**

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	(to be signed and turned in to professor upon receipt of handbook)	

I. Athens and The University of Georgia (UGA)

Chartered by the Georgia General Assembly January 27, 1785, in Savannah, The University of Georgia is America's first state chartered university and the birthplace of the American system of public higher education. The university was actually established in 1801 when a committee of the board of trustees selected a land site. John Milledge, later a governor of the state, purchased and gave to the board of trustees the chosen tract of 633 acres on the banks of the Oconee River in northeast Georgia. He named the land Athens in honor of the Greek city that was the center of culture and learning during ancient times.

The University of Georgia is a land-grant and sea-grant institution, and serves as the state's most comprehensive and diversified academic institution. As the "Flagship" institution in the state-wide system of 34 higher education institutions, the University serves approximately 33,000 undergraduate and graduate students in a myriad of academic majors and professional disciplines. With a proud heritage marked by distinctive achievement in a wide range of academic and human service areas, the University continues to grow in its stature and reputation. The University's commitment to excellence takes shape in three central missions: (1) To disseminate knowledge through teaching in the academic disciplines and fields of professional study that make universities distinctive; (2) To advance knowledge through research, scholarly inquiry, and creative arts; and (3) To provide service to the public through consultation, technical assistance, short-term instruction, training, and other opportunities for continued learning, growth, and development.

Sixteen colleges and schools, with auxiliary divisions, carry on the university's programs of teaching, research, and service. These colleges and schools and the dates of their establishment as separate administrative units are: Franklin College of Arts and Sciences, 1801; College of Agricultural and Environmental Sciences, 1859; School of Law, 1859; College of Pharmacy, 1903; D. B. Warnell School of Forest Resources, 1906; College of Education, 1908; Graduate School, 1910; C. Herman and Mary Virginia Terry College of Business, 1912; Henry W. Grady College of Journalism and Mass Communication, 1915; College of Family and Consumer Sciences, 1933; College of Veterinary Medicine, 1946; School of Social Work, 1964; College of Environment and Design, 1969; School of Public and International Affairs, 2001, College of Public Health, 2006, the Eugene Odum School of Ecology, 2007, and the MCG/UGA Medical Partnership, 2009. The Division of General Extension, now the Georgia Center for Continuing Education, was incorporated into the university in 1947.

In 1931 the General Assembly of Georgia placed all state-supported institutions of higher education, including UGA, under the jurisdiction of a single board. This organization, known as the University System of Georgia, is governed by the board of regents. The board of regents' executive officer, the chancellor, exercises a general supervisory control over all institutions of the University System, with each institution having its own executive officers and faculty.

Known internationally as a college music scene, and as a host to some of the most exciting events of the 1996 Olympics, Athens is a comfortable and inviting town. Its climate is relatively mild, and its location near the Great Smoky Mountains as well as the

coastal islands off Southeast Georgia and its close proximity to Atlanta make Athens an appealing city.

II. The College of Education (COE)

Formally joining The University in 1908 as The Peabody School of Education, and named The College of Education in 1932, our college has grown in size and distinction over the years. As one of the largest and most diverse institutions of its kind in the country, COE consistently ranks among the top tier schools of education in the country. In addition to serving the needs of students in 18 undergraduate majors, COE offers programs of study in over 90 graduate programs, including fields leading to careers in such diverse disciplines as education, medicine, behavioral sciences, technology, and the performing arts. The College of Education enrolls a student body of more than 4,500 students per year, and employs a full-time faculty of more than 220. With annual external funding approximating \$11 million, COE pursues a rigorous commitment to excellence in instruction, research, and service.

III. The Department of Counseling and Human Development Services

As one of nine departments within COE, The Department of Counseling and Human Development Services prepares counseling, student affairs and leisure service professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical and practical experiences, and the expertise of its faculty, the department maintains its perennial ranking by *U.S. News and World Report* as one of the nation's top 10 graduate programs in its field.

The Department of Counseling and Human Development Services offers one of the largest graduate programs at UGA. The department has a rich history of service for over fifty years as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields in settings as diverse as K-12 schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies, parks, and recreation facilities.

There are approximately 150 undergraduate students and 250 graduate students; the Department of Counseling and Human Development Services is responsible for administering nine curricular programs:

Bachelor's Degree Programs (B.A.)

- Recreation and Leisure Studies

Master's Degree Programs (M.Ed. or M.A.)

- College Student Affairs Administration
- Professional Counseling with specializations in Community Counseling and School Counseling
- Recreation and Leisure Studies

Educational Specialist's Degree Program (Ed.S.)

- Professional School Counseling (Gwinnett)

Doctoral Degree Programs (Ph.D.)

- College Student Affairs Administration
- Counseling and Student Personnel Services (P-16 emphasis) (Gwinnett)
- Counseling Psychology
- Recreation and Leisure Studies

Students are assisted and directed throughout their programs of study by advisors and advisory committees. While the process of assigning advisors and advisory committees varies by program and by degree level the goal is to provide students with personal assistance in program planning, monitoring, evaluation and completion.

Enrollments are restricted in each program to ensure that instructional resources and clinical facilities are adequate and will provide students an opportunity to learn in a supportive environment. Therefore, each program is able to build on the natural group dynamics of each cohort to help enhance the learning experience.

The intent of the present document is merely introductory and should not be considered exhaustive or comprehensive.

IV. The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin is the official document that guides students throughout their tenure as graduate students at The University of Georgia. Although each academic program publishes its own Student Handbook for internal guidance, it is The Graduate Bulletin that serves as the students' official handbook. After matriculation, students are advised to adhere to official guidelines and deadlines of the Graduate School. Students will be required to follow the specific policies and procedures of their degree program as outlined in their program's handbook and other related documents. Applicants can find current issue information by searching for prefix "ECHD" at: <http://bulletin.uga.edu/CoursesHome.aspx>.

V. Student Resources

Mailboxes: Graduate students in Professional Counseling (School), Counseling Psychology, and Student Affairs have mailboxes in room 408 Aderhold Hall. Graduate students in Professional Counseling (Community) and Recreation and Leisure Studies have mailboxes in room 341 Ramsey Center. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly.

E-mail: Every UGA student must have a UGA mail account called "My ID." You can obtain this online at <http://www.uga.edu/myid/>. Students should become proficient with the UGA e-mail since all program and departmental notices will be posted on e-mail through your UGA account.

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

The Office of Information Technology (OIT): Provides computer facilities and other services for the College of Education. The main office for OIT is room 232 Aderhold (706) 542-8007.

OIT maintains computer labs in Aderhold and Ramsey for students in the College of Education. Room 214 in Ramsey has 19 Windows based computers. Aderhold offers 4 computer labs; room 227 has 15 MACs, room 228 has 20 PCs, room 616 has 13 PCs and 9 MACs, and room 618 has 14 PCs. There is a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft Office (Word, Excel, Power Point, and Access), WordPerfect, SPSS, SAS, SYSTAT, E-mail, the internet, and many electronic library databases. There are other computer labs across campus operated by the University Computing Network Service.

A schedule is posted outside the doors of the computer labs indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office inside the computer lab and, if available, can assist with computer problems. However, students are responsible for learning the software programs.

Libraries: The College Student Affairs Administration program maintains a journal collection in 413 Aderhold. Material should not be removed without permission of a faculty or staff member. Most material can also be found at the UGA Main Library. Students are encouraged to tour the UGA libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is *GIL* which allows you to search the library catalog for materials in libraries. And the second is *GALILEO* which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. Other useful references available on the internet are indexed at the references library home page, <http://www.libs.uga.edu>. *GIL* and *GALILEO* can be accessed from the computer labs, computers in the libraries, or the internet (some of the *GALILEO* databases are restricted to on-campus use only).

Enrollment for Graduate Assistantship: UGA requires that any student on a 1/3 time assistantship or greater must be enrolled in a minimum of 12 hours during both the fall and spring semester. If an assistantship runs through the summer, students need to register for 9 hours during the summer session. All students on assistantships should register for RLST/ECHD 7005 (master students) or RLST/ECHD 9005 (doctoral

students). Each of these specific numbers serve as a mechanism to account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements however you may have periodic meetings called throughout the semester associated with your registration for these credit hours. In some instances, students who have teaching assistantships will register for teaching related courses.

