

# **AUGUSTA STATE UNIVERSITY**

## **COLLEGE OF EDUCATION**

**Department of Educational Leadership,  
Counseling and Special Education**

# **COUNSELOR EDUCATION PROGRAM STUDENT HANDBOOK**

**2007-2008**

This handbook, including all forms, is available on the ELCSE Website: <http://www.aug.edu/clinical/>  
*The new department name is Educational Leadership, Counseling and Special Education. However, it may be referred to by its previous name, the Department of Clinical and Professional Studies, in some portions of this handbook and on the university website.*

## TABLE OF CONTENTS

<b>GENERAL INFORMATION.....</b>	<b>4</b>
<b>FORWARD AND WELCOME .....</b>	<b>4</b>
<b>MISSION STATEMENT .....</b>	<b>4</b>
<b>PROGRAM OBJECTIVES .....</b>	<b>6</b>
<b>THE COUNSELOR EDUCATION PROGRAM.....</b>	<b>8</b>
CACREP Accreditation .....	9
Certification for School Counselors.....	9
Professional Licensure .....	10
Outstanding Graduate Student in Counselor Education Award .....	11
College of Education Scholarships .....	11
<b>CONCEPTUAL FRAMEWORK PRINCIPLES.....</b>	<b>12</b>
<b>CACREP OBJECTIVES .....</b>	<b>17</b>
<b>TECHNOLOGY COMPETENCIES.....</b>	<b>20</b>
<b>AREAS OF SPECIALIZATION.....</b>	<b>22</b>
<b>COURSE OF STUDY – SCHOOL COUNSELING.....</b>	<b>24</b>
<b>COURSE OF STUDY – COMMUNITY COUNSELING.....</b>	<b>25</b>
<b>POLICIES OF THE COUNSELOR EDUCATION PROGRAM.....</b>	<b>26</b>
<b>ADMISSION TO THE MASTERS PROGRAM: CRITERIA AND PROCESS .....</b>	<b>26</b>
The Process of Admission: .....	27
Application Deadlines.....	28
Nondiscrimination Policy .....	28
<b>ENDORSEMENT POLICY OF THE COUNSELOR EDUCATION PROGRAM .....</b>	<b>29</b>
<b>PROCEDURAL GUIDELINES FOR THE EVALUATION AND RETENTION OF STUDENTS PURSUING THE MASTER’S DEGREE IN COUNSELOR EDUCATION.....</b>	<b>29</b>
<b>TIME LIMIT FOR COMPLETION OF DEGREE .....</b>	<b>31</b>
<b>SYSTEM OF ACADEMIC AND PROFESSIONAL ADVISING.....</b>	<b>31</b>
<b>NEW STUDENT ORIENTATION.....</b>	<b>33</b>
<b>PROFESSIONAL IDENTITY AND AFFILIATION .....</b>	<b>33</b>
<b>PROFESSIONAL LIABILITY INSURANCE.....</b>	<b>34</b>
<b>ACADEMIC REGULATIONS .....</b>	<b>35</b>
<b>GRADUATE ASSISTANTSHIPS.....</b>	<b>36</b>
<b>PRACTICUM AND INTERNSHIP: REQUIREMENTS AND PROCEDURES .....</b>	<b>36</b>
<b>PRACTICUM RELATED REQUIREMENTS AND PROCEDURES .....</b>	<b>36</b>
<b>INTERNSHIP RELATED REQUIREMENTS AND PROCEDURES .....</b>	<b>39</b>
<b>PORTFOLIO ASSESSMENT .....</b>	<b>41</b>
<b>GRADUATION REQUIREMENTS.....</b>	<b>42</b>
<b>REQUIRED FORMS FOR THE MASTER'S DEGREE PROGRAM.....</b>	<b>42</b>
<b>LICENSURE AND CERTIFICATION INFORMATION .....</b>	<b>42</b>

<b>GRADUATE STUDENT ORGANIZATIONS .....</b>	<b>43</b>
<b>PLACEMENT SERVICE.....</b>	<b>43</b>
<b>COUNSELOR EDUCATION FACULTY .....</b>	<b>43</b>
<b>APPENDICES.....</b>	<b>45</b>
<b>APPENDIX A - REQUIRED FORMS.....</b>	<b>46</b>
ADVISING SHEET: School Counseling.....	47
ADVISING SHEET: Community Counseling.....	49
CHANGE IN PROGRAM OF STUDY.....	51
SUMMARY OF TRANSFER GRADUATE CREDIT.....	52
M.ED. APPLICATION FOR GRADUATION.....	53
<b>APPENDIX B - COURSE OF STUDY FOR FULL AND PART-TIME STUDENTS.....</b>	<b>54</b>
COURSES OF STUDY FOR FULL AND PART-TIME STUDENTS .....	55
PART-TIME STUDENT .....	55
FULL-TIME STUDENTS .....	56
<b>APPENDIX C – LEARNING OBJECTIVES .....</b>	<b>57</b>
MATRIX OF STANDARDS - Assessment Plan.....	58
CACREP Program Objectives and Curriculum .....	61
<b>PROFESSIONAL STANDARDS COMMISSION (PSC) AND NATIONAL COUNCIL ON THE ACCREDITATION OF TEACHER EDUCATION (NCATE) PROGRAM STANDARDS.....</b>	<b>65</b>
Standard I: Candidate Knowledge, Skills, and Dispositions .....	65
Standard II: Assessment System and Program Evaluation .....	67
Standard III: Field Experiences and Clinical Practice.....	69
Standard IV: Diversity .....	72
Standard VII: Meets requirements and Standards Specified in Rule 505-3-01 .....	73
Standard VIII: Meets Program Content Standards Specified in Rule 505-3, Section 10-59 .....	73
<b>PROGRAM CHECKPOINTS FOR ASSESSMENT .....</b>	<b>74</b>
<b>REGENT’S PRINCIPLES AND ACTIONS FOR THE PREPARATION OF SCHOOL COUNSELORS .....</b>	<b>76</b>
<b>STUDENT ACKNOWLEDGEMENT OF RECEIPT OF COUNSELOR EDUCATION HANDBOOK .....</b>	<b>81</b>

# General Information

## *Forward and Welcome*

Welcome to the Counselor Education Program! You have chosen a counseling program designed for students and teachers in the CSRA who wish to develop understanding and skills beyond those human relationship skills that they have already acquired in undergraduate programs and in current professional growth.

This handbook seeks to provide the guidelines necessary for graduate students to maximize their clinical education experience in the Program. For those exploring the possibility of entering the Program and seeking admission, this handbook offers guidance in navigating the process. Assistance in the application process can be obtained by contacting the Administrative Assistant to the Dean of Education for an application packet and by speaking to a member of the Program faculty.

Those students admitted to the Counselor Education Program will find this Student Handbook useful at each step in the progress toward graduation. While an effort has been made to provide comprehensive material, the enclosed are primarily guidelines, since not every eventuality may be foreseen. Each student needs to work closely with an advisor. **Completion of all graduation requirements, while a concern of the advisor, is ultimately the responsibility of the student.** To this end, students will sign a document that outlines their responsibility to stay current regarding deadlines for completion of requirements.

The Program faculty welcomes your interest and participation in a learning experience that will be stimulating, challenging, and enjoyable! The excellence of the program is predicated upon students and faculty working together to become better educated, more effective, and more discerning individuals. Students' active contributions are expected, welcomed, and appreciated.

## ***Mission Statement***

Augusta State University's Counselor Education Program is designed to train professional counselors at the graduate level in the specializations of School Counseling and Community Counseling. The program acknowledges a commitment both to the students who will pursue preparation as professional counselors and to the larger public served by our graduates, for whom we all share a responsibility. It is due to this commitment that the faculty holds high standards in the process of training professional counselors.

As the second largest metropolitan area in Georgia, Augusta has a large urban population; yet, we also serve suburban and rural communities. From this unique vantage point, we recognize the need to address the economic, educational, and social inequalities that prevail in our community. As a result, we expect our students to develop a commitment of service to others, both for the prevention and remediation of life's problems, and to the pursuit of excellence in the counseling profession.

Both the School Counseling program and the Community Counseling program have mission statements more specific to their specialty area:

#### Community Counseling Program Mission Statement

The mission of the ASU Community Counseling program is to prepare highly skilled professional counselors for work in a range of community and agency settings. Our graduates become knowledgeable, ethical, collegial and self-actualizing change agents who are role models and meaning-makers. Students will:

- Demonstrate skills in counseling roles such as individual counseling, group counseling, consultation, service coordination, referral, assessment and case management.
- Demonstrate an understanding of organizational and administrative aspects of delivering counseling services.
- Demonstrate understanding of appropriate ethical principles of the profession.
- Demonstrate an understanding of and respect for human diversity.
- Demonstrate ability to use a variety of theories, therapeutic interventions, assessment tools, and communication skills to facilitate client growth.
- Demonstrate an understanding of how personal and/or professional behaviors affect both the counseling and supervisory process.

#### School Counseling Program Mission Statement

The mission of the ASU School Counseling Program is to educate Professional School Counselors. Through training in leadership, advocacy, collaboration and teaming, and systemic change, graduates become ethical, collegial, democratic, and self-actualizing change agents who enhance students' academic success and increase student social/emotional development and career preparedness. We are committed to educating professional school counselors skilled in identifying and removing barriers that impede equal access to educational and career opportunities for all students. Graduates will be competent at needs assessment, program development and evaluation, and the overall management of a comprehensive school counseling program.

## ***Program Objectives***

Objective One:	<p>Students will obtain current theoretical knowledge in the core areas of counseling.</p> <p>Evaluation Method: All master's students will obtain a passing grade on the portfolio review conducted during the Internship Capstone course.</p>
Objective Two:	<p>Students will be able to apply knowledge and skills they have gained in graduate courses.</p> <p>Evaluation Method: Students will earn a grade of "B" or above in courses with experiential components that require students to demonstrate knowledge and skills they have learned. The course with field experiences include: COUN 6630-Professional Orientation and Ethics; COUN 6660-Communication Skills; COUN 6680-Theories and Techniques of Counseling; COUN 6720-Career Counseling; COUN 6760-Diversity Sensitivity in Counseling; COUN 6770-Crisis Intervention Counseling; PSYC 6147-Seminar in Group Process; COUN 6880-Counseling Practicum; COUN 6900/6920-Internships I &amp; II.</p>
Objective Three:	<p>Students will utilize recognized professional literature that forms the foundation for the counseling profession.</p> <p>Evaluation Method: Bibliographies included in course materials include recognized, current literature in the counseling profession.</p>
Objective Four:	<p>Students will utilize current research and conceptual literature that reflects practices and ideas in the counseling profession.</p> <p>Evaluation Method: Bibliographies included in course materials include research and conceptual literature in the counseling profession. Students will complete assignments utilizing recent counseling research in the following courses: COUN 6630-Professional Orientation and Ethics; COUN 6680-Theories and Techniques of Counseling; COUN 6720-Career Counseling; COUN 6760-Diversity Sensitivity in Counseling; COUN 6770-Crisis Intervention Counseling; EDUC 6021-Introduction to Educational Research; COUN 6880-Counseling Practicum; COUN 6900/6920-Internships I &amp; II.</p>
Objective Five:	<p>Students will demonstrate competency involving issues in multicultural counseling.</p> <p>Evaluation Method: All students in the master's program complete a 3-credit course in multicultural counseling, in which they demonstrate competency on a final exam. In addition, multicultural issues are infused throughout the curriculum. Students complete advocacy projects in COUN 6630-Professional Orientation and Ethics and address social justice issues in the specialized courses for each concentration area. Students complete their practicum and internship experiences at sites that serve diverse clients.</p>
Objective Six:	<p>Students will develop identities as professional counselors.</p> <p>Evaluation Method: Entering students are encouraged in the Student Handbook to join appropriate state and national counseling associations. Students are expected to participate and/or present or co-present with faculty at state and national conferences. In addition, by the practicum and internship courses, students are expected to join appropriate state and national organizations, such as the American Counseling Association, Georgia School Counselors Association, Licensed Professional Counselors Association of Georgia, and South Carolina Counseling Association.</p>

Objective Seven:	<p>Graduates will secure professional positions in counseling.</p> <p>Evaluation Method: Results of graduate surveys will reveal that 80% of all graduates who are employed are serving as counselors or in closely-related positions.</p>
Objective Eight:	<p>Graduates will be successful in their professional positions.</p> <p>Evaluation Method: Results of surveys of employers of graduates will reveal that 85% of all the program's graduates are rated as satisfactory employees.</p>
Objective Nine:	<p>The student population will be diverse with respect to race and gender.</p> <p>Evaluation Method: The Counselor Education Program Minority Recruitment Plan will be utilized to increase student racial, ethnic, and gender diversity by 5% each year, until it matches the region's demographics in these areas.</p>

## ***The Counselor Education Program***

Augusta State University's Counselor Education Program is designed to train professional counselors at the Master's level in the specializations of School Counseling and Community Counseling. The School Counseling major prepares students to work as counselors in elementary, middle, and secondary schools. This training is directly parallel to the training in community counseling and offers didactic and experiential learning needed for the specific needs of the school setting. The Community Counseling major prepares students to work in a variety of human service settings, including mental health centers, substance abuse centers, career counseling centers, hospital based mental health clinics, rape/crisis centers, mental health oriented managed care programs, Employee Assistance Programs, and other public and private community agencies offering counseling services, consultation, and prevention programs.

Both the School Counseling and Community Counseling specializations are 48 semester hour programs incorporating a strong base of theoretical knowledge with a comprehensive experiential component. Many of our students are employed full-time or part-time and, therefore, choose to pursue their graduate study on a part-time basis. With this diversity of student type in mind, the faculty has developed two basic course sequences.

Part-time students will pursue a course of study that involves taking two courses per semester during most regular academic semesters and two courses during the summer semester. As a part-time student with a T-4 certification, a student would be able to complete all program requirements in three years (including summers). Students who can engage in full-time graduate study will complete the program requirements in two years, including summers. Students in both the school counseling and community counseling programs are required to do one semester of practicum (100 hours) and two semesters of internship (600 hours). No student may complete his or her program of study in fewer than five academic semesters. All counseling courses are offered during the late afternoon and evening hours between 4 and 8 p.m., Monday through Thursday. During the Summer Semester, courses are offered either during the day or evening. Some weekend and online courses also are available.

The Counselor Education Program is housed in University Hall on the Augusta State University campus and is one of several master's degree programs in the College of Education. In addition to the foundations, contextual dimension, and knowledge and skills courses offered, the Program operates the Counselor Education Training Center (CETC) in support of the clinical instruction courses. The mission of the CETC is to serve as a clinical teaching facility and a venue for scholarly research conducted by the faculty and students. The CETC provides an environment where students may practice their communication skills in a real-life counseling setting. The training rooms are outfitted with specialized audio and video equipment which students may utilize to make tapes for self and instructor critique in various courses.

## **CACREP Accreditation**

The Augusta State University Counselor Education Program gained accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in July 2006. This accrediting body awards accreditation to counseling programs that meet their specific educational and professional standards. The Counselor Education Program has been developed and organized using professional guidelines and standards consistent with CACREP since its inception in 1991. Both the community counseling program and the school counseling program meet their respective standards and are CACREP-approved until re-accreditation is required in 2014. Roughly half of the counseling programs in the country currently meet the exacting CACREP standards, and the faculty is extremely proud of this significant achievement.

