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Introduction

The Counselor Education faculty and staff 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 Clinical Mental Health Counseling concentration and the School Counseling concentration.

The Handbook contains general program information as well as information specific to the individual concentrations. It is intended to serve as a resource for Counselor Education students but it is not meant to contain a full listing of university policies. For more details concerning university policies and procedures, refer to the Georgia Southern University Graduate Catalog (http://em.georgiasouthern.edu/catalog/GraduateCatalog/index.htm). Program information is also provided on the COUN listserv and the COUN Google Community. 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.

The Counselor Education Program

The Master’s of Education Degree (M.Ed.) in Counselor Education (COUN) 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 and School Counseling. The COUN program prepares professional counselors to work in schools, community agencies, and post-secondary institutional settings. Counselor Education students develop competencies in individual and group counseling. Theory and practice are emphasized equally throughout academic instruction, supervised practice, and clinical field experiences. The course of study includes a comprehensive knowledge base presented through didactic and experiential coursework and appropriate field experiences. This knowledge base includes counseling theories, developmental processes, multicultural awareness, group leadership, and professional ethics. Students specializing in school counseling acquire knowledge about developmental stages and their effects on the developmental counseling program and curriculum. Clinical mental health counseling students address community based models of service delivery and systemic change. All students are expected to demonstrate knowledge of research methods, career counseling, and counseling 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 experience hours. COUN faculty and students adhere to the American Counseling Association Code of Ethics, and the M.Ed. concentrations in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). 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.

**Mission Statement**

The Counselor Education Program prepares students to practice as professional counselors and to become leaders and advocates who are committed to professional and personal growth, ethical practice, and social justice in clinical mental health, higher education, and school settings. Graduates are reflective, dedicated professionals committed to meeting the needs of a diverse population and pluralistic society.

**Vision Statement**

The Counselor Education Program is committed to the preparation and continual development of counselors-in-training and professional counselors.

**Program Objectives**

1. Understand human growth and development across the lifespan.
2. Understand the counseling and advocacy implications of living and working in a multicultural and diverse society.
3. Understand the philosophy of counseling, as well as contemporary counseling theories and practices.
4. Understand counseling, referral, and consultation processes.
5. Understand group development and dynamics.
6. Understand career development and career counseling.
7. Understand counseling approaches to assessment and evaluation in a diverse society.
8. Understand the implications of research for counseling practice.
9. Understand professional counseling practice including ethics, advocacy, technology, credentialing, and history.

**Academic Advising**

Students are automatically assigned a faculty advisor when they enter the COUN program. The role of the advisor is to help students plan their program of study and discuss issues related to professional development and clinical experiences. Students who wish to change advisors must inform their current advisor and the faculty member they wish to switch to before the change can
be made. Students do not have to inform their current advisor of the reason for the switch. Once the new advisor has agreed to serve, students must inform the COUN Program Director (Brandon Hunt) so the official switch can be made.

**COUN Google Community**

The COUN Google Community was developed for faculty, staff, and students to share information about the program and to serve as a clearinghouse for relevant documents (e.g., Master's Handbook, Practicum applications, list of Practicum and Internship sites with a Memorandum of Understanding with Georgia Southern). All students are expected to join the COUN community within their first month in the program, and everyone in the COUN program can add content to the community.

To join the COUN Community students need to create a Google+ account from their Georgia Southern email (it has to be their Georgia Southern email). Once students have a Google+ account they can search the list of communities under the Home tab and ask to join the Counselor Education community. It is a closed community so one of the moderators will accept the request to join the community.
Program of Study and Program Concentrations

Students should work with their academic adviser to develop their program of study. Georgia Southern uses DegreeWorks (http://em.georgiasouthern.edu/registrar/students/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. Course descriptions can be found at http://catalog.georgiasouthern.edu/graduate/course-descriptions/courses/coun/.

