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Introduction

The Counselor Education faculty and staff in the Department of Leadership, Technology, and Human Development are pleased you have chosen to study at Georgia Southern University. The Counselor Education faculty are committed to providing you with a positive experience personally, educationally, and professionally. We will work to assist you in achieving your professional goals and increasing your competencies to help the clients with whom you work.

Included in this Handbook you will find important information about general procedures and requirements for graduate admission, policies, and other pertinent details that will be helpful as both a student of Counselor Education and of Georgia Southern University. Also included in the Handbook are more specific details associated with the 48 credit Student Services in Higher Education concentration, the 51 credit School Counseling concentration, and the 60 credit Clinical Mental Health Counseling concentration.

The Handbook is divided into two sections, the first section focusing on general information and the second focusing on information specific to the individual concentrations of study. This Handbook is intended to serve as a resource for Counselor Education students. It is not intended to be a full listing of university policies. For more details concerning university policies and procedures, please refer to the Georgia Southern University Graduate Catalog, which can be accessed online at: http://em.georgiasouthern.edu/catalog/GraduateCatalog/index.htm

Additionally, you can periodically check bulletin boards and the Counselor Education website (http://coe.georgiasouthern.edu/coun/) for the most current information and deadlines. While this Handbook will provide information to facilitate a smooth progression through the program, it is important that you keep up to date on changes and maintain communication with your advisor. Throughout your program of study, your advisor will be your primary resource and advocate.

The Counselor Education Program

The Master’s of Education Degree (M.Ed.) in Counselor Education is offered through the Department of Leadership, Technology, and Human Development (LTHD). LTHD is administratively positioned in the College of Education at Georgia Southern University. The M.Ed. is offered with concentrations in Clinical Mental Health Counseling, School Counseling, and Student Services in Higher Education. The program prepares counselors and student services professionals for public school, community agency, and post-secondary institutional settings.

Counselor Education students develop competencies in individual appraisal, as well as individual and group aspects of the helping relationship. Theory and practice are emphasized equally throughout academic instruction, supervised practice, and field internships. The course of study includes a comprehensive knowledge base that is presented through didactic and experiential coursework and appropriate field experiences. This knowledge base includes counseling theories, developmental processes, multicultural issues, group leadership, professional ethics, and those skills that contribute to individual competence. Students specializing in school counseling acquire knowledge of developmental stages and their impact on the developmental counseling
program and curriculum. Clinical mental health counseling students address community based models of service delivery and systemic change. They also have the option of including approaches to family interventions and/or addictions. The student services in higher education concentration prepare students to implement programs and services in a variety of post-secondary educational settings. This emphasis focuses on the issues and concerns of both adults and young adults. All students are also expected to demonstrate knowledge of research methods, career counseling, and psycho-educational assessment. Strong experiential components throughout the program culminate in 600 hours of internship in school, agency, or post-secondary settings.

The M.Ed. is designed to meet the academic requirements to become a Licensed Professional Counselor (LPC) in Georgia and to earn certification by the National Board for Certified Counselors (NBCC) and the Professional Standards Commission (PSC) of the state of Georgia. Graduates are eligible for these credentials after successfully passing the appropriate exams and completing required post graduate degree supervised counseling experiences. The faculty subscribe to the Code of Ethics of the American Counseling Association and the M.Ed. concentrations in School Counseling, Clinical Mental Health Counseling, and Student Services in Higher Education are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) until March 2017 (http://cacrep.org). The Georgia Professional Standards Commission, the National Council for Accreditation of Teacher Education (NCATE), and the Southern Association of Colleges have approved the Counselor Education Program.

Goals of the Counselor Education Program

1. Understand the nature and needs of individuals at all appropriate developmental levels.
2. Understand the issues and trends in a multicultural and diverse society, as well as the characteristics of environments that are conducive to effective functioning.
3. Know the history, philosophy, and contemporary theories utilized in counseling therapy and service delivery, as well as current trends and issues.
4. Understand the counseling, referral, and consultation processes as appropriate.
5. Understand group development, dynamics, methods and skills, and other group work approaches that facilitate the ability to work effectively with and on behalf of groups.
6. Have knowledge of career development processes and related strategies.
7. Have an understanding of individual and group approaches to assessment and evaluation for multiple purposes.
8. Have an understanding of types of research methods and basic statistics and be competent in the collection, analysis, interpretation, and use of individual and group data.
9. Have an understanding of all aspects of functioning as a professional including history, roles, organizational mission and environment, ethical standards, advocacy, and certification/licensure and/or other professional requirements.
10. Successfully demonstrate counseling or service delivery skills, program development and evaluation, and consultation and coordination skills in professional settings.
11. Have knowledge of technology and its applications to professional research and counseling practice.
Counselor Education Mission Statement

The Counselor Education Program prepares students to practice as professional counselors and to become leaders and advocates who serve their profession as school, clinical mental health, or student services in higher education specialists. The program prepares students to be professional counselors committed to personal growth who value ethical practice and social justice across settings and specialties. We strive to prepare counselors who foster intellectual, academic, social, and emotional development among a broad clientele. Graduates are reflective educators and dedicated professionals who will help improve public education, post-secondary institutions, and other agencies capacity to meet demands across a wide range of needs as applied to a more diverse population and pluralistic society.

Vision

The Counselor Education Program is to become a leader and Program of First Choice for the preparation and continual development of professional counselors.

Program of Study and Program Concentrations

Students should work closely with their academic adviser to determine their program of study. Georgia Southern uses DegreeWorks (http://em.georgiasouthern.edu/registrar/faculty-staff/degreeworks/), an online program that allows students and advisors to track which courses students have completed and which courses and program requirements they still need to complete. Students should log on to DegreeWorks soon after they begin their program to learn how to access their records.

School Counseling Concentration

The CACREP accredited School Counseling concentration in Counselor Education prepares individuals for employment as counselors in public and private school settings at elementary, middle, and high school levels. The professional school counselor possesses knowledge and skills in the basic counseling core areas: human growth and development, social and cultural foundations of counseling, helping relationships, group process, evaluation and assessment, and professional counselor orientation. In addition, school counselors are knowledgeable about consultation, guidance curricula, and student advocacy, and have competence in coordinating, designing, and implementing PK-12 school counseling programs. School counseling programs are comprehensive and developmental in nature and are designed to be integral to a school's core mission. School counseling programs focus on the identification, development, implementation, and evaluation of interventions and strategies that meet the diverse social, emotional, and academic needs of children and adolescents in a multicultural society. School counselors organize their work schedules around the following basic interventions: individual counseling, small group counseling, large group guidance, consultation, and program coordination.
<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>PROFESSIONAL EDUCATION (6 Hours)</th>
<th>HOURS</th>
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</thead>
<tbody>
<tr>
<td>EDUR 7130</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUF 7130</td>
<td>Learning Theories and Applications</td>
<td>3</td>
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**COUNSELING CORE COURSES – (24 Hours)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
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<th>HOURS</th>
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</thead>
<tbody>
<tr>
<td>COUN 7332</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7333</td>
<td>Models and Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7334</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7335</td>
<td>Individual Analysis</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7336</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7337</td>
<td>Cross-cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7338</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7738</td>
<td>Practicum</td>
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**SCHOOL COUNSELING COURSES (21 HOURS)**

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<tbody>
<tr>
<td>COUN 7445</td>
<td>Ethics and Foundations of School Counseling</td>
<td>4</td>
</tr>
<tr>
<td>COUN 7437</td>
<td>School Counseling Program Coordination and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7448</td>
<td>Leadership, Consultation, and Intervention in the Schools</td>
<td>4</td>
</tr>
<tr>
<td>COUN 7449</td>
<td>Family/School/Community Collaboration</td>
<td>4</td>
</tr>
<tr>
<td>COUN 7738</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7739</td>
<td>Internship II</td>
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**CERTIFICATION REQUIREMENTS (3 Hours – Optional)**

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</thead>
<tbody>
<tr>
<td>COUN 6130</td>
<td>Introduction to Special Education</td>
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**School Counseling Recommended Course Sequence**

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<thead>
<tr>
<th>1ST SUMMER</th>
<th>2ND SUMMER</th>
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<tbody>
<tr>
<td>COUN 7332: Theories of Counseling</td>
<td>COUN 7336: Career Counseling</td>
</tr>
<tr>
<td>COUN 7338: Life Span Development</td>
<td>COUN 7335: Individual Analysis</td>
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<tr>
<th>1ST FALL</th>
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<tbody>
<tr>
<td>COUN 7333: Models and Techniques of Counseling</td>
<td>COUN 7448: Leadership, Consultation, and Intervention in the Schools</td>
</tr>
<tr>
<td>COUN 7334: Group Dynamics</td>
<td>COUN 7738: Internship I</td>
</tr>
<tr>
<td>COUN 7445: Ethics and Foundations of School Counseling</td>
<td>EDUR 7130: Educational Research</td>
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<tr>
<th>1ST SPRING</th>
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<tr>
<td>COUN 7337: Cross-Cultural Counseling</td>
<td>COUN 7449: Family/School/Community Collaboration</td>
</tr>
<tr>
<td>COUN 7737: Practicum</td>
<td>COUN 7739: Internship II</td>
</tr>
<tr>
<td>COUN 7437: School Counseling Program Coordination and Curriculum</td>
<td>EDUF 7130: Learning Theories and Applications</td>
</tr>
<tr>
<td>SPED 6130: Introduction to Special Education</td>
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Clinical Mental Health Counseling Concentration

The Clinical Mental Health Counseling concentration (accredited by CACREP as Community Counseling) in Counselor Education is designed to prepare students for employment as professional counselors in diverse community settings such as community mental health, addiction treatment, and corrections. The concentration is also designed to meet the academic requirements for the Licensed Professional Counselor (LPC) credential in Georgia and certification by the National Board for Certified Counselors. Graduates are eligible for these credentials after successfully passing the appropriate exams and completing required post-master’s degree supervised counseling experiences. Graduates are prepared to provide individual and group counseling and consultation on mental health concerns. The concentration emphasizes a multifaceted approach to counseling, including direct and indirect services, and policy and advocacy to meet the needs of a diverse population.