Other Financial Aid: The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs including grants and work-study for qualified students. Contact the Office of Student Financial Aid in the Academic Building (706-542-8208) for further assistance. The Student Employment Office (706-542-3375) offers assistance for students who seek employment on campus or in the local community. In addition, COE offers scholarships. For further information contact the Student Services Office (706-542-1717).

Registration: First-year students should be registered for fall classes well before orientation. Subsequently, registration typically begins prior to the end of the semester when students meet with their advisors to fill out advisement forms. Pam LaSalle, located in 402 Aderhold, will use the forms to clear students for registration. Once cleared to register, students use OASIS to complete the registration process.

VI. Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website: <http://www.hr.uga.edu/benefits/stuins/stuins.html>

Some students are required to have Health Insurance. This website will cover all up-to-date information about Health Insurance for graduate students. It is your responsibility to comply with the regulations.

VII. Graduate Travel Support

The Department of Counseling & Human Development Services has the opportunity to award students limited travel funding for travel related to their program. A student receiving an invitation to present a paper at a professional meeting may submit a travel funding request to the Department of Counseling & Human Development Services for travel before June 30, 2012. The applicants should meet with the departmental accountant to complete a Travel Authority to be submitted with proof of acceptance to present and an abstract of the paper/research. The maximum award will be limited to \$150 based on factors such as prevailing costs at the meeting site, distance traveled to the site and whether the meeting is national or regional. Doctoral students will receive priority.

The Graduate School is offering travel funding for students who will be presenting research at meetings or conferences of regional or national importance. The amount of these awards is based on travel distances and areas of the meetings. The applications will be submitted to the Graduate School by the departmental accountant as a group. The packet should be submitted to the department at least two weeks before the

deadline in order to gather signatures, etc. More information regarding this travel funding can be found at: <http://www.uga.edu/gradschool/financial/travel.html>

The College of Education's Research Office is offering travel funding to encourage COE students to grow professionally by encouraging them to write and present, on a first author basis, at major significant conferences. All requests are to be submitted to the departmental accountant at least one week before the application deadline. More information regarding this travel funding can be found at: <http://www.coe.uga.edu/research/research-resources/graduate-research/gradtravel/>.

Request for Graduate Student Travel Support

Title of Paper to be Presented: _____

Name and Department Affiliation of First Author: _____

Student Status of First Author (circle applicable categories):

1. Prospective Candidate for: Ph.D./Ed.D. M.Ed. / M.A. Other___

2. Full-Time Student Part-Time Student

3. Currently Enrolled: Yes No

Names/Affiliations of other Authors (if applicable): _____

Name of Conference or Meeting: _____

Dates: _____ Location: _____

Endorsements* Major Professor: _____

Graduate Coordinator
(or Department Head): _____

_____ * Please check that all eligibility criteria have been met before endorsing and forwarding this request for graduate student travel support,

VIII. Academic Honesty

Required Conduct

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

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

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

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

Prohibited Conduct

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

Examples of Academic Dishonesty. The following acts by a student are examples of academically dishonest behavior:

a. Plagiarism - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:

- i. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;

- ii. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
- iii. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
- iv. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
- v. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.

b. Unauthorized assistance - Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by an instructor. Examples of prohibited behavior include, but are not limited to, the following when not authorized:

- i. Copying, or allowing another to copy, answers to an examination;
- ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
- iii. Giving or receiving answers to an examination scheduled for a later time;
- iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
- v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
- vi. Unauthorized use of a programmable calculator or other electronic device.

c. Lying/Tampering - Giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:

- i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor or to any University official for failure to attend an exam or to complete academic work;
- ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
- iii. Altering any academic work after it has been submitted for academic credit and requesting academic credit for the altered work, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
- iv. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
- v. Damaging computer equipment (including removable media such as disks, CD's, flash drives, etc.) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
- vi. Giving or encouraging false information or testimony in connection with academic work or any proceeding under this policy;

vii. Submitting for academic advancement an item of academic work that has been submitted (even when submitted previously by that student) for credit in another course, unless done pursuant to authorization from the instructor supervising the work or containing fair attribution to the original work.

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

e. Other - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

Procedures for Resolving Matters of Alleged Academic Dishonesty

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

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

Continued Discussion. The meeting with the Academic Honesty Panel is a continuation of the Facilitated Discussion conducted by a Facilitator. The resolution, including consequences when appropriate, is determined by the Panel. When a Continued Discussion is scheduled, a written notice including a brief description of the alleged dishonesty, shall be delivered to the student, the instructor, and the Facilitator assigned by the Office of the Vice President for Instruction. The notice shall state the date, time and place of the meeting.

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

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

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

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

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

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

Following the meeting with the instructor and the student, the panelists shall meet in private and render a written decision, including the consequences when the student has been found in violation of the policy. Except for that written decision, no record of these deliberations shall be maintained. If a majority of panelists believe that the instructor has not demonstrated that it is more likely than not that a violation occurred, the student must be found not to have violated this policy. A consequence may be imposed by the Panel only when the majority of the panelists find the instructor has met this responsibility.

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

delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

Action on Determination of Innocence. If it is determined that no violation occurred, the instructor shall enter a final grade for that student determined without consideration of the alleged violation. That grade shall be entered on or before the later of: (a) the date on which grades for that class are required by University policy to be submitted to the Registrar; or (b) 10 days following delivery to that instructor of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the instructor and student during a Facilitated Discussion that dishonesty did not occur; or that an Academic Honesty Panel concludes that the student did not violate this policy. On final determination, the Office of the Vice President for Instruction shall notify the instructor in order that the appropriate grade made be entered. If on appeal, the student is found not in violation of this policy, notification to the instructor will be sent from the Office of the President.

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

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

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

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

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

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

Following the meeting with the student, the Board shall meet in private and determine the consequences for the multiple violations. Except for that written decision, no record of these deliberations shall be maintained.

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

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

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

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

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

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

Consequence(s) for Honesty Violations

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

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

Academic Honesty Panel. A student found in violation by the Academic Honesty Panel must receive either a "0" or the lowest possible grade on the academic work under the grading system for that course. In addition, one or more of the following consequences must be assigned:

1. Final course grade of "F"
2. Placement of a dishonesty transcript notation which states: Academic Honesty Violation as Determined by the Office of the Vice President for Instruction, that must remain until the student is not enrolled as a student at the University and two years after the date upon which the Academic Honesty Panel entered its final decision.
3. Suspension.
4. Dismissal.
5. Expulsion.

The Academic Honesty Panel may impose additional consequences in addition to the minimums above. If the Academic Honesty Panel finds that extraordinary circumstances warrant the imposition of a consequence less than the minimums described above, the Academic Honesty Panel shall state in writing the reasons for the extraordinary circumstances and why the assigned consequence is considered appropriate.

If the dishonesty transcript notation is imposed as a consequence, the student may petition the Office of the Vice President for Instruction in writing to remove the notation at the appropriate time. This request will be granted only if no additional violations of academic honesty against that student have been found at any time and no additional allegations of dishonesty are pending at this University or any other institution of higher education. The student's petition must grant the Office of the Vice President for Instruction permission to verify that information.

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

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

1. Suspension
2. Dismissal
3. Expulsion

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

Effective Date for Suspension, Dismissal, or Expulsion. A student who acknowledges a violation or is found in violation prior to the mid-point withdrawal deadline of the term and is

suspended, dismissed, or expelled for the violation will be administratively withdrawn from the current term's courses. If the student acknowledges the violation or is found in violation after the mid-point of the term, the student will be allowed to complete the current term, after which the suspension, dismissal, or expulsion will go into effect.

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

Relationship to Non-Academic Misconduct Policy

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

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

Law School and College of Veterinary Medicine

As of the date of the adoption of this policy (and continuing until such time as this provision is amended by University Council), the University of Georgia School of Law and the College of Veterinary Medicine each have a separate policy concerning academic dishonesty. Any alleged act of academic dishonesty by a University of Georgia law student or veterinary medicine student in connection with academic work supervised by faculty of the University of Georgia School of Law or College of Veterinary Medicine shall be subject to the policy of that school and shall not be subject to this policy.

