

**Community Counseling
Masters Program**

Graduate Student Handbook

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**Department of Counseling and Human Development Services
The University of Georgia**

This handbook provides an orientation for graduate students in the Department of Counseling and Human Development Services. While it attempts to explain some requirements and procedures of the graduate programs, it should be used in conjunction with The University of Georgia (UGA) Graduate Online Bulletin_ <http://www.uga.edu/gradschool/bulletin/> that outlines official policies of the Graduate School.

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	(To be signed and turned in to professor upon receipt of handbook)	

I. Athens and The University of Georgia (UGA)

Chartered by the Georgia General Assembly January 27, 1785, in Savannah, The University of Georgia is America's first state chartered university and the birthplace of the American system of public higher education. The university was actually established in 1801 when a committee of the board of trustees selected a land site. John Milledge, later a governor of the state, purchased and gave to the board of trustees the chosen tract of 633 acres on the banks of the Oconee River in northeast Georgia. He named the land Athens in honor of the Greek city that was the center of culture and learning during ancient times.

The University of Georgia is a land-grant and sea-grant institution, and serves as the state's most comprehensive and diversified academic institution. As the "Flagship" institution in the state-wide system of 34 higher education institutions, the University serves approximately 30,000 undergraduate and graduate students in a myriad of academic majors and professional disciplines. With a proud heritage marked by distinctive achievement in a wide range of academic and human service areas, the University continues to grow in its stature and reputation. The University's commitment to excellence takes shape in three central missions: (1) To disseminate knowledge through teaching in the academic disciplines and fields of professional study that make universities distinctive; (2) To advance knowledge through research, scholarly inquiry, and creative arts; and (3) To provide service to the public through consultation, technical assistance, short-term instruction, training, and other opportunities for continued learning, growth, and development.

Sixteen colleges and schools, with auxiliary divisions, carry on the university's programs of teaching, research, and service. These colleges and schools and the dates of their establishment as separate administrative units are: Franklin College of Arts and Sciences, 1801; College of Agricultural and Environmental Sciences, 1859; School of Law, 1859; College of Pharmacy, 1903; D. B. Warnell School of Forest Resources, 1906; College of Education, 1908; Graduate School, 1910; C. Herman and Mary Virginia Terry College of Business, 1912; Henry W. Grady College of Journalism and Mass Communication, 1915; College of Family and Consumer Sciences, 1933; College of Veterinary Medicine, 1946; School of Social Work, 1964; College of Environment and Design, 1969; School of Public and International Affairs, 2001, College of Public Health, 2006, and the Eugene Odum School of Ecology, 2007. The Division of General Extension, now the Georgia Center for Continuing Education, was incorporated into the university in 1947.

In 1931 the General Assembly of Georgia placed all state-supported institutions of higher education, including UGA, under the jurisdiction of a single board. This organization, known as the University System of Georgia, is governed by the board of regents. The board of regents' executive officer, the chancellor, exercises a general supervisory control over all institutions of the University System, with each institution having its own executive officers and faculty.

Known internationally as a college music scene, and as a host to some of the most exciting events of the 1996 Olympics, Athens is a comfortable and inviting town. Its climate is relatively mild, and its location near the Great Smoky Mountains as well as the

coastal islands off Southeast Georgia, and its close proximity to Atlanta make Athens an appealing city.

II. The College of Education (COE)

Formally joining The University in 1908 as The Peabody School of Education, and named The College of Education in 1932, our college has grown in size and distinction over the years. As one of the largest and most diverse institutions of its kind in the country, COE consistently ranks among the top tier schools of education in the country. In addition to serving the needs of students in 18 undergraduate majors, COE offers programs of study in over 90 graduate programs, including fields leading to careers in such diverse disciplines as education, medicine, behavioral sciences, technology, and the performing arts. The College of Education enrolls a student body of more than 5,000 students per year, and employs a full-time faculty of more than 240. With annual external funding approximating \$10 million, COE pursues a rigorous commitment to excellence in instruction, research, and service.

III. The Department of Counseling and Human Development Services

As one of nine departments within COE, The Department of Counseling and Human Development Services prepares counseling, student affairs and leisure service professionals for a changing and increasingly complex world. Incorporating a combination of academic, clinical and practical experience, along with the expertise of its faculty, supports the department's perennial ranking by *U.S. News and World Report* as one of the nation's top 10 graduate programs in its field.

The Department of Counseling and Human Development Services offers one of the largest graduate programs at UGA. The department has a rich history of service for over fifty years as a primary state, regional, and national training site for students who have pursued careers in counseling and related educational fields in settings as diverse as schools, colleges and universities, hospitals, clinics, community agencies, prisons, and state and federal government agencies.

There are approximately 150 undergraduate students and 200 graduate students; the Department of Counseling and Human Development Services is responsible for administering nine curricular programs:

Bachelor's Degree Programs (B.A.)

- Recreation and Leisure Studies

Master's Degree Programs (M.Ed. or M.A.)

- College Student Affairs Administration
- Community Counseling
- Recreation and Leisure Studies
- School Counseling

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

- School Counseling

Doctoral Degree Programs (Ph.D.)

- Counseling Psychology
- College Student Affairs Administration
- Recreation and Leisure Studies

Students are assisted and directed throughout their programs of study by advisors and advisory committees. While the process of assigning advisors and advisory committees varies by program and by degree level the goal is to provide students with personal assistance in program planning, monitoring, evaluation and completion.

Enrollments are restricted in each program to ensure that instructional resources and clinical facilities are adequate and will provide students an opportunity to learn in a supportive environment. Therefore, each program is able to build on the natural group dynamics of each cohort to help enhance the learning experience.

The intent of the present document is merely introductory and should not be considered exhaustive or comprehensive.

IV. The Graduate School

All official guidelines pertaining to graduate study at The University of Georgia are established and administered by the Graduate School. The Graduate Bulletin is the official document that guides students throughout their tenure as graduate students at The University of Georgia. Although each academic program publishes its own Student Handbook for internal guidance, it is The Graduate Bulletin that serves as the students' official handbook. After matriculation, students are advised to adhere to official guidelines and deadlines of the Graduate School. Students will be required to follow the specific policies and procedures of their degree program as outlined in their program's handbook and other related documents. Applicants can find current issue information at: www.gradsch.uga.edu/Bulletin/courses/coecourses.htm

V. Student Resources

Mailboxes: All graduate students have mailboxes in 408 Aderhold. Students are responsible for checking their mail on a regular basis, and information that is routed among students must be passed on promptly.