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<th>COURSE NUMBER</th>
<th>PROFESSIONAL EDUCATION (6 Hours)</th>
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<tbody>
<tr>
<td>EDUR 7130</td>
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<td>EDUD 7130</td>
<td>Learning Theories and Applications</td>
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<tr>
<td>COUN 7332</td>
<td>Theories of Counseling</td>
<td>3</td>
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<tr>
<td>COUN 7333</td>
<td>Models and Techniques of Counseling</td>
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<td>COUN 7334</td>
<td>Group Dynamics</td>
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<td>COUN 7335</td>
<td>Individual Analysis</td>
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<tr>
<td>COUN 7336</td>
<td>Career Counseling</td>
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<td>COUN 7337</td>
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<td>COUN 7338</td>
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<td>COUN 7737</td>
<td>Practicum</td>
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<td>COUN 7737</td>
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<th>COURSE NUMBER</th>
<th>PROFESSIONAL EDUCATION (6 Hours)</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>COUN 7231</td>
<td>Foundations of CMHC and Program Management</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7232</td>
<td>Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7233</td>
<td>Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7234</td>
<td>Counseling Assessment, Diagnosis, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7235</td>
<td>Short Term Counseling Strategies: BSFT, REBT, &amp; MI</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7236</td>
<td>Human Sexuality and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8533</td>
<td>Professional Practice and Ethics</td>
<td>3</td>
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<tr>
<td>ESPY 8135</td>
<td>Crisis Intervention &amp; Prevention</td>
<td>3</td>
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<tr>
<td>COUN 7738</td>
<td>Internship I</td>
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<td>Internship II</td>
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**Total Hours: 60**
Student Services in Higher Education Concentration

The CACREP accredited Student Affairs concentration is a preparation program for current or potential student services professionals employed at colleges, universities, and other post-secondary institutions. Student services professionals are dedicated to enhancing the "worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and thus to the service of society" (ACPA Statement of Ethical Principles and Standards, 1993). Student services professionals are involved in fostering environments conducive to learning and development through areas such as residence life, student union, student activities, orientation, admissions, advisement, judicial affairs, career services, financial aid, and other direct student service delivery areas.

The primary goal of the concentration is to prepare graduates for entrance into professional positions or to enhance career opportunities in positions currently held. Graduates have a solid foundation in the human development theories, which are the basis for service delivery in higher education. Graduates have knowledge of student services areas and how they vary from institution to institution, as well as an understanding of today's college students. They are familiar with the ethical and professional standards and philosophy that govern the profession and acquire knowledge of counseling skills that enhance effective service delivery on today's cross-cultural campuses.

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<tr>
<td>EDUR 7130</td>
<td>Educational Research</td>
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<tr>
<td>EDF 7130</td>
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COUNSELING CORE COURSES (24 Hours)

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<tbody>
<tr>
<td>COUN 7332</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7333</td>
<td>Models &amp; Techniques of Counseling</td>
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Clinical Mental Health Counseling Recommended Course Sequence

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<tr>
<th>1st FALL</th>
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<tbody>
<tr>
<td>COUN 7231: Foundations of CMHC</td>
<td>COUN 7235: Short Term Counseling Strategies</td>
</tr>
<tr>
<td>COUN 7332: Theories of Counseling</td>
<td>COUN 7335: Individual Analysis</td>
</tr>
<tr>
<td>COUN 7333: Models and Techniques of Counseling</td>
<td>COUN 7738: Internship I</td>
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<tr>
<td>COUN 7334: Group Dynamics</td>
<td>EDUR 7130: Educational Research</td>
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<tr>
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<tbody>
<tr>
<td>COUN 7234: Counseling Assessment and Diagnosis</td>
<td>COUN 7739: Internship II</td>
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<tr>
<td>COUN 7337: Cross-Cultural Counseling</td>
<td>ESPY 8135: Crisis Intervention and Prevention</td>
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<tr>
<td>COUN 7737: Practicum</td>
<td>EDF 7130: Learning Theories and Applications</td>
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<table>
<thead>
<tr>
<th>1st SUMMER</th>
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<tbody>
<tr>
<td>COUN 7233: Family Counseling</td>
<td>COUN 7232: Addiction Counseling</td>
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<tr>
<td>COUN 7338: Life Span Development</td>
<td>COUN 7236: Sexuality and Counseling</td>
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<tr>
<td>COUN 8533: Professional Practice and Ethics</td>
<td>COUN 7336: Career Counseling</td>
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<tr>
<td>COUN 7334</td>
<td>Group Dynamics</td>
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**HIGHER EDUCATION SERVICES COURSES (18 Hours)**

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<th>Course Code</th>
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<tr>
<td>COUN 7131</td>
<td>Student Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7132</td>
<td>Contemporary College Students</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7133</td>
<td>Administration and Leadership in Student Services</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7134</td>
<td>Ethical and Professional Issues in Student Services</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7798</td>
<td>Internship I in HED</td>
<td>3</td>
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<tr>
<td>COUN 7799</td>
<td>Internship II in HED</td>
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**Total Hours: 48**

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<tr>
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<tr>
<td>COUN 7332: Theories of Counseling</td>
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<tr>
<td>COUN 7338: Life Span Development</td>
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<tr>
<td>EDUR 7130: Educational Research</td>
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<tr>
<td><strong>2ND SUMMER</strong></td>
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<td>EDUF 7130: Learning Theories and Applications</td>
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<td>COUN 7336: Career Counseling</td>
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| **1ST FALL**                                             |
| COUN 7333: Models and Techniques of Counseling           |
| COUN 7334: Group Dynamics                               |
| COUN 7131: Student Services in Higher Education         |
| COUN 7335: Individual Analysis                          |
| **2ND FALL**                                             |
| COUN 7134: Ethical and Professional Issues in Student Services |
| COUN 7798: Internship I in Higher Education              |

| **1ST SPRING**                                           |
| COUN 7337: Cross-Cultural Counseling                     |
| COUN 7737: Practicum                                    |
| COUN 7132: Contemporary College Students                 |
| **2ND SPRING**                                           |
| COUN 7133: Administration and Leadership in Student Services |
| COUN 7799: Internship II in Higher Education            |
Course Names and Descriptions

COUN 7131 – Student Services in Higher Education: 3-0-3
Covers the student services associated with divisions of student affairs in higher education settings. It is designed to trace the development of student services, to understand the philosophy, and to explore the issues that face student affairs professionals in higher education settings.

COUN 7132 – Contemporary College Student: 3-0-3
Examines trends and changes in the characteristics of college students and institutions they attend (cohort changes), research issues related to college impact research (student change), and emerging theories and methodologies that address the consequences of attending college. It is intended to provide a broad introduction to research on students in a broad range of developmental and sociological areas.

COUN 7133 – Administration and Leadership in Student Services: 3-0-3
Introduces student to the administrative aspects of student affairs. It will include an overview of organizational structures, organizational change, personnel issues, leadership, program planning and evaluation, selected legal and ethical issues, and basic budget information. It also includes strategies related to professional development.

COUN 7134 – Ethical and Professional Issues in Student Services: 3-0-3
Designed to inform students in some depth of ethical standards, laws, ordinances and statutes that govern professional behavior. Specific topics and cases explored will include professional practice and ethics involving professional responsibilities, confidentiality and violations. Also addressed will be licensure laws, as well as, parameters of related practice procedures. Prerequisite(s): COUN 7131.

COUN 7231 – Foundations of Clinical Mental Health Counseling and Program Management: 3-0-3
Provides an overview of clinical mental health counseling. Includes a survey of theoretical foundations, research and practice, and ethical and legal issues in clinical mental health counseling. Topics covered include the role of the clinical mental health counselor, program development and management, outreach to vulnerable client populations, preventive education, client advocacy, referral practices, consultation and the adaptation of clinical mental health counseling models in community mental health agencies.