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>
</tr>
</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>
</tr>
<tr>
<td>COUN 7332</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7333</td>
<td>Counseling Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7334</td>
<td>Group Counseling and Group Work</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7335</td>
<td>Counseling Assessment and Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7336</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7337</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7338</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7737</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
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</table>
**SCHOOL COUNSELING COURSES (21 HOURS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>Counseling Internship I</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7739</td>
<td>Counseling Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

**CERTIFICATION REQUIREMENTS (3 Hours – Optional)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6130</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours: 51**

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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) 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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**School Counseling Recommended Course Sequence**

<table>
<thead>
<tr>
<th>1st SUMMER</th>
<th>2nd SUMMER</th>
</tr>
</thead>
<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: Counseling Assessment and Appraisal</td>
</tr>
<tr>
<td>1st FALL</td>
<td>2nd FALL</td>
</tr>
<tr>
<td>COUN 7333: Counseling Skills and Techniques</td>
<td>COUN 7448: Leadership, Consultation, and Intervention in the Schools</td>
</tr>
<tr>
<td>COUN 7334: Group Counseling and Group Work</td>
<td>COUN 7738: Counseling Internship I</td>
</tr>
<tr>
<td>COUN 7445: Ethics and Foundations of School Counseling</td>
<td>EDUR 7130: Educational Research</td>
</tr>
<tr>
<td>1st SPRING</td>
<td>2nd SPRING</td>
</tr>
<tr>
<td>COUN 7337: Multicultural Counseling</td>
<td>COUN 7449: Family/School/Community Collaboration</td>
</tr>
<tr>
<td>COUN 7737: Counseling Practicum</td>
<td>COUN 7739: Counseling 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>
<td></td>
</tr>
</tbody>
</table>

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**Clinical Mental Health Counseling Concentration**

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<tr>
<th>COURSE NUMBER</th>
<th>PROFESSIONAL EDUCATION (6 Hours)</th>
<th>HOURS</th>
</tr>
</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>
</tr>
<tr>
<td><strong>COUNSELING CORE COURSES (24 Hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7332</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7333</td>
<td>Counseling Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7334</td>
<td>Group Counseling and Group Work</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7335</td>
<td>Counseling Assessment and Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7336</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7337</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7338</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7737</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>CMHC COURSES (30)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 7231</td>
<td>Foundations of CMHC and Program Management</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7232</td>
<td>Addictions 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 Psychodiagnosis</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7235</td>
<td>Short Term Counseling Strategies</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7236</td>
<td>Counseling and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>COUN 8533</td>
<td>Professional Practice and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ESPY 8135</td>
<td>Crisis Intervention &amp; Prevention</td>
<td>3</td>
</tr>
<tr>
<td>COUN 7738/7739</td>
<td>Counseling Internship I/II</td>
<td>3/3</td>
</tr>
</tbody>
</table>

**Total Hours: 60**

**Clinical Mental Health Counseling Recommended Course Sequence**

<table>
<thead>
<tr>
<th>1ST FALL</th>
<th>2ND FALL</th>
</tr>
</thead>
<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: Counseling Assessment and Appraisal</td>
</tr>
<tr>
<td>COUN 7333: Counseling Skills and Techniques</td>
<td>COUN 7738: Counseling Internship I</td>
</tr>
<tr>
<td>COUN 7334: Group Counseling and Group Work</td>
<td>EDUR 7130: Educational Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1ST SPRING</th>
<th>2ND SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 7234: Counseling Psychodiagnosis</td>
<td>COUN 7739: Counseling Internship II</td>
</tr>
<tr>
<td>COUN 7337: Multicultural Counseling</td>
<td>ESPY 8135: Crisis Intervention and Prevention</td>
</tr>
<tr>
<td>COUN 7737: Counseling Practicum</td>
<td>EDFU 7130: Learning Theories and Applications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1ST SUMMER</th>
<th>2ND SUMMER</th>
</tr>
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<tbody>
<tr>
<td>COUN 7233: Family Counseling</td>
<td>COUN 7232: Addictions Counseling</td>
</tr>
<tr>
<td>COUN 7338: Life Span Development</td>
<td>COUN 7236: Counseling and Sexuality</td>
</tr>
<tr>
<td>COUN 8533: Professional Practice and Ethics</td>
<td>COUN 7336: Career Counseling</td>
</tr>
</tbody>
</table>
Program Information

Student Advising by Faculty

When students are accepted into the Counselor Education Program, the advising assignment is generally determined by the students’ concentration (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 course schedules but also can answer questions students may have about the concentration or courses.

