



School Counseling Master's of Education Program

Student Handbook
2017-2018

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Department of Counseling and
Human Development Services

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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 that outlines official policies of the Graduate School.

<http://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-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 5 graduate programs in its field.

The Department of Counseling and Human Development Services has the highest enrollment of graduate students at UGA. The department has a rich history of over fifty years service 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.

The Department of Counseling and Human Development Services

The Department of Counseling and Human Development Services is responsible for administering nine curricular programs across three campuses:

Master's Degree Programs

- College Student Affairs Administration
- Professional Counseling - Community or School Counseling Specializations (M.Ed. or M.A.)

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

- Professional School Counseling (Gwinnett)

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

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

The Department of Counseling and Human Development Services

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 this document is as a departmental overview and should not be considered exhaustive or comprehensive. Individual program handbooks are provided to students for a more detailed description of each graduate program.

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 program-specific guidelines, the Graduate Bulletin serves as the students' *official handbook*. After matriculation, students must adhere to official guidelines and deadlines of the Graduate School. Students are 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>

The Graduate Bulletin is located at:

<http://grad.uga.edu/index.php/current-students/policies-procedures/graduate-bulletin/graduate-bulletin-a-c/>

Student 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.

Student Resources (cont.)

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.

Student Resources (cont.)

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. 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). Other useful references available on the internet are indexed at the references library home page:

<http://www.libs.uga.edu>

Student Resources (cont.)

Registration

Registration typically begins prior to the end of the semester. The registration calendar can be found at <http://www.reg.uga.edu/calendars>. Prior to the registration dates, students meet with their advisors/major professors to fill out yellow advisement forms. Nikki Williams, located in 408B Aderhold, will use the forms to clear students for registration. Once cleared to register, students go to Athena (<athena.uga.edu>) to complete the registration process. If you have any problems registering, contact Nikki Williams nikkiw@uga.edu.

Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website:

<http://hr.uga.edu/students/student-health-insurance/>

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.

Student Resources (cont.)

College of Education Appeals

University of Georgia students have the right to appeal academic decisions. Usually the appeal goes first to the unit responsible for the decision, for example, grades to the faculty members who assigned the grades; department requirements to the department; college or school requirements to the school; university requirements to the Educational Affairs Committee. An unfavorable ruling at one level can be appealed to the successive levels. A faculty decision can be appealed to the department; a department ruling can be appealed to the college in which the instructional unit is located; a college-level ruling can be appealed to the Educational Affairs Committee; the Educational Affairs Committee ruling can be appealed to the President of the University; and, except for grade appeals, the President's ruling can be appealed to the Board of Regents.

Additional details on appeals of academic matters, including special provisions for appeals in academic dishonesty cases, can be obtained from the **Office of the Vice President for Instruction** (<https://ovpi.uga.edu/student-opportunities-resources/student-resources/student-academic-appeals/appeal-process>).

Visit <https://coe.uga.edu/academics/appeals> for additional information concerning appeals.

Student Resources (cont.)

Grade Appeals

Any student who believes that he or she received an incorrect or unfair grade due to factual error, improper or unprofessional bias, or evaluation different from the stated course objectives/criteria or other public criteria, may appeal the grade. Grades are appealed within the department and college in which they are earned, not in the department and college in which the student's major resides.

Exception: Grade appeals, when a grade of I (Incomplete) has lapsed to a grade of F, must go directly to the UGA Educational Affairs Committee. Please note that all grade appeals must be initiated within *one calendar year* from the end of the term in which the grade was recorded.

Appeal route for graduate students:

1. Instructor
2. Department Head*
3. Dean's Office
4. Graduate School
5. UGA Educational Affairs Committee*
6. UGA President
7. Board of Regents

*Prior to review at each of these levels, the faculty member who assigned the student's final grade will receive a copy of the student's letter of appeal and be given the opportunity to provide a response for those reviewing the appeal.