COUN 7232 – Addiction Counseling: 3-0-3
Surveys aspects of alcohol and drug abuse and assists in understanding the process of addiction and in developing skills for identifying clients with chemical dependencies and/or eating disorders. Addresses the role counselors, teachers, and professionals can play in prevention, treatment and recovery process including appropriate resources.

COUN 7233 – Family Counseling: 3-0-3
Examines the family as a system. How it affects the client, how the client affects its family system and communication theories will be presented with specific attention to the student's awareness of their own family's system as a base from which they can develop an approach for understanding
and working with families. The utilization of family counseling techniques in a variety of settings will also be examined. Didactic presentations, role playing, and work with simulated families will be utilized. Prerequisite(s): COUN 7332.

COUN 7234 – Counseling Assessment, Diagnosis and Intervention: 3-0-3
This course is designed to provide students with an opportunity to develop a knowledge base regarding the nomenclature and criteria imperative in the analysis and diagnosis of mental disorders. Additionally students will develop an understanding of the professional identity and role of counselors as it relates to assessment, diagnosis, and intervention. Students will also have an opportunity to develop a knowledge based for treatment planning and treatment documentation. Crises intervention assessment and techniques will also be addressed.

COUN 7235 – Short Term Counseling Strategies: Brief Solution Counseling, Rational Emotive Behavioral Therapy, and Motivational Interviewing: 3-0-3
This course provides an in-depth look at the theory and practice of brief therapies as applied to alcohol and drug dependency and other individual, family and group concerns. Students will be presented with models of Rationale Emotive Behavior Therapy (REBT), Brief Solution Focused Therapy, and Motivational Interviewing. The course will also examine therapeutic strategies, and the process of counseling. Course provides a base from which the student can build an understanding of the practice of REBT, Solution Focus Therapy, and Motivational Interviewing in community mental health and school counseling settings. The course will also discuss multicultural and ethical issues in practicing short term counseling strategies in working with addictive populations. Prerequisite(s): A minimum grade of "B" in COUN 7231, COUN 7332, COUN 7333, and proof of liability insurance.

COUN 7236 – Human Sexuality and Counseling: 3-0-3
This course is designed for clinical mental health counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course will explore the interaction of biological, sociological, cultural and spiritual/ethical issues related to sexuality and counseling. This course also examines the expression of human sexuality and intimacy across the life span, attitudes about sexuality, common problems of sexual functioning and counseling interventions. Students will assess personal values and the process of sexual value development as well as review outcome research on current treatment models. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in COUN 7737.

COUN 7332 – Theories of Counseling: 3-0-3
Study of the nature of counseling, alternative theoretical strategies and the process of counseling. Provides a base from which the student can build a personal theory of counseling.

COUN 7333 – Models and Techniques of Counseling: 3-0-3
Systematic, developmental counseling models are presented in which theoretical approaches may be practiced. Role playing and other experimental techniques are utilized to demonstrate effective counselor/client relationships and processes. Pre-practicum activities include analysis of audio and video taped counseling sessions. Prerequisite(s): COUN 7332 and proof of professional liability insurance coverage.
COUN 7334 – Group Dynamics: 3-0-3
Designed to provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills and other group work approaches. Prerequisite(s): A minimum grade of "C" in COUN 7332. Corequisite(s): COUN 7333.

COUN 7335 – Individual Analysis: 3-0-3
Cognitive and affective group and individual test instruments and techniques used for individual analysis in counseling and in educational psychology and for instructional and administrative purposes.

COUN 7336 – Career Counseling: 3-0-3
The career counselor facilitates career development based on knowledge of the strengths and limitations of the career theories, self-assessment strategies, knowledge of the world of work and resources. The ability to identify needs/issues and develop intervention which assist diverse populations is also stressed.

COUN 7337 – Cross-cultural Counseling: 3-0-3
Builds cross cultural counseling skills. Will familiarize students with theories, counseling techniques, skill development and a wide range of issues regarding ethical and effective counseling in a world of cultural differences. Emphasis is placed on expanding cultural awareness, knowledge and skill building in order to facilitate an appreciation of cultural, racial, ethnic, age, gender and sexual preference issues. Prerequisite(s): COUN 7333 and proof of professional liability insurance.

COUN 7338 – Life Span Development: 3-0-3
Developmental processes throughout the life span are covered in the physical, cognitive and social/emotional areas. Theoretical and practical instruction are designed for application of developmental research and theory to counseling and related educational settings.

COUN 7437 – School Counseling Program Coordination and Curriculum: 3-0-3
This course examines the organization of comprehensive, developmental school counseling programs in the elementary, middle and high schools, as well as the design and implementation of the school counseling curriculum for grades P-12. The counselor's role as program coordinator focuses upon needs assessments, curriculum planning and implementation, time and resource management, public relations, and program evaluation. Ethical and diversity issues are emphasized in designing curricula and delivery strategies to address the developmental needs of all students. Prerequisite(s): A minimum grade of "C" in COUN 7445 or by permission of the instructor.

COUN 7445 – Ethics and Foundations of School Counseling: 4-0-4
The course is designed to introduce students to the ethical standards that govern the school counseling profession. The course also is designed to introduce students to the profession of school counseling and a comprehensive, developmental school counseling program. The history and development of the profession, national associations, and standards for counselor preparation and credentials are examined as well as school counselor roles, functions and responsibilities. Special attention will be given to students' introduction to school systems through field observations, inclusive of the concepts of advocacy and social justice. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in COUN 7332 or by permission of the instructor.
COUN 7448 – Leadership, Consultation, and Intervention in the Schools: 4-0-4
This course provides a general framework for understanding and practicing various theories and models of consultation and potential interventions in P-12 systems. Designed to train school counselors how to interve with children and adolescents presenting with learning disabilities and behavioral and emotional disorders at school, strategies are explored that counselors, teachers, and parents can use to prevent, recognize, and assist students at risk of developing emotional or behavioral barriers to learning connected to abuse, violence, addictions, childhood depression, suicide, etc. The role of leadership in school reform as it pertains to the issues and barriers which may affect student development and functioning are explored. This course is designed to be taken concurrently with Internship I as field experience is integral to the course work. Prerequisite(s): A minimum grade of "C" in COUN 7437 and COUN 7445, or by permission of the instructor. Corequisite(s): COUN 7738 or COUN 7739.

COUN 7449 – Family/School/Community Collaboration: 4-0-4
This course will serve as a culminating experience for the student’s work in the school counseling program. Previous topics will be reinforced and integrated, providing the student with a comprehensive knowledge base in professional school counseling that will facilitate his or her transition into the field. A systemic perspective of schools and the counselor’s role as a coordinator and change agent will be emphasized. Special attention will be given to the concept of advocacy and the priorities of creating a comprehensive, developmental school counseling program that meets the needs of all students. This course is designed to be taken concurrently with Internship II, as field experience is an integral component of the course work. As a capstone experience, students will present a cumulative portfolio of their work at the conclusion of this course. Prerequisite(s): A minimum grade of "C" in COUN 7445 and COUN 7437, or by permission of the instructor. Corequisite(s): COUN 7739 or COUN 7738.

COUN 7737 – Practicum: 1-3-3
Areas covered in this course are application and critical evaluation of all counseling skills in practical situations with provision of clinical experiences under supervision for a total of 100 clock hours, 40 of which will be direct service work with clients. Individual and group counseling will be audio and/or videotaped, critiqued and evaluated. Prerequisite(s): COUN 7332, COUN 7333, COUN 7334, and proof of professional liability insurance coverage.

COUN 7738 – Internship I: 1-20-3
Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on-the-job experience in a school, community, or college counseling setting closely aligned with the student's professional career goals. The student is required to complete 300 hours of field experience. Prerequisite(s): COUN 7332, COUN 7333, COUN 7334, COUN 7337, three other content courses in counselor education or higher education approved by advisor, and proof of professional liability insurance coverage.

COUN 7739 – Internship II: 1-20-3
Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on the job experience in a school, community or college counseling setting closely aligned with the student's professional career goals. The student is
required to complete 300 hours of field experience. Prerequisite(s): COUN 7738, approved by advisor, and proof of professional liability insurance coverage.

**COUN 7798 – Internship I in Higher Education: 1-20-3**
Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be determined on an individual basis by the professor, the student and the field supervisor. COUN 7798 will be completed at the first site. Prerequisite(s): 27 semester hours of course work in the program.

**COUN 7799 – Internship II in Higher Education: 1-20-3**
Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be determined on an individual basis by the professor, the student, and the field supervisor. COUN 7799 will be completed at the second site. Prerequisite(s): COUN 7798.

**COUN 7890 – Directed Individual Study: (1-3)-0-(1-3)**
Permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in higher education student services. The study will be directed by the instructor. Prerequisite(s): 12 semester hours of course work in the program.

