



*The Department of Counseling and Human
Development Services*

**School Counseling Masters Degree
Graduate Student Handbook
Academic Year 2014-2015**



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.

TABLE OF CONTENTS

I.	History and Program Information	3
A.	Athens and the University of Georgia.....	3
B.	The College of Education	4
C.	The Department of Counseling & Human Development Services.....	4
D.	The Graduate School	5
E.	Professional School Counseling Program	6
II.	Rights and Responsibilities	8
A.	Responsibilities of Students and Faculty	8
B.	Policy on Student Conduct.....	9
C.	Medically-Related Absences	10
D.	Student Evaluations/Reasons and Procedures for Dismissal	11
E.	Grievance Policy	11
F.	Professionalism and Dress Code	12
III.	Coursework.....	14
A.	Course Information.....	14
B.	Course Description.....	14
C.	Course Sequence	16
D.	Registration	16
IV.	Clinical Experiences.....	16
A.	Practicum	16
B.	Internship	16
V.	Student Resources	17
A.	Campus Resources.....	17
B.	Assistantships	18
C.	Graduate Student Healthcare	19
D.	Other Financial Aid.....	19
E.	Graduate Travel Support.....	20
VI.	Faculty and Staff	22
VII.	Initiatives and Collaboratives	26
A.	Transforming School Initiative	26
B.	Classic City Collaborative	26
VIII.	Graduation	26
IX.	Certification.....	27
X.	Statement of Receipt (To be signed and turned in to professor upon receipt of handbook)	28
XI.	Appendix.....	29

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 31 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.

B. 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.

C. The Department of Counseling and Human Development Services

As one of nine departments within the College of Education (COE), The Department of Counseling and Human Development Services prepares counseling and student affairs 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.

There are approximately 250 graduate students; the Department of Counseling and Human Development Services is responsible for administering eight curricular programs across three campuses:

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

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

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

- Professional School Counseling (Gwinnett)

Doctoral Degree Programs (Ph.D. & Ed.D.)

- College Student Affairs Administration
- Counseling and Student Personnel Services (P-16 emphasis) (Gwinnett)
- Counseling Psychology
- Student Affairs Leadership (Griffin)

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 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.

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 (located at <http://www.grad.uga.edu/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 must 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.

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 60 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.

1. 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.

2. 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.

3. 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.

4. 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://ovpi.uga.edu/academic-honesty>

American Counseling Association (ACA) Ethical Standards

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

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. Student Evaluations/Reasons and Procedures for Dismissal

CACREP and NCATE accreditation bodies mandate that students are evaluated across the program sequence of classes. Students will be evaluated and assessed not only through coursework but, developmentally, across the program. The school counseling program has four transition points: 1. Entry, 2. Pre-Practicum, 3. Pre-Internship, and 4. Recommendation for Certification/Graduation. Program faculty will formally review students at the end of their 1st Fall semester (Pre-Practicum) and again at the end of their 1st Spring semester (Pre-Internship). All documentation will be included in permanent files and Foliotek. Effective June 2012, incoming students will be assigned a Foliotek account. Students will provide evidence and reflections at each decision point. CACREP and InTASC domains and standards will be used as frameworks and school counseling faculty will evaluate students based on the evidence and reflections submitted at these decision points. Program faculty will provide feedback to students on progress through Foliotek.

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

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

<http://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**.

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 4.05 Student Appeals <http://provost.uga.edu/index.php/policies-procedures/academic/academic-affairs/4-general-policies/405-student-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.

F. Professionalism and Dress Code

Students are enrolled in a professional program in school counseling. This program is both CACREP and NCATE accredited and is ranked in

the top five according to the *U.S. News and World Report* over the last several years. Students are expected to treat others with the utmost of respect in both verbal and non-verbal communication. Electronic communications with faculty, peers, and professionals should include a formal greeting (i.e., Dear Dr. Bailey) and conclude politely (i.e., Thank you for your time). Think thoughtfully before sending or responding to email- “saving” an email to revisit may be an important practice. Students are expected to respond to an email from faculty within 24 hours. At times, decisions must be made quickly and faculty may need a response from you in order to take action. Students are also expected to be on-time for class and out-of-class events. If an event is scheduled from 5pm-7pm then arrive around 5pm but expect for the event to conclude by 7pm. Issues with punctuality and professionalism may effect faculty relations with students, recommendations for positions and placements, evaluation of student progress, and cohort cohesiveness.

A component of professionalism is the selection of dress attire. Students will be in contact with professionals in the field and, at times, this may be unplanned and unexpected. Students will also be working with minors in a school setting and, without knowing, may be modeling appropriate or inappropriate behaviors. Students in the school counseling program are to pay careful attention to their attire both in class and out-of-class. Dresses or skirts are to be close to the knee or longer, shoulder straps are to be wide, sheer/light material is to be avoided, and undergarments should not be seen. Be mindful of the ensemble.

Finally, students are to be very mindful with their use of technology. Using social media during class is not permitted. Texting during class is very rude and disrespectful to the instructor and your peers. If you are using a laptop, only class material should be present on the screen. Keep in mind that some professors do not allow laptop use during class. Phones should be on silent and students should only leave a room to answer a call for an emergency. Students are given one warning in writing for violating this policy. A second violation warrants a meeting with program faculty to discuss behavior. Finally, a student may be dismissed from the school counseling program for a third violation based on the lack of professionalism. Students should be careful of what they post on social media sites and remember they are also representing the program when in the public eye. Students may be surprised the connections school counselors have with each other, with faculty members at UGA and elsewhere, and with other peers.