Department Research Pool

The Department of Counseling and Human Development Services (CHDS) has a research pool that graduate students and faculty can use to conduct empirical research (e. g., for publishable papers, dissertation, and other research purposes).

The CHDS Research Pool (CHDS-RP) operates during the fall and spring semesters only, with the specific dates of operation set at the beginning of each new academic year. The research pool is populated by undergraduate students who are enrolled in selected classes of the Department's undergraduate course offerings. The pool typically contains 180-220 students each semester. Students in the pool are required to complete 3.0 hours of research or, alternatively, to write article summaries to fulfill the requirement. Dr. Alan E. Stewart (aeswx@uga.edu) is the coordinator of the CHDS-RP.

Students or faculty who desire to use the research pool must first have their research approved by the University of Georgia Institutional Review Board (IRB, <http://gear.ovpr.uga.edu/applications-and-databases/irb-portal/>). Once the project has been approved, researchers can then apply to use the CHDS-RP by completing this online form: https://ugeorgia.qualtrics.com/SE/?SID=SV_bajg6x3sleEqzel.

Department Research Pool (cont.)

Alternatively, researchers can email the CHDS-RP coordinator and request a word-formatted version of this form to complete and submit. Researchers should submit the researcher request form, along with their approval letter from the IRB, a copy of the informed consent, and debriefing statement (if applicable) to Dr. Stewart (CHDS-RP Coordinator, aeswx@uga.edu). The coordinator will then set up the study on the online platform for research opportunities (Sona Systems) and provide the research with Sona Systems accounts for accessing their research (i. e., to post sign-ups, etc.). The coordinator will also work with researchers to get their studies up and running in Sona.

Researchers should keep the following in mind before applying to use the pool:

- All research using the CHDS-RP must be approved first by the UGA IRB.
- Projects should be of reasonable length and in no case longer than 2.0 hours (credits).
- Projects should be reasonable in scope with regard to the number of participants requested. Projects requiring more than 100 – 150 participants may well take more than one semester to complete.

Department Research Pool (cont.)

- The CHDS-RP strives to offer students a variety of options and modalities for participation. In-lab / in-person studies are good ways to introduce students to the research process and to help them learn something as a result of their participation.
- Researchers designing online studies (i. e., surveys) are strongly encouraged to use the Qualtrics platform. Faculty and students in the College of Education have free access to a full-feature version of Qualtrics after obtaining a Qualtrics account from Mr. Dave Wynne (wynned@uga.edu). Researchers considering platforms other than Qualtrics should consult with Dr. Stewart first before getting their research approved by the IRB because modifications may be needed to use non-Qualtrics platforms.
- The pool operates on a first-come, first-served basis for researchers each semester. Projects that begin later in a semester may not be completed if an insufficient number of participants remain.
- Researchers who do not comply with CHDS-RP procedures may have their access to the pool restricted or removed.

Academic Honesty

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

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.

Academic Honesty (cont.)

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;

Academic Honesty (cont.)

- ii. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
 - iii. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
 - iv. 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.

Academic Honesty (cont.)

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;

Academic Honesty (cont.)

- 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);

Academic Honesty (cont.)

- 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.

Academic Honesty (cont.)

- 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.

For more information, please see <http://ovpi.uga.edu/academic-honesty>

Financial Support

Enrollment for Graduate Assistantships

UGA requires that any student on a 1/3 time assistantship or greater must be enrolled in a minimum of 12 hours during the funded terms. 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 ECHD 7005 (master's students) or ECHD 9005 (doctoral students) each semester. Each of these specific courses 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 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 as well.

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. Visit <http://osfa.uga.edu/> or contact the Office of Student Financial Aid in the Academic Building at (706) 542-8208 for further assistance.

Financial Support (cont.)

The Student Employment Office offers assistance for students who seek employment on campus or in the local community. Visit their website at <http://tate.uga.edu/jobs/> or contact them at (706) 542-3375.