**COUN 8533 – Professional Practice and Ethics: 3-0-3**
Informs students of ethical standards, laws, ordinances, and statues that govern professional behavior of counselors in schools and in community/mental health settings. Specific topics explored will include professional practice and ethics involving professional relationships, the impact of values, confidentiality, violations and licensure laws.

**COUN 8590 – Selected Topics in Counseling: (1-6)-0-(1-6)**
Participants examine selected topics in the areas of school, community, and college counseling. Course focuses on the specialized needs of Professional Counselors in public, school, community agency, and post-secondary educational settings.

**EDUF 7130 – Learning Theories and Applications: 3-0-3**
Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.

**EDUR 7130 – Educational Research: 3-0-3**
A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.

**ESPY 8135 – Crisis Intervention and Prevention: 3-0-3**
The course investigates exemplary crisis intervention and prevention programs that promote the mental health and physical well-being of ALL individuals (schools and communities). This course also examines the history and development of crisis intervention. A focus will be developing skills and knowledge required to effectively intervene and assist children, adults, and families (including
teachers and administrators in schools) during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations. Criteria for determining empirically validated programs are discussed. Prerequisite(s): A minimum grade of "B" in COUN 7332 or PSYC 7333.

**Program Information**

**Student Advising by Faculty**

When the student has been accepted into the Counselor Education Program, the advisor assigned to that student is generally determined by the concentration that the student chooses to follow (students can find out which advisor is assigned to them through WINGS). It is recommended that students maintain contact with advisors throughout the course of their program. Advisors not only help students with class schedules but also help in answering any questions students may have about the concentration or courses. Students are required to collaborate with their advisors on developing a Program of Study.

**Professional Orientation Seminar**

All admitted students must complete the Counselor Education Professional Orientation Seminar by the end of the first fall semester in the program. The goal of the seminar is to prepare students to be successful in the program. It provides an overview of the profession, essential counselor characteristics, ethical practices, and counseling competencies for counselors across settings and specialties. The seminar is designed to acquaint students with essential knowledge and skills for becoming a professional counselor. The objectives of the seminar are to: (a) establish a professional counselor identity and uphold the highest ethical standards, (b) identify and communicate a commitment to counseling competencies, (c) communicate an understanding of and commitment, and (d) develop a disposition and personal characteristics appropriate to a professional counselor.

**Liability Insurance**

While fulfilling the clinical experience requirements of Models, Practicum, and Internship, students must carry liability insurance. Many professional organizations (members only) and some private companies offer low rates for students. Applications for membership and student liability insurance can be obtained by contacting the following organizations:

- American Counseling Association [www.counseling.org](http://www.counseling.org)
- American Mental Health Counselors Association [www.amhca.org](http://www.amhca.org)
- American School Counseling Association [www.schoolcounselor.org](http://www.schoolcounselor.org)
### Program Faculty Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees and Concentrations</th>
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| **James J. Bergin, EdD, NCC, NCSC, LPC** | BA, Saint Mary of the Lake Seminary  
MEd, Loyola University  
EdD, College of William and Mary |
| (Retired August 1, 2015)    |                                                                                          |
| School Counseling Concentration |                                                                                         |
| Professor                    |                                                                                          |
| Office: COE 2113             |                                                                                          |
| (912) 478-0873              |                                                                                          |
| [jim_bergin@georgiasouthern.edu](mailto:jim_bergin@georgiasouthern.edu) |                                                                                          |
| **Richard Cleveland, PhD**  | BA, Seattle Pacific University  
MEd, Seattle Pacific University  
PhD, Seattle Pacific University |
| School Counseling Concentration |                                                                                         |
| Assistant Professor          |                                                                                          |
| Office: COE 2115             |                                                                                          |
| Phone: (912) 478-8022        |                                                                                          |
| [rcleveland@georgiasouthern.edu](mailto:rcleveland@georgiasouthern.edu) |                                                                                          |
| **Kristen N. Dickens, PhD, NCC** | BA, Furman University  
MA, East Tennessee State University  
PhD, University of New Orleans |
| Clinical Mental Health Counseling Concentration |                                                                                         |
| Assistant Professor          |                                                                                          |
| Office: COE 2111             |                                                                                          |
| Phone: [kdickens@georgiasouthern.edu](mailto:kdickens@georgiasouthern.edu) |                                                                                          |
| **Brandon Hunt, PhD, NCC, LPC** | BA, James Madison University  
MEd, University of Virginia  
PhD, University of Virginia |
| Clinical Mental Health Counseling Concentration |                                                                                         |
| Associate Professor          |                                                                                          |
| Office: COE 2110             |                                                                                          |
| Phone: (912) 478-0502        |                                                                                          |
| [bhunt@georgiasouthern.edu](mailto:bhunt@georgiasouthern.edu) |                                                                                          |
| **Fayth M. Parks, PhD, Licensed Psychologist** | BA, Upsala College  
MS, Upsala College  
PhD, University of Illinois at Urbana Champaign |
| Higher Education and Student Services Concentration |                                                                                         |
| Associate Professor          |                                                                                          |
| Office: COE 2109             |                                                                                          |
| Phone: (912) 478-5738        |                                                                                          |
| [fparks@georgiasouthern.edu](mailto:fparks@georgiasouthern.edu) |                                                                                          |
| **Pamela Wells, PhD, NCC, LPC** | BA, Plymouth State University  
MA, Ball State University  
MEd, Plymouth State University  
PhD, Idaho State University |
| Clinical Mental Health Counseling Concentration |                                                                                         |
| Assistant Professor          |                                                                                          |
| Office: COE 2110             |                                                                                          |
| Phone: (912) 478-5917        |                                                                                          |
| [pwells@georgiasouthern.edu](mailto:pwells@georgiasouthern.edu) |                                                                                          |
Continuous Review Procedures

Throughout the student's progress in the Counselor Education Program, a continuous process of advisement and assessment occurs. As a result of this process, both students and faculty members are provided with opportunities to assess student compatibility with the Program and student progress toward completing the M.Ed. in Counselor Education. Students must meet with their assigned faculty advisor a minimum of one time during the first semester of graduate study. The faculty hopes that the result of this review process will produce a better match between student goals and the objectives of the Georgia Southern University Counselor Education Program. The continuous review process occurs in several formats. Success in coursework, clinical practice, case presentations, and comprehensive exams/portfolios are examples of the stages of student progress toward completing a degree.

Ongoing Evaluation

Evaluating student growth and professional development is an ongoing process that requires careful consideration of academic, personal, and professional progress to ensure students are sufficiently prepared to provide effective and appropriate counseling and related services. At the end of each semester, the Counselor Education faculty will assess student progress and determine whether there are Counselor Education students whose progress or status is cause for concern. The Counselor Education faculty will evaluate students’ demonstrated skills in the areas of academic progress, clinical skills (when appropriate), receptiveness to supervision and feedback, professional demeanor/interpersonal skills (e.g., conscientiousness, independence, cooperation, ethical, social, personal responsibility), and other areas as established or defined by students and/or faculty. When there are concerns, the Counselor Education faculty will clearly define the areas of concern for each student involved and lay out a course of action and a time frame for remediation. When concerns about a student arise, the advisor and other faculty members as appropriate will meet with the student to go over the concerns and formulate necessary remediation. This meeting will be followed by a letter to the student outlining the issues discussed in the meeting.

Annual Review Process and Procedures

In addition to ongoing evaluation, there will be a formal annual review for all students. Each student will put together an Annual Review Report that will be reviewed first by the academic advisor and then presented by the academic advisor to the Counselor Education faculty. The Annual Review Report will consist of:

- Statement of professional goals (both while in the program and after graduation)
- List of courses taken and grades received, as well as a plan for finishing the program
- List of professional activities (e.g. membership in a professional organizations, conference attendance, conference presentations)
- Self-assessment of strengths and challenges with respect to progress in the program and professional development

Based upon review of the Annual Review Report and discussion of the faculty, each student will meet with her/his academic advisor to review faculty comments. Students will also receive
written feedback, a copy of which will be placed in the student’s permanent folder, concerning strengths and challenges in each of the areas addressed (e.g., academic progress, clinical skills, receptiveness to supervision and feedback, professional demeanor/interpersonal skills, and other defined areas) no later than the week of final exams in the semester in which the review is conducted. After receipt of the written evaluation, students will have an opportunity to discuss the feedback with their advisor and respond in writing if desired. Such a response must be submitted within two weeks of the discussion with the advisor. A copy of the response will be placed in the student’s advising file.

The Annual Review of first year master’s students occurs during the Spring semester. Annual review of the second year master’s students will take place during the Fall semester. Part-time students will be reviewed in the Spring of their first year, and then annually in the Fall. At the time of the annual review students will also be asked to provide feedback about their perceptions of the strengths and weaknesses of the Counselor Education program. Information about this process will be provided during the time of the annual review but students’ responses will be submitted anonymously. Although the comments will remain anonymous, the Graduate Academic Services Center will keep track of students submitting feedback to ensure that all students participate in this part of the process.