Mandatory annual report on academic honesty cases

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

Access to records

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

IX. Faculty and Staff

Staff Members:

Meagan Callaway, Administrative Associate I, 343 Ramsey Center, 706-542-5064
Email: mlcallaw@uga.edu

Tonya Cox, Administrative Associate I, 402C Aderhold Hall, 706-542-1812
Email: tonyacox@uga.edu

Sherry Gray, Administrative Associate II (Office Manager), 402F Aderhold Hall, 706-542-4122
Email: swgray@uga.edu

Jill Kleinke, Administrative Associate I, (Center for Counseling and Personal Evaluation)
424 Aderhold Hall, 706-542-8508
Email: jkleinke@uga.edu

Pam La Salle, Academic Advisor II, 402E Aderhold Hall, 706-542-1813
Email: plasalle@uga.edu

Bobbie Ray, Senior Accountant, 402B Aderhold Hall, 706-542-2124
Email: bnray@uga.edu

Faculty:

Faculty members maintain their own schedules therefore appointments should be scheduled directly with individual faculty. When possible, use faculty email and mailboxes for non-urgent message. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Below is an alphabetical listing of the faculty with brief notes about their interest and primary instructional assignments (CSAA-M, College Student Affairs Administration Master's Program; CC, Community Counseling; SC, School Counseling; CP, Counseling Psychology; CSAA-D, College Student Affairs Administration Doctoral Program; CSPS, Counseling & Student Personal Services(P-16 emphasis); RLST, Recreation and Leisure Studies.

Deryl F. Bailey: Associate Professor (Ph.D., University of Virginia); Research interests include adolescent development with an emphasis on African American youth, development of enrichment initiatives for adolescents, multicultural and diversity issues in schools and communities, and professional development for school counselors. SC, CSPS
Email: dfbailey@uga.edu

Rodney Bennett: Associate Professor and Vice President for Student Affairs (Ed.D., Tennessee State University). CSAA-M, CSAA-D.

Georgia B. Calhoun: Professor and Coordinator of the Community Counseling M.Ed. Program (Ph.D., University of Georgia); Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution. CC, CP
Email: gcalhoun@uga.edu

Linda F. Campbell: Professor and Director of the Center for Counseling and Personal Evaluation, (Ph.D., Georgia State University); Research interests include psychotherapy process/outcome studies cognitive behavioral therapies, counseling supervision, and psychology of exercise. CP, CC
Email: lcampbel@uga.edu

Diane L. Cooper: Professor (Ph.D., University of Iowa); Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations. CSAA-M, CSAA-D, CSPA
Email: dlcooper@uga.edu

Jolie Daigle: Associate Professor and Coordinator of the School Counseling M.Ed. Program (Ph.D., University of New Orleans); Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families. SC, CSPA
Email: jdaigle@uga.edu

Laura Dean: Associate Professor and Coordinator of the College Student Affairs Administration M.Ed. Program (Ph.D., University of North Carolina, Greensboro); Research interests include small college environments, student affairs standards of practice and college counseling issues. CSAA-M, CSAA-D, CSPA
Email: ladean@uga.edu

Edward Delgado-Romero: Professor (Ph.D., University of Notre Dame); Research interests include multicultural counseling, Latino/a psychology, and race and racism in therapy process. CP
Email: edelgado@uga.edu

Merrily S. Dunn: Associate Professor (Ph.D., The Ohio State University); Research interests include living/learning environments in post-secondary education, the preparation of student affairs practitioners, and gender issues. CSAA-M, CSAA-D
Email: merrily@uga.edu

Michelle Espino: Assistant Professor (Ph.D. University of Arizona); Research interests include Latina/o educational pathways, public policy pertaining to minority-serving institutions, member experiences in culture-based fraternities and sororities, and the intersections of race, social class, and gender in higher education. CSAA-M, CSAA-D
Email: mespino@uga.edu

Yvette Q. Getch: Associate Professor and Undergraduate Coordinator for Counseling courses (Ph.D. University of Arkansas); Research interests include the areas of advocacy for persons with disabilities, sexuality and deafness, advocacy issues and accommodations for children with chronic illness in schools, and teacher education in asthma management. SC, CSPA
Email: ygetch@uga.edu

Brian A. Glaser: Professor (Ph.D., Indiana State University); Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations. CP, CC
Email: bglaser@uga.edu

Natoya H. Haskins: Assistant Professor (Ph.D., The College of William & Mary); Research interests are multicultural perspectives, school counselors' interventions with special populations, and school counselor advocacy instrument development. CSPS, SC
Email: nhaskins@uga.edu

Linda D. Hughes: Public Service Assistant (Pharm.D., University of Colorado). Educational and professional experiences are in the area of pharmacy education. Interests are in the areas of pharmacy, pediatrics, effects of medication on behavior, and medication therapy management. All programs
Email: ldh0307@uga.edu

Corey W. Johnson: Associate Professor, CHDS Graduate Coordinator, and Coordinator of the Undergraduate and Graduate programs in Recreation and Leisure Studies (Ph.D., University of Georgia); Research interests include gender and sexual orientation in the cultural context of leisure and recreation services and how to use advocacy, activism, service-learning, community engagement, and agency partnerships to create unique learning opportunities for individuals (students, faculty, and community members) and institutions (university, community agencies, and government), increasing the quality, level, and number of services in a given community. RLST
Email: cwjohns@uga.edu

Douglas A. Kleiber: Professor, (Ph.D., University of Texas); Social psychology of leisure and sport, life span development, motivation, leisure education. RLST
Email: dkleiber@uga.edu

Richard Mullendore: Professor and Coordinator of the College Student Affairs Administration Doctoral Program, (Ph.D., Michigan State University); Research interests include student orientation programs and parents of today's college students. CSAA-M, CSAA-D
Email: richardm@uga.edu

Ezemenari Obasi: Associate Professor (Ph.D., Ohio State University); Research interests include Substance Use/Abuse (Alcohol/EtOH), Social Neuroscience, Biomarkers, Health Disparities, Cross-Cultural Psychology (African/African American Psychology). CP
Email: obasi@uga.edu

Jenny P. Oliver: Senior Academic Professional, CHDS Associate Department Head, and Coordinator for the Counseling and Student Personnel Services, Ph.D. and Professional School Counseling Ed.S. UGA Gwinnett Campus (Ph.D., Kansas State University); Interests include multicultural education and systemic and organizational change. SC, CSPA
Email: jpo@uga.edu

Pamela O. Paisley: Professor and Coordinator of the Professional Counseling: School Counseling Masters Program, (Ed.D., North Carolina State University); Research interests in expressive and play media intervention outcome assessment, school counseling professional development, counseling supervision, developmental interventions with children and adolescents, consultation, and roommate satisfaction. SC, CSPA
Email: ppaisley@uga.edu

Rosemary E. Phelps: Professor and Department Head, (Ph.D., University of Tennessee); Research interests in multicultural training issues and concerns, racial and ethnic identity development, recruitment and retention of African American students in higher education, scale construction, roommate satisfaction, and preparing future faculty. CP
Email: rephelps@uga.edu

Pedro Portes: Professor (Ph.D., Florida State University); Executive Director of CLASE and the Goizueta Foundation Distinguished Chair of Latino Teacher Education.

Gwynn Powell: Associate Professor, (Ph.D., Clemson University); Research interests in leisure services administration and management, youth leisure, personal training, environmental issues. RLST
Email: gpowell@uga.edu

Diane M. Samdahl: Professor, (Ph.D., University of Illinois); Research interests in sociology and social psychology of leisure, research methodology, leisure and gender, leisure theory. RLST
Email: dsamdahl@uga.edu

Anneliese A. Singh: Assistant Professor (Ph.D., Georgia State University); Research interests in multicultural counseling and social justice, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQI, immigrants), advocacy to end child sexual abuse in South Asian communities, feminist theory and practice, Asian American counseling and psychology issues, and empowerment interventions with trauma survivors. SC
Email: asingh@uga.edu

Gayle Spears: Academic Professional (Ph.D., University of Kentucky); Interests include women's issues and feminist therapy, clinical intervention with children, and developmental disabilities. CP, CC
Email: gspears@uga.edu

Alan E. Stewart: Associate Professor and Coordinator of Counseling Psychology, (Ph.D., University of Georgia); Research interests include trauma, death, and loss following motor vehicle crashes, family roles, relationships and emotional processes, ecological/environmental psychology, and professional development in psychology. CC, CP
Email: aeswx@uga.edu



*The Department of Counseling and Human
Development Services*

**School Counseling Masters Degree
Graduate Student Handbook
2011**



This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Studies. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Bulletin that outlines official policies of the Graduate School. If you have not received a copy of that booklet, contact the Graduate School in the Boyd Graduate Studies Research Center.