E-mail: Every UGA student must have a UGA mail account called "My ID." You can obtain this online at <http://www.uga.edu/myid/>. Students should become proficient with the UGA e-mail since all program and departmental notices will be posted on e-mail through your UGA account.

Computer Access and Copying: Students **do not** have access to department resources such as the copy machine, microwave, refrigerator, or other office supplies unless directly related to teaching an assignment or if they are assisting faculty. Likewise, the staff offices are not to be entered or used without permission and staff computers cannot be used for student purposes.

The Office of Information Technology (OIT): Provides computer facilities and other services for the College of Education. OIT maintains computer labs in rooms 214 Ramsey that is open only to students in the College of Education. This lab has 20 Windows based computers; there is a per-page charge for printing on the laser jet printers. These computers access many different software programs including Microsoft Office (Word, Excel, Power Point, and Access), WordPerfect, SPSS, SAS, SYSTAT, E-mail, the internet, and many electronic library databases.

A schedule is posted outside the door to the computer lab indicating times when faculty have reserved the lab for classroom use; during these times the room will not be open to other students. Please check this schedule so you are not disturbed unexpectedly when a class requires full use of a lab. A lab attendant has an office inside the computer lab and, if available, can assist with computer problems. However, students are responsible for learning the software programs. The main office for OIT is room 232 Aderhold (706) 542-8007. OIT also manages a Windows based computer lab and a Macintosh lab in Aderhold; these rooms are open evenings and weekends when the Ramsey lab is closed. There are other computer labs across campus operated by the University Computing Network Service.

Libraries: The Counseling and Human Development Services Department maintains small libraries in both buildings. They are located in room 207-B Ramsey and 415 Aderhold. Material should not be removed from these rooms without permission of the faculty or a staff member. Most material can also be found at the UGA Main Library. Students are encouraged to tour the libraries and become familiar with their services.

Many resources in the UGA libraries can be accessed through two on-line programs. The first is *GIL* which allows you to search the library catalog for materials in libraries. And the second is *GALILEO* which incorporates a growing list of electronic databases, some of which have on-line abstracts or full text of articles. Other useful references available on the internet are indexed at the references library home page, www.libs.uga.edu. *GIL* and *GALILEO* can be accessed from the computer labs, computers in the libraries, or the internet (some of the *GALILEO* databases are restricted to on-campus use only).

Enrollment for Graduate Assistantship: UGA requires that any student on a 1/3 time assistantship or greater must be enrolled in a minimum of 12 hours during the school year. If an assistantship runs through the summer, students need to register for 9 hours during the summer session. This includes 3 credits of RLST/ECHD 7005 (master students) or RLST/ECHD 9005 (doctoral students) which is required for all students with assistantships. ECHD 7005 is a mechanism to account for the teaching and learning associated with assistantship activities. These hours do not count toward completion of graduation requirements however you will have periodic meetings called throughout the semester associated with your registration for these credit hours.

Other Financial Aid: The Graduate Bulletin lists other sources of scholarships and financial aid. In addition, UGA participates in federal assistance programs including grants and work-study for qualified students. Contact the Office of Student Financial Aid in the Academic Building (706-542-8208) for further assistance. The Student Employment Office (706-542-3375) offers assistance for students who seek employment on campus or in the local community.

Registration: First-year students should be registered for fall classes well before orientation. Subsequently, registration typically begins prior to the end of the semester when students meet with their advisors to fill out advisement forms. Pam LaSalle, located in 402 Aderhold, will use the forms to clear students for registration. Once cleared to register, students use OASIS to complete the registration process.

VI. Graduate Student Healthcare

Specific information on the health insurance plans can be found at the University Healthcare website: <http://www.uhs.uga.edu/insurance/index.html> **mandatory**

Some students are required to have Health Insurance. This website will cover all up-to-date information about Health Insurance for graduate students. It is your responsibility to comply with the regulations.

VII. Graduate Travel Support

The department rarely has funding for student travel to professional conferences. If a student is funded by an outside grant, they may be able to receive travel support through that grant. The Graduate School has limited funds (\$500 maximum) available to doctoral students who travel to a regional or national conference to present their research. Also, the COE has established a similar program to support graduate student travel; contact the Graduate Coordinator for further information on these programs. These programs are highly competitive, so plan accordingly.

Requesting Travel

Each request must be on a **typed** "Request for Authority to Travel" form, which is available from the department. The request must be accompanied by evidence that the student's research has been accepted for presentation and by an abstract of the research to be presented.

<http://www.coe.uga.edu/adresearch/resources/forms/gradcoversheet.html>

The above criteria are the **minimum** when applying for travel funds. Do not assume that meeting these criteria will automatically guarantee funding. All departmental requests are forwarded to the Graduate School business office **at one time** according to the schedule below. Departmental funding in support of the student's travel will greatly enhance the student's chances for Graduate School funding.

Request for Graduate Student Travel Support

Title of Paper to be Presented: _____

Name and Department Affiliation of First Author: _____

Student Status of First Author (circle applicable categories):

1. Prospective Candidate for: Ph.D./Ed.D. M.Ed. / M.A. Other____

2. Full-Time Student Part-Time Student

3. Currently Enrolled: Yes No

Names/Affiliations of other Authors (if applicable): _____

Name of Conference or Meeting: _____

Dates: _____ Location: _____

Endorsements* Major Professor: _____

Graduate Coordinator
(or Department Head): _____

_____ * Please check that all eligibility criteria have been met before endorsing and forwarding this request for graduate student travel support,

VIII. Academic Honesty

UGA's Honor Code:

***"I will be academically honest in all of my academic work
and will not tolerate academic dishonesty of others."***

WHAT IS ACADEMIC HONESTY?

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge

Prohibited Conduct

General standard of conduct: No student shall knowingly perform, attempt to perform, or assist another in performing any act of dishonesty on academic work to be submitted for academic credit or advancement. The term "knowingly," as used in the preceding sentence, means that the student knows that the academic work involved will be submitted for academic advancement. "Knowingly" does not mean that the student must have known that the particular act was a violation of the University's academic honesty policy. A student does not have to intend to violate the honesty policy to be found in violation. For example, plagiarism, intended or unintended, is a violation of this policy.

Examples of Academic Dishonesty: The following acts by a student are examples of academically dishonest behavior:

- a. **Plagiarism** - Submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts when performed without appropriate attribution:
 - i. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
 - ii. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
 - iii. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
 - iv. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
 - v. Purchasing (or receiving in any other manner) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.

- b. **Unauthorized assistance:** Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by a faculty member.