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 COUN program and the counseling profession. 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, and (c) develop a disposition and personal characteristics appropriate to a professional counselor.

Liability Insurance

While fulfilling the clinical experience requirements of Counseling Skills, Practicum, and Internship, students must carry liability insurance. Many professional organizations (members only) and some private companies offer low rates for students. Home insurance will not cover students for counseling practice. If students carry insurance through their job they must ensure the insurance would cover them for counseling practice. Applications for membership and student liability insurance can be obtained from the following organizations:

- American Counseling Association  www.counseling.org
- American Mental Health Counselors Association  www.amhca.org
- American School Counseling Association  www.schoolcounselor.org
**Program Faculty Information**

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School Counseling Concentration
Assistant Professor
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Phone: (912) 478-8022
rcleveland@georgiasouthern.edu

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Phone: kdickens@georgiasouthern.edu

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COUN Program Director
Professor
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Phone: (912) 478-0502
bhunt@georgiasouthern.edu

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Phone: (912) 478-5738
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**Pamela Wells, PhD, NCC, ACS, LPC**
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Assistant Professor
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Phone: (912) 478-5917
pwellks@georgiasouthern.edu

BA, Seattle Pacific University
MEd, Seattle Pacific University
PhD, Seattle Pacific University

BA, Furman University
MA, East Tennessee State University
PhD, University of New Orleans

BA, James Madison University
MEd, University of Virginia
PhD, University of Virginia

BA, Upsala College
MS, Upsala College
PhD, University of Illinois at Urbana Champaign

BA, Plymouth State University
MA, Ball State University
MEd, Plymouth State University
PhD, Idaho State University
**Continuous Review Procedures**

A continuous process of advisement and assessment occurs throughout the student's progress in the Counselor Education Program. 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 at least once 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 ways. 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 (ARR) 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, students will meet with their 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 Reports must be submitted to advisers by April 1st). The Annual Review of second year master’s students will take place during the Fall semester (Annual Review Reports must be submitted to advisers by November 1st). Part-time students will be reviewed in the Spring of their first year, and then annually in the Fall. See the COUN Google Community for the current version of the ARR format.

**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 graduation. 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 other faculty 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 verbally and in writing, and a Professional Progression Plan may be developed.

**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. Students 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 verbally and in writing by the academic advisor or the Program Coordinator.

4. An ethical violation is a serious offense and may result in dismissal from the Program. The Program faculty and students follow the American Counseling Association (ACA) Code of Ethics. It is the student’s responsibility to be knowledgeable and act in accordance with the ACA Code of Ethics (http://www.counseling.org/knowledge-center/ethics). Examples of ethical 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 flash 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 level of receptivity to feedback about professional comportment and behaviors required for success in the Program. 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 (in person or online) 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 make a decision about dismissal. The Counselor Education faculty will meet in a closed session to determine remediation and/or consequences.

4. If the student is dismissed, University procedures for appealing a dismissal will be in effect. See the Georgia Southern website for guidance on how to apply for grade appeals and other kinds of academic appeals.

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, or in Practicum and 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.

Students Appeals

Information about Graduate Student Academic Appeals (including medical appeals) can be found at [http://cogs.georgiasouthern.edu/students/forms/graduate-student-academic-appeal/](http://cogs.georgiasouthern.edu/students/forms/graduate-student-academic-appeal/). Grade appeal information can be found at [http://students.georgiasouthern.edu/dean/resources/appeal-a-grade/](http://students.georgiasouthern.edu/dean/resources/appeal-a-grade/).