COE also offers scholarships. For further information, visit their website at <https://coe.uga.edu/students/financial-aid> or contact the Student Services Office at (706) 542-1717.

Graduate Travel Support

The Department of Counseling & Human Development Services (CHDS) has the opportunity to award students limited travel funding for travel related to their program. Funding supports travel to professional conferences at which students have had proposals accepted for presentation. 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. 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.

Financial Support (cont.)

The Graduate School offers travel funding for students who present research at meetings or conferences of regional or national importance. These awards are competitive and not all who are presenting receive funding. Students interested in applying for Graduate School travel funds should contact the department accountant.

The travel funding packet should be submitted to the department accountant at least two weeks before the Graduate School's deadline. More information regarding this travel funding can be found at:

<http://grad.uga.edu/index.php/current-students/financial-information/travel-funding/>

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.

Staff

Tonya Cox | Administrative Associate I
402 C Aderhold Hall | (706) 542-1812
tonyacox@uga.edu

Susan Mattox | Office Manager
402 E Aderhold Hall | (706) 542-4122
susanmat@uga.edu

Cassandra Statom | Office Manager (CCPE)
424 Aderhold Hall | (706) 542-8508
cstatom@uga.edu

Jennifer Throckmorton | Senior Accountant
408 A Aderhold Hall | (706) 542-2124
jthrock@uga.edu

Nikki Williams | Student Affairs Professional III
408 B Aderhold Hall | (706) 542-1813
nikkiw@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 messages. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Deryl F. Bailey | Professor, Coordinator of the Professional School Counseling Ed.S. Program
PhD, University of Virginia

dfbailey@uga.edu

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.

Georgia B. Calhoun | Professor and Coordinator of the Community Counseling M.Ed. Program
PhD, University of Georgia

gcalhoun@uga.edu

Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution.

Faculty (cont.)

Linda F. Campbell | Professor and Director of the Center for Counseling and Personal Evaluation
PhD, Georgia State University

lcampbel@uga.edu

Research interests include health psychology; ethical, legal, and regulatory matters; psychotherapy effectiveness; assessment and evaluation; and evidence-treatment.

Collette Chapman-Hilliard | Assistant Professor, PhD,
University of Texas

collette.hilliard@uga.edu

Research interests include racial and ethnic minority identity development, cultural knowledge and critical consciousness while clinical interests include multiculturalism and social justice in therapy, trauma experiences, and women's issues.

Diane L. Cooper | Professor
PhD, University of Iowa

dlcooper@uga.edu

Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations.

Faculty (cont.)

Jolie Daigle | Associate Professor and Coordinator of the School Counseling M.Ed. Program
PhD, University of New Orleans

jdaigle@uga.edu

Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families.

Laura A. Dean | Associate Professor and Coordinator of the College Student Affairs Administration M.Ed. Program

PhD, University of North Carolina at Greensboro

ladean@uga.edu

Research interests include small college environments, student affairs standards of practice, and college counseling issues.

Edward Delgado-Romero | Professor
PhD, University of Notre Dame

edelgado@uga.edu

Research interests include multicultural counseling, Latino/a psychology, and race and racism in therapy process.

Faculty (cont.)

Merrily S. Dunn | Associate Professor and Graduate Coordinator

PhD, The Ohio State University

merrily@uga.edu

Research interests include identity development, living/learning environments in post-secondary education, the preparation of student affairs practitioners, and gender issues.

Brian A. Glaser | Professor and Department Head

PhD, Indiana State University

bglaser@uga.edu

Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations.

Marian Higgins | Clinical Assistant Professor and Coordinator of the Student Affairs Leadership, Ed.D. program

Ph.D. University of Georgia

mawells@uga.edu

Interests include career development, diversity, equity, and inclusion in the workplace, supervision, staff development and training

Faculty (cont.)