## **Certification for School Counselors**

The Augusta State University Counselor Education Program for School Counseling has been reviewed and approved by the Professional Standards Commission of the State of Georgia. This allows School Counseling Certification to be awarded upon completion of all requirements. All inquiries regarding certification can be processed through the Certification Officer in the College of Education. The GACE Basic Skills Test (3 parts) and the GACE School Counseling test (2 parts), professional assessment instruments, are required and administered several times a year. Information may be obtained from the ASU Certification Officer. The GACE Basic Skills Test must be taken by those candidates who do not have Teacher Education preparation and should be completed by the student's third semester of enrollment in the program. The GACE School Counseling Test should be completed by the last semester of internship. Students must also have taken 2 additional courses for certification: SPED 4002: Teaching Students with Disabilities in General Education, and EDTD 6011 - Educational Technology. Georgia Teacher Certification is administered by:

Georgia Professional Standards Commission  
1452 Twin Towers East  
Atlanta, GA 30334  
1-800-869-7775 (In Georgia)

South Carolina certification requirements are the same as for Georgia at the present time. For further information, contact:

Office of Teacher Certification  
State Department of Education  
Landmark II Office Building  
3700 Forest Drive, Suite 500  
Columbia, SC 29204  
803-724-8466  
[www.scteachers.org](http://www.scteachers.org)

## Professional Licensure

Licensure as a Licensed Professional Counselor (LPC) in the State of Georgia requires the student to pursue **three years of supervised practice after the completion of Masters Degree** program. An examination, the National Counselor Examination (NCE), is required for all students seeking licensure. This test, administered by the National Board for Certified Counselors (NBCC), is also required for certification as a National Certified Counselor (NCC).

For those individuals interested in pursuing licensure in Georgia as a Marriage and Family Therapist (LMFT), the program also offers a beginning course sequence that can be pursued during and following the Masters Degree program that will allow the student to pursue LMFT licensure. This is a service sequence and will be offered when faculty resources are available. Graduation from the Counselor Education Program at ASU does not meet all the requirements for LMFT licensure. Inquiries regarding counselor licensure should be directed to the appropriate state agency.

All inquiries regarding **certification as an NCC** should be directed to:

National Board for Certified Counselors, Inc.  
3 Terrace Way, Suite D  
Greensboro, NC 27403-3660  
Tel: (336) 547-0607  
Fax: (336) 547-0017  
nbcc@nbcc.org  
www.nbcc.org

Inquiries related to **LPC licensure** in the state of Georgia should be directed to:

Georgia Composite Board of Professional Counselors  
237 Coliseum Drive  
Macon, GA 31217  
Tel: (478) 207-1670  
Fax: (478) 207-1676  
www.sos.state.ga.us/plb/counselors

Inquiries related to **LPC licensure** in the state of South Carolina should be directed to:

SC Board of Examiners for Counselors and Therapists  
P.O. Box 11329  
Columbia, SC 29211-1329  
Tel: (803) 896-4658  
Fax: (803) 896-4719  
harrings@llr.sc.gov  
www.llr.state.sc.us/POL/counselors

Faculty of the Augusta State University Counselor Education Program will provide information on certification and licensure during Orientation, introductory courses, and during Internship Seminars.

## **Outstanding Graduate Student in Counselor Education Award**

Each year the faculty select one counseling student as the recipient of the Outstanding Graduate Student in Counselor Education Award. The award goes to a student who has shown outstanding academic performance by maintaining a 3.5 or above grade point average, who has demonstrated dedication to the profession by membership and involvement in professional counseling organizations, who has shown exceptional potential for achievement in the counseling field, and who will graduate within one year. The award is presented by faculty each March at the annual Honors Convocation.

## **College of Education Scholarships**

Students who are admitted to the Counselor Education Program are eligible to apply for several scholarships through the College of Education. Scholarships are typically awarded to those who show outstanding academic achievement in their graduate studies and demonstrate a financial need. Scholarship applications are available upon request in the Dean's office in the College of Education each spring semester.

## Conceptual Framework Principles

The conceptual framework principles describe the program training outcomes that result in a counseling professional who is a graduate of Augusta State University. The program aspires to prepare a counseling professional who is a:

- I. Learned and scholarly professional who is knowledgeable, ethical, and collegial.
- II. Democratic professional who is an advocate and meaning-maker.
- III. Self-actualizing professional who is a role model and change agent.

The conceptual framework principles guide the program objectives that are aligned with the Georgia Professional Standards Commission Principles for the Preparation of Counselors (PSC), the University System of Georgia Board of Regents' Principles and Actions for the Preparation of Counselors (BoR), and the Council on the Accreditation of Counseling and Other Related Educational Programs (CACREP).

To conceptualize the specific performance objectives, the **Educational Leadership, Counseling and Special Education Department**, to which the Counselor Education Program belongs, adopted the metaphor of a jigsaw puzzle to depict the chosen framework and the way in which it supports, shapes and guides the various departmental programs. The conceptual framework jigsaw puzzle has pieces composed of the various program curricula aligned with accrediting body standards (PSC/NCATE/BoR, CEC, ISSLC, and CACREP) that are embedded in:

- 1) the periodic collaborative renewal process which is directly related to the
- 2) assessment process and its major assessment instruments (pre-entry, program, intern, graduate, and post-graduate employment);
- 3) the programs of study;
- 4) the program syllabi (with learning activities, field experiences, formative assessment activities, and the summative portfolio assessment); and
- 5) the Faculty Annual Role Model goals (by which faculty seek to improve their ability to live out the conceptual framework in their own lives through teaching, service, and professional scholarly development and practice).

The various pieces of the puzzle, when appropriately placed, depict the structure of the conceptual framework as it forms a coherent, clear, inspiring picture of program graduates. Major themes derived from the broad descriptors of the conceptual framework principles form the basis for indicators that can be observed in the performances of program candidates and faculty. Those themes are:

Program candidates will participate in a comprehensive assessment process, structured by learning activities and field experiences, which facilitate their development into:

### **I. Learned-Scholarly Professionals who are Knowledgeable-Ethical-Collegial, as derived from and exhibited in candidate:**

PI 1. Intellectual Curiosity

PI 2. Moral Responsibility

PI 3. Collaboration

**II. Democratic Professionals who are Advocates and Change Agents, as derived from and exhibited in candidate:**

PI 4. Valuing of Diversity

PI 5. Valuing of Service

**III. Self-Actualizing Professionals who are Role Models and Meaning-Makers, as derived from and exhibited in candidate:**

PI 6. Personal Assessment of Dispositions and Practice:

(“Practice = Reflection = Learning = Theory = Practice =  
Reflection =...”)

PI 7. Technology Proficiency

**The seven themes of intellectual curiosity, moral responsibility, collaboration, diversity, service, personal assessment, and technology proficiency, are embedded in all of the departmental program curricula. The overall matrix for the seven conceptual framework themes and all departmental program course objectives aligned with all accrediting body standards and principles are shown in Table 1 below.**

**The knowledge base of the conceptual framework is drawn from professional literature and empirical research. The following are the definitions and research basis for the performance indicators (PI) of each theme of the three broad descriptors.**

**I. Learned-Scholarly Professionals who are Knowledgeable-Ethical-Collegial**

**PI 1. Intellectual Curiosity. Broadening the intellect is the essence of human learning and it is in seeking to broaden the intellect that scholarly professionals are born. A phenomenological sensitivity to lived experience is a prerequisite to human science research employed most effectively in pedagogy. Scholars of the science of pedagogy engage in the practice of their skills, and in the reflection on their practice, create new ways of practicing (Van Manen, 1990; Brooks, 1999; Langer, Colton, & Goff, 2003; Richardson & Placier, 2001). Thus, graduate educational candidates are knowledgeable professionals with life-long intellectual curiosity.**

**PI 2. Moral Responsibility.** The growth and development of children and adults is catalyzed through empathic concern and the personal interaction of intelligently caring professionals with a special vision of what their responsibility is as educators (Delpit, 1995; Gay, 2000; Glasser, 1993; Noddings, 2001). The role of the educator (master teacher, counselor,

leader) is indeed a “sacred one”- the role is a vocation, a calling that transcends professions less directly related to the development of the human mind and character. The Master’s level educator has a proficiency guided by vision. Senge (1990) speaks of mastery as a special kind of proficiency, a “calling” and further defines visioning as a vocation. Personal mastery means living always in a learning mode (p. 142). It is because of this “calling” – this “vocation,” that an exquisite attention to ethical behavior and a thorough grounding in the profession’s principles and legal responsibilities is required for educators who are “moral models” (Coz, 1982; Hansen, 2001; Hansen, Boostrom, & Jackson, 1994). Graduate educational candidates are knowledgeable professionals who are **ethical** in all their actions.

**PI 3. Collaboration.** Hargreaves (1995) noted that, “...diverse expertise contributes to learning, problem solving, and critical inquiry...(and) policy is best established by communities of people, within and across schools, who talk about the provisions, inquire into them, and reformulate them...(p. 52).” The learning capacity of candidates is enhanced by collaborative team effort, both their own teaming and the efforts of faculty delivered collaborative models. Experiences that candidates have during their professional development provide the template for later collaboration within their workplace communities (Armour & Fenandez-Balboa, 2001; DuFour, & Eaker, 1998; Johnson & Johnson, 1999; Serns, 1997; Zimpher, 2002). To be collegial the candidate must believe in their capacity to exercise equal power in their organizations and their capacity to work together to produce results greater than they can produce as individuals (Senge, 1990). “(Professional educators)... can learn best by studying, doing, and reflecting; by collaborating with others; by looking closely at students and their work; and by sharing what they see (Darling-Hammond, 1998, p.8).” Graduate educational candidates are knowledgeable professionals who are **collegial**.

## II. Democratic Professionals who are Advocates and Change Agents

**PI 4. Diversity Valuing.** Candidates live in a global society where they have a “moral imperative,” as citizens of a democracy, to value diversity (Banks, 2001; Cunat, 1996; Glickman, 1998). “Culturally responsive” professional educators form “...an ethical, emotional, and academic partnership with ethnically diverse students, a partnership that is anchored in respect, honor, integrity, resource sharing, and a deep belief in the possibility of transcendence (Gay, 2000, p. 52).” Gay (2000) describes cultural responsiveness as “...a moral imperative, a social responsibility and a pedagogical necessity (p.109).” Educators must advocate for children, those with and without disability, so that they may live the true meaning of being a citizen of a democracy where rich educational opportunities are available to all of them. To be an advocate, the educator must recognize and remove barriers to children’s education and assist parents in becoming effective advocates for their children (Advocacy Center, 2003). Democratic Professionals are **advocates** for their diverse populations of students.

**PI 5. Service Valuing.** Candidates typically say the reason they chose the educational profession was because they wanted to help children learn (Van Manen, 1999). They value the opportunity to serve others and as they grow in experience they make a further commitment to advocacy and leadership for student benefit that takes into account diversity in all of its dimensions. For educators to serve is to recognize their “stewardship” as

leaders of the profession who help children and adolescents “tell the story” of their lives as they choose ways to express themselves in life careers (Senge, 1990). The role of steward includes a willingness to take bold risk-taking steps to forge new, more productive pathways toward better service to others (Cunat, 1996; Fullan, 1993; Glickman, 1998; Henson, 2001; Lambert, L.,1998). Democratic Professionals are **change agents** who gain ever greater benefits for their diverse populations of students.

### III. Self-Actualizing Professionals who are Role Models and Meaning-Makers

**PI 6. Personal Assessment of Dispositions and Practice.** Experienced educators develop an unarticulated internal formula about their practice that guides their self-actualization as practitioners: Practice = Reflection = Learning = Theory = Practice = Reflection = Learning = . . . , etc. Inherent to the human being is a need to reach the limits of personal development and to transcend those limits (Van Manen, 1997). Professional educators learn the benefit of looking humbly at their practice and choosing to alter it in order to improve (Glasser, 1993; Grant & Zeichner, 2001; Hargreaves, 1995; Senge, 1990). The comprehensive portfolio assessment built into the assessment system of the Department of Educational Leadership, Counseling, and Special Education affords the candidate a continuous theme of self assessment that spirals in recurring cycles of self improvement through all course work and leads to the culminating event of the presentation of the portfolio in the capstone experience during the final semester before graduation (Borko, Michalec, Timmons, & Siddle, 1997; Chase, Germundsen, & Brownstein, 2001; Goff, Colton, & Langer, 2000). University faculty and site-based clinical faculty model the role of self-actualizing persons who experience, learn, reflect, and improve. The communication of this role to candidates is the major goal of institutions dedicated to professional educator development. In turn, the candidate models this role to their students. Self-Actualizing Professionals are **Role Models** for their students.

**PI 7. Technological Proficiency.** The freedom to create personal expressions and representations of learning has never been greater. In fact, the use of technology makes Bloom’s cognitive and affective taxonomies more readily operational in student learning. Portfolio assessment, as utilized by the Department of Educational Leadership, Counseling, and Special Education, would be virtually impossible without technological applications. Candidates in the advanced programs are required to become technologically proficient through rubrics articulated in each of the course syllabi. Educators experience, during their matriculation in the programs, all the possibilities available for learning that technology provides and, through becoming proficient, have greater self-efficacy about their ability to use technology with students in the schools (Albion,1999). Knowledge construction is stimulated by the use of technology, critical thinking and problem-solving skills are enhanced, and collaboration is promoted (Jonassen, 2000). Professional educators facilitate **meaning-making** through their use of technology to support student learning. It is through technology that candidates and their students begin to take charge of their own learning.

The program matrix of standards, that assists students and professors to assess student progress through the program and to prepare their final portfolio of best work, is attached in Appendix C.

Through a common set of standards (knowledge, dispositions, performances) each student will understand and adhere to the belief that counselors in the field of school and community counseling are collaborative leaders who promote the success of all clients (students or community individuals) by the following conceptual framework principles. Therefore, counselor education students will:

- understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning/counseling experiences that make these aspects of counseling/psychoeducation meaningful for clients.
- understand how clients learn and develop and be able to provide developmentally appropriate learning/counseling strategies that support their intellectual, social, and personal development.
- understand how clients differ in their approaches to learning/ self-exploration and be able to create instructional/counseling opportunities that are adapted to diverse clients.
- understand and use a variety of instructional/counseling strategies to encourage the client's development of critical and creative thinking, problem solving, and behavior skills.
- use an understanding of individual and group motivation and behavior to create a learning/counseling environment that encourages positive social interaction, active engagement in learning, self-exploration and self-motivation.
- use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the counseling programs and in the classroom.
- plan counseling strategies/programs based on knowledge of theory, technique, best practice, the clients, the community, the curriculum, the school,/district goals, and professional standards and ethics.
- understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the client.
- be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seek the opportunity to grow professionally.
- foster relationships with colleagues, parents, and agencies in the larger community to support the academic progress and well-being of all clients.

\*Adapted from the INTASC Standards.

# CACREP Objectives

The Counselor Education Program subscribes to the concept of the broadest possible clinical education for our students obtaining a Master's degree in School or Community Counseling. Therefore, our Program's objectives are the same for all programs and are taken from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

1. **PROFESSIONAL IDENTITY** - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;
- b. professional roles, functions, and relationships with other human service providers;
- c. technological competence and computer literacy;
- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY** - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f. ethical and legal considerations.