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 assess student needs and may highlight areas in which students may need remediation. They are also used to 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 two 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.
**Student Portfolio**

All Counselor Education students must pass a comprehensive exit exam in the form of a Portfolio. Using the 2009 CACREP standards as a base, students will submit a Portfolio that includes assessment artifacts identified under each area, and which will serve as a culminating program requirement. Specific information about the Portfolio can be found on the COUN Google Community. COUN students are encouraged to keep copies of all their written assignments since many of them will be used to develop the Portfolio.

**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. Clinical hours should include a diverse clientele. Sessions should be at least 30 to 45 minutes in length and at least 10 hours of counseling must be video or audio recorded (students will be provided with more specific information during Counseling Skills and Practicum). If recording is not permitted, students must receive at least 10 hours of live supervision or co-counseling with their site supervisor. During Practicum students will also be required to have at a minimum of one hour per week of individual supervision with the course instructor (i.e., faculty supervisor) as well as at least one and one-half hours of group supervision with other Practicum students and the faculty supervisor. All students in the Counselor Education Program are bound by confidentiality and are to strictly adhere to relevant ethical standards and practices.

**M.Ed. Internship Clinical Experience**

The M.Ed. program requires students to complete a supervised Internship of 600 clock hours that begins after successful completion of Practicum. Students should select Internship sites that offer opportunities to engage in individual counseling and group work. The Internship provides an opportunity for students to perform, under supervision, a variety of activities that a regularly employed counselor would be expected to perform. The *Internship Handbook* offers a more detailed description of the specific requirements for individual tracks. During Practicum students will be provided with information necessary to apply for Internship. The *Internship Handbook* can be accessed from the COUN Google Community.

Students need to submit a completed Internship Application to their academic advisor no later than April 15th if applying for Fall Internship and October 15th if applying for Spring Internship. Students cannot register themselves for Internship; faculty will register students after their application has been approved. Internship applications must be submitted each semester, even if students are staying at the same site for their second internship. A list of Practicum/Internship sites can be found on the COUN Community (site with a Memorandum of Understanding can be found 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 clinical courses (i.e., Counseling Skills, Practicum, Internship) during the summer.
Faculty Expectations for Students Completing Clinical Experiences

1. COUN students are expected to attend their Practicum and Internship site every week they are registered for the course, unless there is an official holiday for the site and/or university.
2. COUN students must complete Practicum and Internship under the supervision of a Georgia Southern COUN faculty member to ensure faculty are able to endorse students they have observed and supervised in clinical practice.
3. COUN students cannot start their clinical experiences (i.e., Practicum, Internship) before the semester officially begins. Per COGS policy, students may continue a clinical course for up to three weeks after the semester ends but the Program Director and the Department Chair must approve the extension.
4. If students are unable to attend a clinical field experience due to illness or emergency they must contact both their site and faculty supervisors as soon as possible and make them aware of the situation. Students must follow-up with both supervisors regarding the steps take to ensure continuity of care for clients within 24 hours.

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 their personal, academic, and professional needs. The faculty expect students to 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 expect students to 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. 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 religions 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 satisfactory 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.
APA Style Manual for Reports and Papers

The Counselor Education Program requires students to structure their reports and papers according to the guidelines in the latest version of the *Publication Manual of the American Psychological Association*. Instructors may provide additional information or instruction for particular assignments. A primer called “APA (6th Edition) Paper Preparation Guide” can be found on the COUN Google Community.

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. Counseling Skills, Practicum, and Internship have strict guidelines to be adhered to with regard to direct and indirect service with clients. 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. These standards serve to protect clients, counselors, and society, and provide guidance regarding ethical decision-making. Prevalent issues such as confidentiality, multiple relationships, and informed consent are continuously stressed across courses and are especially applicable to courses with clinical components including but not limited to Counseling Skills, Group Counseling, Practicum, and Internship. Students in the Counselor Education Program are required to adhere to the 2014 ACA Code of Ethics (http://www.counseling.org/Resources/aca-code-of-ethics.pdf). Students are expected to be familiar with the ethical standards throughout the program and into professional practice.