Bernadette D. Heckman | Associate Professor,
Coordinator and Training Director of the Counseling
Psychology PhD program
PhD, Washington University

bheckman@uga.edu

Research interests include HIV/AIDS, substance use, and headache. She was the recipient of the Ohio Psychological Association's Mark Sullivan Early Career Award "in recognition of contributions to the field psychology and/or psychological health of individuals that address diversity and the unique needs of diverse individuals and populations."

Linda D. Logan | Public Service Assistant
PharmD, University of Colorado

ldh0307@uga.edu

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.

Faculty (cont.)

Chris Linder | Assistant Professor and Coordinator of the Counseling and Student Personnel Services – College Student Affairs Administration Emphasis Doctoral Program

PhD, University of Northern Colorado

linder@uga.edu

Research interests include race and gender in higher education, college student identity development, and inclusive campus environments.

Georgianna Martin | Assistant Professor

PhD, University of Iowa

glmartin@uga.edu

Research interests include the social class identity and experiences of low income, first-generation college students, impact of out of class experiences on college outcomes, and social and political activism in higher education.

H. George McMahon | Assistant Professor

PhD, University of Georgia

gmcMahon@uga.edu

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.

Faculty (cont.)

Darris Means | Assistant Professor
PhD, North Carolina State University
dmeans@uga.edu

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.

Rosemary E. Phelps | Professor
PhD, University of Tennessee
rephelps@uga.edu

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.

Pedro Portes | Professor
PhD, Florida State University
portes@uga.edu

Executive Director of CLASE and the Goizueta Foundation Distinguished Chair of Latino Teacher Education.

Faculty (cont.)

Anneliese A. Singh | Associate Professor and
Coordinator of the Counseling and Student Personnel
Services – P-16 Emphasis Doctoral Program
PhD, Georgia State University
asingh@uga.edu

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.

V. Gayle Spears | Clinical Associate Professor
PhD, University of Kentucky
gspears@uga.edu

Interests include women's issues and feminist therapy, clinical intervention with children, and developmental disabilities.

Alan E. Stewart | Associate Professor
PhD, University of Georgia
aeswx@uga.edu

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.

School Counseling
M.Ed. Student Handbook

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I. Introduction

Overview

The School Counseling M.Ed. 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 51 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.

The School Counseling Program 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 Licensed Professional Counselor (LPC). Note that extended supervised counseling experiences and successful completion of an examination are additional requirements for licensure, beyond degree completion.

The School Counseling program at The University of Georgia prepares school counselors to be scholar-practitioners who serve as human development specialists in schools. Further, we believe that professional school counselors need to be aware of and 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. Prior teaching experience is not a requirement for admission, although many successful applicants 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.

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; who 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.

Program Objectives

The School Counseling Program Objectives are:

1. To develop candidates' awareness of own cultural values and beliefs as well as understanding and respecting the values and beliefs of all individuals
2. To develop candidates' cultural competence and responsiveness to promote educational equity and social justice in a variety of school settings
3. To develop candidates' individual and group counseling skills and skills related to the development and implementation of the school counseling classroom curriculum
4. To develop candidates' leadership, advocacy, and collaboration skills to address systemic barriers to learning for all P-12 students
5. To develop candidates' knowledge and skills for using appropriate data to design, implement, and evaluate comprehensive school counseling programs including the integration of evidence-based practices

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

II. Unique Features of the School Counseling Program

Cohort Model

A select class of students is admitted annually to begin as a cohort during the summer. This student group will enter and progress through the program together, which permits the sharing of diverse experiences and provides social and emotional support for the duration of the program. Each cohort develops its own unique support system, and we expect our student to learn a great deal from their cohort members, and to carry that encouraging

relationship and support with them as they enter the workforce as professional school counselors.