3. **HUMAN GROWTH AND DEVELOPMENT** - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:
  - a. theories of individual and family development and transitions across the life-span;
  - b. theories of learning and personality development;
  - c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
  - d. strategies for facilitating optimum development over the life-span; and
  - e. ethical and legal considerations.
  
4. **CAREER DEVELOPMENT** - studies that provide an understanding of career development and related life factors, including all of the following:
  - a. career development theories and decision-making models;
  - b. career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
  - c. career development program planning, organization, implementation, administration, and evaluation;
  - d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
  - e. career and educational planning, placement, follow-up, and evaluation;
  - f. assessment instruments and techniques that are relevant to career planning and decision making;
  - g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
  - h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
  - i. ethical and legal considerations.
  
5. **HELPING RELATIONSHIPS** - studies that provide an understanding of counseling and consultation processes, including all of the following:
  - a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
  - b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
  - c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
  - d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to

a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation processes; and

g. ethical and legal considerations.

6. **GROUP WORK** - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f. professional preparation standards for group leaders; and

g. ethical and legal considerations.

7. **ASSESSMENT** - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations.

8. **RESEARCH AND PROGRAM EVALUATION** - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e. use of research to improve counseling effectiveness; and
- f. ethical and legal considerations.

The following technology competencies are an important part of a counselor's professional preparation:

## **Technology Competencies**

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Evaluate and use computers and related technologies to support the instructional process.
3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.
5. Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.
6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.
7. Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade levels.
8. Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.
10. Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11. Identify resources for staying current in applications of computing and related technologies in education.

12. Use computer-based technologies to access information to enhance personal and professional productivity.

## **Curriculum Organization**

### Master of Education Programs

The Counselor Education Program adheres to the standards set forth by the counseling profession's accrediting body, The Council on Accreditation for Counseling and Related Education Programs (CACREP). The following is a list of the eight common core areas as established by the accrediting body. Courses that produce the identified knowledge and skill are listed following each competence area. Although the courses specified are targeted to offer the students information and experiential skill relating to the identified standard, this is not meant to imply that the standard will not be addressed in other courses as well. In addition, course content may extend beyond stated standards. Therefore, with an understanding that the Counselor Education Program attempts to offer each student a grasp of the profession of counseling that is holistic in nature, the courses listed below most specifically address each common core category.

**HUMAN GROWTH AND DEVELOPMENT** - Studies that provide an understanding of the nature and needs of individuals at all developmental levels.

- COUN 6620 - Human Growth and Development

**PROFESSIONAL ORIENTATION** - Studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

- COUN 6630 - Professional Orientation and Ethics

**SOCIAL AND CULTURAL FOUNDATIONS** - Studies that provide an understanding of counseling issues and trends in a multicultural and diverse society.

- COUN 6760 - Diversity Sensitivity in Counseling

**HELPING RELATIONSHIPS** - Studies that provide an understanding of counseling and consultation processes.

- COUN 6660 - Communication Skills in Counseling
- COUN 6680 - Theories and Techniques of Counseling
- COUN 6820 - Administration and Consultation in Counseling

**GROUP WORK** - Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

- PSYC 6420 - Seminar in Group Process

**CAREER LIFESTYLE AND DEVELOPMENT** - Studies that provide an understanding of career development and related life factors.

- COUN 6720 - Career Development Theory and Practice

**APPRAISAL** - Studies that provide an understanding of individual and group approaches to assessment and evaluation.

- PSYC 6125 - Psychological Tests and Measurements
- EDUC 6040 - Tests and Measurements for Educational Leaders

**RESEARCH AND PROGRAM EVALUATION** - Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

- EDUC 6021 - Introduction to Research Design

**CLINICAL INSTRUCTION** - This includes supervised practice and internships completed as the final courses in a student's program of study. Practicum and internship requirements are considered to be the most critical experiential elements in the student's training program.

- COUN 6880 - Counseling Practicum – School or Community
- COUN 6900 - Counseling Internship – School or Community
- COUN 6920 - Counseling Internship – School or Community

## **AREAS OF SPECIALIZATION**

### **School Counseling Specialized Courses**

- COUN 6780 - School Counseling
- COUN 6820 - Administration and Consultation for School Counselors
- COUN 6860 – Counseling Children and Adolescents

The School Counseling specialization involves a course of study designed to lead to eventual employment as a counselor in the public schools. Because of the preventive and proactive nature of school counseling, in addition to the common core curricular experiences, all students majoring in the school counseling specialization are required to demonstrate knowledge and skill in areas specific to this professional specialty.

### **Outcomes:**

The school counseling preparation program strives to meet the standards of the *Board of Regent's of the University System of Georgia Principles and Actions for the Preparation of School Counselors*, which went into effect in the fall of 2004 (see Appendix C). These standards are based on the *American School Counselor Association (ASCA) National Model for School Counseling Programs*, and incorporate the four major themes of leadership, advocacy, collaboration and teaming, and systemic change, which are emphasized throughout the school counselor preparation program. Before graduation, school counseling candidates must be able to show that they can positively impact students' academic, career, and personal/social development.

School counselors are trained to do basic clinical assessment and counseling in a similar manner to those in the community counseling program. In addition, school counselors must be able to develop and implement comprehensive guidance programs, utilizing needs assessments and data analysis that are an integral part of the total educational process. Therefore, school counselors need to be effective decision makers and program planners. This requires knowledge of the particular school setting and curriculum; an understanding of the implications of the socio-cultural, demographic, and lifestyle diversity relevant to that school setting; an ability to coordinate efforts with resource persons, specialists, businesses, and agencies outside the school; an awareness and knowledge of issues which may affect the development and functioning of children and adolescents; and an overall ability to build, manage, implement, and evaluate comprehensive school counseling programs. School counselors also need to recognize that parent and staff consultation is an important function of their profession, and therefore, develop and refine their skills to establish appropriate and effective working relationships with varied and diverse groups.

### **Community Counseling Specialized Courses**

- COUN 6700 - Marriage and Family Counseling
- COUN 6800 - Assessment, Diagnosis, and Intervention in Counseling
- COUN 6790 – Community Counseling

The Community Counseling specialization involves a course of study which can lead to entry level employment in a wide range of human service and community based mental health settings, including community mental health centers, employee assistance programs, addiction and recovery programs, and outreach programs geared to specific issues or populations.

Therefore, in addition to the common core curricular experiences, all students majoring in the community counseling specialization are required to demonstrate knowledge and skill in areas specific to a professional counselor practicing in such community settings.

### **Outcomes:**

Community counselors are most effective when they fully understand their role, function, and professional identity within the communities they serve. This requires an acknowledgment of the sociocultural, demographic, and lifestyle diversities relevant to those communities, and knowledge of effective and appropriate strategies for the enhancement of the mental health of those varied and diverse clients who look to the community counselor for program development and service delivery.

Community counseling requires knowledge of theories and techniques of needs assessment in order to be able to design, implement, and evaluate these programs and services, which include community intervention, consultation, education, and outreach. In addition, the community counselor needs to understand the relationships between counselors and other professionals working within a particular community in order to establish a base for client referrals, community resources, and client advocacy.

# COURSE OF STUDY – School Counseling

## Master of Education in Counselor Education Program School Counseling Concentration

### Foundations Courses

EDUC 6021 Introduction to Educational Research	3 hours
EDUC 6040 Tests & Measurements for Education	3 hours

### Core Courses

COUN 6620 Human Growth and Development	3 hours
COUN 6630 Professional Orientation and Ethics	3 hours
COUN 6660 Communication Skills in Counseling	3 hours
COUN 6680 Theories & Techniques of Counseling	3 hours
COUN 6720 Career Development Theory & Practice	3 hours
COUN 6760 Diversity Sensitivity	3 hours
COUN 6770 Crisis Intervention Counseling	3 hours
PSYC 6420 Seminar in Group Process	3 hours

### Specialized Courses

COUN 6780 School Counseling	3 hours
COUN 6820 Administration & Consultation	3 hours
COUN 6860 Counseling Children and Adolescents	3 hours
COUN 6880 Counseling Practicum++	3 hours
COUN 6900 Counseling Internship	3 hours
COUN 6920 Counseling Internship II (Capstone)	3 hours

**Total 48 Hours**

### REQUIRED FOR CERTIFICATION

**SPED 4002 Teaching Students with Disabilities	3 hours
**EDTD 6011 Educational Technology	3 hours

### OPTIONAL COURSES:

COUN 6840 Introduction to Addictions Counseling	3 hours
COUN 6870 Gender Issues in Counseling	3 hours
Or other specialized courses in Community track	

++ 6 out of the 13 following courses are required before a student can participate in COUN 6880: Counseling Practicum: COUN 6620, COUN 6630, COUN 6660, COUN 6680, COUN 6720, COUN 6760, COUN 6770, EDUC 6040/PSYC 6125, PSYC 6147, EDUC 6021, COUN 6820.

# COURSE OF STUDY – Community Counseling

## Master of Education in Counselor Education Program Community Counseling Concentration

### Foundations Courses

EDUC 6021 Introduction to Educational Research 3 hours

### Core:

COUN 6620 Human Growth and Development 3 hours

COUN 6630 Professional Orientation and Ethics 3 hours

COUN 6660 Communication Skills in Counseling 3 hours

COUN 6680 Theories & Techniques of Counseling 3 hours

COUN 6720 Career Development Theory 3 hours

COUN 6760 Diversity Sensitivity 3 hours

COUN 6770 Crisis Intervention Counseling 3 hours

PSYC 6125 Tests and Measurement 3 hours

PSYC 6420 Seminar in Group Process 3 hours

### Specialized Courses

COUN 6700 Marriage and Family Counseling 3 hours

COUN 6800 Assessment, Diagnosis, & Intervention 3 hours

COUN 6790 Community Counseling 3 hours

COUN 6880 Counseling Practicum++ 3 hours

COUN 6900 Counseling Internship 3 hours

COUN 6920 Counseling Internship II (Capstone) 3 hours

**Total 48 Hours**

### OPTIONAL COURSES:

COUN 6840 Introduction to Addictions Counseling 3 hours

COUN 6870 Gender Issues in Counseling 3 hours

Or other specialized courses in School track

++ 6 out of the 13 following courses are required before a student can participate in COUN 6880:  
Counseling Practicum: COUN 6620, COUN 6630, COUN 6660, COUN 6680, COUN 6720,  
COUN 6760, COUN 6770, EDUC 6040/PSYC 6125, PSYC 6147, EDUC 6021, COUN 6820.

# POLICIES OF THE COUNSELOR EDUCATION PROGRAM

## *Admission to the Masters Program: Criteria and Process*

The Counselor Education faculty seeks to admit only those individuals who are personally and academically prepared to complete the Master's degree in community or school counseling successfully. Within these parameters, the faculty are committed to admitting students who demonstrate an awareness of self and others, regardless of race, religion, ethnicity, age, physical ability, sexual orientation, gender, or other form of diversity. The valuing of diversity is encouraged and demonstrated by the counselor education faculty.

### **Criteria:**

Admission to the Program is competitive and is based on the following criteria: Evidence of academic ability and potential for graduate level study as determined by the following:

A. **Regular admission** - Undergraduate GPA: 2.75 or above (on a scale of 4.0)

B. **GRE or MAT Scores:**

#### **GRE:**

**Regular admission:** minimum of **800** on the test overall, with a score of at least **400** on the **Verbal subtest**

#### **MAT:**

**Regular admission:** minimum of **388 (old format 35)**

C. Potential for forming effective interpersonal relationships in individual and small group contexts as evidenced by the following:

1. Interpersonal skills demonstrated in the applicant's personal interview with the Counselor Education faculty and counseling professionals from the community.
2. The faculty's assessment of letters of recommendation from professionals (e.g., former professors, employers, colleagues) who can comment on the applicant's effectiveness for forming and maintaining such interpersonal relationships.

D. Appropriateness of vocational goals and objectives and their relevance to a program of study in professional counseling as evidenced by the clarity of goals as communicated by the applicant during personal interview with the Counselor Education faculty.

E. Openness to self-examination and personal and professional self-development as evidenced by the following:

1. Observation and assessment of the applicant's behavior during the course of the interview with the faculty.

2. The faculty's assessment of letters of recommendation from professionals who can comment on the applicant's openness to self examination and evidence of professional self development.

F. Evidence of paid or volunteer experience indicative of an interest in the helping professions.

G. All candidates must undergo a criminal background check prior to admission.

One of the underlying assumptions of the Counselor Education Program is that people entering the counseling profession need to work on their own personal growth by participating in counseling. In the interest of facilitating such personal growth and ensuring that students develop the openness and ability to work through any personal or professional issues blocking professional effectiveness, the faculty may elect to recommend that a student seek counseling in order to facilitate personal growth.

Applicants who do not meet the minimal test score or GPA requirements outlined above, but who demonstrate exceptional talent or skill in other areas, such as technology, work, or volunteer experience, or who supply outstanding letters of recommendation, may still be considered for admission and are encouraged to apply.

### **The Process of Admission:**

The completed application with all documentation (college transcripts, test scores, letters of reference, and personal essay) must be received by the listed cutoff date. When the application process is complete, the applicant will be contacted by the Dean's office to schedule an interview with the admissions committee.

The admissions committee made up of the full-time Counselor Education faculty and practicing professionals review all applications for admission to the Counselor Education Program, and make recommendations to the Dean of the College of Education regarding each applicant. The process the admissions committee follows involves four steps and is outlined below:

#### Step 1

All completed applications, including three letters of reference, official transcripts, completed criminal background check, and written responses to the autobiographical essay are reviewed and evaluated at a predetermined cutoff date. A background check is necessary as field experiences are required in most courses. Only those applicants who successfully meet the criteria outlined above (relative to these documents) will be considered for the Step 2 interview process.

#### Step 2

A personal interview with the Admissions Committee is required. The personal interview is designed to assess the applicant's potential for forming effective interpersonal relationships in individual and group contexts; their openness to self examination and to personal and professional development; the level of non-defensiveness; the degree to which the Program's objectives and mission are congruent with the vocational and professional goals of the applicant; and the degree to which the Program faculty can meet the applicant's needs and interests..

### Step 3

Following all interviews, the admissions committee meets to discuss all candidates' potential for successful completion of the Program. Final admittance is based on the available openings for the upcoming semester.

### Step 4

Recommendations are made to the Dean of the College of Education for each applicant. The Dean of Education sends each applicant a formal letter of acceptance or denial. The letter will provide information on the student's advisor/mentor, the process for development of the Program of Study, and time and date of the **required attendance** at the **New Student Orientation**.

## **Application Deadlines**

Deadlines for submission of items to be considered for full acceptance into the program each semester are as follows:

May 15	for fall admission
October 15	for spring admission
March 15	for summer admission

Persons who miss the above deadlines for submission of all materials, but who meet the basic College of Education requirements for admission, will be considered as *accepted pending*. Under *accepted pending* status and with permission of the faculty, students may be allowed to take up to three courses in one semester. During that semester, students must submit all of the required Counselor Education application materials, successfully complete the interview process, and be fully accepted into the program in order to continue taking courses.