Technology Competencies

Georgia Southern University's Counselor Education Program faculty recognize the many influences technology has on counseling and realize the importance of technology competencies for students. Each concentration requires the use of technology in various assignments, and encourages students to develop competencies that comply with the standards of the counseling
profession. One goal of the Counselor Education Program is that students will have knowledge of technology and its applications to professional research and practice. Specific technology related requirements for individual courses are outlined in the course syllabi.

**Student Evaluation of Courses and Program**

Georgia Southern University students are given the opportunity at the end of each semester to evaluate instruction for each class to provide faculty with information that may serve to help improve their teaching. The Regents policy also mandates student ratings 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. 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 *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 required to maintain a GPA of 3.0 or higher for their specific subject matter fields as well as the overall program.
- Students will be assessed regularly, as noted in the “Continuous Review Procedures” section, regarding their successful progression through the program.
- 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 assessed by program faculty regarding 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, students whose GPA falls below 3.0 are 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 through the Registrar's website and the College of Graduate Studies (COGS) 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 (COGS) 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 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.
- 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 is provided on the COGS website.
- Contact the Cashier's Office to pay outstanding debts.
- Make sure Georgia Southern University has the correct personal and degree information.

Steps to Ensure Uninterrupted Progress Through the Program

- Submit all application paperwork necessary for enrollment in the program by the deadline for the semester in which you plan to begin graduate course work.
- Contact your advisor 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 courses.
- Stay informed of Registration dates and times.
- Secure a Practicum and Internship site by working with your advisor, completing the appropriate applications by the stated deadlines.
- Successfully complete the requirements for completing the Portfolio.
- Complete all necessary procedures for applying for graduation.

Endorsement

Georgia Southern University's Counselor Education Program is designed to provide students with appropriate course work that will prepare them to be employed as professional counselors. The Counselor Education Program endorses according to the area of concentration students choose to emphasize in their program of study. 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. In addition, faculty are under no obligation to endorse any student or graduate for licensure, doctoral studies, certification, or job placement.

**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 advisor approves the transfer credit as a part of the student's 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.

**Changing Program Concentrations**

The Counselor Education Program faculty will review students applying to change COUN concentrations on an individual basis. For students to switch COUN concentrations they must submit a written statement to the COUN Program Director and the concentration Coordinator explaining their reasons for wanting to switch concentrations as well as how/why the switch will help them meet their professional goals. The faculty will discuss the switch and make the decision about whether to approve the change in concentrations. Students should note changing concentrations could increase the length of their program.

**Completing Two Concentrations**

Students may choose to complete two COUN concentrations. To do this, students must submit a written statement to the COUN Program Director and the concentration Coordinator explaining their reasons for wanting to complete two concentrations as well as how/why the switch will help them meet their professional goals. In their statement students must note they are aware that completing two concentrations means they must complete all specialty courses for each concentration and they must complete a 600-hour Internship for each concentration, per CACREP requirements. The faculty will discuss the request and make the decision about whether to approve completing two concentrations. Students should note completing two concentrations will increase the length of their program, and they will graduate with one degree in Counselor Education (concentration areas are not noted on the diploma).

**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. More information can be found on their website.

**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.

Registration and fee information, test dates, and testing sites, as well as study materials, can be obtained from: [www.gace.ets.org](http://www.gace.ets.org) (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 include a fee. High enough scores on the SAT, ACT, or GRE may exempt students from the GACE Basic Skills exam; see the website for more information about scores.

**National Counselor Certification**

The National Board for Counselor Certification (NBCC) was the first organization to develop a national counseling credential and began credentialing counselors in 1983. Professionals in the field of counseling developed the NCC standards. The National Certified Counselor (NCC) credential is a voluntary certification and is not a substitute for legislative state credentials. The Counseling Education program offers all three of the necessary 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, Assessment, Helping Relationships, Research and Program Evaluation, Group Work, and Professional Orientation and Ethics. The testing fee for M.Ed. students is approximately $300 but check the NBCC website for current fee information ([http://www.nbcc.org/](http://www.nbcc.org/)).
Professional Counselor Licensure