Intentional focus on Multiculturalism and Social Justice

Graduates from the UGA school counseling program must be prepared to understand and address the various developmental and contextual needs of *all* students. Towards this end, issues multiculturalism and social justice are a focus of our program coursework as well as the faculty research interests. Furthermore, we are committed to selecting a group of students each year who come from a variety of backgrounds and have a rich diversity of experiences and perspectives. Our goal is to create a diverse cohort of individuals who each possess a deep commitment to self-reflective and interpersonal learning and an equally strong interest in developing the personal and professional competencies that can make a positive difference in the lives of students, schools, and communities.

Faculty Leadership

The faculty is comprised of recognized leaders in the profession. Each of the six faculty members has served in leadership positions in professional organizations at the local and national levels. Faculty members also have a strong record of significant contributions to the professional literature in the form of journal articles, book chapters, and textbooks. Moreover, faculty members present regularly at local, regional, national, and international professional conferences.

Collaborative Partnerships

The program maintains strong collaborative partnerships with local educators and school systems that have evolved over the past several years and play a significant role in the design, execution, and ongoing evaluation of the school counseling program. The Classic City Counselors Collaborative is one such group, comprised of local school counselors, UGA school counseling students and faculty, and representatives of other educational disciplines, all of whom convene regularly to focus on the real-world issues and concerns of the schools. In addition, the program maintains strong collaborative relationships with several local school districts, and school counselors and district supervisors from the Atlanta area and North Georgia regularly serve as guest speakers, adjunct professors, research partners, and supervisors for both practicum and internship.

III. Students and Faculty Responsibilities, Expectations, and Resources

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.

Student and Faculty Expectations

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, students are expected to become active members of professional associations by becoming members, attending and submitting program proposals for conferences and other professional growth forums, and volunteering 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 for and give honest feedback to members of their 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 and review any supplemental 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 can interfere with learning and lower morale.
- 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, whether in class, on campus, at professional meetings or conferences, or at practicum and internship sites. Appropriate dress, behavior, and use of technology are all included under professional behavior, as is following appropriate professional ethical codes and dispositions consistent with professional school counseling.
- Exhibit loyalty to the program and individuals associated with it. If a student has a concern with or criticism of the program, other students, or faculty, the issue should be dealt with within the program, following 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, the American School Counseling Association, and the University of Georgia.
- Be reasonably available to students for guidance and consultation. The best way for students to talk with a specific faculty member is to make an appointment in advance. Email is generally the best way to contact faculty.
- Be prepared for class.
- Set high standards for academic performance, professional behavior, and personal development and to provide support when requested.
- Demonstrate respect for all students, and work to help students develop into competent professional school counselors.
- 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 timely, honest feedback on their academic progress, any behavioral concerns, ethical issues, and/or professional dispositions and demeanor.

Professionalism and Dress Code

Students are expected to treat others- peers, faculty, staff, and guests- 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. When in doubt, students should adopt the norms of dress of other professionals in the building.

Students are to be very mindful with their use of technology. Using social media during class is not permitted. Texting or use of social media during class is unprofessional as well as 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 also be careful of what they post on social media sites and remember they are also representing the program and the profession 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.

Annual Review of Student Progress

CACREP and NCATE accreditation bodies mandate that students be 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.

Policy for Student Retention, Remediation, and Dismissal

The Department of Counseling and Human Development and the school counseling program are committed to the academic, professional, and personal development of all its students. Because our graduates will be directly entering the school counseling profession, faculty must assess not only students' academic progress in the School Counseling masters program, but also professional behavior and ethics as well as personal skills and dispositions that will translate into ethical and responsible professional behavior. To meet this obligation, school counseling program faculty meeting monitor and provide feedback to students concerning both their academic performance and non-academic behaviors.

School counseling masters students are expected to make satisfactory academic progress. In accordance with the policy of the University of Georgia Graduate School, the school counseling program allows grades of C or higher as long as the cumulative graduate GPA is 3.0 or above. No grade below a C will be accepted for a graduate program of study. Grades of I (incomplete) are not used to calculate the GPA. If an "I" is not completed within the time required (by the end of the semester following the semester in which it was

given, including summer semester), it will change to an F. The F will be used to calculate the graduate GPA. If a student receives any grade below a C in any course, the student must repeat that course and receive a grade of C or above in order to fulfill graduation requirements. In the semester in which graduation is expected to occur, no student will be allowed to participate in any aspect of graduation activities if any component of his/her academic program is incomplete.