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 60 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. Intended for non-majors. 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 summer 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

A program of study will be provided to you at orientation.

D. Registration

Registration typically begins prior to the end of the semester. The registration calendar can be found at <http://www.req.uga.edu/calendars>. Prior to the registration dates, students meet with their advisors/major professors to fill out advisement forms. The academic advisor, located in 402 Aderhold, will use the forms to clear students for registration. Once cleared to register, students go to OASIS (<https://oasisweb.uga.edu/>) to complete the registration process. However, beginning with Fall 2014, students will now go to Athena (www.athena.uga.edu) to complete the registration process. If you need clearance to register, please contact Nikki Williams at nikkiw@uga.edu.

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. The 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 the supervisor. Ultimately, it is the student's responsibility to secure field placements.

V. Student Resources

A. Campus Resources

Mailboxes: Graduate Students in all Athens campus programs have mailboxes in 408 Aderhold Hall. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly.

Email: Every UGA student must register for a UGA MyID, which is the sign-on name used to access a wide range of online services at UGA, including email. Students can obtain a MyID at http://eits.uga.edu/access_and_security/myid. Students should become proficient with the UGA email since all program and departmental notices will be posted on email through your UGA account.

Computer Access and Copying: Students **do not** have access to department resources such as the copy machine or other office supplies unless directly related to a teaching assignment or if 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): OIT provides computer facilities and other services for the College of Education. The main office for OIT is room 232 Aderhold. Their phone number is (706) 542-8007.

OIT maintains computer labs in Aderhold and River's Crossing for students in the College of Education. Room 143 in River's Crossing and room 227 in Aderhold have Windows-based computers. Aderhold room 228 offers Mac computers. There's a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft Office, WordPerfect, SPSS, SAS, SYSTAT, email, 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 near 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).

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. 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. 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 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 master's students on assistantships should register for ECHD 7005 every semester. This course serves as a mechanism to account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements and **cannot** be used on your program of study; 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.

C. 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>

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.

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 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. 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 College of Education's Research Office offers 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 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/>.

VI. Faculty and Staff

Staff Members:

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

Donella Moore, Administrative Associate I, 402 B Aderhold Hall, (706) 542-
1812
Email: donellam@uga.edu

Bobbie Ray, Senior Accountant, 408A Aderhold Hall, 706-542-2124
Email: bnray@uga.edu

Nikki Williams, Academic Advisor II, 402E Aderhold Hall, 706-542-1813
Email: nikkiw@uga.edu

Faculty Members:

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); SAL, Student Affairs Leadership).

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

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, SAL
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 A. 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, SAL
Email: ladean@uga.edu

Edward Delgado-Romero: Professor and CHDS Graduate Coordinator, (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 and Coordinator of the College Student Affairs Administration Doctoral Program, (Ph.D., The Ohio State University); Research interests include identity development; living/learning environments in post-secondary education, the preparation of student affairs practitioners, and gender issues. CSAA-M, CSAA-D, SAL
Email: merrily@uga.edu

Brian A. Glaser: Professor and Department Head (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

Bernadette D. Heckman: Associate Professor and Coordinator of the Counseling Psychology Ph.D. program (Ph.D., Washington University). Her research and clinical work have been in the areas of HIV/AIDS, substance use, and headache. CP
Email: bheckman@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

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

Chris Linder: Assistant Professor (Ph.D., University of Northern Colorado); Research interests include race and gender in higher education, college student identity development, and inclusive campus environments. CSAA-M, CSAA-D, SAL
Email: linder@uga.edu

Candace Maddox: Academic Associate and Coordinator of the Ed.D. in Student Affairs Leadership Program (Ph.D., University of Georgia); Research interests include black identity development, qualitative research methods, psychosocial development, and supervision practices. CSAA-M, CSAA-D, SAL
Email: cmaddox@uga.edu

Darris Means: Assistant Professor (Ph.D., North Carolina State University); Research interests include college access and persistence for low-income students, first-generation students, and students of color; the collegiate experiences of LGBT students of color; diversity in higher education; and spirituality. CSAA-M, CSAA-D, SAL. Email: dmeans@uga.edu

H. George McMahon: Assistant Professor (Ph.D., University of Georgia); Research interests include Ecological School Counseling, school counselor's role in educational equity and systemic change, professional school counselor identity construction, and group work in schools. SC, CSPS
Email: gcmahon@uga.edu

Pamela O. Paisley: Professor and Coordinator of the Professional School Counseling Ed.S. 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 (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, CSPA
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.
Email: portes@uga.edu

Anneliese A. Singh: Associate Professor and Program Coordinator of the Counseling and Student Personnel Services (P-16), (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, CSPA
Email: asingh@uga.edu

V. Gayle Spears: Clinical Associate Professor (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 (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

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. Williams (nikkiw@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 ***

XI. 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.
- ✓ **Beginning Fall 2014, register with Athena**
<https://athena.uga.edu>
- ✓ Any questions relating to **graduate admissions**, including:
 - Admissions policies for the Graduate School
 - Graduate Catalog regulations
 - Changing programs
 - Transient Student
 - Reentry to programsPlease visit the Graduate School:
www.uga.edu/gradschool/admissions/admissions_faq.html
- ✓ **Graduation Ceremony Questions**
www.uga.edu/gradschool/academics/graduation.html
- ✓ **Graduation Application**
https://gradschoolforms.webapps.uga.edu/form_types/1
- ✓ **Clear for Advisement, Permission of Department, Overrides**, contact Nikki Williams – nikkiw@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**
http://eits.uga.edu/access_and_security/myid
- ✓ **Getting your UGA Student ID**
www.uga.edu/ugacard/