During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by a faculty member. Examples of prohibited behavior include, but are not limited to, the following when not authorized:

- i. Copying, or allowing another to copy, answers to an examination;
 - ii. Transmitting or receiving, during an examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
 - iii. Giving or receiving answers to an examination scheduled for a later time;
 - iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);
 - v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;
 - vi. Unauthorized use of a programmable calculator or other electronic device.
- c. **Lying/Tampering/Bribery:** Bribery or giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:
- i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to the Faculty Member or to any University official for failure to attend an exam or to complete academic work;
 - ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;
 - iii. Altering any academic work after it has been submitted, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
 - iv. Altering grade, lab, or attendance records. This includes, for example, the forgery of University forms for registration in or withdrawal from a course;
 - v. Damaging computer equipment (including disks) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site, or impersonating another to obtain computer resources;
 - vi. Giving false information or testimony in connection with any investigation or hearing under this policy;
 - vii. Submitting for academic advancement an item of academic work that has previously been submitted (even when submitted previously by that student) for academic advancement, unless done pursuant to authorization from the Faculty Member supervising the work or containing fair attribution to the original work.
- d. **Theft** - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a professor's office or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records,

forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

- e. **Other** - Failure by a student to comply with a duty imposed under this policy. However, no penalty is imposed under this policy for failure to report an act of academic dishonesty by another or failure to testify in an academic honesty proceeding concerning another.

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

Required Conduct:

Members of the University Community: Any member of the University community who has personal knowledge of facts relating to an alleged violation of this policy has a responsibility to report that alleged violation to the Office of the Vice President for Instruction as provided in this policy. Required conduct includes, but is not limited to, participating in a discussion with the student believed to have violated the policy and truthfully answering questions and providing documentation of the matter to an Academic Honesty Panel.

Faculty: This policy provides the exclusive procedure for handling matters related to academic dishonesty at the University of Georgia. The Faculty has the responsibility to report alleged violations to the Office of the Vice President for Instruction as provided in this policy. Faculty shall have the responsibility to take reasonable steps to inform students of the academic honesty rules that apply to particular academic work and the specific types of academic assistance that is permissible in connection with that academic work. Additionally, each faculty member shall take reasonable steps to foster a climate of academic honesty. The failure of a faculty member to meet these responsibilities shall not be a defense to an accusation of academic dishonesty against a student.

Students: The enrollment of a student at the University constitutes the student's agreement to be bound by this policy. Every student has an obligation to be informed concerning the terms of this policy. Lack of knowledge of the provisions of this policy is not an acceptable response to an accusation of violating this policy.

Related Faculty and Staff Conduct Policies: Any discipline of a member of the University community, other than a student, for violation of this policy shall proceed under policies of the University applicable to faculty and staffs' conduct.

Student Honor Code: The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997, and provides: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All students agree to abide by this code by signing the UGA Admissions Application.

Procedures for Resolving Matters of Alleged Academic Dishonesty

Facilitated Discussion: When a faculty member believes that an incident of academic dishonesty occurred, s/he should contact the Office of the Vice President for Instruction. The faculty member will be asked to contact the student to arrange a date and time to discuss the matter. The Office of the Vice President for Instruction will arrange for a Facilitator to be present at the meeting to assist in a fair and focused discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have violated the policy, and the Facilitator are the only participants in a Facilitated Discussion. These Discussions may not be recorded.

The faculty member and student may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequence(s). If no resolution is agreed upon, the matter will be forwarded to an Academic Honesty Panel which will determine the outcome of the allegation. A plea of no-contest (i.e., a plea which does not admit guilt but which accepts a particular consequence) is not permitted under this policy.

Academic Honesty Panel: The meeting with the Academic Honesty Panel is a continuation of an educational Discussion about the matter conducted by a Facilitator. The resolution, including consequences when appropriate, is determined by the Panel.

Notice of Meeting with Academic Honesty Panel: If an Academic Honesty Panel is to be scheduled, a written notice including a brief description of the alleged dishonesty shall be delivered to the student, the faculty member, and the Facilitator assigned by the Office of the Vice President for Instruction. The notice shall state the date, time and place of the meeting.

The notice shall be signed by a person designated by the Office of the Vice President for Instruction. The statement shall be delivered by certified U.S. mail to the student and by campus or regular U.S. mail to the faculty member and the Facilitator. The notice shall be deemed delivered when mailed. The notice shall be deemed given even if the student fails or refuses to sign the return receipt for that notice.

Duty to be present: The student and the faculty member who reported the matter have the right and responsibility to be present and to speak truthfully at the meeting with the Academic Honesty Panel. If, after having been notified of the meeting as required by this policy, either the student or the faculty member fails to attend, the Panel may proceed to determine if a violation occurred and if so, establish a consequence.

Joint Academic Honesty Panel Meetings: If more than one student is involved in a single episode, separate Academic Honesty Panel meetings shall be held for each student unless all of the parties involved agree that a joint Academic Honesty Panel meeting is the most appropriate method of resolving the matter.

Persons entitled to be present at the Academic Honesty Panel Meeting: The faculty member who reported the matter, the student(s) believed to have violated the policy, the Facilitator, the five-member Academic Honesty Panel, and the representative from the Office of the Vice President recording the meeting are the only participants allowed to make statements

and ask questions in an Academic Honesty Panel meeting unless the Facilitator determines that the student and/or faculty member need assistance due to a disability or language barrier.

The student and faculty member may each have an advisor present at the meeting. The advisors may not address the panel or other parties in attendance. In addition, an Academic Honesty Panel meeting will not be scheduled or postponed based on an advisor's schedule.

Facilitator and Academic Honesty Panel: A Facilitator assigned by the Office of the Vice President for Instruction shall moderate the Academic Honesty Panel meeting. The Office of the Vice President for Instruction is charged to create A Procedures for Academic Honesty Panel Meetings@ outlining procedures which ensure fundamental fairness in the process of the meeting. These procedures will be available by request.

During an Academic Honesty Panel meeting, the faculty member who made the accusation has the responsibility of demonstrating to the Academic Honesty Panel that it is more likely than not that the student violated this policy. Following the meeting with the faculty member and the student, the panelists shall meet in private and render a written decision, including the consequences when the student has been found in violation of the policy. Except for that written decision, no record of these deliberations shall be maintained. If a majority of panelists believe that the faculty member has not met this responsibility, the student must be found not to have violated this policy. A consequence may be imposed by the Panel only when the majority of the panelists find the faculty member has met this responsibility.