Retention and Dismissal Policy

Faculty members are confident students who are admitted have the potential to be successful in graduate study but admission into the Counselor Education Program does not ensure matriculation. In addition to the student’s academic advisor playing an important role in giving feedback thus providing opportunities for further growth and development, other program faculty members may be consulted and provide feedback regarding apparent impediments to student progress. If others have made similar observations, the Program Coordinator, advisor, course instructors, and/or other program faculty will initiate a meeting with the student to discuss the perceived difficulty or problem. Remedies and expected behavior changes will be discussed and outlined in verbal and/or written form.

Professional Progression Plan

The Professional Progression Plan (P3) represents a formal agreement between the Program and a student who has been identified as having impediments to her/his progress and potential success as a counselor in training. The P3 will comprise specific actions to be taken by the student to enhance the likelihood of Program completion and success as a professional counselor. A student will review the P3 and provide their signature indicating understanding of the particular requirements expected of them and agreement to meet the specifications of the P3 to enhance the likelihood of their completion of the program and success as a professional counselor. If, after feedback, a student’s impediments to any progress are not successfully addressed as outlined in the P3, faculty may recommend dismissal from the Program. Dismissal of a master’s student will be subject to the following:

1. Dismissal criteria established by the College of Graduate Studies.
2. Dismissal from the Program occurs if any one of the following conditions exists:
   Student earns three final course grades at or lower than 2.7, OR six credits at or below 2.7,
OR below a 3.0 GPA.

3. All students will be evaluated at a minimum every year by faculty members. Based on the Annual Review evaluation, students who are not making satisfactory progress toward the completion of a degree may be removed from the Program, provided with an alternate option for graduate study, or placed on Program probationary status. This evaluation will include progress on all course work, anticipated GPA, non-academic conditions (outlined below), and any other concerns. Students will be notified of any of these actions by written and/or oral communication with the academic advisor or the Program Coordinator.

4. An ethical violation is viewed by the Counselor Education faculty as a serious offense and may result in dismissal from the Program. The Program uses the latest edition of the American Counseling Association (ACA) Code of Ethics. It is the student’s responsibility to be knowledgeable and act in accordance with these ethical standards. The ACA Code of Ethics is available online at http://www.counseling.org/knowledge-center/ethics. Several examples of issues that could result in disciplinary action include but are not limited to:
   - Improper Use of Technology: Confidential client information such as case notes, treatment plans, case studies, and “in progress” client documentation being left on computers and printers, or unsecured thumb drive, that are accessible to anyone using the computers.
   - Breach of Confidentiality: Inappropriate discussion of clients with people outside of the Program and/or its formally established Practicum/Internship sites. Consultations should occur between the student’s field and university supervisors only. A consultation relationship is a formal ethically binding relationship and requires specific understandings between all parties involved.
   - Failure to Secure Informed Consent: Misuse of departmental or personal recording systems. To record any meetings without the express permission of the parties involved is a breach of confidentiality as well as failure to obtain informed consent. All involved parties should be informed about the use of recording when necessary. Permission to record a meeting or other activity must be granted beforehand.
   - Lack of Professional Comportment: Unprofessional behavior including lack of engagement in course projects, unexcused absences from supervision sessions (individual and/or group), inappropriate use of power with clients, and inappropriate boundaries with other students. It is imperative that master’s students consistently demonstrate professional maturity and evidence professional behavior. There is also a necessary level of receptivity to feedback about professional comportment and behaviors. An accumulation of behaviors related to inappropriate professional comportment could lead to dismissal.

In addition to the ACA Code of Ethics, the faculty adheres to Georgia Southern University policies with regard to student conduct and academic dishonesty. The faculty takes seriously any ethical violations. If a student has violated an ACA Code of Ethics standard, engaged in academic misconduct, or demonstrated inappropriate professional behavior, the following process will be followed:

1. There will be a meeting of the relevant course instructor or advisor with the student. During this meeting, the faculty member will share with the student the concern about the ethical and/or student conduct violation.
2. If the ethical and/or student conduct violation warrants more consideration, a faculty meeting
will be held.

3. If the faculty, upon review of the case details and facts, deems the ethical and/or student conduct violation to be serious enough to warrant dismissal from the Program, the counseling faculty and department chair will meet to ascertain the decision to dismiss. The Counselor Education faculty will meet in a closed session to determine remediation and/or consequences.

4. If the student is dismissed, the typical University procedures for appealing a dismissal will be in effect.

5. Admission into the Counselor Education Program does not guarantee graduation. Success in academic course work is only one component of becoming a successful counseling student. The following non-academic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (a) personal or mental health concerns, (b) interpersonal relationship issues, (c) personal attitudes or value systems that conflict with effective counseling relationships, and (d) unethical behavior.

**College of Education Annual Assessment of Students**

At the end of Practicum, Counselor Education Program faculty conduct developmental, systematic assessments of each student. These assessments are designed to evaluate the student's academic performance, and personal and professional development. Student evaluations may also be conducted throughout the semester during regular faculty meetings. These evaluations help faculty to assess the needs of the student and may highlight areas in which the student may need remediation. They are also used to help review the possibility of student dismissal for either academic or non-academic reasons.

This assessment and data collection process is adequately rigorous to measure and make justifiable claims about the findings because student learning outcomes and assessment rubrics are aligned with standards set by the Council for Accreditation of Counseling and Related Programs. The CACREP Board of Directors granted accreditation status to the three Counselor Education Program concentrations until March 31, 2017, based on the following:

a. Counselor Education Program is audited periodically by CACREP, which includes mid-year cycle review of program content including assessment and evaluation, curriculum changes, and program improvement and innovation,

b. Data collection: assessment rubrics are completed by program faculty each semester a course with an assessment rubric attached is offered,

c. Program faculty periodically review assessments and scoring rubrics for design consistency and make recommendations for changes as needed,

d. Program faculty confer at multiple points before a candidate’s concentration completion to review performance indicators and monitor inter-rater reliability. For example, each faculty member completes an assessment rubric for a candidate’s professional disposition. At a program faculty meeting each candidate’s assessment score is discussed. Then a final assessment rubric is completed, which reflects an agreed upon score. For each candidate, there are two points for disposition assessment (pre and post). The pre-disposition assessment occurs after a candidate completes clinical core courses required for all candidates regardless of concentration (COUN 7332 Theories of Counseling and COUN 7333 Models &
Techniques of Counseling). At this second point in the program, candidates are preparing to apply for internships.

**Written Comprehensive Exit Exam**

All candidates for M.Ed. degrees in Counselor Education must pass a written comprehensive exit exam. For the School Counseling and Clinical Mental Health Counseling concentrations, the written exam is the Counselor Preparation Comprehensive Exam (CPCE), which assesses achievement in the CACREP core counseling content areas. The application for the comprehensive exam can be found on the Counselor Education homepage. Using the CACREP standards for the specialization in Student Affairs and College Counseling, each candidate in the Student Services in Higher Education concentration will submit a portfolio of assessment artifact(s) identified under each program area requirement as data to be evaluated as a comprehensive exam. Faculty advisors will provide specific guidelines. All portfolios remain with the faculty advisor as evidence of completion of this degree requirement.

**Clinical Experiences**

**M.Ed. Practicum Clinical Experience**

The clinical component of practicum includes a minimum of 100 clock hours, 40 of which are required to be direct service hours with clients. Students are encouraged to include at least one-fourth of these direct client services hours in-group work. Clinical hours should also include a diverse clientele. Sessions should be at least 30 to 45 minutes in length and a certain number of sessions must be video or audio recorded (students will be provided with more specific information during Model and Practicum). During the Practicum semester, students will also be required to have at a minimum of one hour per week of individual supervision with the course instructor as well as at least one and one-half hours of group supervision with other practicum students and the supervisor. All students in the Counselor Education Program are bound by confidentiality and are to strictly adhere to ethical practices.

**M.Ed. Internship Clinical Experience**

The M.Ed. program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum. Consideration should be given to selecting internship sites that offer opportunities for students to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring (i.e. counselor). The Internship Handbook offers a more detailed description of the specific requirements for individual tracks.

During the M.Ed. Practicum students will be provided with information necessary to apply for internship. The Internship Handbook for each concentration can be accessed from the Counselor Education website.
It is important for students to secure internship sites as early as possible. Students will need to download the Internship Application and submit all the necessary paperwork no later than April 15th if applying for Fall internship and October 15th if applying for Spring internship. A list of potential sites is provided on-line at: [http://president.georgiasouthern.edu/legal/services/clinical-agreements/mous/education/](http://president.georgiasouthern.edu/legal/services/clinical-agreements/mous/education/).

Note: The Counselor Education Program does not offer courses containing clinical experience components during the summer semester.