In accordance with the policies outlined in the Graduate Student Handbook for the school counseling masters program, school counseling students are responsible for adhering to the ethical standards published by both ACA and ASCA, and the UGA Code of Conduct. If faculty or appropriate others (e.g., students, site supervisors, student affairs professionals), witness or are informed of failure to adhere to these standards, or witnesses behavior or a pattern of behavior that raises questions about the students' dispositional fit with the professional practice of school counseling, that program faculty member, after consulting with the program faculty, will invite the student in question to an initial meeting to discuss the concern. At the conclusion of the meeting, the program faculty will submit a letter outlining the conversation and plan for resolution (including a clear timeline), if appropriate. Failure to comply with the remediation plan outlined in the letter will lead to further action on the part of the program faculty, including, but not limited to, additional student development plans, University judicial action (if the violation violates University policy), reporting to professional ethics board, or dismissal from the program.

Failure to comply with any of 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/>

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 and out-of-class assignments and readings. 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.

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:

- Grievance procedures for graduate students are clearly delineated at: <http://uga.edu/legal/olapol.html>
- 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/>
- 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/>
- Grievances for matters related to assistantship work-related duties are found at: <http://www.uga.edu/gradschool>
- 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.

IV. Program Curriculum and Academic Requirements

The school counseling program is designed to prepare professionals to work in pk-12 school settings, and the coursework meets the requirements for licensure set by the Professional Standards Commission for the state of Georgia, as well as the Council for Accreditation of Counseling and Related Programs (CACREP) standards for school counseling programs. The curriculum is designed to help students acquire the knowledge and competencies necessary to effective professional school counselors and help

all students successfully navigate the p-12 educational system and be prepared for post-secondary success.

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 cohort, completing the required course of study in two calendar years. The program is full-time with required courses offered during the day and some evenings.

The curriculum consists of 51 semester hours of academic credit, including 100 clock hours of practicum and 600 hours of internship experiences in a school setting.

Program of Study

A program of study will be provided to you at orientation, and will be available online.

Clinical Experiences

Practicum

Practicum is a 100-hour field, semester long placement in a local school. 40 of the 100 hours on-site must be spend providing direct counseling services to students (e.g, individual counseling, group counseling, classroom lessons). Practicum students receive supervision of their clinical work from site supervisors as well as practicum instructors or doctoral student supervisors. Practicum is completed during the spring semester and is worth 3 credit hours.

Internship

Internship is a 600- hour placement that spans across an academic calendar year (e.g., starting in fall semester and running through spring semester). Students must accrue 300 hours per semester, and 120 of those 300 hours must be spent providing direct services to students (e.g., individual counseling, group counseling, classroom lessons, parent or teacher consultation). Internship students receive supervision of their clinical work from site supervisors and participate in group supervision as part of the internship course. Internship is worth 3 credit hours each semester, for a total of 6 Internship hours.

Students will work with the practicum/internship coordinator to identify and secure practicum and internship sites. The practicum/internship coordinator will work collaboratively with UGA College of Education and school district representatives to identify potential sites and supervisors, based on supervisor eligibility and

experience, school needs, and practicum/internship student requests. When placements have been secured through the College of Education representatives, students will be notified of their site and given supervisor contact information. It is then the responsibility of the student to make contact with site supervisors.