The Academic Honesty Panel meeting shall be tape recorded by the Office of the Vice President for Instruction. The tape recording and other documents presented during the Academic Honesty Panel meeting shall remain the property of the University

Notice of decision: Within five (5) days following the completion of the Academic Honesty Panel meeting, a copy of the decision shall be delivered by separate letters to the student, the faculty member who reported the accusation, the faculty member under whose supervision the academic work in question was performed, and the Facilitator. The decision of the Academic Honesty panel shall be mailed by the Office of the Vice President for Instruction to the student by certified U.S. mail and to the faculty member(s) and Facilitator by campus or regular mail. That notice shall be deemed delivered when mailed even if the student fails or refuses to sign the return receipt for that notice.

Appeal: The faculty member may not appeal any decision of an Academic Honesty Panel. A student who has been expelled or suspended from the University or whose degree has been revoked may appeal the decision and consequence to the President of the University. These appeals are a matter of right as provided in Board of Regents Policy.

A student who receives a lesser consequence may petition the Office of the President for a review of the matter. A review by the President in such cases is not a matter of right, but is within the discretion of the President. Board of Regents policy requires a final decision of the President on discretionary appeals prior to any petition to the Board.

A student who is found to have violated this policy may only appeal the finding based on one or more of the following grounds: 1) a reasonable Academic Honesty Panel could not have found that the faculty member met the responsibility to demonstrate a violation occurred based on what appears in the record; 2) the consequences imposed were unreasonably harsh; 3) the student was denied a right under this policy and the denial materially affected the decision; or 4) new or additional evidence has been found since the Academic Honesty Panel meeting.

The appeal or petition for review to the President must be written by and signed by the student and must state the grounds and argument of the appeal. It must be delivered to the Office of the President of the University within five (5) days following the date of delivery to the student of the final decision by the Academic Honesty Panel.

The decision of the President of the University shall be rendered in accordance with Board of Regents policies and mailed to both the student and the faculty member who reported the violation. That decision must be written and include the reason for the decision. Any final decision of the University President may be appealed only in the manner provided by the policies of the Board of Regents of the University System of Georgia

Action Prior to Any Finding: The faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. That faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions. Requests for a course withdrawal or delete will not be approved unless it is determined that no violation occurred.

Action on Determination of Innocence: If it is determined that no violation occurred, the faculty member shall enter a final grade for that student determined without consideration of the alleged violation. That grade shall be entered on or before the later of: (a) the date on which grades for that class are required by University policy to be submitted to the Registrar; or (b) 10 days following delivery to that faculty member of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the faculty member and student during a Facilitated Discussion that dishonesty did not occur; or that an Academic Honesty Panel concludes that the student did not violate this policy. On final determination, the Office of the Vice President for Instruction shall notify the faculty member as provided below in order that the appropriate grade made is entered. If on appeal, the student is found not in violation of this policy, notification to the faculty member will be sent from the Office of the President.

Consequence(s) for a First Honesty Violation

Facilitated Discussion: The faculty member and student may reach an agreement about the appropriate consequence(s) for a dishonesty violation keeping in mind that the process should

be educational for the student who violated the policy yet fair to other students who have honestly completed the academic work.

Academic Honesty Panel: A student found in violation by the Academic Honesty Panel must receive either a "0" or the lowest possible grade on the academic work under the grading system for that course. In addition, when the violation is a first offense, one or more of the following consequences must be assigned:

1. Final course grade of "F."
2. Placement of a dishonesty transcript notation which states: "Academic Honesty Violation as Determined by the Office of the Vice President for Instruction," which must remain until the student is not enrolled as a student at the University and two years after the date upon which the Academic Honesty Panel entered its final decision.
3. Suspension for a period of one semester other than summer.
4. Expulsion.

On determination of a first violation, the Academic Honesty Panel may impose additional consequences in addition to the minimums above. If the Academic Honesty Panel finds that extraordinary circumstances warrant the imposition of a consequence less than the minimums described above, the Academic Honesty Panel shall state in writing the reasons for the extraordinary circumstances and why the assigned consequence is considered appropriate.

If the dishonesty transcript notation is imposed as a consequence, the student may petition the Office of the Vice President for Instruction in writing to remove the notation at the appropriate time. This request will be granted only if no additional violations of academic honesty against that student have been found at any time and no additional allegations of dishonesty are pending at this University or any other institution of higher education and shall authorize the Office of the Vice President for Instruction to verify that certification.

Subsequent Dishonesty Violations: If the student acknowledges a second violation in a Facilitated Discussion, or an Academic Honesty Panel finds a second violation of this policy, the consequence shall be permanent expulsion and the dishonesty transcript notation. In addition, a degree previously awarded may be revoked.

Failure to Comply with Consequences: If a student fails or refuses to comply with the requirements or consequences for a dishonesty violation, the Office of the Vice President for Instruction may convene an Academic Honesty Panel whose sole purpose shall be to determine if the student failed or refused to comply with the requirements or consequences assigned. If it is determined that the student did fail or refuse to comply, the panel may impose additional consequences deemed appropriate for the violation.

Relationship to Non-Academic Misconduct Policy: It is possible that a student will commit one act allegedly violating both this policy and one or more other University policies. If a student has allegedly violated the academic honesty policy in addition to one or more other University

policies by the same act, the Office of the Vice President for Instruction shall proceed to handle the academic matter under the procedures of this policy.

The University recognizes the possibility that criminal prosecution or civil case in a court of law (or both) may arise out of the same facts which are subject of an academic dishonesty proceeding under this policy. The commencement of any such proceeding shall not prevent or delay any proceeding under this policy. The imposition of a consequence or the award of damages or other relief in any such proceeding shall not prevent or delay the imposition of a consequence under this policy.

Access to records: The records concerning any accusation made under the University's academic honesty policy are not open to the public. Those records, or any part thereof, will be made available to people other than the student only upon receipt of a written request by the student in a form as required by the Office of the Vice President for Instruction.

Effective Date: This policy shall apply to all acts occurring on or after April 22, 2004.

❖ **Graduate Student Problems Advisory Committee (GSPAC)**

The Graduate School in conjunction with GSA has created the Graduate Student Problems Advisory Committee. This Committee is comprised of seven faculty and seven graduate students from across campus. If a student needs advise on how to manage a situation or to understand what steps need to be taken the GSPAC is available to help. Upon request, a smaller subcommittee of three faculty and three students can form to review problems and make suggestions as to what a graduate student might need to reconcile a problem(s). No faculty member, student from the department, or other person known to the graduate student will be part of a subcommittee. The GSPAC may not "solve" a graduate student's problem but are available to give advice, suggestions, guidance or other information that will assist the student in helping themselves.

The GSPAC will not take functions away from other well established organizations on campus. A graduate student should first attempt to resolve any problem themselves. They may go to their assigned Graduate Coordinator or Department Head and discuss the situation. If further help is needed, contact the GSPAC who will relay how to request a subcommittee meeting.