## **Nondiscrimination Policy**

It is the policy of Augusta State University that there shall be no discrimination against any individual on the basis of age, physical disability, national origin, race, religion, sex, or sexual orientation. This nondiscrimination policy applies to all students, faculty, staff, employees, and applicants.

The Counselor Education Program strongly supports this policy. In addition, the Program actively recruits minority students, and, if necessary, makes every effort to retain these students via financial and tutorial assistance.

The Program's philosophy recognizes the uniqueness of students, and emphasizes the goal of helping ALL students to realize their potential, taking into account ethnic and cultural contexts in order to provide a satisfactory education for all students. The faculty believes that the recruitment and development of culturally diverse counselors is a professional responsibility, just as it is a professional responsibility to provide adequate and appropriate programs and services to a culturally diverse clientele. The Program is, therefore, committed to recruiting and admitting a diverse student population.

## ***Endorsement Policy of the Counselor Education Program***

Students who successfully complete all requirements for the Master of Education degree in Counseling will receive formal endorsement in their area of specialization by the faculty of the training Program. Formal endorsement includes a recommendation for state certification by both the Counselor Education faculty and the College of Education's Certification Officer for those students successfully completing the specialization program in school counseling, or recommendation for employment as a community counselor in a setting consistent with the training provided. Students will receive formal program endorsement only in that program for which they have met training requirements.

Successful completion of a program means the completion of all didactic and experiential course work, including practicum and internship that is marked by performance sufficient to insure that the candidate possesses the skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made. Completion of all requirements means that the candidate has completed the 48 semester hours Master's Degree Program. The faculty does not endorse recent graduates of any degree program for licensure or independent practice since three years of practice under supervision, beyond the degree, is required for licensure. However, application for the Associate Licensed Professional Counselor may be made upon graduation and the National Counselor Exam may be taken at that time. Program faculty assists the student in completing sections of the application that refer to practicum and internship, as well as providing a reference statement.

Procedures for certification as a school counselor in Georgia may be obtained from the state certification officer at ASU. Procedures for certification as a school counselor in South Carolina can be obtained from the South Carolina Department of Education. It is the student's responsibility to obtain and follow these procedures. Students in the Community Counseling program should also contact the appropriate licensing board in their state if they are interested in pursuing LPC or NCC licensure (see Licensing section).

### ***Procedural Guidelines for the Evaluation and Retention of Students Pursuing the Master's Degree in Counselor Education***

In accordance with the College of Education Retention and Exit from Master's Program Policies, candidates must earn at least one A and two B's in all coursework for the first three courses taken. A 3.0 GPA must be maintained throughout the 48 semester hours of the program. Should this standard not be maintained, the student will be placed on academic probation and must re-establish the GPA of 3.0 during the next semester of enrollment. If a student is unable to remediate the grade point average after one semester, he/she will be placed on academic suspension for a period of one semester. Reinstatement requires meeting with advisors, developing a formal plan to address academic problems, and the student's petition to the Exceptions committee for reinstatement.

Twice yearly, the Counselor Education faculty meets to evaluate the progress of each matriculated student. The student's advisor is responsible for collecting relevant feedback from the faculty about a particular student. Each student will be evaluated by faculty on the instrument, the Interpersonal Characteristics Survey, after completing the first three introductory courses. The next assessment

phase will occur when students begin the practicum course. At this time, the students will meet individually with faculty for the Mid-Program Review. The purpose of the Mid-Program Review is to provide the student with feedback concerning their progress in the program thus far and to outline any areas of concern. The student will receive written feedback on a Mid-Program Review form which outlines the results of the review process.

When a student's progress is not satisfactory on interpersonal or professional criteria unrelated to academic performance, she or he may be placed on remediation status. In this event, the following process will occur:

The student will receive a Remediation Plan from her or his advisor (which has been developed after a personal conference with the advisor and another faculty member) outlining the faculty's concerns and stating that the student has been placed on remediation status. In addition, the Remediation Plan will delineate what conditions the student must meet to be removed from remediation status. The student will also be informed of the consequences of the failure to comply with the outlined conditions, including the possibility that the student will be dropped from the Program.

At the end of the remediation period, the faculty will again assess the student's progress on the Remediation Plan and will inform the student (in writing) of their evaluation. It is common for a remediation period to last one semester. Usually, a student is either reinstated fully or is terminated from the Program at this time. However, it is possible for remediation to be extended if the faculty warrants that additional time is needed, or the student has met prior conditions outlined by the faculty but has shown evidence of new deficiencies.

If a student in the Counselor Education Program is arrested for any offense, it is the student's responsibility to notify his or her advisor as soon as possible. Failure to do so may result in immediate dismissal from the program. In such instances, the faculty will decide whether the student will be dismissed or placed on remediation status, and will specify particular steps and a timeframe in which to regain regular status.

Application for Practicum/Internship will include an updated criminal background check. In addition, during internships, the Community Mental Health Center or other agencies may require urine samples for drug related tests. Failure to pass any of the required tests may result in dismissal from the Program.

Dismissal from a school or community mental health position or from a practicum or internship placement may result in dismissal from the program. Making a grade of F in any course is grounds for immediate dismissal from the program. Any course in which a student earns a D or F will need to be taken over for a higher grade.

### **Grievance Procedure**

If a student believes that she or he has been treated unfairly, either in a particular course or as a result of the formal evaluation process, it is the student's right to initiate a grievance procedure. The Augusta State University grievance process is fully explained in the College's Student Handbook, [The Jaguar](#).

## ***Time Limit for Completion of Degree***

The attainment of a clinically based Master's degree offered by the Counselor Education Program inherently implies that a student will proceed through their training program in a logical course sequence without any major interruption of time. Except in instances such as family or personal emergencies, students will be expected to complete their program of studies consistent with the two or three year time table they established with their advisor when they developed their program of study. Even in those special circumstances where personal or family emergencies necessitate a student's not taking courses during a particular academic term, the Augusta State University policy of completing one's course of study within seven calendar years must be adhered to. If for any emergency reason, a student wishes to not pursue their prescribed program of study during a particular semester, these issues will have to be discussed with the student's advisor, approved, and a revised program of study completed. **Students who are inactive in the program for two consecutive semesters will be automatically dropped from the program and will need to reapply** to begin taking classes again.

## **SYSTEM OF ACADEMIC AND PROFESSIONAL ADVISING**

When a student is admitted to the Counselor Education Program, he or she is assigned an advisor/mentor. During the course of the student's matriculation, it is the student's responsibility to make regular contact (usually once each academic term) with their advisor regarding courses to be taken and overall progress in their training program. Although each student will have numerous contacts and interactions with all Program faculty during the course of training, the Program faculty strongly believes in the value of the advisor/advisee relationship as a primary method of professional development.

Among the advisor's responsibilities are the following:

1. To meet with the student as soon after the student has been accepted to the Program as possible and develop a formal "Advising Sheet" that meets the student's professional goals and interests as well as ensure a timely completion of the degree requirements. The formal Program of Studies must be completed and signed by the advisor before the completion of the student's first academic semester in the Program.
2. To perform a variety of "mentoring" roles with the student that facilitates the student's personal and professional development as an effective and competent counselor.
3. Where necessary, to advise the student each academic term about courses to be taken in the subsequent term. Each semester before priority registration, advisors will email their advisees to ask them with the courses they plan to take, according to their advising sheet, for the next semester. Advisors may request an individual conference, or may email the students' Personal Identification Number (PIN) which will be required for registration. PIN numbers for registration change every semester.
4. To communicate any corrective feedback to the student as a result of faculty evaluations of students (see Procedural Guidelines for the Evaluation and Retention of Students).

5. To review the advisee's records at the time that the student registers to graduate to determine that the student has met all program requirements.
6. To serve as overall liaison between the Program and the advisee.

## ***NEW STUDENT ORIENTATION***

A formal orientation program for new students will be held during registration week two semesters each year. During orientation, the Program faculty will help all new students become familiar with the policies and procedures of our Program and those of the college that affect Program students. In addition, the Counselor Education faculty possesses a strong philosophical commitment to the personal and professional development of all our students and, congruent with this commitment, will use a part of the orientation program to begin this developmental process. In order to initiate this process, students and the faculty will make use of structured group experiences to facilitate the process of students beginning to learn more about the faculty, as well as, about themselves and their fellow students. This initial orientation experience for newly admitted students will typically take place in a two-hour block during the evening. In addition to this initial orientation, each new class of students and the faculty may meet periodically throughout the training program to process, consolidate, and critique their learning experience as well as, have an opportunity to continue working together to develop and practice collaborative interpersonal skills.

## ***PROFESSIONAL IDENTITY AND AFFILIATION***

Matriculated students in the Counselor Education Program are urged to consider affiliation with the professional association serving the counseling profession. That organization is the American Counseling Association. Benefits of membership include receiving the professional journal(s) published by ACA, identification with current professional issues, opportunity to attend state, regional and national meetings, eligibility for member services (e.g., professional liability insurance, legal defense fund, library resource use), and provide an avenue for networking and interaction with other counseling professionals having interests and areas of expertise similar to your own. Student membership in ACA is available at a reduced membership cost, as are registration fees for the various professional conferences. ACA student membership applications require a faculty member's endorsement. Students will also be encouraged to join their respective state counseling association (see list below). Announcements for state, regional, and national professional meetings are posted on the Counselor Education bulletin board located outside the Dean's Office.

The Counselor Education faculty is committed to encouraging each of our students to learn about the various specialty divisions of the ACA and become actively involved in those divisions that are congruent with the student's specialty interests. The various divisions of ACA and the affiliate state professional organizations are listed below:

### American Counseling Association: Divisions and Journal

ACA – American Counseling Association ([www.counseling.org](http://www.counseling.org))

Publication: Journal of Counseling and Development

ASCA – American School Counselor Association ([www.schoolcounselor.org](http://www.schoolcounselor.org))

Publications: The School Counselor, Elementary Guidance and Counseling

AMHCA American Mental Health Counselors Association

Publication: Journal of Mental Health Counseling

AGLBIC Association for Gay, Lesbian and Bisexual Issues in Counseling

ARCA American Rehabilitation Counseling Association  
Publication: Rehabilitation Counseling Bulletin

AAC Association for Assessment in Counseling  
Publication: Measurement and Evaluation in Counseling Development

AADA Association for Adult Development and Aging  
Publication: AADA Newsletter, Adultspan

ACES Association for Counselor Education & Supervision  
Publication: Counselor Education and Supervision

AHEAD Association for Humanistic Education and Development  
Publication: Journal of Humanistic Education and Development

AMCD Association for Multicultural Counseling and Development  
Publication: Journal of Multicultural Counseling and Development

ASERVIC Association for Spiritual, Ethical and Religious Values in Counseling  
Publication: Counseling and Values

ASGW Association for Specialists in Group Work  
Publication: Journal for Specialists in Group Work

IAAOC International Association for Addictions & Offender Counseling  
Publication: Journal of Addictions and Offender Counseling

IAMFC International Association of Marriage and Family Counselors  
Publication: The Family Journal: Counseling & Therapy for Couples & Families

MECA Military Educators & Counselors Association (an affiliate)  
Publication: MECA Newsletter

NCDA National Career Development Association  
Publication: The Career Development Quarterly

NECA National Employment Counseling Association  
Publication: Journal of Employment Counseling

## ***PROFESSIONAL LIABILITY INSURANCE***

All students are required to obtain liability insurance before they reach the practicum and internship level. A copy of the liability insurance premium form from your insurance carrier must be submitted to the Practicum and Internship Coordinator at the end of the semester prior to the semester you intend to register for Practicum. Without evidence of appropriate liability insurance, the student will not be allowed to register for practicum or either of the internship terms. While

lawsuits involving school or community counselors are relatively uncommon, any service provided the public by a professional (or a professional in training) is vulnerable to the threat of lawsuit. Liability insurance is available to ACA student members at special student rate through Healthcare Providers Service Organization (HPSO). Students will provide a copy of the liability insurance statement to be included in the student's Program file.

## **ACADEMIC REGULATIONS**

### **Student Responsibility**

Students are held responsible for adhering to all policies set forth in the University Catalog and the University Student Handbook. Students are required to know and observe all regulations concerning campus life and student conduct. Students are responsible for maintaining communication with the University by keeping on file with the Office of Records and Registration at all times a current address, including zip code and telephone number. Students are also responsible for meeting all university deadlines for required forms and fees.

### **Registration**

Registration takes place on designated days prior to the beginning of each semester. In the summer session, which consist of several terms starting at various times, registration occurs over an extended period which ends, for in individual term, on the first day of classes in that term. Students are encouraged to register during the priority registration period each semester, as often classes close quickly, particularly in the summer. Consultation with an advisor prior to registration is required for all counselor education students. **Registration is not complete until all fees have been paid.**

### **Course Load**

A graduate student who is registered for and attending 9 or more semester hours of graduate work in a regular semester is classified as full-time; a normal course load is 6 to 12 semester hours of graduate work. A graduate student may registered for more than 12 semester hours of graduate work in a regular semester only with the approval of the Dean of the College of Education.

### **Academic Eligibility**

Once students have been admitted to the graduate program in Counselor Education, they are expected to maintain a 3.00 cumulative grade-point average (GPA). Students whose cumulative GPA falls below 3.00 will be placed on academic probation. Graduate students in counselor education who are placed on academic probation are required to restore their overall GPA to 3.00 within 9 additional gross semester hours of graduate work. They may do this work by taking any graduate course without a COUN prefix, and for which they meet any prerequisites. All course work used to restore the GPA to 3.00 must be completed at Augusta State University. Credit earned at any other institution while the student is on academic probation or is ineligible to enroll at ASU Counselor Education Program, cannot be applied to any degree at ASU.

### **Transfer Credit Policy**

ASU may credit toward a master's degree nine semester hours (3 courses) of graduate work from another accredited graduate institution upon recommendation of the appropriate adviser and the Chair of the Department of Educational Leadership, Counseling, and Special Education. Transfer of credit must be approved and the appropriate form must be completed, signed and dated by the student's advisor. After a student has entered a graduate program at ASU, permission from the

student's advisor and the department chair is required prior to accepting the transfer course(s). Permission to Transfer forms are available in University Hall.

## **GRADUATE ASSISTANTSHIPS**

Currently, a number of graduate assistantships are available to graduate students in the College of Education and counselor education students are encouraged to apply. The graduate assistantship stipend pays the student's tuition plus a stipend per semester. The student must pay the campus activity fees, parking, books and matriculation fees. The assistantship involves working 10 hours/week with the faculty on assigned projects. Applications may be obtained from the Administrative Assistant to the Dean in the College of Education.

## **PRACTICUM AND INTERNSHIP: REQUIREMENTS AND PROCEDURES**

In addition to the academic program objectives established, the Counselor Education Program adheres to the professional counseling accreditation standards for clinical instruction. Six out of the following 13 courses must be completed before a student can register for COUN 6880 Counseling Practicum: COUN 6620, COUN 6630, COUN 6660, COUN 6680, COUN 6720, COUN 6760, COUN 6770, EDUC 6040/PSYC 6125, PSYC 6147, EDUC 6021, COUN 6820. The Practicum must be successfully completed before a student can register for Internship I. Since the Internship clinical courses represent the capstone experiences in a student's professional training it is imperative that each student carefully attend to the specific course requirements and the procedures for finding and securing a Counselor Education Program approved Internship site. Each student will need to work closely with his/her advisor and the School of Education Coordinator of Field Experiences as he/she proceeds through the procedural process.

