

**Augusta State University
Counselor Education Program**

Information for Prospective Students

The Counselor Education Master of Education (M.Ed.) degree graduate program at Augusta State University prepares students for professional careers as either school counselors or counselors in community mental health or private practice settings. Early in the program students are assisted, as needed, in determining which specialty area will most adequately match with their career goals. Most courses require outside field experiences, coordinated by the faculty, to help students gain a sense of both professions early in their professional training. Although the student body is already quite varied, we are committed to increasing the numbers of diverse students in our program to be more representative of the surrounding community.

Both the School Counseling and Clinical Mental Health Counseling concentration areas are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through October 31, 2014. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 Standards for Community Counseling as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Clinical Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for accreditation, per CACREP guidelines.)

The Counselor Education Program is designed to meet the needs of both traditional and non-traditional students. Courses are generally offered during evening hours or on Saturdays to accommodate those who may already be working as school teachers or in other professional career areas. It is not required, however, that applicants have a teaching certificate or work experience for acceptance into the program. Those individuals with at least some work experience will be considered more highly. Both the School Counseling and the and Clinical Mental Health Counseling concentration areas also require intensive practicum and internship experiences near the end of the course of study. For future school counselors, the practicum and internship placements are completed in school settings at the elementary or secondary levels. For those specializing in Clinical Mental Health Counseling, internships are held at local hospitals, mental health centers, and other community agencies.

All of the full-time Counselor Education Program faculty hold doctoral degrees and have professional experience in their particular subject areas. Several hold professional licensure (LPC) and certifications from the National Board of Certified Counselors. They are also actively involved in the counseling profession, many holding membership and/or offices in the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), Georgia School Counselor Association (GSCA), South Carolina School Counselor Association (SCSCA), Licensed Professional Counselors of Georgia (LPCG), South Carolina Counseling Association (SCCA) and other state organizations. Faculty members frequently present at regional and national conferences, quite often in collaboration with counseling students, reporting on descriptive or experimental research which has been conducted during the program courses.

Admissions Procedures and Requirements

The Counselor Education Program faculty seeks to admit only those individuals who are personally and academically prepared to successfully complete the Master's degree in clinical mental health or school counseling. Faculty members recognize the need for counselors to be sensitive and competent in working with diverse populations. In order to meet this need, they support multicultural perspectives throughout educational programs and actively seek a diverse student and faculty population. Additionally, 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 forms of diversity. Only those students who have completed the admissions process and have been fully accepted into the program may take counseling courses. Exceptions may be given on a case by case basis to those with previous graduate experience.

Admission to the program is competitive and based on several criteria. For all counseling programs, the student should exhibit those personal qualities or characteristics which, in the judgment of the faculty, are necessary for effective functioning in the role of a counselor. Applicants may obtain an application packet and more detailed admissions criteria from the Dean's office in the College of Education or refer to the Counselor Education Program website for forms and information.

Please note that application deadlines for the Counselor Education Program are earlier than those in the College of Education and are as follows:

Fall semester admission: May 15

Spring semester admission: October 15

Summer semester admission: March 15

The completed application packet should be submitted to the College of Education Dean's office. The application process includes several requirements, the last of which is a formal interview with program faculty. These requirements include:

1. Complete application and accompanying materials to the College of Education (COE) Graduate Program, including a criminal background check (see University Catalog for complete list of COE graduate program requirements)
2. Passing score on the Georgia Assessments for the Certification of Educators (GACE) Basic Skills test (School counseling track applicants only)
3. GRE or MAT Scores (must have been taken within the last five years):

Graduate Record Exam (GRE)

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

Miller's Analogy Test (MAT)

Regular admission: minimum of 388

4. Three Recommendation Forms

Applicants will include at least three professional recommendations using the forms that are available on the College of Education Dean's office website (www.aug.edu/coe) at or the counseling program website (www.aug.edu/elcse/counseling).

5. Personal Autobiographical Essay

Applicants will write an autobiographical essay in which they discuss their reasons for wanting to become a counselor, what attributes they may possess which would contribute to their effectiveness as a counselor, what personal characteristics they possess that might hinder their relationships with clients, and how they are planning to address those issues. The essay must be double-spaced and three pages in length.

6. Writing and Technology Proficiency Sample

Applicants will complete a writing and technology proficiency sample. During this one-hour session, applicants will read a brief article and, using a computer, will write an essay responding to question prompts. Applicants will contact the ASU Testing and Disabilities Office to arrange a time and date to complete the writing sample prior to the admissions deadline. Students who live farther than 100 miles from campus may request alternative arrangements.

7. Personal Interview

The personal interview with the Admissions Committee is the final requirement for full admission into the program. The Admissions Committee is composed of counseling faculty. Applicants who are selected by faculty based on the quality of the previous criteria will be invited to the interview. The interview is designed to assess applicants' potential for forming effective interpersonal relationships in individual and group contexts; openness to self-examination and personal and professional growth; potential to develop knowledge, skills and dispositions in the field; potential to work effectively with diverse populations; emotional stability; receptiveness to supervision; degree to which the Program's objectives and mission are consistent with the vocational and professional goals of applicants; and the degree to which applicants display the potential for success in the counseling profession. After the interview applicants are evaluated by the faculty with a rubric which considers all of these factors, including both academic and non-academic issues.