**Portfolio Development During Counseling Internship**

Portfolios help to highlight the development of the counselor's skills and knowledge of counseling issues and concepts. All counseling internship students in the program will be encouraged to begin the development of a portfolio that emphasizes the content areas stressed within the program. Using the program's content areas can be a great way to format and organize the portfolio. Maintaining organized, dated documentation and assignments can help students develop a portfolio during the internship experience that will be useful during the job search and interview process. Students are also encouraged to include personal reflections of how the documents and assignments contributed to the growth and development of their counseling skills.

**Faculty Expectations**

The Counselor Education faculty have explicit expectations of students. Student admission, grades, and course requirements are all indicative of the expectations of faculty. Students are expected to plan according to personal, academic, and professional needs. The faculty expects that students keep in contact with their advisors, and know and follow all of the policies and procedures of Georgia Southern University, the College of Education, the Department of Leadership, Technology, and Human Development, and the Counselor Education Program. The faculty also expects that students comply with the ethical standards of the counseling profession.

**Attendance**

It is the responsibility of the professor to clearly delineate specific attendance policies for each course. Specific policies concerning attendance are the responsibility of each professor. Each department also has the right to establish attendance policies provided faculty members unanimously accept the policies. Regardless of the attendance policies in place, all material, announcements, and assignments are the responsibility of the student. Georgia Southern University does not provide excuses for absences from class. Reasons for absences due to illness or participation in University activities may be reported to the professor, but the University does not offer excuses for these absences. Faculty members are expected to be sensitive to students who observe holidays specific to their particular religion or faiths. Students have the responsibility to make prior arrangements with their professor about such holidays and observances.
Incomplete Work

If a student is unable to complete the required assignments for a particular class because of non-academic reasons and has been shown to be working satisfactorily in the class, the professor may choose to assign the student an grade of Incomplete ("I"). All remaining work must be completed within one calendar year of the end of the term, and replaced with the according grade or a grade of "F" will be assigned. For classes that may extend over more than one term an "IP" or In Progress may be assigned, and the course will not be credited until the completion of the course.

Style Manual for Reports and Papers

The Counselor Education Program requires that students structure their reports and papers according to the guidelines in the latest version of the American Psychological Association's (APA) Publication Manual of the American Psychological Association. Instructors may provide additional information or instruction for particular assignments. For information on how to purchase the latest version of the APA manual, visit the University Store, or log onto http://www.apastyle.org/.

Academic Honesty and Student Code of Conduct

The Georgia Southern Student Government Association in conjunction with the Faculty Senate adopted Georgia Southern University's Academic Honor Code in 1998. The Honor Code states, “On my honor, I pledge to be academically honest in all my coursework and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on campus and off campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity.” Additional information can be found in the Student Code of Conduct (http://deanofstudents.georgiasouthern.edu/conduct/student-code-of-conduct/).

Courses with a Clinical Component

The Counselor Education Program requirements include several courses with a clinical component. Models and Techniques, Practicum, and Internship have strict guidelines to be adhered to with regard to direct service with clients. At the beginning of each course, students are required to sign a confidentiality pledge. This is one important aspect of the ethical standards of the counseling profession that the Counseling Education program takes very seriously. Guidelines are also provided for properly maintaining confidential paperwork including audio/video release forms, tape critique forms, and intake forms. Specific grade criteria are offered within the course syllabi of each course containing a clinical component.

Ethical Standards

Ethical standards of the counseling profession are stressed as an integral part of the Counselor Education Program. The ACA Code of Ethics and Standards of Practice is introduced in the Foundation courses for each concentration. These standards serve to protect the client, the counselor, society, and provide guidance regarding ethical decision-making. Prevalent issues
such as confidentiality, dual relationships, and informed consent are continuously stressed across courses and are especially applicable to courses with clinical components including but not limited to Models and Techniques, Group Counseling, Practicum, and Internship. Students in the Counselor Education Program are required to strictly adhere to the ethical standards of the profession and may access the 2014 ACA Code of Ethics through the American Counseling Association website at http://www.counseling.org/Resources/aca-code-of-ethics.pdf. Students are advised to be familiar with the ethical standards throughout the program and into professional practice. At the end of the program, students are required to successfully complete a Comprehensive Exit Exam that may include items noted in the ACA Code of Ethics and Standards of Practice.

In addition, students need to read and sign the Georgia Southern University Counselor Education Program Confidentiality Pledge (see below), witnessed by a faculty member, and place in the student’s file.
CONFIDENTIALITY PLEDGE

As an integral part of my training in Counselor Education I am aware that I will be hearing/listening, viewing, and participating in confidential counseling sessions. Furthermore, I have reviewed the Ethical Standards of the American Counseling Association (ACA) and I am aware that one of the most important ethical responsibilities is that of confidentiality. As per ACA Ethical Standards, “The member’s primary obligation is to respect the integrity and promote the welfare of the client(s) … The counseling relationship and information resulting therefore must be kept confidential…”

I agree to keep all counseling discussions among class members and/or instructor, all recorded and/or videotaped counseling sessions, all role-playing sessions conducted as part of course assignments, and all pre-practicum, practicum, and internship counseling sessions entirely and completely confidential. This confidentiality pledge means I will not discuss confidential information with anyone outside of class members or instructors during the course of my training or with anyone after completion of training.

Finally, I understand that failure to maintain this confidentiality pledge may result in my being reported to the Ethics Committee of ACA or my state professional association. Additional sanctions could be considered with regard to my status in my professional preparation program at Georgia Southern University.

Signed: _______________________________ Date: _______________

Print name as it appears above: ______________________________

Witnessed by faculty member: _______________________________
Technology Competencies

Technology has become a very important component of all professions, and counseling certainly is no different. Georgia Southern University's Counselor Education Program recognizes the many influences that technology has on counseling and realizes the importance of technology competencies for its students. Each concentration offered requires the use of technology within the context of various assignments, and encourages the student to develop competencies that comply with the standards of the counseling profession. A principle goal of the Counselor Education Program is that students will have knowledge of technology and its applications to professional research and practice. Specific requirements for individual courses are outlined in the course syllabi.

Student Evaluation of Courses and Program

Students of Georgia Southern University are given the opportunity each semester to rate and evaluate instruction for each class to provide faculty with information that may serve to help improve their teaching. The Regents policy also mandates that these student ratings also be used as a tool in faculty evaluations. The student ratings of instruction include standard items in combination with specific unit items as well as open-ended questions. While the original paperwork is the property of Georgia Southern University, faculty are given a copy of the student suggestions and compiled numerical data.

Academic Standards

Students in the Counselor Education Program are required to maintain several academic standards specified in the Georgia Southern University Undergraduate and Graduate Catalog. Included here are some of the principle academic standards for students of the Counselor Education Program.

• Graduate students are required to maintain a cumulative Grade Point Average (GPA) of 3.0 or higher for all graduate course work.
• MEd students are also required to maintain a GPA of 3.0 or higher for their specific subject matter fields as well as the overall program and a meeting will be required with program faculty.
• Students will be assessed regarding the successful progression through the program after completing COUN 7332, COUN 7333 and concentration specific courses.
• Only grades of "C" or higher may be applied to the fulfillment of degree requirements.
• Students receiving two or more “C” or lower grades will be subject to assessment in terms of possible suspension or removal from the program.
• Graduate students with an “I” or an “IP” are not eligible for graduation.
• After the completion of nine semester hours, a student whose GPA falls below 3.0 is placed on probation and given an additional nine semester hours to bring the GPA back up to the minimum of 3.0. At the end of this probationary period, if the student has failed to meet the 3.0 requirements, that student will be removed from the program and will not be eligible to continue graduate course work.
For more information on academic standards for graduate students, refer to the Georgia Southern University Graduate Catalog which can be accessed on-line through the Registrar's website and the current student section of the College of Graduate Studies website.

Requirements for Graduation and Certification/Licensure

Application for Graduation

The Application for Graduation must be submitted to the Registrar's office no later than the semester proceeding the anticipated semester of graduation. The College of Graduate Studies offers students a checklist for graduation clearance. Listed below are some important aspects of the clearance process students will need to complete by the proper deadlines. Deadlines for certain applications and fee payments vary from year to year, so it is the students’ responsibility to stay informed of important dates and deadlines and to submit applications and payments in a timely manner.

- Students must complete and submit The Application for Graduation by the first day of the Fall semester for fall graduates or the first day of Spring semester for spring or summer graduates.
- The $35 Graduation Fee Payment covers the processing of graduation and your diploma and should be paid by mid-term of the semester prior to the term of graduation.
- The COGS requests that graduates complete and return the Graduate Program Exit Survey.
- If a student does not plan to participate in commencement exercises, he or she must complete the Request to Graduate in Absentia Form.
- Students are responsible for Reserving Graduation Attire at least 6 weeks prior to graduation. Contact information for Herff Jones is provided at the COGS website.
- Contact the Cashier's Office to Pay Outstanding Debts.
- Make sure that Georgia Southern University has the correct personal and degree information.