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I. History and Program Information

A. Athens and University of Georgia

Chartered by the Georgia General Assembly January 27, 1785, in Savannah, The University of Georgia is America's first state chartered university and the birthplace of the American system of public higher education. The university was actually established in 1801 when a committee of the board of trustees selected a land site. John Milledge, later a governor of the state, purchased and gave to the board of trustees the chosen tract of 633 acres on the banks of the Oconee River in northeast Georgia. He named the land Athens in honor of the Greek city that was the center of culture and learning during ancient times.

The University of Georgia is a land-grant and sea-grant institution, and serves as the state's most comprehensive and diversified academic institution. As the "Flagship" institution in the state-wide system of 34 higher education institutions, The University serves approximately 35,000 undergraduate and graduate students in a myriad of academic majors and professional disciplines. With a proud heritage marked by distinctive achievement in a wide range of academic and human service areas, The University continues to grow in its stature and reputation. The University's commitment to excellence takes shape in three central missions: (1) To disseminate knowledge through teaching in the academic disciplines and fields of professional study that make universities distinctive; (2) To advance knowledge through research, scholarly inquiry, and creative arts; and (3) To provide service to the public through consultation, technical assistance, short-term instruction, training, and other opportunities for continued learning, growth, and development.

Sixteen colleges and schools, with auxiliary divisions, carry on the university's programs of teaching, research, and service. These colleges and schools and the dates of their establishment as separate administrative units are: Franklin College of Arts and Sciences, 1801; College of Agricultural and Environmental Sciences, 1859; School of Law, 1859; College of Pharmacy, 1903; D. B. Warnell School of Forest Resources, 1906; College of Education, 1908; Graduate School, 1910; C. Herman and Mary Virginia Terry College of Business, 1912; Henry W. Grady College of Journalism and Mass Communication, 1915; College of Family and Consumer Sciences, 1933; College of Veterinary Medicine, 1946; School of Social Work, 1964; College of Environment and Design, 1969; School of Public and International Affairs, 2001; School of Public Health, 2005; and the Odum School of Ecology, 2007. The Division of General Extension, now the Georgia Center for Continuing Education, was incorporated into the university in 1947.

In 1931, the General Assembly of Georgia placed all state-supported institutions of higher education, including UGA, under the jurisdiction of a single board. This organization, known as the University System of Georgia, is governed by the board of regents. The board of regents' executive officer, the chancellor, exercises a general supervisory control over all institutions of the University System, with each institution having its own executive officers and faculty.

Known internationally for its art and music scenes, and as a host to some of the most exciting events of the 1996 Olympics, Athens is a comfortable and inviting town. Its climate is relatively mild, and its location near the Great Smoky Mountains as well as the coastal islands off Southeast Georgia, and its close proximity to Atlanta make Athens an appealing city to be a resident of.

B. The College of Education (COE)

As the first chartered state university in the country in 1785, the University of Georgia has a long and distinguished history in the development and dissemination of the nation's intellectual, cultural and environmental heritage. The College of Education, founded in 1908, is an integral part of today's University. Perennially ranked among the nation's top research-extensive institutes, the College continues to be a center for innovative research, teaching and service projects of local, national and international interest. One of the largest and most diverse institutions of its kind in the nation, the College offers 16 undergraduate majors and more than 34 graduate programs leading to careers as educators, counselors, psychologists, administrators, researchers, educational and health-related specialists. These research and practice-oriented programs are provided through its nine departments: Communication Sciences and Special Education; Counseling and Human Development Services; Educational Psychology and Instructional Technology; Elementary and Social Studies Education; Kinesiology; Language and Literacy Education; Lifelong Education, Administration and Policy; Mathematics and Science Education; and Workforce Education, Leadership and Social Foundations.

The College offers numerous opportunities for research with highly cited faculty in its many centers, institutes and laboratories. Faculty in the College are ranked among the most productive researchers in the nation. Assistantships are available in many centers and laboratories conducting research in areas such as exceptional children, troubling behavior, assessment testing, literacy, urban and diversity education, family and child relationships, autism, stuttering, exercise science, health, physical education and sport studies. The College's programs prepare graduates to work with individuals from infancy through adulthood in schools, community agencies, colleges and universities. Its programs are accredited and approved by professional organizations such as: National Council for Accreditation of Teacher Education, Georgia Department of Education, Georgia Professional Standards Commission for State Teaching Certification, American Psychological Association, Council on Accreditation of Counseling and Related Educational Professions, American College of Sports Medicine, National Association of Athletic Trainers, Council on Academic Accreditation of the American Speech-Language Hearing Association.

The college's outstanding faculty of 203 members serves an enrollment of nearly 5,000 students (50% undergraduate, 50% graduate) per semester. At present, about 429 graduate students have assistantships within the college. The College occupies more than 300,000 square feet in Aderhold Hall, the Ramsey Student Center, River's Crossing and various other buildings on South Campus, the fastest-growing segment of the University's 605-acre main campus in Athens.

C. The Department of Counseling and Human Development Services

As one of nine departments within COE, The Department of Counseling and Human Development Services prepares counseling, student affairs and leisure service professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical and practical experience, along with the expertise of its faculty, supports the department's perennial ranking by *U.S. News and World Report* as one of the nation's top 10 graduate programs in its field.

The Department of Counseling and Human Development Services offers one of the largest graduate programs at UGA. The department has a rich history of service for over fifty years as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields in settings as diverse as schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies.

There are approximately 150 undergraduate students and 200 graduate students; the Department of Counseling and Human Development Services is responsible for administering nine curricular programs:

Bachelor's Degree Programs (B.A.)

- Recreation and Leisure Studies

Master's Degree Programs (M.Ed. or M.A.)

- College Student Affairs Administration
- Professional Counseling
 - Community Counseling
 - School Counseling
- Recreation and Leisure Studies

Educational Specialist's Degree Program (Ed.S.)

- Professional School Counseling

Doctoral Degree Programs (Ph.D.)

- Counseling Psychology
- Counseling and Student Personnel Services- P-16
- College Student Affairs Administration
- Recreation and Leisure Studies

Students are assisted and directed throughout their programs of study by advisors and advisory committees. While the process of assigning advisors and advisory committees varies by program and by degree level the goal is to provide students with personal assistance in program planning, monitoring, evaluation and completion.

Enrollments are restricted in each program to ensure that instructional resources and clinical facilities are adequate and will provide students an opportunity to learn in a supportive environment. Therefore, each program is able to build on the natural group dynamics of each cohort to help enhance the learning experience.

The intent of the present document is merely introductory and should not be considered exhaustive of comprehensive.

D. The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin is the official document that guides students throughout their tenure as graduate students at The University of Georgia. Although each academic program publishes its own Student Handbook for internal guidance, it is The Graduate Bulletin that serves as the students' official handbook. After matriculation, students are advised to adhere to official guidelines and deadlines of the Graduate School. Students will be required to follow the specific policies and procedures of their degree program as outlined in their program's handbook and other related documents. Applicants can find current issue information at: <http://www.uga.edu/gradschool/bulletin/>

E. Professional School Counseling Program

The School Counseling Program at The University of Georgia is housed within the Department of Counseling and Human Development Services in the College of Education. The program is 48-semester-hours, is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and meets the standards of the Professional Standards Commission for the State of Georgia.

o Our Mission and Our Model

Mission

The mission of the program is to prepare counselors to work in elementary, middle, and secondary schools who are educational leaders and self-reflective practitioners; we serve as advocates for all students; who understand and apply principles of group work in building school and community partnerships; and who accept responsibility for improving educational practices through an active program of research and evaluation.

Model

Our model for school counselor preparation and practice is based on five major components:

1. Counseling and coordination
2. Educational leadership
3. Advocacy
4. Team building and collaboration
5. Use of assessment data

Three related strands are addressed across these components:

1. Awareness, knowledge, and skills related to multiculturalism
2. The use of technology to improve educational practice
3. The application of the ASCA National Model and related standards and competencies.