### ***Practicum Related Requirements and Procedures***

1. Practicum: Course Requirements. There are three requirements for Practicum that are necessary to complete the course at a school site or at the on-campus Counselor Education Training Center (CETC).
  - a. The student must complete 100 clock hours of counseling and counseling-related activities at the CETC or a school site to meet the requirements of Practicum. Students should plan to spend 8-10 hours per week during the 15 week semester at the CETC or school site.
  - b. Of these 100 hours, 40 must be direct service hours. Direct service hours are defined as face to face interaction with clients which includes the application of counseling, consultation, or human development skills training intervention. Of the 40 hours at least 20 hours must be individual counseling and it is recommended that at least 10 hours must be in group counseling with the remainder being drawn from the other direct service categories.

- c. The student **MUST** be allowed to audiotape/videotape the direct service hours for the purpose of supervision. (For supervision expediency, all students are required to use a **STANDARD** size audio/video tape). Students are required to provide their own tapes for these purposes at the Center.

2. Supervision-related Requirements. Because Practicum represents the first opportunity for the student to engage in direct service with "real" clients, the faculty assumes primary responsibility for the student's supervision. This allows the faculty the opportunity to tie in didactic instruction and pre-practicum skills preparation with the counseling process itself. Intensive individual and group supervision of practicum will occur on campus. More specifically, the student will meet with his/her Practicum instructor a minimum of one hour each week for individual clinical review of his/her video/audio tape counseling sessions and other direct service work. The student will also participate in a group supervision seminar on campus with his/her Practicum instructor for a minimum of 1-1/2 hours per week during which the seminar group will focus on didactic and experiential activities and include some form of review of counseling practices.

In those instances where a student has received faculty approval and clearance from the School's Coordinator of Practicum and Internship to do his/her Practicum at an off-campus site, the Program requests that the site operate in the following capacity:

- a) assign a **Practicum Supervisor** who has appropriate credentials, time, and interest for training the practicum student, who can generally monitor the practicum to ensure that both the student's needs and the clients' needs are being met;
- b) provide opportunities for the student to engage in a variety of counseling activities consistent with the CACREP standards for supervision and for evaluating the student's performance (suggested counseling experiences are included in Practicum Contract);
- c) ensure that the student has the opportunity to accumulate the required number of client contact hours;
- d) provide the student with an orientation to the site and adequate work space, telephone, office supplies, and staff to conduct professional counseling activities (consistent with those provided for the Site Supervisor).
- e) meet for individual supervision with the practicum student a minimum of one hour each week the student earns hours at the site, and be available for on-site emergency situations;
- f) ensure that the student can tape at least one counseling session each week for university supervision;
- g) provide written evaluation of the student, based on criteria established by the Augusta State University Program.

3. Practicum-Related Procedures. Practicum should not be viewed as other courses in terms of the amount of time required to prepare adequately for the experience. At the time of matriculation into the Counselor Education Program, when the student first meets with his or her advisor, it would be appropriate for the student and his/her advisor to begin planning for the practicum experience by addressing the following: discussing the type of client population with whom the student wants to

work, reviewing the list of possible practicum sites, reviewing the time table procedures for submitting the Practicum Application, deadlines for locating a Program-approved site, etc. While the Program has compiled a list of approved Practicum and Internship sites (this list is continually being updated), it is the student's responsibility either to choose a site from the approved list or present an alternate site to his/her advisor for review and approval. The following steps and time lines must be adhered to as the student locates and obtains faculty approval for a specific Practicum site.

Step 1: In August and January, the semester before students plan to register for Practicum, students must purchase a copy of the *Practicum and Internship Manual* from the ASU bookstore and read it thoroughly. Students should write down specific questions which can be discussed at the meeting in Step 2. A call for practicum and internship applications will be sent via email during the fall and spring semesters. Students must submit an application to the Practicum and Internship Coordinator before the posted due date.

Step 2: A Practicum/Internship planning meeting will be held during October for those students planning to register for Practicum in the spring, and April for those students planning to register for Practicum in the fall. Due to the intensity of the course requirements, practicum and internship courses are not held during the summer. During this meeting the faculty member serving as Practicum and Internship Coordinator will spell out all necessary steps students are to follow in securing a site for those students seeking approval to do their Practicum at an off-campus site.

Step 3: A copy of the student's professional liability insurance is due to the Practicum and Internship Coordinator before classes begin for the semester practicum or internship will be taken and before the student will be able to counsel with anyone at their school or community placement site.

Step 4: Although students complete a background check prior to admission, another background check form needs to be completed and submitted for all students who will be working with clients in the schools and community. These forms may be obtained from and submitted to the Department of Educational Leadership, Counseling, and Special Education Administrative Assistant. Background check forms must be completed by the same timelines as outlined above for proof of insurance.

Step 5: During the semester preceding that for which they plan to register for Practicum, students will work with the Practicum and Internship Coordinator to identify an appropriate site. Once a site has been selected and approved, a meeting with the university supervisor, the site supervisor and the student will be held (the semester prior to practicum or internship class). The practicum or internship contract will be completed and signed at this meeting. Students will keep track of all their Practicum paperwork during the semester.

There are a number of reasons for completing this process early as outlined. a) it usually is a time-consuming process finding a practicum site and this cannot be delayed until the beginning of the semester one intends to take practicum; b) because of the amount of supervision required for practicum, faculty assignments will be determined by the number of students planning to enroll in the course(s). Staff planning, therefore, needs to take place some months in advance; c) legal agreements between the university and the practicum site may need to be established, which can be a time-consuming process; and d) with other counseling and master's psychology programs in our

geographic area, there is competition for practicum (and internship) sites, so early contracting with a site is necessary.

All practicum and internship forms are available in the Practicum and Internship Manual at the bookstore, or in download format on the web at the Department of Educational Leadership, Counseling, and Special Education website: [www.aug.edu/clinical/](http://www.aug.edu/clinical/). Students are responsible for providing their own forms to use from the manual throughout the practicum experience.

## ***Internship Related Requirements and Procedures***

Following successful completion of the counseling practicum, students must complete two semesters of counseling internship in either school counseling or in community counseling facilities, according to the student's area of focus. This internship is to be completed in two semesters. Students who wish to become experienced in both areas of school and community counseling would need to complete four semesters of internship, two in a school setting and two in the a community setting.

1. Internship: Course Requirements. There are three requirements for internship that need careful consideration.

a. The student must commit 600 clock hours total to the school or community site respective to their area of concentration to meet the requirement of internship. The typical method of doing this is two semesters of 300 clock hours each.

b. Of these 600 hours, 240 hours must be direct service hours. Direct service hours involve face to face interaction with clients which includes the application of counseling, consultation, or human development skills. The student is expected to engage in both individual and group counseling. The remaining 360 hours are to involve indirect service work such as office administrative duties, consultation with parents or other staff, in-service staff development activities, clinical staffing of counseling cases, clinical supervision, and staff meetings. Like all internship sites, this site must be approved by the faculty Practicum and Internship Coordinator.

Alternative Method: A second method has been designed for those students, such as public school teachers whose work schedules will not allow them to commit the typical 300 hours during a semester at their internship site. Following this alternative, a student will commit to doing their internship at the rate of 150 hours per semester over four academic semesters. Of these 150 hours, 60 hours must be direct service hours and 90 hours must be indirect service. A student wishing to use this alternative internship method will be expected to work out the specific details of their alternative plan with their advisor as outlined below in the section Internship-Related. Additionally, students will be required to register for Internship for each semester in which they are accruing hours.

c. The site should allow the intern to audiotape (or videotape) direct service hours for the purposes of clinical supervision. A minimum of one tape per week is required for submission the Internship instructor.

2. Supervision-Related Requirements. The site (school, agency, practice group, or university) must provide supervision by a clinician acceptable to the Counselor Education Program. The identified site supervisor must hold a minimum of a Master's Degree in the program emphasis area and

possess appropriate certifications or licenses. In addition, the site supervisor must have a minimum of two years experience as a counselor or clinician in their professional specialty (i.e., counselor education, psychology, social work). Students will be asked to obtain a copy of the site supervisor's resume to be submitted with the Internship Contract.

The site must permit the student intern to participate in a variety of professional activities in addition to direct service work. These activities should be those that a regularly employed staff member in the setting would be expected to perform. In addition, the program requests that the site operate in the following capacity:

- a) assign an **Internship Supervisor** who has appropriate credentials, time, and interest for training the practicum student, who can generally monitor the practicum to ensure that both the student's needs and the clients' needs are being met;
- b) provide opportunities for the student to engage in a variety of counseling activities consistent with the CACREP standards for supervision and for evaluating the student's performance (suggested counseling experiences are included in Internship Contract);
- c) ensure that the student has the opportunity to accumulate the required number of client contact hours;
- d) provide the student with an orientation to the site and adequate work space, telephone, office supplies, and staff to conduct professional counseling activities (consistent with those provided for the Site Supervisor).
- e) meet for individual supervision with the internship student a minimum of one hour each week the student earns hours at the site, and be available for on-site emergency situations;
- f) ensure that the student can tape at least one counseling session each week for university supervision;
- g) provide written evaluation of the student, based on criteria established by the Augusta State University Program.

3. Internship-Related Procedures. Like the practicum course, the internship courses should not be viewed as other courses in terms of the amount of time required to prepare adequately for the experience. It would be appropriate for the student and their advisor to begin the planning process for internship well in advance of the term the student register for their first internship by addressing the following: discuss the type of internship site that might best meet the student's professional interests, review the list of possible internship sites, and reviewing the time lines for locating a Program-approved site, etc. While the Program has compiled a list of approved internship sites, it is the student's responsibility to either choose a site from the approved list or present an alternate site to their advisor for review and approval. The following steps and time lines must be adhered to as the student locates and obtains faculty approval for a specific internship site.

Step 1 During the fourth week of the semester each term the faculty will send an email requesting Internship applications for those students planning to register for Internship during the next term. Students will indicate their preferences for sites on the internship form, and meet with

the Practicum and Internship Coordinator individually to match their interest with an appropriate and available placement.

Step 2 During the period between the fourth week of the semester and the beginning of the next academic term, faculty will contact the Program-approved sites, schedule and conduct a meeting with the site supervisor, student, and faculty supervisor. The Internship Contract will be completed at this meeting. The student will then make three copies: one copy of the Internship Contract is for the Site Supervisor, one for the student's Program file, and one for the student. Students will keep track of all their Internship paperwork during the semester.

Step 3 Should a student wish to do their Internship at a site not as yet approved by the counseling faculty, a formal site visit by the student's advisor must take place prior to the student carrying out the site selection process outlined in Step 2. In such an instance, it is the student's responsibility to discuss the proposed site with their advisor, who will take responsibility for seeing that the appropriate review and approval of the site is carried out. During the site visit, the requirements for the course and the site supervisor's role and credentials will be reviewed. The purpose of this meeting is for the faculty advisor to be assured that the site is an appropriate one for internship and for the site supervisor and/or student to clarify any issues they may have. Only those sites that agree to meet all the contract requirements will be approved for internship placement.

As with the early planning for Practicum, there are a number of reasons for completing the process early. Since faculty teaching assignments must be determined well in advance, staff planning needs to take place some months in advance, and since there are other graduate programs in the larger geographic area, there is often competition for internship sites and early contracting with a site is necessary. Also, legal agreements must often be established between the university and any new internship site, which can be a lengthy process.

All practicum and internship forms are in the Practicum and Internship Manual, available for purchase at the bookstore, or in download format on the web at the Department of Educational Leadership, Counseling and Special Education website: [www.aug.edu/clinical/](http://www.aug.edu/clinical/). Students are responsible for providing their own forms to use from the manual throughout the internship experience.

## ***PORTFOLIO ASSESSMENT***

**Portfolio Assessment** is utilized in the Counselor Education Program to assist students in authentic assessment of their work and progress through the program. The final product with presentation will be cumulative and will be both electronic and in hard copy. The **Portfolio Assessment Matrix** containing all of the assessment requirements will be presented to students during the Professional Orientation and Ethics Course. The assessment basically consists of specific documents of each student's work (usually one assignment per course), and other products demonstrating personal and professional development that will be reviewed in a power point presentation to faculty, community members and students during the semester prior to graduation.

# GRADUATION REQUIREMENTS

The specific graduation requirements for graduate students are outlined in the Augusta State University Catalog. Of particular importance, to Counselor Education graduate students, are the dates by which the **Application for Graduation** must be filed. For those students completing all requirements for Spring (May) graduation, this Application must be completed and filed with the Registrar by the end of the Fall Semester. For students completing all requirements for Fall (December) graduation, the application must be completed by the end of the Spring Semester. For other graduation related requirements, each student is responsible for conferring with their advisor at least one academic semester ahead of the semester they plan to graduate.

## ***Required Forms for the Master's Degree Program***

### **Form Time to Submit**

#### Beginning of Portfolio

Assessment Contract.....	Beginning with the Prof. Orientation & Ethics Course
Program of Study/Advising Sheet.....	Prior to completion of 9 credit hours
Application for School	
Counselor Certification.....	Semester before graduation
Transfer of Credit.....	As Program of Study is constructed
Substitution of Courses.....	As the substitution is planned
Application for Graduation.....	One to two semesters before graduation

## LICENSURE AND CERTIFICATION INFORMATION

### State Certification for School Counselors:

Students wishing to obtain school counselor certification in Georgia or South Carolina are expected to contact their respective State Departments of Education and obtain the specific requirements for School Counselor Certification and then meet with their advisor to carry out the prescribed process. Students must pass the GACE School Counseling Test (in Georgia) or an equivalent state test for school certification. See certification section on pages 9 for contact information.

### State LPC Licensure:

**Please note that state licensure requirements involve additional work experience and clinical supervision beyond the Master's Degree by a Board-approved supervisor.**

Students wishing to pursue licensure in Georgia as a Professional Counselor or Marriage and Family Therapist in Georgia should contact the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists to request an application packet and then meet with their advisor for guidance and assistance.

Students wishing to pursue licensure as a Professional Counselor in South Carolina should contact the licensure Board in South Carolina to request an application packet, and then meet with their advisor for guidance and assistance. See licensure section on page 10 for contact information.

### National Certification: The National Board for Certified Counselors (NBCC)

The National Board for Certified Counselors (NBCC) is an independent, not-for-profit organization whose primary purposes are to establish and monitor a national certification system, to identify to professionals and the public those counselors who have voluntarily sought and obtained generic counselor certification, and to maintain a registry of these counselors. This process grants recognition to counselors who have met predetermined NBCC standards in their training, experience, and performance on the National Counselor Examination. A counselor who is certified by the NBCC uses the designation NCC, National Certified Counselor. The NBCC also offers specialty certification in Career Counseling, Gerontological Counseling, School Counseling, Clinical Mental Health Counseling, and Addictions Counseling. See the Licensure section of this handbook for contact information. See licensure section on page 10 for contact information.