Comprehensive Examination

School Counseling students are required to pass a comprehensive examination administered in the late fall of their second year (during internship). The comprehensive exam is designed to provide students the opportunity to integrate and synthesize the knowledge their learning from their classes and any research or professional development opportunities. The school counseling program uses the **Counselor Preparation Comprehensive Examination (CPCE)** as the comprehensive exam, and students must score above the national average to be considered to “pass”. Students who do not pass their comprehensive exam will meet with program faculty representatives to discuss a remediation plan. Decisions regarding the specifics of the remediation plan will be made by program faculty, and on a case-by-case basis. Students who do not successfully the remediation plan by the end of spring semester will not graduate at that time.

Graduation, Certification, and Employment

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).

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

The Student Services Office works collaboratively with Program Faculty to ensure that all requirements for certification are fulfilled and to provide an opportunity for students to complete necessary paperwork prior to graduation. For all certification questions, please contact Ms. Kate Character in the COE's Student Services Office (ellakate@uga.edu).*

Please note that the GACE and the CPCE are two separate but required examinations. A passing score on **the CPCE is required for graduation. A passing score on **the GACE is required for certification**.*

Employment

School Counseling program faculty work collaboratively with representatives from the University of Georgia Career Center to help students prepare for applying for employment in local school districts during the spring of their final year. Students will have the opportunity to attend Resume and Cover Letter workshops, participate in mock interviews, learn how to apply for positions via school district websites, and have the opportunity to talk with recent graduates and representatives from local districts about the application and interview process.

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

*** PRINT THIS PAGE, SIGN, AND TURN IN UPON RECEIPT ***

Appendices

Appendix A

Athens and The 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.

Appendix B

Graduate Assistantships and other Financial Aid

Graduate 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.

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.

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/>.

Appendix C

Related Professional Organizations and Ethical Codes

American School Counselor Association

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career, and social/emotional development so that they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe. (ASCA, 2015)

Benefits of membership include the ASCA Annual Conference; subscription to *Professional School Counseling*, the flagship journal for the field; the *ASCA School Counselor*, the national magazine for school counseling; and access to **Webinars** led by leaders in the field; and shared resources and consultation through the online ASCA Resource Center, access to Legal and Ethical consultation, and participation in the National listserv, the ASCA Scene.

Students can become members of ASCA at a reduced rate, and will enjoy all the benefits of membership as well as professional liability insurance (included). Visit <http://www.schoolcounselor.org/school-counselors-members/member-benefits-info/join-or-renew-today> for more information about membership, as well as to inquire about opportunities to become involved as a graduate student leader.

Please download and print a copy of the:

American School Counseling Association (ASCA) Ethical Standards

Georgia School Counselor Association

The Georgia School Counselor Association represents, promotes, and enhances professional school counseling in Georgia to create improved outcomes for all students.

Benefits of membership include the **GSCA Annual Conference**, subscription to the **GSCA journal**, the GSCA educational magazine **The Beacon**, the **Georgia School Counselor Magazine**, as well as opportunities for professional networking and leadership development.

GSCA has a strong history of including graduate students on its leadership team, and students have involved in conference planning, professional development, and recruiting efforts across the state. For more information and to inquire about getting involved in advocacy, social media presence, membership recruiting, or mentoring, visit <http://gaschoolcounselor.org/?volunteer>.

American Counseling Association

ACA is the world's largest association representing professional counselors in various practice settings, with more 56,000 members.

Benefits of membership include the **ACA Conference & Expo**, the **Counseling Today** magazine, the **Journal of Counseling & Development**, access to **professional development webinars**, as well as networking and leadership opportunities.

Graduate students have several opportunities to get involved with ACA, both at divisional level at the national level. Volunteering at the ACA Annual Conference and Expo is a great way to get involved. For more information, visit <https://www.counseling.org/conference/future-conferences>.

In addition, the ACA divisions can provide a smaller professional group with a defined focus around a specific target population or interest area, and can be a great way for students to first get initiated into the larger professional organization. For more information on relevant ACA Divisions, please visit: <https://www.counseling.org/about-us/divisions-regions-and-branches/divisions>

Please download and print a copy of the:

American Counseling Association (ACA) Ethical Standards