- **Program Overview**

The School Counseling M.Ed. Program at The University of Georgia prepares individuals who want to work as counselors in public Elementary, Middle and Secondary schools. Graduates of this program qualify for the Department's endorsement for initial certification by the Georgia Professional Standards Commission as a school counselor (S-5). Students also complete the academic requirements for state licensure as a Professional Counselor. Note that extended supervised counseling experiences and successful completion of an examination are additional requirements for licensure, beyond degree completion.

We believe that school counselors serve a scholar-practitioner role as human development specialists in schools. Further, we believe that professional school counselors need to be sensitive to existing social, economic, political, and pedagogical realities while remaining responsive to the developmental needs of students within a multicultural, technologically sophisticated, and rapidly changing society. Although prior teaching experience is not a requirement for admission, successful applicants typically have had one or more years of direct, supervised, full-time work experience with school-age children in an educational or human services setting.

The program participates in a collaborative partnership with professional school counselors and other educational leaders to monitor, evaluate, and improve the program's efforts to achieve its mission. Students progress through a carefully designed sequence of coursework and clinical experiences.

Graduates qualify for The Department's endorsement for initial certification by the Georgia Professional Standards Commission as a school counselor (S-5). Students also complete the academic requirements for state licensure as a Professional Counselor; extended supervised counseling experiences and successful completion of an examination are additional requirements for licensure, beyond degree completion.

- **Unique Features**

1. Our students comprise a diverse group of individuals who possess a deep commitment to self-reflective learning and an equally strong interest in developing the personal and professional competencies that can make a positive difference in the lives of learners, teachers, parents, and others involved directly in schools. A select class of students is admitted annually to begin as a cohort during the summer. Each cohort develops its own unique support system that results in a collegial learning environment.
2. The faculty is comprised of recognized leaders in the profession. Each of the six faculty members has served in professional leadership positions at the local and national levels, and each has contributed significantly to the professional literature.
3. The most unique aspect of the program is the strong collaborative partnership with local educators that has evolved over the past several years to play a significant role in the design, execution, and evaluation of the program. The group includes local school counselors, students and faculty from the program, and representatives of other educational disciplines, all of whom convene regularly to focus on the real-world issues and concerns of the schools.

o **Cohort Program**

Students enter and progress through the program as part of a cohort group, which permits sharing of experiences and provides social and emotional support for the duration of the program.

II. Rights and Responsibilities

A. Responsibilities of Students and Faculty

The success of the School Counseling M.Ed. program at the University of Georgia is dependent upon the faculty and students within the program. In order to ensure continued success, the Professional School Counseling faculty members maintain high expectations for themselves and expect students in the program to aspire to the highest standards as well. To that end, the following guidelines governing student and faculty responsibilities are provided here.

Students are expected to:

- Be dedicated to learning and be willing to put forth the effort necessary to excel. Students are expected to take advantage of as many professional learning experiences as possible. Furthermore, it is expected that students will become active members of professional associations, attend conferences, present at conferences and other professional growth forums, and volunteer for special projects and research activities. Students are also expected to attend out of class events. This will not only foster relationships with peers but with faculty members and other professionals as well.
- Provide support to members of their respective cohorts as well as to members of other cohorts.
- Be self-motivated and seek assistance when it is needed.
- Attend all classes, and be prompt. Being on time for class is a sign of respect for the instructor and other members of the class, and it facilitates the continuity of instruction.
- Read all assigned material prior to the designated class, and come to class prepared with questions and topics for discussion.
- Submit written assignments and projects by the specified deadline.
- Be cooperative and support others in their efforts to learn. Excessive competition among students is counterproductive to the tenets of the cohort model and therefore, is discouraged.
- Ascribe to a philosophy of lifelong learning, which is evidenced by going beyond minimum expectations and requirements.
- Adhere to the highest standards of academic integrity and professional ethics. The principles outlined in the University of Georgia's Code of Conduct and the ethical guidelines delineated by the American Counseling Association apply to all students in the School Counseling M.Ed. program.
- Exercise professionalism at all times.
- Exhibit loyalty to the program and individuals associated with it. If a student has a problem or criticism of the program, other students, or faculty, the issue should be dealt with through the grievance process outlined later in the student handbook.

Students can expect the Professional School Counseling faculty to:

- Maintain the highest standards of professional integrity and ethics as outlined by the American Counseling Association and the University of Georgia.
- Be reasonably available to students for guidance and consultation.
- Be prepared for class.

- Set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
- Demonstrate respect for students.
- To be involved in professional organizations at the local, state, regional, and/or national level, thereby giving the program and students in the program visibility and recognition.
- Conduct research and publish findings.
- Support students in their quest for internships and professional positions after completing the program and throughout their careers as information becomes available.
- Provide students with feedback on academic and professional progress.

B. Policy on Student Conduct

Students are expected to adhere to the ethical principles outlined by the American Counseling Association and the policies delineated in the University of Georgia's Student Code of Conduct.

UGA Statement of Academic Honesty

UGA's Honor Code:

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Prohibited Conduct

General standard of conduct: No student shall knowingly perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. The term "knowingly," as used in the preceding sentence, means that the student knows that the academic work involved will be submitted for academic advancement. "Knowingly" does not mean that the student must have known that the particular act was a violation of the University's academic honesty policy. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

Student Honor Code: The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997, and provides: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All students agree to abide by this code by signing the UGA Admissions Application.

For more information on Academic Honesty:

http://www.uga.edu/honesty/ahpd/student_honor_code.html

American Counseling Association (ACA) Ethical Standards

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

American School Counseling Association (ASCA)
<http://www.schoolcounselor.org/>

C. Medically-Related Absences from the Program

If a student has any newly-diagnosed or existing medical conditions that may require an absence of one full week (or more) during an academic term (Fall, Spring, or summer through session), the student should inform the School Counseling Program Coordinator as soon as possible so that arrangements may be made for temporarily discontinuing academic and/or clinical work. If the medically-related absence is of short duration, the student may continue to make satisfactory progress by negotiating with the School Counseling Program Coordinator and the student's individual course instructors to develop a mutually acceptable plan for completing missed in-class, out-of-class and assigned home work. In cases where absences are extended beyond one week or if over the course of the term episodes of absences total more than one week, the student may, in consultation with the Program Coordinator and course instructors, have to receive a grade of Incomplete (I) until such time as the work can be successfully completed. Because many of the courses in the School Counseling Curriculum possess a significant process component that relies upon actual class attendance and participation, extended absences may necessitate that the student drop a class and take it when it is offered in a subsequent academic term. Students should note that accruing incomplete grades or postponing course work that had to be dropped likely will delay their graduation dates beyond the nominal intervals of residency in the Program. Students are encouraged to discuss their individual situations with the Program Coordinator so that the necessary planning can occur to assure an outcome that is satisfactory to the student and that maintains the integrity of their education experiences.

D. 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](http://www.uga.edu/gradschool/academics/regulations.html#ProbationDismissal) for Probation and Dismissal
<http://www.uga.edu/gradschool/academics/regulations.html#ProbationDismissal>

Office of Legal Affairs
<http://www.uga.edu/legal/>

E. Grievance Policy

The faculty of the Professional School Counseling program is committed to fostering an environment that is nondiscriminatory, respectful, and free of inappropriate conduct and communication. If a situation arises that you consider to be 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 in the Professional School Counseling Program. 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 Program Coordinator, the Department Chair, or any other university faculty/ staff member.