## **GRADUATE STUDENT ORGANIZATIONS**

### Chi Sigma Iota

Chi Sigma Iota is the international honor society for students and community members of the counseling profession. Admission is based on scholarship and service to the profession. Students who are enrolled in the program for at least one semester and have maintained at least a 3.5 average will be invited to join. The Augusta State University Counselor Education Program established the Gamma Rho Omega Chapter for its graduate students, alumni, and community professionals in 2003. Students interested in Chi Sigma Iota are encouraged to contact any member of the faculty.

## **PLACEMENT SERVICE**

The Augusta State University Career Center offers a placement service for both undergraduate and graduate students. Students who are interested in opening a file at the Center should make an appointment by calling 737-1604.

## **COUNSELOR EDUCATION FACULTY**

Mary Jane Anderson, Ph.D., is an Associate Professor of Counselor Education. She received her Ph.D. in Counselor Education from the University of New Orleans. She earned a Master's of Education degree in Special Education from Southeastern Louisiana University, and a Master's of Education degree in Counselor Education from the University of New Orleans. She is a Nationally Certified Counselor, a Licensed Professional Counselor and Supervisor in Georgia, and a licensed guidance counselor in Louisiana and Mississippi. Dr. Anderson taught special education students for eleven years in the states of Maryland, New Hampshire, Massachusetts, and Louisiana. Her background includes a wide range of counseling venues covering private practice, community mental health, domestic violence centers, parenting classes, corrections facilities, and school settings. She has offered workshops on a wide variety of topics at state, national, and international conferences on her research interests, which include supervision issues, counseling with people with disabilities, adolescent suicide prevention, and sexuality issues. She currently serves as President of the Board of Directors for Kids Restart, Inc., a community agency which provides supervised visitation and other needed services to children and families involved with the foster

care system. Dr. Anderson's publications include articles on teen suicide prevention, disability awareness, and diversity sensitivity training in counseling.

Richard G. Deaner, Ph.D., is an Assistant Professor of Counselor Education. He received his Ph.D. in Counselor Education from the University of South Carolina. He earned a Master's of Education degree in Counselor Education from Lynchburg College. His background includes working as a counselor in a variety of settings including schools and community centers. His research interests include topics associated with wellness of counselor education students, early recollections, assessment techniques for children and adolescents, and multicultural/transcultural issues. Dr. Deaner's publications include issues related to the use of early recollections in couples counseling, wellness and early recollections of counselor education students, culture regarding religion/spirituality and marriage/family counseling, narrative strategies for creative expression, and the supervisory relationship. He is a strong advocate of the counselor education profession and is a member of the American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Southern Association for Counselor Education and Supervision (SACES), and the North American Society of Adlerian Psychology.

Paulette Schenck, M.Ed., is an Assistant Professor of Counselor Education. She is a doctoral candidate in Counselor Education at Colorado State University. She earned a Master's of Education degree in Counseling, Guidance & Personnel Services from South Dakota State University. She has been an Assistant Professor of Counseling and Program Coordinator at the University of Alaska at Anchorage, and an adjunct professor in counseling at Concordia University, Cardinal Stritch University, and University of Alaska Southeast. She has also served as a Career Center Assistant Director for four years, and as a high school counselor for eight years. She is a certified professional school counselor in Colorado and South Carolina. She has presented at international, national, state and regional conferences on a variety of counseling issues, including career counseling, communication skills, and life coaching. Her research publications include articles in the *Career Planning and Adult Development Journal*, the *CCDA Newsletter*, and *Counseling Today*, among many others. She is a member of the American School Counselor Association (ASCA), the American Counseling Association (ACA), the American Association of University Women, the National Career Development Association, and Phi Delta Kappa, among several other professional organizations.

# APPENDICES

## **Appendix A:**

### Required Forms

Program of Study/Advising Sheet  
Change In Program of Study  
Summary of Transfer Graduate Credit  
Application for Graduation

## **Appendix B:**

### Courses of Study for Full and Part-time Students

Program for Full-time Students  
Program for Part-time Students

## **Appendix C:**

### Learning Objectives According to Professional, State, and Institutional Standards

Matrix of Standards Assessment Plan  
CACREP Program Objectives and Curriculum  
PSC and NCATE Program Standards  
Program Checkpoints for Assessment  
Regent's Principles and Actions for the Preparation of School Counselors

***APPENDIX A - REQUIRED FORMS***



Advisor Checklist: add semester/year for each item

- \_\_\_\_\_ 1. Admission to Graduate Program
- \_\_\_\_\_ 2. Maintain a 3.0 GPA
- \_\_\_\_\_ 3. Program of Study (after one semester completed)
- \_\_\_\_\_ 4. Pass GACE Basic Skills Test (3 parts)
- \_\_\_\_\_ 5. Application for Graduation (1-1½ semesters before expected graduation)
- \_\_\_\_\_ 6. Pass GACE School Counseling Test (2 parts)
- \_\_\_\_\_ 7. Portfolio submission

Additional requirements for Georgia Guidance Counselor certification:

SPED 4002: Teaching Students with Disabilities in General Education  
EDTD 6011: Educational Technology  
Passing the GACE examination in School Counseling

If you are a school teacher and you have taken the Students with Disabilities and Technology courses offered through your district, you may apply those classes to meet this requirement by providing your advisor with documentation of course completion.

The GACE School Counseling examination should be taken during the last semester of enrollment in the program. Also, during your last semester, consult with the ASU Certification Officer for procedural guidelines in becoming a certified guidance counselor in the state of Georgia.

Signatures:

Student \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Date \_\_\_\_\_

Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_

AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
Department of Educational Leadership, Counseling and Special Education  
M.Ed. with a Major in Counselor Education  
ADVISING SHEET: School Counseling

*The purpose of this form is to help students and their advisors track the student's progress through the program. **It should be used when meeting with a qualified program advisor.***



Advisor Checklist: add semester/year for each item

- \_\_\_\_\_ 1. Admission to Graduate Program
- \_\_\_\_\_ 2. Maintain a 3.0 GPA
- \_\_\_\_\_ 3. Program of Study (after one semester completed)
- \_\_\_\_\_ 4. Application for Graduation (1-1½ semesters before expected graduation)
- \_\_\_\_\_ 5. Portfolio submission
- \_\_\_\_\_ 6. Licensure application

See Counselor Education Program Handbook for procedural guidelines for Georgia or South Carolina Licensed Professional Counselor (LPC) licensure or National Certified Counselor (NCC) certification.

Signatures:

Student \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Date \_\_\_\_\_

Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_

AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
Department of Educational Leadership, Counseling and Special Education  
M.Ed. with a Major in Counselor Education  
ADVISING SHEET: Community Counseling

*The purpose of this form is to help students and their advisors track the student's progress through the program. It should be used when meeting with a qualified program advisor.*



**AUGUSTA STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
 Department of Educational Leadership, Counseling and Special Education

**SUMMARY OF TRANSFER GRADUATE CREDIT**  
**Master of Education**

Student Name \_\_\_\_\_ SSN \_\_\_\_\_

Degree Program \_\_\_\_\_ Major of Concentration \_\_\_\_\_

Semester Entering \_\_\_\_\_ Teaching Field \_\_\_\_\_ (if applicable)

NO MORE THAN 15 QUARTER HOURS OR 9 SEMESTER HOURS CAN BE TRANSFERRED FROM OTHER INSTITUTIONS.

COLLEGES \* \_\_\_\_\_ \*\* \_\_\_\_\_

AUGUSTA STATE UNIV. EVALUATION			PREVIOUS COLLEGE CREDIT					
DEPT. & COURSE #	SEM HRS CREDIT	DESCRIPTIVE TITLE	DEPT & COURSE #	GRADES	HRS SEM	HRS SEM	DESCRIPTIVE TITLE	SEM & YR TAKEN

Total Hours Transferred: \_\_\_\_\_

Steps for evaluating transfer graduate credit:

This form is to be completed by the major/concentration college or department recommending transfer graduate credit.

The form is then forwarded to the Dean of Education for approval.

The Dean of Education will then send the form to the Registrar for the credit to be entered on the student's permanent record and for notification to be mailed to the student.

\_\_\_\_\_  
 Advisor

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Department Chair

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Dean of Education

\_\_\_\_\_  
 Date

RECEIVED AND POSTED BY THE REGISTRAR: \_\_\_\_\_ / \_\_\_\_\_ (Date)

**AUGUSTA STATE UNIVERSITY**  
**COLLEGE OF EDUCATION**  
Department of Educational Leadership, Counseling and Special Education

**M.ED. APPLICATION FOR GRADUATION**

The application for graduation can be found on the registrar's website in Adobe (pdf) format:  
[http://www.aug.edu/registrar\\_va/forms/Graduate%20App%20for%20Grad.pdf](http://www.aug.edu/registrar_va/forms/Graduate%20App%20for%20Grad.pdf)

***APPENDIX B - COURSE OF STUDY FOR FULL AND PART-TIME STUDENTS***





**APPENDIX C - LEARNING OBJECTIVES ACCORDING TO  
PROFESSIONAL, STATE, AND INSTITUTIONAL STANDARDS**

**Master's Degree in Counseling**

**MATRIX OF STANDARDS - Assessment Plan**

<b>COURSES &amp; Objectives</b>	<b>1 Professional Identity</b>	<b>2 Social &amp; Cult. Found.</b>	<b>3 Human Development</b>	<b>4 Careers</b>	<b>5 Helping Relationships</b>	<b>6 Group Work</b>	<b>7 Appraisal</b>	<b>8 Research</b>
<b>EDUC 6021</b> Intro to Research Design <b>PSC I (1,2)</b> BoR COUN II-A(9); II-B(1) <b>CACREP 8 (A-F)</b> <b>PSC IV (8)-GACE II</b>							6 -R-P-PR	1,2,4,7-R-P-PR
<b>COUN 6620</b> Human Growth & Dev. <b>PSC I (1,2)</b> <b>BoR COUN II-A(9)</b> <b>CACREP 3 (A-E)</b> <b>PSC IV (8)-GACE II</b>	1,2,3-R-P-PR-D		3 -P-D-O					
<b>COUN 6630</b> Prof Orien & Ethics <b>PSC I (1,2)</b> <b>BoR COUN I-A(1); I-A(2); II-A(9)</b> <b>CACREP 1 (A-H)</b> <b>PSC IV (8)-GACE II</b>	1,2,3,8-R-P-PR-D	3-P-D-O-	4 -P-D-O		2-P-D-O- 3-P-R-PR	5-P-D-O 4-P-R-PR	5-P-P-D-O	6-P-D-O-R 7-R-PR-TM
<b>COUN 6660</b> Communication Skills <b>PSC IV (8)</b> BoR COUN II-A(6); II-A(9); <b>CACREP 5 (A-G)</b> <b>PSC IV (8)-GACE II</b>	4 -P-D-O				3-D-T-O-TM	4-P-R-O-TM		6-R
<b>COUN 6680</b> Theory & Practice <b>PSC IV (8)</b> <b>BoR COUN I-A-1(a-c), 2(a-c); I-C(1-6)</b> <b>CACREP 5 (C)</b> <b>PSC IV (8)-GACE II</b>		2-P-D-PR	1-P-D-PR			4-PR-O-TM		6-R-P-TM
<b>COUN 6700</b> Marriage & Family <b>PSC I (1,2) PSC IV (8)</b> BoR COUN II-A(C); II-A(7) <b>CACREP 5(A-G)</b>	8-P-PR	2-R-P	1-R-P	5-P-PR-D	3-0-P-PR-TM	4-P-PR-D	6-PR	7-R-P-PR-TM
<b>COUN 6720</b> Career Development <b>PSC II (3); PSC IV (8)</b> <b>BoR COUN II-A(3); II-A(6); II-A(7); II-A(8); I-IA(9)</b>	8-P-R	2-P-D-O-R	1-PR-P-F	5-R-F-PR	3-D-O-TM	4-D-O-TM	6-R-O-PR	7-R-TM

<b>CACREP 4(A-I)</b> <b>PSC IV (8)-GACE II</b>								
<b>COUN 6760</b> Diversity Sensitivity <b>PSC I (1,2); PSC II (4)</b> BoR COUN II-A(1); II-A(9) <b>CACREP 2(A-F)</b> <b>PSC IV (8)-GACE II</b>	8-PR-D	2-P-D-O-PR	1-D-O-PR	5-P-D-O-PR	3-P-D-O-PR	4-P-D-O-PR	6-PR	7-R-TM
<b>COUNS 6770</b> Crisis Intervention Counseling <b>PSC I (1,2)</b> <b>BoR I-A;II-A(7-8)</b> <b>CACREP 1-3, 5-8</b> <b>PSC IV (8)-GACE II</b>	F,O,PR,R	F,D,O,P R	F,,O,PR,S		F,D,O,PR, R,S	F,D,O,P R,S	F,O,PR,S	R
<b>COUNS 6790</b> Community Counseling <b>PSCI(1,2,3,4)</b> <b>BoR II-A;II-A(7);IB(6)</b> <b>CACREP 1-8</b>	F,P,O,D,P R	F,P,D,O	F,D,PR	F,R,O,PR, S	F,P,O,D,P R	F,P,O,D, PR	F,R,D,O,S	F,R,D,PR
<b>EDUC 6040</b> Tests/Measurements <b>PSC I (1,2)</b> <b>BoR COUN II-A(5); II-A(9)</b> <b>CACREP 7 (A-I)</b> <b>PSC IV (8)-GACE II</b>							6-D-P-R	7-R-P-PR
<b>COUN 6780</b> School Counseling <b>PSC I(1,2);II(3,4); IV(8)-GACE II</b> <b>BoR I-A(4,7,8,9);I-B(6)</b> <b>CACREP 1-8</b>	F,P,D,O,P R	F,P,D,O PR	F,D, O, PR, S	F,P O,PR,S	F,P,D,O,P R,S	F,D,PR	F,O,S	R,P
<b>P6147-Group Process</b> <b>PSC I (1,2)</b> <b>BoR COUN II-A(6); II-A(9)</b> <b>CACREP 6(A-I)</b> <b>PSC IV (8)-GACE II</b>	1-D-O-PR	2-D-O-PR	8-D-O-PR	5-D-O-PR	3-D-O-PR	4-D-O-PR	6-R	7-R
<b>COUN 6800</b> Assessment, Diagnosis, & Intervention <b>PSC I (1,2)</b> <b>BoR COUN II-A(8); II-A(9)</b> <b>CACREP 7(A-I)</b> <b>PSC IV (8)-GACE II</b>	8-D-O-PR		1-D-O-PR		3-D-O-PR	4-D-O-PR		7-R
<b>COUN 6820</b> Admin. & Consult. <b>PSC I (1,2); PSC II (3,4)</b> <b>BoR COUN II-A(4);</b>	8-P-D-O-PR-F	2-P-D-O-PR-TM-F			3-P-D-O-PR-TM	4-P-D-O-PR-TM		7-R-TM

II-A(7); II-B(6) CACREP 2 (D) PSC IV (8)-GACE II								
COUN 6860 Counseling Children and Adolescents PSC I (1); II (3,4); IV (8) - GACE BoR-IIA (8,9) CACREP 1-8	F-R-P-D- O-PR	F-R-O- D-PR	R-P-DO-PR- TM-S	R-P	F-D-O- PR-TM-V	P-D	F-O-PR- TM-V-S	R-PR
COUN 6880 Counseling Practicum PSC I (1,2); PSC II (3,4) BoR COUN II-A(9); II-B(1); II-A(6); II- A(9); III-B(1-11); III- C(1-10) CACREP 1-8 PSC IV (8)-GACE II	8-C-P-D- O-PR-S	2-C-P- D-O- PR-S	1-C-P-D-O- PR-S	5-C-P-D- O-PR-S	3-C-P-D- O-PR-S-T TM	4-C-P- D-O- PR-S- TM	6-C-P-D- O-PR-S	7-C-P-D- O-PR-S
COUN 6900 Couns. Internship 1&2 PSC I (1,2); PSC II (3,4) BoR COUN II-A(9); II-B(1); II-A(6); II- A(9); III-B(1-11); III- C(1-10) CACREP 1-8 PSC IV (8)-GACE II	8-F-P-D- O-PR-S	2-F-P- D-O- PR-S	1-F-P-D-O- PR-S	5-F-P-D- O-PR-S	3-F-P-D- O-PR-S- TM	4-F-P- D-O- PR-S- TM	6-F-P-D- O-PR-S	7-F-P-D- O-PR-S

**CACREP (Council for Accreditation of Counseling and Related Educational Programs), PSC (Professional Standards Commission), and BOR (Board of Regents) Objectives, follow the learning objectives matrix.**

**Key: Type of Curricular Experiences Utilized for Assessment**

- C = Clinical Experience (Counselor Education Center Supervised Experience)
- F = Internship Field Experience (Schools Counseling Sites for observation & work participation)
- R = Research Papers
- P = Personal Reflection Papers
- D = Participation in a demonstration (professor demonstrates, students take roles; ex: group counseling)
- O = Observations
- PR = Presentations & Demonstrations
- TM = Technology/Media Utilization (V=Videotape; C=Cassette Tape; CP=Computer Presentations)
- S = Staffing a case with a Case Conceptualization (Capstone activities utilizing all skills; i.e.: data-gathering; diagnosing; hypothesizing; utilizing theory & technique for interventions in case planning; prognosing outcomes (drawing conclusions about intervention plan).