Alleged Violations and Consequences for Academic Dishonesty

Action Prior to Any Finding: The faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. That faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions. Requests for a course withdrawal or delete will not be approved unless it is determined that no violation occurred.

Action on Determination of Innocence: If it is determined that no violation occurred, the faculty member shall enter a final grade for that student determined without consideration of the alleged violation. That grade shall be entered on or before the later of: (a) the date on which grades for that class are required by University policy to be submitted to the Registrar; or (b) 10 days following delivery to that faculty member of a notice of that student's final determination of innocence. For this purpose, "final determination" means that agreement is reached between the faculty member and student during a Facilitated Discussion that dishonesty did not occur; or that an Academic Honesty Panel concludes that the student did not violate this policy. On final determination, the Office of the Vice President for Instruction shall notify the faculty member as provided below in order that the appropriate grade is entered. If on appeal, the student is found not in violation of this policy, notification to the faculty member will be sent from the Office of the President.

IX. Faculty and Staff

Staff Members:

Brenda Arnold, Administrative Associate I, 343 Ramsey Center, 706-542-5064
Email: brendaa@uga.edu

Amanda Cook, Administrative Assistant II, 402C Aderhold Hall, 706-542-1812
Email: amandalc@uga.edu

Chelita Edwards, Accountant, 402F Aderhold Hall, 706-542-2124
Email: cjedward@uga.edu

Annelie Klein, Administrative Assistant II, 408G Aderhold Hall, 706-542-2433
Email: annelie@uga.edu

Jill Klenike, Administrative Associate I, (Coordinator for the Center for Counseling and Personal Evaluation), 424 Aderhold Hall, 706-542-8508
Email: jkleinke@uga.edu

Pam La Salle, Academic Advisor I, 402E Aderhold Hall, 706-542-1813
Email: plasalle@uga.edu

Faculty:

Faculty members maintain their own schedules therefore appointments should be scheduled directly with individual faculty. When possible, use faculty email and mailboxes for non-urgent message. Appointments, rather than drop-in meetings, are preferred and allow faculty to give you their undivided attention.

Below is an alphabetical listing of the faculty with brief notes about their interest and primary instructional assignments (CSAA-M, College Student Affairs Administration Master's Program; CC, Community Counseling; SC, School Counseling; CP, Counseling Psychology; CSAA-D, College Student Affairs Administration Doctoral Program; RLST, Recreation and Leisure Studies)

Deryl F. Bailey: Associate Professor and Coordinator of the School Counseling master's program, (Ph.D., University of Virginia); Research interest include adolescent development with an emphasis on African American youth, development of enrichment initiatives for adolescents, multicultural and diversity issues in schools and communities, professional development for school counselors. SC, CP
Email: dfbailey@uga.edu

Georgia B. Calhoun: Professor and Graduate Coordinator, (Ph.D., University of Georgia); Research interests are in program effectiveness, training and supervision issues, juvenile counseling and assessment, and perception attribution. CC, CP
Email: gcalhoun@uga.edu

Linda F. Campbell: Professor, and Director of Center for Counseling and Personal Evaluation, (Ph.D., Georgia State University); Research interests include psychotherapy process/outcome studies cognitive behavioral therapies, counseling supervision, and psychology of exercise. CP, CC
Email: lcampbel@uga.edu

Diane L. Cooper: Professor and Coordinator of the College Student Affairs Administration Master's Program, (Ph.D., University of Iowa); Research interests in supervision, legal and ethical concerns of student affairs leadership and administration, multicultural issues, and interventions with special student populations. CSAA-M, CSAA-D, CP
Email: dlcooper@uga.edu

Jolie Daigle: Assistant Professor (Ph.D., University of New Orleans); Research interests include school counseling, play therapy, clinical supervision, legal and ethical issues, and counseling children, adolescents, and families. SC, CC, CP
Email: jdaigle@uga.edu

Laura Dean: Assistant Professor, (Ph.D., University of North Carolina, Greensboro); Research interests include small college environments, student affairs accreditation/self-study standards and college counseling issues. CSAA-M, CSAA-D, CP
Email: ladean@uga.edu

Edward Delgado-Romero: Associate Professor and Director of Training for the Counseling Psychology program, (Ph.D., University of Notre Dame). Research interests include multicultural counseling, Latino/a Psychology and race and racism in therapy process. CP, SC, CC
Email: edelgado@uga.edu

Merrily S. Dunn: Associate Professor, (Ph.D., The Ohio State University); Research interests include living/learning environments in post-secondary education, the preparation of student affairs practitioners and gender issues. CSAA-M, CSAA-D
Email: merrily@uga.edu

Yvette Q. Getch: Associate Professor and Undergraduate Coordinator for Counseling courses (Ph.D. University of Arkansas); Research interests include the areas of advocacy for persons with disabilities, sexuality and deafness, advocacy issues and accommodations for children with chronic illness in schools, and teacher education in asthma management. SC, CP, RLST
Email: ygetch@uga.edu

Brian A. Glaser: Professor, (Ph.D., Indiana State University); Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluations. CP, CC
Email: bglaser@uga.edu

Corey W. Johnson: Assistant Professor and Coordinator for the Undergraduate and Graduate programs in Recreation and Leisure Studies (Ph.D., University of Georgia); Research interests include gender and sexual orientation in the cultural context of leisure and recreation services

and how to use advocacy, activism, service-learning, community engagement, and agency partnerships to create unique learning opportunities for individuals (students, faculty, and community members) and institutions (university, community agencies, and government), increasing the quality, level, and number of services in a given community. RLST
Email: cwjohns@uga.edu

Sharon Blackwell-Jones: Lecturer, (Ph.D., Pennsylvania State University); Interests in multicultural issues, group counseling, and career counseling. CP, CC
Email: sjones@uga.edu

Douglas A. Kleiber: Professor, (Ph.D., University of Texas); Social psychology of leisure and sport, life span development, motivation, leisure education. RLST, CP
Email: dkleiber@uga.edu

Richard Mullendore: Professor and Coordinator of the Student Affairs Administration doctoral program, (Ph.D., Michigan State University); Research interests include student orientation programs and parents of today's college students. CSAA-M, CSAA-D
Email: richardm@uga.edu

Jenny Penney Oliver: Senior Academic Professional, (Ph.D., Kansas State University); Interests include multicultural education and systemic and organizational change. SC, CC, RLST
Email: jpo@uga.edu