Procedures specific to the Professional School Counseling 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 follow the following procedures for filing formal grievances:

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

Violations of the American Counseling Association's Ethical Standards, Clinical Matters, Clinical Skills, and/or Supervision

Grievances or appeals involving violations of the American Counseling Association's Ethical Standards, clinical matters, clinical skills, and/or supervision are submitted in writing first to the Program Coordinator, if the concerning issue involves the Program Coordinator then to the Graduate Coordinator. A written response to grievance or appeal will be provided within 10 days. Any additional appeals follow the University policy regarding the routing of academic appeals. More information regarding the ACA Code of Ethical Standards may be found at:

ACA Ethical Standards

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

ASCA Ethical Standards

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

General University Information Regarding Grievances:

- I. Grievance procedures for graduate students are clearly delineated at: <http://uga.edu/legal/olapol.html>
- II. The Department's general academic policies, including dismissal appeals, fall under the purview of the University's Office of the Vice President of Academic Affairs. These policies can be found at: <http://www.coe.uga.edu/chds/students/policies/>
- III. Specifically, appeal policies are delineated at 4.02 Student Appeals
 - a. [4.02-01 Academic Appeals at UGA](#)
 - b. [4.02-02 Hearing Procedures – Academic Affairs Committee](#)
 - c. [4.02-03 Routing of Academic Appeals](#)
- IV. Grievances for matters related to assistantship work-related duties are found at: <http://www.uga.edu/gradschool>
- V. The Sexual Harassment Policy for the University of Georgia can be found at: <http://www.uga.edu/eoo/pdfs/NDAH.pdf>

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

III. Coursework

A. Course Information

Because of the intensive nature of this program, students are admitted only once per year, for matriculation in the summer semester. Students proceed through the program as a group, completing the required course of study in two calendar years. The program is full-time with required courses offered during the day.

The curriculum consists of 48 semester hours of academic credit, including 100 clock hours of practicum and 600 hours of internship experiences in a school setting. At least 40 clock hours of the clinical experiences in practicum and 240 in internship must involve direct service to individuals and groups in schools.

B. Course Descriptions

ECHD 6020. Interpersonal Relationships (3 semester hours)

Interpersonal skills are taught and demonstrated by the instructor. Students practice the skills in role-playing situations. Skills included are physical attending, psychological attending, listening, perceiving surface and underlying feelings, basic responding skills, personalizing skills, and initiating skills. Offered summer semester every year.

ECHD 7000. Master's Research (3 semester hours)

Behavioral science research methods used to study counseling and psychotherapy. Examination of frequently used qualitative and quantitative research approaches, critique of published research in the field, and development of research plans. Offered summer semester every year.

ECHD 7010. Individual Appraisal (3 semester hours)

Principles of testing, types of scores, use of instruments and methods of assessing abilities, achievement levels, interests, attitudes, developmental variables, vocational skills, and personality characteristics. Use of test and non-test data in counseling and human development services. Offered fall semester every year.

ECHD 7040. Counseling Theories and Skills (3 semester hours)

Selected theories of counseling and human development and their application to research, theory, and practice in educational, rehabilitation, community, and employment settings. Helping skills will be developed through demonstration and role-playing situations. Offered fall semester every year.

ECHD 7050. Career Development, Theory and Practice (3 semester hours)

Career development concepts, assumptions, theories, and research in educational, rehabilitation, community, and employment settings. Application of lifestyle and career development concepts, assumptions, theories, and research in counseling and educational settings. Emphasis is placed on career counseling, career education, life planning, assessment, and occupational information. Offered spring semester every year.

ECHD 7060. Cross-Cultural Counseling (3 semester hours)

Knowledge, skills, and self-awareness needed to counsel members of racially and ethnically diverse populations. Offered summer semester every year.

ECHD 7080. Introduction to Group Counseling (3 semester hours - includes a 1 hour lab).

Introductory to group counseling theories. Review of the basics of setting up and conducting counseling groups. Discussion of ethical standards related to group counseling. Offered spring semester every year.

ECHD 7500. Foundations of School Counseling (3 semester hours)

The profession of counseling and specialty practice as applied in schools. Consideration of the nature of schools as well as schools counseling programs that are comprehensive, developmental, and collaborative in nature. Offered summer semester every year.

ECHD 7700. Individual Counseling Practicum (3 semester hours)

Supervised psychological counseling practice in a setting consistent with the student's professional goals. Non-traditional format: Practicum. Offered spring semester every year.

ECHD 7850. Internship in School Counseling (1-12 semester hours)

Supervised experience in an educational setting appropriate to school counseling. Non-traditional format: Supervised counseling practice under professional supervision. Offered fall and spring semesters every year.

ECHD 8020: Seminar in Counseling and Human Development Services (3 semester hours)

Specific areas in counseling and human development services. Topics vary but focus on the development of advanced knowledge and skills in emerging areas relevant to professionals in counseling and human development. Offered fall semester every year.

ECHD 8100. Developmental Counseling (3 semester hours)

Cognitive, psychosocial, person-environment interaction, and life-span development theories in counseling. Offered every summer semester every year.

ECHD 8130. Expressive Arts and Play Media in Counseling (3 semester hours)

Expressive arts and play media in counseling with children and adolescents. Offered every summer semester every odd-numbered year.

ECHD 8050. Counseling Children and Adolescents (3 semester hours) Theories and techniques for counseling children and adolescents in school settings.

RLST 6000. Service Learning (3 semester hours)

The core goal for this course is to provide you with a knowledge base and support in an accompanying experience(s) to further develop your comprehension of how to engage meaningfully in your community while simultaneously applying and gaining new skills and knowledge as an integrated aspect of school counseling.

C. Course Sequence

Here is a typical curriculum of a student entering the program. Please consult with your advisor as to your individual program of study.

**M.Ed.: SCHOOL COUNSELING
Tentative Program Advisement Form
Cohort 2011-2013**

Name _____ Date _____

Date of Admission _____ Expected Date of Graduation _____

COURSE NUMBER, TITLE, AND # OF CREDITS SEMESTER	GRADE
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Minimum Counseling Core (45 Hours)

ECHD 7500 Foundations in School Counseling (3) Summer (1 st yr.)	_____
ECHD 7060 Cross-Cultural Counseling (3) Summer (1 st yr.)	_____
ECHD 6020 Interpersonal Relations (3) Summer (1 st yr.)	_____
ECHD 8100 Developmental Counseling (3) Summer (1 st)	_____
ECHD 7040 Theories of Counseling and Human Development (3) Fall (1 st yr.)	_____
ECHD 7010 Individual Appraisal (3) Fall (1 st yr.)	_____
ECHD 8020 Seminar in Counseling and Human Development (3) Fall (1 st yr.)	_____
Services	
RLST 6000 Service Learning (3) Fall (1 st yr.)	_____
ECHD 7700 Individual Counseling Practicum (3) Spring (1 st yr.)	_____
(100 clock hours)	
ECHD 7080 Introduction to Group Counseling (3) Spring (1 st yr.)	_____
ECHD 7050 Lifestyle and Career Development (3) Spring (1 st yr.)	_____
ECHD 7000 Master's Research (3) Summer (2 nd yr.)	_____
ECHD 8050 Counseling Children & Adolescents (3) Fall (2 nd yr.)	_____
ECHD 7850 Internship in School Counseling (3 - 6) Fall (2 nd yr.)	_____
(300 clock hours)	
ECHD 7850 Internship in School Counseling (3 - 6) Spring (2 nd yr.)	_____
(300 clock hours)	

Guided Electives

Total Credit Hours Required for Degree: 48

***Guided Electives:**

Electives may be chosen from courses offered in our department or in Educational Leadership, Child and Family Development, Social Work, Educational Psychology, and/or Instructional Technology. Selections should be made to develop competencies in leadership, advocacy, teaming, the use of data, multiculturalism, or technology. Electives must be approved by the School Counseling Program Faculty.

Out of Class Expectations:

- Access to the Internet and E-mail _____
- Involvement in a variety of cohort activities _____
(e.g., receptions, dinners, CCCC, holidays, & organizations)
- Attendance at the annual conferences of the Georgia School Counselor's _____ Association
- Attend a class retreat _____
- Attend one College Board Workshop _____
- Participate in a professional mentoring relationship _____
- Mentor incoming graduate students during your second year _____
- Participate in a collaborative action research project _____
- Successfully complete a comprehensive exam _____
- Plan and host a graduation event _____

For certification:

- Complete the M.Ed. coursework and field experiences _____
- Complete an Exceptional Children's course _____
- Pass counseling sections of the GACE* _____
- Show technological competence _____

*If SAT or GRE scores are below the state requirement, then the general GACE may be needed

There are costs associated with several of the out-of-class expectations or certification requirements including but not limited to conference attendance, the cohort retreat, the graduation event, and examinations. Student associations can engage in fund-raising to support some of these initiatives and to reduce personal expenses incurred.

For additional information on course offerings, please refer to the online [UGA course catalog](#).