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
The 2001 Standards  
Section II**

**CACREP Program Objectives and Curriculum**

K. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

1. **PROFESSIONAL IDENTITY** - studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession, including significant factors and events;
- b. professional roles, functions, and relationships with other human service providers;
- c. technological competence and computer literacy;
- d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY** - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f. ethical and legal considerations.

3. **HUMAN GROWTH AND DEVELOPMENT** - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:
  - a. theories of individual and family development and transitions across the life-span;
  - b. theories of learning and personality development;
  - c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
  - d. strategies for facilitating optimum development over the life-span; and
  - e. ethical and legal considerations.
  
4. **CAREER DEVELOPMENT** - studies that provide an understanding of career development and related life factors, including all of the following:
  - a. career development theories and decision-making models;
  - b. career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
  - c. career development program planning, organization, implementation, administration, and evaluation;
  - d. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
  - e. career and educational planning, placement, follow-up, and evaluation;
  - f. assessment instruments and techniques that are relevant to career planning and decision making;
  - g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
  - h. career counseling processes, techniques, and resources, including those applicable to specific populations; and
  - i. ethical and legal considerations.
  
5. **HELPING RELATIONSHIPS** - studies that provide an understanding of counseling and consultation processes, including all of the following:
  - a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
  - b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
  - c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
  - d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to

a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation processes; and

g. ethical and legal considerations.

6. **GROUP WORK** - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f. professional preparation standards for group leaders; and

g. ethical and legal considerations.

7. **ASSESSMENT** - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations.

8. **RESEARCH AND PROGRAM EVALUATION** - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- a. the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d. principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e. use of research to improve counseling effectiveness; and
- f. ethical and legal considerations.

## Counselor Education Program Adherence

to

### PROFESSIONAL STANDARDS COMMISSION (PSC) AND NATIONAL COUNCIL ON THE ACCREDITATION OF TEACHER EDUCATION (NCATE) PROGRAM STANDARDS

#### I. CANDIDATE PERFORMANCE

##### Standard I: Candidate Knowledge, Skills, and Dispositions

The program has a professional responsibility to assure that its graduates are of the highest quality. The program is informed by an assessment system that: (1) examines the alignment of instruction & curriculum with professional, PSC, & BOR standards; (2) the efficacy of courses, field experiences, & programs; and (3) candidates' attainment of content knowledge & demonstration of practice that leads to student learning.

**A. Content Knowledge: Candidates for other school professional roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.**

Other Professional School Personnel (Ed. Leadership, Counseling):

- \_\_\_\_\_ 1. have a thorough understanding of
  - \_\_\_\_\_ a. central concepts
  - \_\_\_\_\_ b. tools of inquiry
  - \_\_\_\_\_ c. structures of their fields  
(as delineated in professional, PSC, BOR standards)
  
- \_\_\_\_\_ 2. show this understanding through:
  - \_\_\_\_\_ a. inquiry
  - \_\_\_\_\_ b. critical analysis
  - \_\_\_\_\_ c. synthesis

**B. Professional & Pedagogical Knowledge & Skills: Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.**

Other Professional School Personnel (Ed. Leadership, Counseling):

- \_\_\_\_\_ 1. have an in depth understanding of professional knowledge in their fields (as delineated in professional, PSC, BOR standards)
- \_\_\_\_\_ 2. collect data related to their work
- \_\_\_\_\_ 3. analyze data related to their work
- \_\_\_\_\_ 4. reflect on their practice
- \_\_\_\_\_ 5. use research to support & improve student learning
- \_\_\_\_\_ 6. use technology to support & improve student learning

**C. Dispositions for ALL Candidates: Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.**

Candidates: (both initial/advanced & Ed. Leadership, Counseling)

- \_\_\_\_\_ 1. demonstrate the dispositions (emotions, values, ethics, etc.) expected of all professional educators (as delineated in professional, PSC, BOR standards)
- \_\_\_\_\_ 2. recognize when their own dispositions may need to be adjusted
- \_\_\_\_\_ 3. develop plans for adjusting dispositions (that they have recognized as needing adjustment)

**D. Student Learning: Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.**

Other Professional School Personnel (Ed. Leadership, Counseling):

- \_\_\_\_\_ 1. critique & reflect on their work within the context of student learning
- \_\_\_\_\_ 2. establish learning environments that support student learning
- \_\_\_\_\_ 3. collect & analyze data related to student learning
- \_\_\_\_\_ 4. apply strategies for improving student learning within their own jobs

## **Standard II:            Assessment System and Program Evaluation**

**A. Assessment System: The unit has developed an assessment system with the professional community that reflects the professional framework and professional and state standards.**

The program, in collaboration with its partners (professional community):

- \_\_\_\_\_ 1. make plans & timelines for data collection & analysis related to program operations & candidate performance
- \_\_\_\_\_ 2. make professional, PSC, & BOR standards reference points for candidate assessment
- \_\_\_\_\_ 3. embed assessments in the preparation programs
- \_\_\_\_\_ 4. conduct assessments on a continuing basis for both formative & summative purposes
- \_\_\_\_\_ 5. provide candidates with ongoing feedback related to assessments
- \_\_\_\_\_ 6. implement an assessment system that:
  - \_\_\_\_\_ a. reflects the conceptual framework principles
  - \_\_\_\_\_ b. incorporates candidate proficiencies (as delineated in professional, PSC, & BOR standards)
- \_\_\_\_\_ 7. continuously examine the validity & utility of the data produced through assessments
- \_\_\_\_\_ 8. make modifications to keep abreast of changes in assessment technology
- \_\_\_\_\_ 9. makes modifications to keep abreast of changes in professional standards
- \_\_\_\_\_ 10. decisions about candidate performance are based on multiple assessments made at multiple points before program completion
- \_\_\_\_\_ 11. demonstrates in an analysis of the data the strong relationship of performance assessment to student success
- \_\_\_\_\_ 12. conducts thorough studies related to performance assessment procedures to establish the following:
  - \_\_\_\_\_ a. fairness
  - \_\_\_\_\_ b. accuracy
  - \_\_\_\_\_ c. consistency
- \_\_\_\_\_ 13. makes changes in its practices consistent with the results of these studies

## B. Data Collection, Analysis, & Evaluation

The program is:

- \_\_\_\_\_ 1. implementing its assessment system
- \_\_\_\_\_ 2. providing regular & comprehensive data on:
  - \_\_\_\_\_ a. program quality
  - \_\_\_\_\_ b. unit operation
  - \_\_\_\_\_ c. candidate performance at each stage of a program
  - \_\_\_\_\_ d. first years of practice
- \_\_\_\_\_ 3. is collecting data that is from internal & external sources
- \_\_\_\_\_ 4. is collecting data that is based on multiple assessments
- \_\_\_\_\_ 5. is collecting data that is from various sources:
  - \_\_\_\_\_ a. the unit
  - \_\_\_\_\_ b. field experiences
  - \_\_\_\_\_ c. clinical internship sites
  - \_\_\_\_\_ d. general education courses
  - \_\_\_\_\_ e. subject content preparation courses
  - \_\_\_\_\_ f. candidates
  - \_\_\_\_\_ g. graduates
  - \_\_\_\_\_ h. faculty
  - \_\_\_\_\_ i. mentors
  - \_\_\_\_\_ j. employers
  - \_\_\_\_\_ k. other members of the professional community
- \_\_\_\_\_ 6. maintaining a record (documentation) of formal candidate complaints
- \_\_\_\_\_ 7. maintaining a record of the resolution of the complaints
- \_\_\_\_\_ 8. is systematically & regularly, in order to improve candidate performance, program quality & unit operations:
  - \_\_\_\_\_ a. collecting data
  - \_\_\_\_\_ b. compiling data
  - \_\_\_\_\_ c. summarizing data
  - \_\_\_\_\_ d. analyzing data
  - \_\_\_\_\_ e. publishing data for public consumption
- \_\_\_\_\_ 9. is developing & testing different information technologies to improve the assessment system

### C. Use of Data for Program Improvement

The program:

- \_\_\_\_\_ 1. makes evaluations that are purposeful, evolving from the conceptual framework principles & program goals
- \_\_\_\_\_ 2. makes evaluations that are comprehensive, including measures related to:
  - \_\_\_\_\_ a. faculty
  - \_\_\_\_\_ b. the curriculum
  - \_\_\_\_\_ c. instruction
  - \_\_\_\_\_ d. assessments of what candidates know & can do
- \_\_\_\_\_ 3. has fully developed evaluations
- \_\_\_\_\_ 4. continuously searches for stronger relationships in the evaluations
- \_\_\_\_\_ 5. revises both the underlying data systems & analytic techniques as necessary
- \_\_\_\_\_ 6. makes changes when evaluations indicate
- \_\_\_\_\_ 7. systematically studies the effects of any changes to assure that the intended program strengthening occurs & that there are no adverse consequences

### D. Faculty & Candidates:

- \_\_\_\_\_ 1. regularly review data on their performance
- \_\_\_\_\_ 2. develop plans for performance improvement

## II. UNIT CAPACITY

### Standard III: Field Experiences and Clinical Practice

The unit and its school partners, and other members of the professional community, *DESIGN*, *IMPLEMENT*, and *EVALUATE* field experiences and clinical practice so that teacher candidates and other school personnel (Ed. Leadership, Counseling, & Master's level teachers) develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. The unit and its school partners jointly determine the specific placement of interns to provide appropriate learning experiences.

#### A. Collaboration between the Unit Program and its School Partners

The program and school partner:

- \_\_\_\_\_ 1. Share and integrate resources and expertise to support candidate learning
- \_\_\_\_\_ 2. Are involved in designing the conceptual framework (s) and the school program

- \_\_\_\_\_ 3. Are involved in implementing the conceptual framework (s) and the school program
- \_\_\_\_\_ 4. Are involved in evaluating the conceptual framework (s) and the school program
- \_\_\_\_\_ 5. Both participate in each other's professional development activities and instructional programs for candidates & children
- \_\_\_\_\_ 6. Both jointly determine the specific placements of student teachers and interns for other professional roles that maximize the learning experience for candidates & P -12 students

**B. Design, Implementation, & Evaluation of Field Experiences & Clinical Practice**

- \_\_\_\_\_ 1. Field experiences allow candidates to apply & reflect on the content, professional, and pedagogical knowledge, skills, & dispositions in a variety of settings with students & adults
- \_\_\_\_\_ 2. Both the unit's (ASU) clinical practice & field experiences extend the unit's conceptual framework(s) into practice through modeling by both unit faculty & school partner clinical faculty and well-designed opportunities to learn through doing
- \_\_\_\_\_ 3. Candidate learning is integrated into the school program & into teaching practice
- \_\_\_\_\_ 4. Candidates observe & are observed by others
- \_\_\_\_\_ 5. Candidates interact with teachers (and other professionals), university supervisors, and fellow interns about their practice, regularly & continually
- \_\_\_\_\_ 6. Candidates reflect on and can justify their own practice
- \_\_\_\_\_ 7. Candidates are members of instructional teams in the school & are active participants in professional decisions
- \_\_\_\_\_ 8. Candidates are involved in a variety of school-based activities directed at the improvement of teaching & learning, including the use of information technology
- \_\_\_\_\_ 9. Candidates collect data on student learning, analyze them, reflect on their work, & develop strategies for improving learning
- \_\_\_\_\_ 10. Field experience clinical faculty are accomplished school professionals who are jointly selected by the unit & partnering schools
- \_\_\_\_\_ 11. Field experience clinical faculty are selected & prepared for their roles as mentors & supervisors & demonstrate the skills, knowledge, & dispositions to help all students learn

## C. Candidates' Development & Demonstration of Knowledge, Skills, and Dispositions Help All Students Learn

Candidates demonstrate mastery of content areas & pedagogical knowledge.