Pamela O. Paisley: Professor and Coordinator of the School Counseling Ed.S. program, (Ed.D., North Carolina State University); Research interests in expressive and play media intervention outcome assessment, school counseling professional development, counseling supervision, developmental interventions with children and adolescents, consultation, and roommate satisfaction. SC, CP
Email: ppaisley@uga.edu

Rosemary Phelps: Professor and Department Head, (Ph.D., University of Tennessee); Research interests in multicultural training issues and concerns, racial and ethnic identity development, recruitment and retention of African American students in higher education, scale construction, and roommate satisfaction. CP, CSAA-D
Email: rephelps@uga.edu

Gwynn Powell: Associate Professor, (Ph.D., Clemson University); Research interests in leisure services administration and management, youth leisure, personal training, environmental issues. RLST
Email: gpowell@uga.edu

Diane M. Samdahl: Professor, (Ph.D., University of Illinois); Research interests in sociology and social psychology of leisure, research methodology, leisure and gender, leisure theory. RLST
Email: dsamdahl@uga.edu

Anneliese A. Singh: Assistant Professor, (Ph.D., Georgia State University)
Research interests in multicultural counseling and social justice, qualitative methodology with historically marginalized groups (e.g., people of color, LGBTQI, immigrants), advocacy to end child sexual abuse in South Asian communities, feminist theory and practice, Asian American counseling and psychology issues, and empowerment interventions with trauma survivors. SC
Email: asingh@uga.edu

Gayle Spears: Academic Professional, (Ph.D., University of Kentucky); Interests include women's issue and feminist therapy, clinical intervention with children and developmental disabilities. CP, CC
Email: gspears@uga.edu

Alan Stewart: Associate Professor and Coordinator of the Community Counseling master's program, (Ph.D., University of Georgia); Research interests include trauma, death, and loss following motor vehicle crashes, family roles, relationships, emotional processes, and professional development in psychology. CC, CP
Email: aeswx@uga.edu

COMMUNITY COUNSELING MASTER'S PROGRAM

Student Handbook

2008-2009

**Department of Counseling and Human Development
The University of Georgia**



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I. Mission Statement

The purpose of the Community Counseling Master's degree Program is to prepare students to work as professional counselors in a variety of community settings. This program is designed to be broad in scope and to focus on the development of sound counseling skills that can be used in a variety of settings and with a wide range of clients. Students are enrolled on a full-time basis with the intent of immersing them in the activities and identity of professional counseling. The Department of Counseling and Human Development and the University of Georgia are committed to recruiting students from diverse backgrounds.

II. Objectives

The program has several specific objectives:

To serve the citizens of the State of Georgia by preparing competent, effective professional counselors who are eligible for licensure as Licensed Professional Counselors (LPC) in Georgia and other states.

To train students in the practice of individual, couple, family, and group counseling

To prepare students to be culturally sensitive to professional counselors

To train students to work with diverse, underserved, and oppressed populations

To encourage students to develop strategies for addressing issues of social justice

To facilitate the professional identity of students through involvement in professional counseling organizations and other activities at the local, state, regional, national, and international levels

To ensure that students are trained to understand and to practice within the highest ethical and legal standards (e.g., ethical codes of various professional counseling organizations)

III. Accreditation

The Program is designed to meet the basic requirements for licensure as a Professional Counselor in Georgia and to qualify graduates to sit for the National Board of Certified Counselor's (NBCC) Examination. The University of Georgia Community Counseling Program was accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in 1987.

IV. Community Counseling Program Faculty

Georgia B. Calhoun: Professor and Graduate Coordinator (Ph.D., The University of Georgia); Research interests in program effectiveness, women's issues, and intervention with juvenile offenders.

gcalhoun@uga.edu

Linda F. Campbell: Professor and director of Center for Counseling and Personal Evaluation (Ph.D., Georgia State University); Psychotherapy process/outcome studies, cognitive behavioral therapies, counseling supervision, and psychology of exercise.

lcampbel@uga.edu

Brian A. Glaser: Professor (Ph.D., Indiana State University); Research interests in family therapy issues, treatment of adolescents with conduct disorders, and psychological evaluation.

bglaser@uga.edu

Sharon Jones: Lecturer (Ph.D., Pennsylvania State University); Interests in career development, multicultural counseling and group counseling.

sjones20@uga.edu

Alan E. Stewart: Associate Professor and Coordinator of Community Counseling Program (Ph.D., University of Georgia); Research interests include behavioral climatology, death, and loss following motor vehicle crashes, family roles, ecological/environmental psychology, and professional development in psychology.

aeswx@uga.edu

V. Gayle Spears: Academic Professional (Ph.D., University of Kentucky); Interests include women's issue and feminist therapy, clinical intervention with children and developmental disabilities.

gspears@uga.edu

V. Responsibilities of Students and Faculty

The faculty in the Community Counseling Program has high expectations for ourselves and for our students. We aspire to be an outstanding professional preparation program. To a large extent the enthusiasm, commitment and professionalism of students and faculty on and off campus determine how successful we will be. The following guidance is offered to help ensure that we are successful in providing the best professional counseling training possible.

Students are expected to . . .

- Be dedicated to learning and be willing to put forth the effort necessary to achieve at the maximum capacities. Students are expected to take advantage of as many professional learning experiences as they can. Further, students are expected to become active members of professional associations by joining,

attending conferences, submitting program proposals, and volunteering for special projects.

- Be self-motivating and seek assistance when it is needed. To ask for help from classmates and faculty is not a sign of weakness but of intelligence.
- Attend all classes and be on time. Lateness is a sign of disrespect for the instructor and your classmates. It also disrupts the learning environment.
- Have read all assigned materials before the appointed class and to come to class prepared with questions and topics for discussion.
- Submit work by specified deadlines.
- Be cooperative and support others in their efforts to learn; unhealthy, excessive competition among students is not valued and is destructive of morale and learning.
- Contribute to the learning community by going beyond class attendance and completion of class requirements. Students and faculty both have an obligation to contribute to the learning community of which we are members.
- Adhere to high standards of academic integrity and professional ethics. The American Counseling Association's (ACA) Ethical Code and "A Culture of Honesty" – the University of Georgia's policy and procedures on academic honesty apply to all students in the program.
- Dress, groom, and behave in a professional manner at all times.
- Be loyal to the program and those associated with it. If a student has a problem or criticism of the program, other students or faculty, it should be dealt with within the program and directly with the persons involved.
- Refrain from gossiping about students and/or faculty associated with the program. Gossiping is unprofessional conduct and demeans all involved. Students are expected to confront persons with whom they have issues directly and in private.

Students can expect faculty to . . .