Counselor licensure is a state regulated credential, and every state in the U.S. has a licensure board. The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists is responsible for maintaining laws and regulations in Georgia associated with professional counselor licensure. Counseling licensure can control both professional practice and professional title, and promotes counseling competency. Licensure also protects client welfare, 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, and most other states. More information on licensure can be obtained on to The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists website (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 post-master’s degree 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 who want 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 counselors in training and professionals that promote ethics, standards, research, and accreditation. 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.
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<tr>
<th>Organization</th>
<th>Contact Information</th>
<th>Web Site</th>
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<tbody>
<tr>
<td>American Counseling Association (ACA)</td>
<td>(800) 347-6647</td>
<td><a href="http://www.counseling.org">http://www.counseling.org</a></td>
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<tr>
<td>LPC Association of Georgia (LPCA of GA)</td>
<td>(404) 370-0200</td>
<td><a href="http://www.lpcaga.org">http://www.lpcaga.org</a></td>
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<tr>
<td>American School Counselors Association (ASCA)</td>
<td>(800) 306-4722</td>
<td><a href="http://schoolcounselor.org">http://schoolcounselor.org</a></td>
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<tr>
<td>Georgia School Counselors Association (GSCA)</td>
<td>(888) 455-0997</td>
<td>Web: <a href="http://www.gaschoolcounselors.com">http://www.gaschoolcounselors.com</a></td>
</tr>
<tr>
<td>American Mental Health Counselors Association (AMHCA)</td>
<td>(800) 326-2642</td>
<td><a href="http://www.amhca.org">http://www.amhca.org</a></td>
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<td>Chi Sigma Iota (ΧΣΙ)</td>
<td>(336) 841-8180</td>
<td><a href="http://www.csi-net.org/">http://www.csi-net.org/</a></td>
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<tr>
<td>American Association for Specialists in Group Work (ASGW)</td>
<td>(800) 347-6647</td>
<td><a href="http://www.asgw.org">http://www.asgw.org</a></td>
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<td>Association for Multicultural Counseling &amp; Development</td>
<td>(Division of ACA)</td>
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<tr>
<td>(Division of ACA)</td>
<td>(800) 347-6647 or (615) 876-5117</td>
<td><a href="http://www.multiculturalcounseling.org/">http://www.multiculturalcounseling.org/</a></td>
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**Chi Sigma Iota**

Chi Sigma Iota ([http://www.csi-net.org/](http://www.csi-net.org/)) is an international counseling 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. Kristen Dickens.

**Georgia Southern University LPCA Student Affiliate Organization**

The Licensed Professional Counselor Association Student Affiliate Organization (LPCA SAO) at Georgia Southern was initiated 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. Pamela Wells.
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 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 COGS 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 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 at http://cogs.georgiasouthern.edu/gso/.

Students are also encourage to review the MyScholarships tab (under Financial Resources) on MyGeorgiaSouthern to learn about and apply for other scholarship opportunities.

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. 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 email account they use. For more information about 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 through text, phone, and email. Additional information will be broadcast via the web, radio, television, and message boards throughout campus. 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. The ID can also be used to get discounts in town. If the ID is lost, students can get a new card for a fee.

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 campus, and are intended only to supplement the State of Georgia Motor Vehicle Laws, all of which apply to 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. A copy of all of the regulations is provided to anyone who purchases 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 computers and projectors 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 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. The Counseling Center is staffed by psychologists and counselors who provide services at no additional cost to Georgia Southern students. 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 Center can be accessed at http://students.georgiasouthern.edu/counseling/. Students should inform the receptionist or intake counselor that they are in the COUN program to ensure they are not assigned to a COUN intern for counseling services.

Career Development Services

Career Services works collaboratively with academic and local communities to provide Georgia Southern University graduates with the tools necessary to be highly marketable and competitive in the job market. The mission of Career Services is to guide members of the Georgia Southern community in establishing career objectives through comprehensive programs that provide opportunities for individuals to learn strategies useful in reaching their career goals. For more information about Career Services 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. 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 COE. Additional information, including hours, lists of available equipment, policies for the use of equipment and materials, and information on computer labs are offered on the IRC's website at http://coe.georgiasouthern.edu/irc/.