D. Registration

First-year students register for courses prior to the beginning of summer semester. Subsequently, registration typically begins prior to the end of the semester. Once course numbers needed to register are obtained from the Degree Program Specialist in 402 Aderhold Hall, students may use OASIS to complete the registration process. If taking an elective in another department, you may need departmental permission before being allowed to register. If you need clearance to register, please contact Pam LaSalle at (706) 542-1813.

IV. Clinical Experiences

A. Practicum

Practicum is a 100 hour field placement with 40 of those hours being of direct services to students such as individual and group counseling. The Practicum is completed in the Spring semester and is worth 3 credit hours.

B. Internship

Internship spans across two semesters- fall and spring. It is a total of 6 credit hours- 3 credit hours per semester. Students need to accrue 300 hours per semester with 120 of those being of direct services to students such as individual counseling, group counseling, and classroom guidance.

Students work with internship instructor on identifying and securing field placements. Instructor will identify potential sites and supervisors based on knowledge or trends. Student will make contact and communicate with site supervisors regarding potential partnership. Once sites have been identified by the instructor, the student must make contact with supervisor. Ultimately, it is the student's responsibility to secure field placements.

V. Student Resources

A. Campus Resources

Mailboxes: All graduate students have mailboxes located in the building in which their program is housed, 341 Ramsey or 408 Aderhold. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly. An informational bulletin board is located near both locations.

E-mail: Every UGA student must have a UGA mail account called "My ID." You can obtain this online at <https://myid.uga.edu/>. Students should become proficient with the UGA e-mail since many departmental notices will be posted on e-mail. Your UGA email address should be checked daily. Instructors will communicate with you through this address only. Students are also expected to promptly reply to faculty emails within 24 hours.

Computer Access and Copying: Students **do not** have access to department resources such as the copy machine, microwave, refrigerator, or other office supplies unless directly related to teaching an assignment or if they are assisting faculty. Likewise, the staff offices are not to be entered or used without permission and staff computers cannot be used for student purposes. Copying can be done through the OIT Office located on the 2nd floor of Aderhold.

The Office of Information Technology (OIT): Provides computer facilities and other services for the College of Education. OIT manages a Windows based computer lab and a Macintosh lab in Aderhold Hall that are open only to students in the College of Education. These computers access many different software programs including Microsoft Office (Word, Excel, Power Point, and Access), WordPerfect, SPSS, SAS, SYSTAT, E-mail, the internet, and many electronic library databases. However, students are responsible for learning the software programs. The main office for OIT is room 232 Aderhold (706) 542-8007.

The computer labs are located in rooms 227 and 228 and are open Monday to Friday. A schedule is posted outside the door to the computer lab indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office inside the computer lab and, if available, can assist with computer problems. There is a per-page charge for printing on the laser jet printers. Printing fees cannot be paid in cash; must use bulldog bucks or pay by check.

Libraries: The Counseling and Human Development Services Department maintains small libraries in both buildings. They are located in room 207-B Ramsey and 415 Aderhold. Materials should not be removed from these rooms without permission of the Faculty or a Staff member. Most material can also be found at the Science Library located in the Boyd Graduate Studies Research Center, or in the UGA Main Library. Students are encouraged to tour the libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is *GIL* which allows you to search the library catalog for materials in libraries. And the second is *GALILEO* which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. Other useful references available on the internet are indexed at the references library home page, www.libs.uga.edu. *GIL* and *GALILEO* can be accessed from the computer labs, computers in the libraries, or the internet (some of the *GALILEO* databases are restricted to on-campus use only).

B. Assistantships

Limited assistantships are available through the department and the Graduate School. The department works to provide as many graduate assistantships as possible, but it cannot support all students. The department gives priority to doctoral students in awarding assistantships, but as all doctoral students are covered, opportunities are opened to master's students. Graduate assistantships are typically awarded on a yearly basis without guarantees for continued funding. Students who receive an initial assistantship should be prepared to fund a portion of their graduate education through other means if necessary.

Some assistantships require specific skills from a student such as research experience, library skills, or the ability to lead classroom instruction or physical education activities. Other assistantships provide general clerical support to faculty or the department staff. Students willing to live in a dormitory might wish to contact the Office of Housing about becoming a residential advisor. The Office of Housing reviews applications in January so applications should be entered early. In addition, the department works with units across campus and with outside community agencies to attempt to find additional assistantships for students. Students are encouraged to pursue assistantships outside the department.

The Graduate School has an annual competition to award assistantships for students who excel academically and professionally; a recipient typically has GRE scores exceeding 1200. For outstanding students without an assistantship, the Graduate School can sometimes provide out-of-state tuition waivers. If you think you qualify for either of these, speak with the department Graduate Coordinator.

Graduate Assistants are required to complete a bi-weekly time record recording their activities and hours of work. Since assistantships are competitive, we expect students to excel at tasks

they are assigned. Assistants are evaluated at the end of the year and this evaluation plays a significant role in awarding assistantships for the ensuing year.

If you desire an assistantship, keep the department Graduate Coordinator informed of your status and your interests. Students without an assistantship who wish to obtain experience in research or classroom activities are encouraged to talk to their major professor, the Department Head or the department Graduate Coordinator. Opportunities can be made available to provide important teaching or research experience for all students. Occasionally, these opportunities carry academic credit.

Enrollment for Graduate Assistantship: UGA requires that any student on a $\frac{1}{4}$ time assistantship or greater must be enrolled in a minimum of 12 hours during the school year. If an assistantship runs through the summer, students need to register for 9 hours during the summer session. This includes 3 credits of RLST/ECHD 7005 (master students) or RLST/ECHD 9005 (doctoral students) which is required for all students with assistantships. RLST/ECHD 7005 and 9005 do not meet as a class; they are a mechanism to account for the teaching and learning associated with assistantship activities. They do not count toward completion of graduation requirements.

Teaching Assistants: Any graduate student who will have a significant role teaching a class is required to attend a teaching workshop held prior to the start of fall semester. Students whose native language is not English must pass an English proficiency test before being allowed to teach. The graduate assistant support services in the Office of Instructional Support and Development sponsors these workshops. Contact them directly at (706) 542-1335 for information about these workshops or for other assistance in strengthening your teaching skills.

Students who plan to teach at some point in their program are encouraged to enroll in GRSC 7770. This course is specifically designed to help graduate students become more effective in their teaching strategies.

In general, master students do not often assist with class instruction; however, doctoral students are expected to gain experience in teaching. Doctoral students who want to become involved with instruction should speak to the Department Head. It may be possible for a student to assist a faculty member with a class, to assume partial responsibility for a class, to help advise undergraduates or to supervise student interns. Students who teach without a paid assistantship may choose to enroll for appropriate credit.

Graduate students must always work with a faculty member when assuming responsibility for a class. The undergraduate curriculum is tightly controlled by accreditation standards, so every class must conform to prior syllabi and address a pre-established sequence of material.

C. Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website: <http://www.uhs.uga.edu/insurance/index.html>

Mandatory Plan

A student health insurance policy is available for all UGA students, the following groups of UGA students will be **required** to have health insurance that meets the minimums:

- Undergraduate and Graduate International Students holding “F” or “J” visa status.
- Undergraduate and Graduate Students enrolled in programs that require proof of health insurance.
- Graduate Students receiving Qualified Graduate Assistantships.
- Graduate Students receiving Qualified Fellowships.
- Graduate Students receiving Qualified Training Grants.

Optional Plan

All UGA students who are not required to have health insurance may purchase the Optional Plan if they are (a) enrolled in six (6) or more semester hours or (b) participating in Cooperative Education Programs.

The Optional Plan is an accident and sickness insurance policy that includes diagnosis and/or treatment of illness, injury, or medical conditions. Benefits include physician, hospital, surgical, pharmacy, behavioral health services (mental health/substance abuse), as well as legally mandated benefits.

D. Other Financial Aid

The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs including grants and work-study for qualified students. Contact the Office of Student Financial Aid in the Academic Building (706-542-8208) for further assistance. The Student Employment Office (706-542-3375) offers assistance for students who seek employment on campus or in the local community.

E. Graduate Travel Support

The department rarely has funding for student travel to professional conferences. If a student is funded by an outside grant, they may be able to receive travel support through that grant. The Graduate School has limited funds available to graduate students who travel to a regional or national conference to present their research. Also, the COE has established a similar program to support graduate student travel; contact the Graduate Coordinator for further information on these programs. These programs are highly competitive, so plan accordingly.