- Work hard and reflect well on the Community Counseling Program.
- Be available to students. The best way to be certain you'll find faculty is to make an appointment. DO NOT apologize for seeking assistance or consultation. Email is generally the easiest way to contact faculty.
- Be prepared for class.
- Set high standards for academic performance, professional behavior and personal development and to provide support.
- Care about students as persons and as developing community counselors.
- To convey a professional image.
- Be involved in regional and national professional organizations, giving the programs and students national visibility.
- Conduct research and publish the findings.
- Support students in initial job searches and doctoral program placement after graduation and throughout their careers.

VI. Curriculum

A. Degree Options:

Students have the option of pursuing either the Master of Arts (M.A.) or the Master of Education (M.Ed.) degree. The principal distinction between the degree programs is that the M.Ed. is more practice and application oriented, while the M.A. places greater emphasis on research. The M.A. option requires students to complete a data-based, research thesis, and to take an additional research course.

B. Areas of Concentration:

The core courses of the Community Counseling Masters degree Program are designed to provide a broad base of instruction and experience and to meet licensure and accreditation standards. This program is accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP). Students can also concentrate their preparation, through additional coursework, in providing counseling services for a particular client population or service setting. Areas for such concentration include marriage and family therapy, drug and alcohol counseling, juvenile offender counseling, and women's studies. The department will not endorse its graduates for professional positions that include clinical practice beyond the scope of training and specialization provided by the department.

C. Core Courses:

Both the M.A. and M.Ed. programs require a minimum of 48 semester hours of academic credit. The following core courses are required.

Most courses, other than practical and internships, meet once a week.

All courses are for 3-semester hours of credit unless otherwise indicated.

ECHD 6020 Interpersonal Relationships

ECHD 7010 Individual Appraisal

ECHD 7050 Career Development Theory

ECHD 7600 Foundations of Mental Health Community Counseling

ECHD 7040 Counseling Theories and Practice

ECHI) 7060 Cross-Cultural Counseling

ECHD 7080 Introduction to Group Counseling

ECHD 7700 Individual Counseling Practicum (Spring semester + Maymester)

ECHD 8030 Psychodiagnosis

ECHD 7860 Internship in Community Counseling (Summer, Fall, & Spring semesters)

ECHD 8180 Drug and Alcohol Therapy

ECHD 7920 Research Methods

D. Elective Courses:

Elective courses are generally taken within the departments of psychology, social work or child and family development. M.A. students normally will take 3 hours of ECHD 7300M (Thesis) and ERSH 6300 (Applied descriptive Statistics).

VII. Clinical Requirements:

Practicum and Internship are intense clinical experiences in which students' clinical skills are developed with clients under the close supervision of faculty and on-site counselors. Students are assigned a practicum site based upon their clinical interests, the number of slots open at a practicum site at any given year, and the needs of the Community Counseling Program. All practicum site placements must receive faculty approval. Clinical supervision is offered on-site and from departmental faculty. Audio/video taping is required for individual and group supervision. One semester of practicum (plus Maymester) and three semesters of internship are required.

Purposes of Practicum & Internship Experiences:

The purpose of the practicum experience is to introduce students to the many practical approaches that exist in helping people change through counseling. To this end, students will learn value of the therapeutic relationship and will receive feedback and supervision on how to enhance the relationship. Students also will begin learning how they can use their sense of self in effectively listening to and responding to clients in a therapeutic manner. The practicum also helps students to learn how to manage ethical dilemmas with clients and how to behave in a professional and competent manner when interacting with clients who present with crises or other highly-emotional issues such as harm to self, to others, and so forth. Finally the purpose of the practicum is to help students learn how to benefit from the supervision of the practicum work.

The purpose of the internship experience is to give students the chance to learn what it is like to work on a more full-time basis in a community counseling setting. As much as possible the internship experience should simulate a real employment experience as a community counselor. A second purpose of the internship experience is to help the students to develop their counseling skills by doing counseling and receiving supervision for this counseling. Third, the internship is expected to help the student develop more complex professional skills in assessment and in conducting counseling that build upon the abilities and competencies demonstrated in the practicum.

Practicum Requirements:

1. By the conclusion of the practicum experience students must accrue 40 hours of direct client contact during the practicum semester and accrue other on-site hours (e. g., supervision, case consultation, note-taking, administrative/clinic meetings, etc.)

amounting to a grand total of 100 hours for the experience. Unless otherwise specified, the practicum will occur during the Spring and Maymester terms of the first year. Note that once the Practicum hour requirements have been met that excess hours cannot be used toward Internship requirements. This separation-of-hours between the two experiences is stipulated by CACREP so that the Practicum and Internship experiences will be separate and distinct training experiences.

2. Students must apply to the site(s) of their choice and schedule any required interviews prior to the placement in the practicum by the Program faculty.
3. Students are required by the department to demonstrate proof of student liability insurance prior to beginning practicum. Proof of insurance means a canceled check, an insurance card, or written acknowledgment from an insurance company of the term and coverage of your insurance. There are several companies currently offering student insurance through the American Counseling Association (ACA, <http://www.acait.com/>) or the American Psychological Association (APA, <http://www.apait.org/products/studentliability/>). Students should choose student malpractice insurance for trainees in community counseling.
4. Students are required to work according to the schedules of their practicum agencies and will work with both the agencies and Community Program faculty to resolve any time/scheduling conflicts that may arise. Students should not miss their site or program-based supervision meetings for the sake of seeing clients. Students also should not cut back their practicum schedules in the event that they met the 40-direct/100-total hour requirements before the calendar end of the semester in which practicum occurs.
5. Students are expected to be *good citizens* of their practicum placements and to recognize that they are guests serving at the pleasure and discretion of personnel at their practicum agencies. Students will conduct themselves according to the rules, policies, and procedures in place at their practicum agencies as this pertains to all facets of professional practice. Students are expected to conduct themselves in a manner that reflects favorably upon the Community Counseling Program and in accord with the highest standards of professional and ethical behavior as these are set forth in ethics codes and practice guidelines. Students that do not comply with agency or program guidelines for their Practicum experiences may be removed from the setting at the discretion of the Community Counseling Coordinator and/or the Community Counseling Program faculty.
6. Students will attend their individual supervision sessions at their practicum site, along with any required orientation, training, or other in-service programs. Individual supervision meetings shall be no less than one hour per week. Students also are expected to meet with their doctoral student supervisors during a regularly scheduled time within the Department of Counseling and Human Development. Students also will meet once per week for a group-supervision meeting that is facilitated by a Community Program faculty member. Group supervision will be approximately two hours per week. It is not acceptable to miss supervision meetings.
7. Students are required to complete logs that document their practicum-related professional activities as these occur on-site and on-campus. Students may and are strongly encouraged to keep their own records that summarize the *number* and *type*

client contacts and clinical hours. Note that students should not keep personal case-related notes that exist separate and apart from practicum agency records of intakes, case notes, case summaries, etc. Students also must regularly complete an online log of their practicum hours that is maintained by the Community Counseling Program. This online database is important and will be the log-of-record with respect to ascertaining the extent to which students have fulfilled practicum requirements. It is unacceptable to fail in regularly logging practicum hours.