Applicants who gain admission are those who, based on academic and non-academic factors, all of the information given and the course of the interview, best match the characteristics described in the above paragraph, and on the number of available openings for the upcoming semester.

The Admissions Committee makes its recommendations to the Dean of the College of Education. The Dean's office sends each applicant a formal letter regarding the status of the application, usually within one to two weeks after the interview.

Program Eligibility and Systematic Assessment of Students

Students are expected to maintain an overall grade point average (GPA) of at least 3.0 across all courses attempted in the M.Ed. program. Any course in which a student earns a grade of D or F will need to be retaken. Student progress throughout the program is regularly monitored and assessed by program faculty. Students showing deficiencies in either academic or non-academic areas may be placed on probation and/or remediation status and may be either reinstated or dismissed based on subsequent academic or non-academic performance.

Consult the Counselor Education Program Student Handbook (www.aug.edu/elcse/counseling) for more specific and updated information. Also, consult the College of Education Graduate Programs

portion of the university catalog for information on transfer hours, retention and exit from programs, time limits for completion of degree, graduate appeals and financial aid.

Degree Requirements - School Counseling Concentration

- 48 semester hours of academic work (39 hours must be completed at ASU)
- 3 semester hours credit in Teaching Students with Disabilities in General Education
- 6 semester hours of clinical internship in a school setting
- Completion of a professional portfolio during the capstone course
- Successful completion of the GACE I and II examination will yield school certification in the state of Georgia. (For candidates without a Bachelor's degree in Education, the GACE School Counseling Tests I and II must also be taken.) The student applies to the ASU Certification Officer for certification after completion of all requirements for the degree.

Upon successful completion of the program, students will meet all the requirements for certification as a school counselor in the state of Georgia.

Master of Education with a Major in Counselor Education – School Counseling

Program of Study

Core Courses 27

COUN 6620 Human Development for Counselors 3
COUN 6630 Professional Orientation and Ethics 3
COUN 6660 Communication Skills in Counseling 3
COUN 6680 Theories and Techniques of Counseling 3
COUN 6720 Career Development Theories and Practice 3
COUN 6760 Diversity Sensitivity in Counseling 3
COUN 6770 Crisis Intervention Counseling 3
PSYC 6147 Seminar in Group Process 3
COUN 6880 Counseling Practicum 3

Foundation Courses 6

EDUC 6021 Introduction to Research Design 3
EDUC 6040 Tests and Measurement for Educational Leaders 3

School Counseling Specialized Courses 15

COUN 6780/7780 School Counseling 3
COUN 6820 Administration and Consultation for 3
School Counselors
COUN 6860/7860 Counseling Children and Adolescents 3
COUN 6900 Counseling Internship I 3
(School Counseling section)
COUN 6920 Counseling Internship II (Capstone) 3
(School Counseling section)

Total hours for the degree 48

Degree Requirements - Clinical Mental Health Counseling (CMHC) Concentration

- 60 semester hours of academic work (51 hours must be completed at ASU)
- 6 semester hours of clinical internship in a community setting
- Completion of a professional portfolio during the capstone course

Upon successful completion of the program, graduates will meet all the requirements for the Licensed Professional Counselor (LPC) credential in Georgia, except for the three years of supervised post-graduate work experience. State licensure requirements may vary from state to state. Please consult the state licensure board website for specific requirements.

COUNSELOR EDUCATION

Master of Education with a Major in Counselor Education – Clinical Mental Health Counseling Concentration

Program of Study

Core Courses 27

- COUN 6620 Human Development for Counselors 3
- COUN 6630 Professional Orientation and Ethics 3
- COUN 6660 Communication Skills in Counseling 3
- COUN 6680 Theories and Techniques of Counseling 3
- COUN 6720 Career Development Theories and Practice 3
- COUN 6760 Diversity Sensitivity in Counseling 3
- COUN 6770 Crisis Intervention Counseling 3
- PSYC 6147 Seminar in Group Process 3
- COUN 6890 Practicum in Clinical Mental Health Counseling 3

Foundation Courses 6

- EDUC 6021 Introduction to Research Design 3
- PSYC 6125 or EDUC 6040 Tests and Measurement 3

Clinical Mental Health Counseling Specialized Courses 21

- COUN 6700 Marriage and Family Counseling 3
- COUN 6790 Community Counseling 3
- COUN 6800 Assessment, Diagnosis, and Intervention 3
- COUN 6840 Introduction to Addictions Counseling 3
- COUN 6850 Treatment Planning in CMHC (pre-prac) 3
- COUN 6910 Internship I in CMHC 3
- COUN 6930 Internship II in CMHC (Capstone) 3

CMHC Electives - Select one in collaboration with Advisor 6

- COUN 6860 Counseling Children and Adolescents 3
- COUN 6870 Gender Issues in Counseling 3
- COUN 6950 Special Topics in Counseling 3
- PSYC 6182 Clin. and Addictive Psychopharmacology 3
- PSYC 6143 Behavior Pathology 3

Total hours for the degree 60

Revised 6-3-11