Accountability for clinical practice includes the application of assessment, such that:

- \_\_\_\_\_ 1. Candidates are assessed before admission to clinical practice at the field site  
(*entry requirements*)
- \_\_\_\_\_ 2. Candidates are assessed during clinical practice at the site (*exit requirements*)
- \_\_\_\_\_ 3. Candidates' demonstration of content, pedagogical, and professional knowledge align with standards of conceptual framework, Professional Standards Commission, National Board Standards, Board of Regents Standards, Specific Professional Accrediting Bodies, such as CACREP Assessment used during clinical practice indicates that candidates meet professional, state, & institutional standards & have positive effects on student learning
- \_\_\_\_\_ 4. Candidates demonstrate proficiencies in early field experiences
- \_\_\_\_\_ 5. Candidates demonstrate, through application of knowledge, skills & dispositions, the capacity to have a positive effect on P-12 student learning
- \_\_\_\_\_ 6. Candidates demonstrate the capacity to collaborate & work with colleagues, parents/families, & communities
- \_\_\_\_\_ 7. Multiple assessments are used by the candidates & the school site clinical faculty, as well as university supervisors to determine areas that need improvement & to develop a plan for improvement
- \_\_\_\_\_ 8. Candidates work collaboratively with other candidates, school supervisors, and university supervisors to critique & reflect on each other's practice & their effects on student learning with the goal of improving practice
- \_\_\_\_\_ 9. Field experiences & clinical practice facilitate candidates' exploration of their knowledge, skills, and dispositions related to all students
- \_\_\_\_\_ 10. Candidates develop & demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, & socioeconomic groups in classrooms & schools

## **Standard IV: Diversity**

The program, in collaboration with its partners (professional community) designs, implements, and evaluates curriculum and experiences for all candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

### **A. Design, Implementation, and Evaluation of Curriculum & Experiences**

Candidates' diversity experiences in program curriculum, field experiences, and clinical practice enable them to:

- \_\_\_\_\_ 1. demonstrate knowledge, skills, and dispositions related to diversity
- \_\_\_\_\_ 2. to acquire knowledge, skills, and dispositions rooted in well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that they can apply them effectively in schools
- \_\_\_\_\_ 3. contextualize teaching (and counseling, and leadership) and to draw upon representations from students' own experiences and knowledge
- \_\_\_\_\_ 4. challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation
- \_\_\_\_\_ 5. review, along with higher education and school faculty, assessment data that provide information about their ability to work with all students and, based on that data, to develop a plan for improving their practice in this area

### **B. Experiences Working With Diverse Faculty**

Candidates:

- \_\_\_\_\_ 1. interact in classroom settings on campus and in schools with professional education faculty, faculty in other units, and school faculty who represent diverse ethnic, racial, gender, language, exceptionality, and religious groups
- \_\_\_\_\_ 2. work with faculty throughout their preparation program who are knowledgeable about and sensitive to preparing them to work with diverse students, including students with exceptionalities

### **C. Experiences Working With Diverse Candidates**

Candidates:

- \_\_\_\_\_ 1. interact and work with candidates with exceptionalities and from diverse ethnic, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools
- \_\_\_\_\_ 2. from diverse cultural backgrounds and with different experiences are actively solicited, valued, and accepted as participants in classes, field experiences, and clinical practice

### **D. Experiences Working With Diverse Students in P-12 Schools**

Candidates:

- \_\_\_\_\_ 1. participate in extensively and substantively designed field experiences and clinical practice that encourage them to interact with students with exceptions and students from different ethnic, racial, gender, socioeconomic, language, and religious groups
- \_\_\_\_\_ 2. through these experiences, confront issues of diversity that affect teaching (counseling & leadership) and student learning and develop strategies for improving student learning and their own

## **III. Specific Requirements for Units and Programs in Georgia**

### **Standard VII: Meets requirements and Standards Specified in Rule 505-3-01**

Candidate meets:

- A. Minimum Admissions Standards
- B. Knowledge of Reading Methods
- C. Knowledge of the Identification and education of children with special needs
- D. Proficiency in the Use, Application, and Integration of Instructional Technology
- E. Knowledge of the Relevant Section S of the Georgia Quality Core Curriculum
- F. Knowledge of the Professional Ethical Standards & Requirements for Certification & Employment
- G. Field Experiences Appropriate to the Grade level & Field of Certification Sought

### **Standard VIII: Meets Program Content Standards Specified in Rule 505-3, Section 10-59**

Program content is consistent with:

- A. Appropriate program-specific content standards (CACREP) (see Chapter 5)
- B. Content required by relevant GACE II objectives (You have these in your program notebooks)

## PROGRAM CHECKPOINTS FOR ASSESSMENT

### **COUNSELOR EDUCATION PROGRAM CHECKPOINTS AND ASSESSMENT STRATEGIES**

(Continuous Evaluation of Student Progress)

#### **A. Pre-Admission**

- A-1. MAT/GRE Scores & Application Process**
- A-2. Advisement to Attend MAT/GRE Prep Classes**
- A-3. Three Letters of Recommendation (Which favorably outline the applicant's character and potential as a counselor, ability to form and maintain interpersonal relationships, and ability to complete a Master's degree program). potential)**
- A-4. Autobiographical Essay**
- A-5. Successful Interview**

#### **B. Admission to the Program**

- B-1. Orientation & Signatures to Receive Program Handbook**
- B-3. Initial Admittance Advisement**

#### **C. Retention & Advisement Information**

- C-1. Maintain "B" average or better in first 9 credit hours**
- C-2. Program of Study Preparation (Advising Sheet-First semester)**
- C-3. Semester Review (by faculty)**
- C-4. Interpersonal Characteristics Survey Completed (After first 3 courses)**
- C-5. Mid-Program Review Completed ( During Practicum Course)**
- C-6. At-Risk Status (Meet with faculty & chair to construct a Remediation Plan)**
- C-7. Preparation for GACE II**
- C-8. Application for Graduation**

#### **D. In-Progress Student Learning Information**

- D-1. Course Grades (Observations, Video Clips of Practice, Case Studies, Presentations, Exam Scores, Student Participation)**
- D-2. Data Collection (School Improvement Plans/Civic Involvement/Field Experience Reports, etc.)**
- D-3. Review of GACE Results**

**CHECKPOINTS AND ASSESSMENT STRATEGIES**  
**(Continuous Evaluation of Student Progress)**

(Continued)

**E. Student Feedback Information**

- E-1. Student Evaluation of Courses & Teaching**
- E-2. Documented Conferences, Focus Groups, E-mails, Group Chat Rooms**

**F. Program Completion Information**

- F-1. Practicum and Internship Evaluations  
(Student/Mentor/Professor Surveys)**
- F-2. Portfolio Rubrics/Presentation**
- F-3. Completed Program of Study**
- F-4. Program Evaluations**
- F-5. Exit Interviews**

**G. Outcome Information: Post graduation**

- G-1. One year Alumni Survey**
- G-2. Two year Employer Survey**
- G-3. Two year University Guarantee**
- G-4. Two year Mentoring Plan**
- G-5. Advisory Committee Survey & Meeting with School System  
Administrators, Directors Re: Needs & Expectations**

**H. Program Evaluation**

- H-1. Internal Program Review (Faculty & Chair)**
- H-2. External Program Review**
- H-3. Aggregated Data Analysis (GACE Scores; Field Experiences  
Surveys; Student Course/Teacher Evaluations, etc.)**
- H-4. Advisory Committee Survey & Meeting Results**

## BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA

### REGENT'S PRINCIPLES AND ACTIONS FOR THE PREPARATION OF SCHOOL COUNSELORS

Effective Fall 2004

In 1998, the Board of Regents approved the Principles for the Preparation of Educators for the Schools. The intent of the Principles is to improve schools by setting standards for the preparation of educators who can ensure the academic success of every child. In that same year, the Board approved Section I: Principles for the Preparation of Teachers. In 2001, the Board approved Section II: Principles for the Preparation of Educational Leaders (superintendents and school principals). What follows for consideration is Section III: Principles for the Preparation of School Counselors. All sections of the Principles feature three themes: Quality Assurance, Collaboration, and Responsiveness.

When teachers, administrators, and school counselors complete their university preparation programs and begin working in schools, their collective success will impact the extent of school improvement. Therefore, during their preparation programs, these future educators need to understand their unique and collective roles and responsibilities for implementing successful school improvement strategies. The success of school improvement strategies depends on clear definitions and understandings of the professional roles of each educator and the implementation of a collaborative plan to fulfill them.

School counselors are largely responsible for the social, emotional, and career development necessary for the academic success of all children and should serve in a leadership role to create conditions that support student and teacher success. Creating the conditions for academic success of every P-12 student is the shared responsibility of schools, families, and communities. Within the communities where their candidates are prepared, universities must work with the schools and communities to provide models of the effective provision of school and community services to all children and to prepare high quality school counselors.

The preparation of school counselors is the shared responsibility of universities and the schools. Universities will stand by the quality of graduates from their approved programs and continue to support school counselors in continued professional development.

**Principle I:** *The University System will guarantee that any school counselor it prepares is able to promote the academic success, career preparedness, and social/emotional development of all students.*

#### **The Guarantee**

The University Ensures that any candidate recommended for certification as a school counselor will be able to:

- Enhance the academic success and increase the social/emotional development, and career preparedness of all students.
- Advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students.

- Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.
- Coordinate a school to career transition plan for each student.  
Provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.
- Use student outcome data to facilitate student academic success.
- Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.
- Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.
- Assess student needs and make appropriate referrals to school and/or community resources.
- Demonstrate mastery and application of the content knowledge in each of the following eight core areas of counseling recommended by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP): (1) Professional Identity and Orientation; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Helping Relationships; (6) Group Work; (7) Assessment and Evaluation; and (8) Research and Program Evaluation.

### **Actions**

- The Board of Regents will hold institutions accountable for ensuring that all school counselors recommended for certification will meet the "guaranteed" performance outcomes and for providing additional training to any counselor who has completed an approved program within the previous four years who does not meet those expectations within the first two years of practice as a school counselor in Georgia schools. When necessary, the additional training will: a) Be provided at no expense to the counselor or the school. b) Consist of an individualized plan agreed upon between the school district and the university. c) Be provided by the university that recommended the counselor for certification. In cases of geographic inconvenience, training may be provided through distance technology or through arrangements mutually agreed to by a local institution.
  - The Board of Regents will require all institutions that prepare school counselors to have their school counseling program accredited through (CACREP).
  - The Board of Regents will hold institutions accountable for having at least an 80% annual pass rate on certification exam(s) for school counselor candidates from each reportable demographic group by 2006, and a 95% pass rate by 2010. Universities that prepare school counselors will submit annual progress reports to the System Office toward meeting the targeted pass rates on GACE II.
  - A sub-committee of the University System Educator Preparation Academic Advisory Committee (EPAAC) will meet with representatives of Professional Standards Commission (PSC) to seek mutually acceptable resolution of issues related to GACE II examinations. The issues include: a) Development of a system of accurate reporting of institutional pass rates. b) Resolution of issues about the validity of some of the tests. c) Institutional access to data from the Educational Testing Service for use in program improvement.
  - The University System Office will provide opportunities for sharing among institutions by featuring national and state models of best practice at annual meetings of the P-16 Network.

**Principle 2:** *The school counselor preparation program must demonstrate that it has faculty resources of appropriate quality and sufficiency to satisfy the Regents' Principles and Actions for the Preparation of School Counselors*

**Actions**

The school counselor preparation program must have an identifiable full-time core faculty responsible for its leadership who:

- Are sufficient in number for their academic and professional responsibilities.
- Are qualified to prepare candidates to satisfy the Regents' Principles for the Preparation of School Counselors.
- Have relevant preparation and experience in their assigned area(s) of instruction.
- Are multi-culturally competent and committed to preparing school counselors who are responsive to cultural differences among P-12 students.

**Principle 3:** *Institutions will collaborate with school systems and community partners to strengthen both counselor preparation and practice to improve schools and P-12 student academic success.*

**Actions**

• Each institution will utilize the partner school model (or Board of Regents' approved alternative) to work with area school systems and their community partners on the following goals:

1. To increase P-12 student academic success and high levels of learning.
2. To mentor beginning school counselors during their first two years of practice.
3. To provide school counselor candidates with supervised field experiences of at least 700 clock hours, in which candidates demonstrate the outcomes of the Regents' Guarantee.
4. To collaborate in the preparation and professional development of school counselors.
5. To encourage practitioner research by providing appropriate training in research on school improvement.
6. To produce quality school university partnership research aimed at the improvement of schools and counselor preparation programs.

• Each institution will invite area school systems to enter into negotiated agreements to work on these goals. Negotiated agreements for partner schools (or other approved alternative) will include commitments to:

1. Collaborate toward achieving these goals, with the first goal receiving the highest priority.
2. Create a school environment that enables counselor candidates to meet performance outcomes of the Regents' Guarantee.
3. Provide school counselor education faculty time to work with partner schools on these goals.
4. Provide school counselors with time to participate in the delivery of instruction in university preparation programs.
5. Share responsibility for mentoring beginning counselors.
6. Use data for program improvement.
7. Promote collaboration and enhance communications among school personnel and human service workers in service to all school-aged children.
8. Ensure that parents are informed about and have full access to publicly supported services provided to families with school-aged children.

9. Establish family-friendly policies and practices that increase the potential for every child to be successful in school.

10. Engage in collaborative research with school and community partners that improve our understanding of the institutional and organizational barriers to, and the identification of conditions that support, the full utilization of available school and community services for school-aged children and their families.

11. Evaluate the impact of the partnership on program improvement of schools and universities.

- Each institution will maintain a practitioner-based advisory committee to provide ongoing feedback as to the success of graduates in meeting the outcomes of the guarantee and to suggest strategies for continuous improvement.

**Principle 4:** *The institution will ensure collaboration in the preparation of counselors, leaders, and teachers that is focused on the interrelated roles of all school personnel in improving student academic success.*

#### **Actions**

- This collaboration will focus on: a) An understanding of the unique roles of all educators in school improvement. b) An understanding of the shared responsibilities of all educators for school improvement. c) Joint research strategies to improve schools. d) Integrated field experiences and/or internships.
- Each institution will ensure that all education personnel have the knowledge and skills necessary to plan and implement a collaborative school improvement plan and to understand their professional roles in that plan.

**Principle 5:** *All educator programs, including school counselor programs, will be the shared responsibility of a collaborative governance unit that includes education, other academic areas as appropriate, and school and community partners.*

#### **Actions**

- The collaborative governance unit will be responsible for successful implementation of the Regents' Principles and Actions for the Preparation of School Counselors.
- The collaborative governance unit will be responsible for generating, revising, and amending policies in compliance with the Regents' Principles.
- The collaborative governance unit shall include a representative(s) from the school counseling program.

**Principle 6:** *Institutions will proactively respond to the needs of school districts for increased numbers of high quality, school counselor candidates who reflect the racial/ethnic diversity represented in the school-age population of the institution's service area.*

#### **Actions**

Institutions will work with their school partners to identify the demand for counselors in high need schools. Institutions will set recruitment policies that ensure the academic qualifications of students going into school counselor preparation programs are at least comparable to graduate student qualifications for the institution as a whole. Institutions will increase the number of high quality applicants from each demographic group represented in the school-age population of their service areas. Institutions will ensure the number of school counselor graduates reflect the racial/ethnic diversity represented in the school-age population of their service areas.

**Principle 7:** *Institutions will recognize and reward counselor educators for their work in improving P-12 schools.*

**Actions**

- Each institution's president, academic vice president, deans and department chairs will place faculty participation in school counselor preparation and in P-12 school improvement efforts high on the list of institutional priorities.
- Institutions will give visible support and recognition to this work, as demonstrated through decisions in areas such as promotion and tenure, salary increases, workload, professional development, and allocation of resources.
- Institutions will encourage and expand collaboration among university faculty and school and community partners in counselor preparation and in research and service that can be translated into best practices for school improvement.

**Augusta State University**

College of Education ~ Department of Educational Leadership, Counseling and Special Education ~ Counselor  
Education Program  
2500 Walton Way  
Augusta, GA 30904-2200  
Phone 706-737-1497 ~ Fax 706-667-4706

**STUDENT ACKNOWLEDGEMENT OF RECEIPT OF COUNSELOR  
EDUCATION HANDBOOK**

By signing below, I acknowledge that I have received a copy of the *Counselor Education Program Student Handbook* and I have participated in an orientation briefly outlining the policies and procedures of the Counselor Education Program.

I understand that it is my responsibility to read and become familiar with all of the policies and procedures within the Student Handbook. I understand that if I have questions about the program, I will first consult the Student Handbook. If I cannot find an answer there, I will consult with my faculty advisor.

I will read and thoroughly familiarize myself with the Counselor Education Program Student Handbook so that I will not miss out on important information and timelines.

\_\_\_\_\_  
Professor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Date