Requesting Travel: Each request must be on a **typed** “Request for Authority to Travel” form, which is available from the department’s accountant. The request must be accompanied by evidence that the student’s research has been accepted for presentation and by an abstract of the research to be presented. The above criteria are the **minimum** when applying for travel funds. Do not assume that meeting these criteria will automatically guarantee funding. All departmental requests are forwarded to the Graduate School business office **at one time** according to the schedule below. Departmental funding in support of the student’s travel will greatly enhance the student’s chances for Graduate School funding.

The amount of the award will be based on such factors as prevailing costs at the meeting site, distance traveled, whether the meeting is national or regional and the availability of funds. No student will be reimbursed more than the actual cost of the trip. Please see the Graduate School web site for complete criteria and deadlines:
<http://www.uga.edu/gradschool/financial/travel.html>

VI. Faculty and Staff

Staff Members:

Meagan Callaway, Administrative Associate I, 343 Ramsey, 706-542-5064
Email: meagancallaway@uga.edu

Tonya Cox, Administrative Associate I, 402C Aderhold Hall, 706-542-1812
Email: tonyacox@uga.edu

Sherry Gray, Administrative Associate II, 402F Aderhold Hall, 706-542-4122
Email: swgray@uga.edu

Pam LaSalle, Academic Advisor II, 402E Aderhold Hall, 706-542-1813
Email: plasalle@uga.edu

Bobbie Ray, Senior Accountant, 402B Aderhold Hall, 706-542-2124
Email: bnray@uga.edu

Faculty: Faculty members maintain their own schedules therefore appointments should be scheduled directly with individual faculty. When possible, use faculty email and mailboxes for non-urgent message. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Below is an alphabetical listing of the faculty whom you will have the most contact with and brief notes about their interest and primary instructional assignments

Deryl F. Bailey: Associate Professor (Ph.D., Counselor Education, University of Virginia). Research interests include issues regarding African American adolescent development, multicultural and diversity issues, mentoring, development of enrichment initiatives for adolescents, and professional development for school counselors.
Email: dfbailey@uga.edu

Jolie Daigle: Assistant Professor (Ph.D., Counselor Education, University of New Orleans). Research interests include school counseling interventions, recruitment, retention, and remediation of counseling students, play therapy, and dropout prevention.
Email: jdaigle@uga.edu

Yvette Q. Getch: Associate Professor (Ph.D., Rehabilitation Education and Research, University of Arkansas). Research interests include areas of advocacy for persons with disabilities, sexuality and deafness, advocacy issues and accommodations for children with chronic illness in school, and teacher education in asthma management.
Email: ygetch@uga.edu

Brian Glaser: Professor (Ph.D., Counseling Psychology, Indiana State University). Research interests include family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations.
Email: bglaser@uga.edu

Corey W. Johnson: Associate Professor and Associate Department Head (Ph.D., Leisure Studies, The University of Georgia). Research interests include Qualitative Inquiry focusing on underserved populations, and gender and race relation to media consumption.
Email: cwjohns@uga.edu

Jenny Penney Oliver: Senior Academic Professional (Ph.D., Counselor Education and Educational Psychology, Kansas State University). Areas of interest include multicultural education and reform, p-16 initiatives, systemic and organizational change, and diversity issues.
Email: jpo@uga.edu

Pamela O. Paisley: Professor (Ed.D., Counselor Education, North Carolina State University). Research interests include expressive and play media interventions, outcome assessment, school counseling professional development, counseling supervision, developmental interventions with children and adolescents.
Email: ppaisley@uga.edu

Rosemary Phelps: Professor and Department Head (Ph.D., Counseling Psychology, University of Tennessee); Research interests include multicultural training issues and concerns, racial and ethnic identity development, recruitment and retention of African American students in higher education, mentoring and professional development of graduate students.
Email: rephelps@uga.edu

Anneliese Singh: Assistant Professor (Ph.D., Counseling Psychology, Georgia State University). Research interests include multicultural counseling and social justice, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQI, immigrants), advocacy to end child sexual abuse in South Asian communities, feminist theory and practice, Asian American counseling and psychology issues, and empowerment interventions with trauma survivors.
Email: asingh@uga.edu

VII. Initiatives and Collaboratives

A. The Transforming School Counseling Initiative

The School Counseling Program at UGA and the Athens-Clarke County School System were part of a national initiative to transform the preparation and practice of school counselors. This partnership was one of six nationally to receive planning and implementation grants from the **DeWitt Wallace-Reader's Digest Fund** to transform the preparation and practice of school counselors. The grant was administered through The **Education Trust**. The program continues its commitment to this equity and access work.

B. Classic City Counselors' Collaborative

The *Classic City Counselors' Collaborative* (CCCC) was founded in 1991 to provide mutual support and professional development opportunities for school counselors and counselor educators in the county. Since its initial meetings with high school counselors and faculty at The University of Georgia, the CCCC has grown to include school counselors at all levels within the Clark County School District.

Several fundamental assumptions guide the collaborative work:

- Today's programs in school counseling need to be both substantive and responsive.
- New working relationships need to be developed and nurtured between professional school counselors and counselor educators on the basis of a mutual respect for the contributions of each to the shared enterprise of educating school counselors.
- To have practical utility, research needs to be based in the realities of the schools.
- Group work is the natural vehicle for encouraging collaboration in the empowerment of participants.
- Human development forms the basic conceptual framework for counseling theory and practice.

The CCCC meets one Friday morning a month to engage in ongoing dialogue and professional development. These meetings have provided the venue for the development of ongoing research projects and grant related activities.

VIII. Graduation

Successful completion of all coursework, clinical experience, and program responsibilities fulfills all requirements for graduation. Students must also pass the CPCE to graduate. This national examination is given in the fall before graduation. Application to graduate must be submitted to the Graduate School the semester before you intend to graduate. Remember to apply for graduation through the information provided through the Graduate School at:

https://gradschoolforms.webapps.uga.edu/form_types/1

The coordinator will review this information with you the fall before graduation. Any additional questions can be sent to Ms. LaSalle (plasalle@uga.edu).

IX. Certification

This program is designed to meet the certification criteria for the Georgia Professional Standards Commission. Beyond the requirements for graduation, certification requires:

- Completion of the M.Ed. coursework and field work experiences
- Complete an Exceptional Children's course (SPED 2000)
- Pass counseling sections of the GACE
- Show technological competence

Please note that the GACE and the CPCE are two separate but required examinations. The CPCE is your graduate exit examination and a passing score must be obtained. The passing score will be the national mean for this norm-referenced test. If a passing score is not obtained, the student will have to retake the CPCE. A passing score on the GACE is needed for certification. For all certification questions, please contact Ms. Kate Character in the COE's Student Services Office (ellakate@uga.edu).

Department of Counseling and Human Development Services

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

STATEMENT OF RECEIPT

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

Student Name (Print)

Student Signature

Program Name (Print)

Date

*** SIGN AND TURN IN UPON RECEIPT ***

X. Appendix

Appendix A

Resource List for New Students **www.uga.edu/student/quicklinks.html**

- ✓ **CHDS Department Web Site**
www.coe.uga.edu/chds/

- ✓ **Problems with Oasis**
<https://oasisweb.uga.edu/html/contact.html>

The CHDS department has no role in setting registration times.

- ✓ Any questions relating to **graduate admissions**, including:
 - Admissions policies for the Graduate School
 - Graduate Catalog regulations
 - Changing programs
 - Transient Student
 - Reentry to programs

Please visit the Graduate School:

www.uga.edu/gradschool/admissions/admissions_faq.html

- ✓ **Graduation Questions**
www.uga.edu/gradschool/academics/graduation.html

- ✓ **Graduation Application**
https://gradschoolforms.webapps.uga.edu/form_types/1

- ✓ **Course Authorizations, Overrides**, contact Pam Lasalle – plasalle@uga.edu

- ✓ **Parking and Transportation**
www.parking.uga.edu

- ✓ **Program of Study**
http://www.uga.edu/gradschool/forms&publications/student/body_prgnonphd.pdf

- ✓ **Setting up your MyID UGA Student Email Account**
www.myid.uga.edu/

- ✓ **Getting your UGA Student ID**
www.uga.edu/ugacard/