Steps to Ensure Uninterrupted Progress Through the Program

- Be sure to submit all application paperwork necessary for enrollment into the program by the deadline for the semester in which you plan to begin graduate course work.
- Contact your advisor immediately upon admission into the program to discuss your Program of Study.
- Maintain contact with your advisor throughout your program.
- Be sure to secure liability insurance before participating in clinical components.
- Stay informed of Registration Dates and Times.
- Be sure to secure a practicum and internship site by working with your advisor, completing the appropriate applications by the stated deadlines.
- Apply for Comprehensive Exit Exams by the proper deadline.
- Successfully complete the requirements for passing the Comprehensive Exit Exam.
- Complete all necessary procedures for applying for graduation.
Endorsement

Georgia Southern University's Counselor Education Program is designed to provide its students with appropriate course work that will prepare them to be employed as student services professionals or as counselors within schools or agency settings, addressing affective, cognitive, and behavioral concerns of their clients, and facilitating the development and/or adjustment of those they serve. For students interested in specializing in specific areas not offered by the program, it will be necessary to seek additional skills and competencies within those areas. The Counselor Education Program endorses according to the area of concentration students choose to emphasize in their program of study.

Transfer of Credit

It is the policy of the Jack N. Averitt College of Graduate Studies that students be allowed to transfer a maximum of six semester hours of credit from a regionally accredited institution as long as the following provisions are met:
1. The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University.
2. An official transcript is sent directly to the College of Graduate Studies from the institution in which graduate work was taken.
3. The credit was earned no more than seven years prior to date of completion of the graduate degree.
4. The student's major professor or advisor has to approve the transfer credit as a part of the student's planned program of study.

Only courses with grades of "B" or higher will be accepted from another institution as transfer credits to count toward a graduate degree at Georgia Southern University.

Program Concentration Transfers

The Counselor Education Program reviews concentration transfers on an individual basis. It is strongly suggested that the student consult with his or her advisor, as it is necessary to consider many factors when deciding to change concentrations. Again, the student is encouraged to understand the responsibilities and consequences of making such a decision, and the faculty advisor can be helpful in answering questions and explaining program policies.

Application for Georgia School Counselor Certification

In July of 1991, the Georgia General Assembly created the Georgia Professional Standards Commission (GAPSC). Among other duties, the GAPSC was invested with the full responsibility of overseeing the certification of personnel employed in the public schools of Georgia. Students may contact the GAPSC offices to request application materials. All necessary materials, paperwork, fees, etc. must be completed and submitted to the GAPSC in a complete package. Be sure to submit an entirely complete application package or the Commission may return it for completion.
Georgia Assessment for the Certification of Educators (GACE)

Each in-state candidate wishing to apply for certification in Georgia is required to submit passing scores on the GACE School Counseling Assessments, which consists of two tests. Each test contains a section on selected-response questions and a section with constructed responses. Test I covers Individual Development and Learning, Educational Exploration and Career Planning, and Counseling and Guidance and Test II includes Consultation and Collaboration, Assessment Instruments and Strategies, and Professional Identity and Practice.

There are approximately ten testing dates scheduled throughout the year and Savannah is designated as the closest testing site for GSU students. There is a $65 fee for each test for a total of $130. Registration and fee information and study materials may be obtained from: www.gace.ets.org and click on GACE.

Students who are earning primary certification must also meet the GACE Basic Skills requirements. Each of the three sections of the GACE Basic Skills includes a fee of $25 per test. High enough scores on the SAT, ACT, or GRE may exempt students from the GACE Basic Skills exam. Achieving the following may exempt students from the GACE Basic Skills exam:

- SAT: Composite score of 1000 or higher
- ACT: Composite score of 43 or higher
- GRE: Composite score of 1030 or higher (combined Verbal and Quantitative)

National Counselor Certification

In 1983, the National Board for Counselor Certification (NBCC) began credentialing counselors. The NBCC was the first to develop a general counseling credential on a national scale. Professionals in the field of counseling develop the NCC standards. The National Counselor Certification is a voluntary certification and may not be a substitute for legislative state credentials. The Counseling Education program offers all three of the necessary basic components for NCC credentialing: education, supervised experience, and examination. The following table outlines the main requirements for National Counselor Certification.

Candidates must:
- Secure an advanced degree in a major field of counseling from a regionally accredited college or university, having also met specific semester hour and content requirements
- Meet requirements specific to the area of counseling for which certification is sought
- Attain a passing score on the National Counselor Examination for Licensure and Certification (NCE)

The NCE covers the content areas of Human Growth and Development, Social and Cultural Foundations, Career and Lifestyle Development, Appraisal (Analysis), Helping Relationships, Research and Program Evaluation, Group Work, and Professional Orientation and Ethics. The exam is also based on the Fundamentals of Counseling, Assessment and Career Counseling, Group Counseling, Programmatic and Clinical Interventions, and Professional Practice Issues. The testing fee for M.Ed. students is approximately $230 but check the NBCC website in case the fee has changed. For more information about NBCC credentialing go to www.nbcc.org.
**Professional Counselor Licensure**

The licensure of counselors is a state regulated credential. The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists has the responsibility for maintaining laws and regulations in Georgia associated with professional counselor licensure. Counseling licensure controls both the practice and title of the profession, and promotes competency within the profession. Licensure also protects the welfare of the clients, details counselor roles, and specifies requirements for continuing education.

The Counselor Education Program meets the educational requirements for licensure for M.Ed. students in the state of Georgia. The Ed.S. program also provides appropriate educational requirements for students who already have a M.Ed. degree in counseling or a related field and/or have completed a 300 hour clinical experience. The Counselor Education Program also meets the educational requirements for licensure in most other states as well, but not all. More information on licensure in Georgia can be obtained by logging on to The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists website at: [http://sos.ga.gov/index.php/licensing/plb/43](http://sos.ga.gov/index.php/licensing/plb/43).

In addition to educational and exam requirements, counselors wishing to attain the credential of Licensed Professional Counselor (LPC) must acquire three consecutive years of additional supervision under a qualified supervisor. Only then will they have completed the requirements to apply for the Licensed Professional Counselor credential.

**Time Limit to Complete the Program**

The time limit requirements are delineated in Georgia Southern University's Graduate Catalog. For Graduate Students, all course work for credit toward a degree must be completed within a seven-year period. Under conditions out of the control of a student, an extension of time may be granted. Students wishing to request such an extension are required to submit a request detailing the circumstances for an extension to the College of Graduate Studies.

**Professional Organizations**

Professional organizations provide important affiliations for counseling students and professionals that promote ethics, standards, research, accreditation, etc. The Counselor Education Program and faculty support student involvement in suitable professional organizations. Many professional organizations offer special membership rates for students and provide a host of benefits to student counselors. A short list of professional organizations is listed below. Membership in professional organizations also provides students with many benefits. Some organizations provide students with publications that help to keep students informed of current issues within the field as well as research and practice. Participation in workshops, conferences, and other activities also provide students with opportunities to become more involved with issues relevant to the profession. As a member of professional organizations, students are also able to network and build relationships with other professionals within the counseling field. Student members may also be eligible for member services that may include professional liability insurance, membership listings, and publications.
Chi Sigma Iota

Chi Sigma Iota (http://www.csi-net.org/) is an international honor society established for counselors-in-training, counselor educators, and professional counselors. The purpose of ΧΣΙ is to promote and recognize the pursuit of scholarship, research, professionalism, and excellence in counseling. The Gamma Sigma chapter of Chi Sigma Iota was initiated in March of 1994 at Georgia Southern University. Membership requirements include a 3.5 GPA or higher and one or more full time semester hours of counselor education studies or equivalent. Benefits of membership include opportunities for professional networking and development. For more information about ΧΣΙ, contact faculty advisor Dr. Pamela Wells.

Georgia Southern University LPCA Student Affiliate Organization

The Licensed Professional Counselor Association Student Affiliate Organization (LPCA SAO) at Georgia Southern was organized in the spring of 2004. The LPCA SAO is affiliated with the Licensed Professional Counselor Association of Georgia. It provides members with a unified voice for counseling students, information about licensure requirements, career opportunities and other pertinent information students may need, seminars, workshops, and networking opportunities. For more information about the Georgia Southern University LPCA SAO contact faculty advisor, Dr. Brandon Hunt.
Graduate Assistantships and Financial Aid

Graduate Assistantships

The College of Graduate Studies has a number of graduate assistantship positions within the various departments on campus. Graduate assistants are expected to work 20 hours a week, and are compensated with monthly stipends and reduced tuition rates. An applicant must have unqualified admission to the College of Graduate Studies under the "Regular" (not Provisional) classification. A graduate student holding an appointment as an assistant must register and earn credit for a minimum of nine (9) semester hours of graduate course work, leading to the degree each semester in which the student holds the assistantship, and maintain a 3.0 GPA. For additional information and more complete details of requirements, visit the College of Graduate Studies and Research website on Financial Aid for Graduate Students at: http://cogs.georgiasouthern.edu/new-current-students/graduate-assistantships-information/.

Financial Aid and Scholarship Funds

Georgia Southern University offers a comprehensive program of financial aid for students who, without such aid, would be unable to continue their education. Through this program, an eligible student may receive one or more types of financial aid. Please note with the exception of the Graduate Assistantship and Out-of-Country Tuition Waiver, International graduate students are not eligible to receive other financial aid. The six (6) forms of financial aid available include Graduate Assistantships, employment, fellowships, loans, grants, and scholarships. For additional information about funding and financial aid go to the following sites:

COE Financial Aid: http://coe.georgiasouthern.edu/students/
Georgia Southern Financial Aid: http://em.georgiasouthern.edu/finaid/

Money has also been allocated from the College fee to establish a Graduate Student Professional Development Fund. Two categories of funding are available to assist graduate students: Graduate Student Professional Travel Grants and Graduate Student Research Grants. Guidelines and applications for both categories of funding are available in the College of Graduate Studies: http://cogs.georgiasouthern.edu/gso/.

University Fee

The University fee is mandatory for students enrolled in four or more on-campus semester hours. Students registered for fewer than four semester hours or enrolled in all off-campus courses are exempt from this fee for that semester. The University Fee is used to help support cultural, social, and athletic activities on campus as well as quality health care for students.
University Services and Facilities

E-Mail Accounts

All students are provided with an email account. It is the students’ responsibility to find out how to access and use their email address. This account is created 24 hours after students register for classes the first time. There is no charge for this service. Email is used to communicate all kinds of information. Students can learn their email address and password by accessing their personal information through WINGS. According to the Electronic Communications Policies and Procedures at Georgia Southern, Georgia Southern e-mail is an official means of correspondence between the University and its students. Georgia Southern messages with official University announcements are transmitted to students using their Georgia Southern email addresses. Students are expected to check their Georgia Southern email regularly or make sure it is forwarded to an active private email account that they use. For more information about Georgia Southern email accounts, go to http://www.georgiasouthern.edu/email/.

Campus Emergency Response

Georgia Southern University takes the safety of its students very seriously. The university provides a campus-wide security emergency alert system sounding sirens in the event of an emergency. Additional information will be broadcast via the web, radio, television, and message boards throughout campus. Tornado sirens will indicate weather warnings. This and additional information about Georgia Southern University's Campus Emergency Response procedures can be accessed by visiting the Public Safety website at: http://bf.georgiasouthern.edu/publicsafety/.

Student Identification (I.D.) Cards

All students who register and pay fees receive a Student Identification card. The card is valid for the duration of a student's continuous enrollment at Georgia Southern University or until the University issues another card. The Student ID card is a picture ID for which the student is responsible for the duration of enrollment. The ID should be carried at all times and must be presented for entrance into many University facilities and events. If the Student Identification card is lost, students may obtain a new one at the ID Center in the Russell Union building for a fee of $10.

Parking Permits

Parking regulations are established by the Administration of Georgia Southern University, which holds ultimate authority for administering and enforcing traffic and parking regulations on the campus. The Administration reserves authority to make changes as needed in parking areas, traffic flow patterns, and such other changes as traffic conditions warrant. Prior notification of such changes (except on an emergency basis) will be made to the University community. The regulations shall be in effect in all areas of the Georgia Southern University campus. They are intended only to supplement the State of Georgia Motor Vehicle Laws, all provisions of which apply to this campus. "Motor vehicle" includes every vehicle that is self-propelled. The parking and Transportation website (http://auxiliary.georgiasouthern.edu/parking/) provides more
information about regulations and fees. You can also contact the Parking and Transportation by mail at PO Box 8059, Statesboro, GA 30460, by phone at (912) 478-7275, or by e-mail at: parking@georgiasouthern.edu. A copy of all of the regulations is provided to all who purchase a permit for parking at Georgia Southern University.

Multimedia Classrooms

The Counselor Education Program is housed in the College of Education. The College moved to the current location in June of 2000. The classroom building includes a 383-seat lecture hall with state-of-the-art technology capabilities. Thirty-eight classrooms include televisions and VCRs for class use and presentations. The Instructional Resources Center with its four computer labs, the Technology Education Laboratory, observation labs, and a multipurpose Community Room is also available for student use.

Counseling Center

The Counseling Center at Georgia Southern is where students can go to participate in programs and receive services designed to help them handle day-to-day challenges and encourage their personal growth and development. The Counseling Center complements and facilitates the mission of the University by providing services ranging from individual and group counseling to outreach programming, crisis intervention, and academic assistance. Students get the personal assistance they need in a welcoming and comfortable atmosphere. The Counseling Center is staffed by psychologists and counselors who provide services on an individual and group basis at no additional cost to students enrolled at Georgia Southern. Students are allowed up to 12 sessions per academic year, and sessions generally last 50 minutes. Office hours are 8:30-5:00 Monday through Friday. To set up an appointment, call (912) 478-5541. This and additional information on the Counseling and Career Development Center can be accessed at the CCDC's website: http://studentsupport.georgiasouthern.edu/counseling/.

Career Development Services

Career Services works collaboratively with academic and local communities to provide all Georgia Southern University graduates with the tools necessary to be highly marketable and competitive in the job market arena. The mission of Career Services is to guide members of the Georgia Southern University community in establishing career objectives through comprehensive programs that provide opportunities for individuals to learn strategies useful in reaching their career goals. Career Services is located just beyond Sweetheart Circle. The main location of the Office of Career Services is located across from the Russell Union in Suite 1058 of the F.I. Williams Center. Office hours are 8:00 AM and 5:00 PM Monday - Friday. For more information about Career Services and the services that are provided, visit their website at http://students.georgiasouthern.edu/career/.

Instructional Resource Center (IRC)

The IRC is a resource center primarily for the use of College of Education students. It is located on the second floor of the College of Education. There are several resources available to the
student that fall under the domain of the IRC. The facility includes computer labs and material resources. The IRC also has presentation and recording equipment that can be checked out by students of the College of Education. The IRC hours are Mondays through Thursdays 8:00 am until 9:30 pm, Fridays 8:00 am until 5:00 pm, and Saturdays 8:00 am until 3:00 pm. Additional information, including lists of available equipment, policies for the use of equipment and materials, and information on computer labs are offered through the IRC’s website at: http://coe.georgiasouthern.edu/irc/.

University Services and Contact Information

Counselor Education Program  coe.georgiasouthern.edu/coun
Georgia Southern University  www.georgiasouthern.edu
Jack N. Averitt College of Graduate Studies  cogs.georgiasouthern.edu

Career Services
http://students.georgiasouthern.edu/career/ (912) 478-5197

Cashier’s Office
http://businesssrvs.georgiasouthern.edu/bursar/cashiers-office/ (912) 478-0999

College of Education
http://coe.georgiasouthern.edu/ (912) 478-5648

College of Graduate Studies
http://cogs.georgiasouthern.edu/ (912) 478-2647

Information Technology
http://ceit.georgiasouthern.edu/it/ (912) 478-5429

Counseling Center
http://studentsupport.georgiasouthern.edu/counseling/ (912) 478-5541

Counselor Education Training Clinic
(912) 478-0458

Dept. of Leadership, Technology, & Human Development
http://coe.georgiasouthern.edu/lthd/ (912) 478-5307

Financial Aid
http://em.georgiasouthern.edu/finaid/ (912) 478-5413

Health Center
http://auxiliary.georgiasouthern.edu/healthservices/ (912) 478-5641

Henderson Library
http://library.georgiasouthern.edu/ (912) 478-5647
Eagle Card Center
http://library.georgiasouthern.edu/ (912) 478-5311

Instructional Resource Center
http://coe.georgiasouthern.edu/irc/ (912) 478-5528

Center for International Studies
http://academics.georgiasouthern.edu/international/ (912) 478-0332

Office of Student Fees
http://businesssrvs.georgiasouthern.edu/bursar/ (9121) 478-0999

Testing Center
http://studentsupport.georgiasouthern.edu/asc/testing (912) 478-5371

Office of the President
http://president.georgiasouthern.edu/ (912) 478-5211

Parking & Transportation
http://auxiliary.georgiasouthern.edu/parking/ (912) 478-0702

Public Safety/Police Services
http://bf.georgiasouthern.edu/publicsafety/ (912) 478-5234

Registrar's Office
http://em.georgiasouthern.edu/registrar/ (912) 478-5152

Russell Union Information
http://students.georgiasouthern.edu/union/ (912) 478-0441

Office of Student Activities
http://students.georgiasouthern.edu/student-activities/ (912) 478-7270

Student Disability Resource Center
http://studentsupport.georgiasouthern.edu/sdrc/ (912) 478-1566

Office of Student Leadership and Civic Engagement
http://studentsupport.georgiasouthern.edu/sdrc/ (912)478-1435

Equal Opportunity & Title IX Office (formerly the Diversity Services Office)
http://president.georgiasouthern.edu/diversity/ (912) 478-5136

University Store
http://gsustore.com/ (912) 478-5181