8. Students will receive either an S (satisfactory) or a U (unsatisfactory) for the work that they do for their internship. The oral and written evaluations received from site supervisors will be considered when grades are given to students. In the event that a student has not yet logged the required number of practicum hours then a grade of I (Incomplete) will be given until such time as the hour requirements have been satisfied.

Internship Requirements:

1. By the conclusion of the internship experience, students must have accrued 240 direct client contact hours and 600 total hours. As with practicum, the 600-hour total includes the 240 direct hours. The internship is completed during the Summer term of the student's first year and Fall and Spring semesters of the second year. Students will register for three hours of Internship for each of these three semesters. Note that once the Practicum hour requirements have been met that excess hours cannot be used toward Internship requirements. This separation-of-hours between the two experiences is stipulated by CACREP so that the Practicum and Internship experiences will be separate, distinct training experiences.

2. Students must continue to maintain current, effective student malpractice/liability insurance for the duration of their work in the Internship.

3. Students must regularly obtain supervision for their Internship work. The primary supervision during the internship occurs at the internship site where the progress of clients is reviewed is given by the on-site supervisor. The on-site supervisor should spend at least one hour a week with internship students reviewing cases and problems that occur in counseling. It is important to note that for the Practical/Internship sites at the Center for Counseling and Personal Evaluation, and Juvenile Counseling and Assessment Program receive their primary supervision from Counseling Psychology doctoral students within the department who are associated with each of these programs/sites. Students serving as interns at Samaritan Counseling Center, and Advantage Behavioral Health Systems also receive supervision from Doctoral Students in the department during the practical experience, and may choose to continue these services into the internship. Student also must attend three hours of Program-based group supervision per week that is facilitated by the Community Program faculty.

4. Students should spend a large amount of the time in their setting doing individual, group or vocational counseling. The following other activities can be a part of the internship experience: 1. Administering clinically-relevant instruments; 2. Consultation; 3. Case Staffing; 4. Intake interviews; 5. Life Skills training; 6. Community outreach. Internships may involve other, similar kinds of professional service delivery.

5. As with the practicum experience, the intern will be expected to keep a log of the activities that are performed as a part of the internship. Students can (and should) keep their own logs that summarize direct, indirect, supervision, and group supervision hours, along with other summary information such as types of clients, presenting problems, etc. Students should not keep personal, written summaries of case notes outside of their practicum agencies. Students must also log their hours online on a regular basis. The online log will serve as the log-of-record with respect to determining the extent to which students have fulfilled Internship requirements.

6. Students are reminded that they still are guests in existing clinical settings and that they must adhere to the policies and procedures of these settings. Students that do not comply with agency or program guidelines for their Internship experiences may be removed from the setting at the discretion of the Community Counseling Coordinator and/or the Community Counseling Program faculty.

7. Students will receive either an S (satisfactory) or a U (unsatisfactory) for the work that they do for their internship. The oral and written evaluations received from site supervisors will be considered when grades are given to students. In the event that a student has not yet logged the required number of internship hours required within a given semester, a grade of I (Incomplete) will be given until such time as the hour requirements have been satisfied. It also is important for students to remember that if they have not logged the required number of internship hours, this may delay their graduation from the Program. In this regard the Program cannot guarantee that people will finish the program within two year's time.

Community Counseling Program Practicum and Internship Sites:

Students will become involved in the process of arranging a practicum placement during the latter portion of the Fall semester of their first year in the program. A listing of the currently-approved practicum and internship agencies is provided below. Students must apply to practicum sites and will have to interview with the staff at those sites. Contact the individual sites listed below to determine the methods and procedures for applying. *Applying for a practicum or internship slot at a site does not automatically guarantee that the student will be placed at that site.* Decisions about practicum and internship placement are made by the Community Program Faculty and/or the Community Counseling Coordinator, taking into consideration: 1. the training needs of the student, 2. the nature of the practicum site and the training slots they have available at any particular time, 3. the expressed preferences of training sites, and 4. the needs and recommendations of the Community Counseling Program. Other factors may be considered depending upon the specific circumstances that may occur.

Ordinarily, students will complete their practicum and internship experiences at the same site. In some rare instances, based upon student needs, site availability, and Program needs, students may complete their practicum and internship at different sites. The Program must approve of such site-shifts in transitioning from practicum to internship.

Advantage Behavioral Health Systems

This site provides opportunities to work with patients with chronic and/or severe mental disorders. Advantage has a track for children/adolescents and another for adults. For this site, you select the track of your choice. You will gain experience in conducting group and individual counseling, working in a clinic setting, and working with people who have more serious mental disorders. Advantage is a great place to learn the pharmacological approaches to mental health and how to counsel a person who is also receiving psychotropic drugs. Training director: Dr. Elizabeth A. Stewart (estewart@advantagebhs.org).

Catholic Social Services, Inc. - Athens Community Outreach Center

Catholic Social Services, Inc. in Athens was opened in 1985 in order to provide support and assistance to low-income families. With a special emphasis on the Hispanic population, Athens Community Outreach Center has developed a wide range of services and activities geared specifically to address the needs of this dynamic and rapidly growing community. Since opening its doors, Athens Community Outreach Center has served thousands of families in Northeast Georgia. Through various programs and services, Athens Community Outreach Center seeks to strengthen and empower low-income families by offering information and referral services, English as a Second Language, job readiness training and referrals, social advocacy, counseling, and through working cooperatively with other agencies in the community that can offer support to people in need. All services are available in English and Spanish. Center director: Ms. Stella Sailors (cssath1@bellsouth.net).

Center for Counseling and Personal Evaluation

In the Aderhold building (which houses the Community Counseling department), we have a Center for Counseling which provides professional services for a wide range of emotional, interpersonal, and educational concerns. All of the Center's staff are under the direct supervision of University of Georgia faculty members. At this site, you have opportunities in group counseling, individual counseling, family/couples therapy, and play therapy. The clients are either from the University of Georgia or referred by local agencies and represent a wide range of presenting issues – mild depression, eating disorders, and possibly more severe or chronic mental disorders. Center director: Dr. Linda F. Campbell (lcampbel@uga.edu).

Family Counseling Service of Athens

This site is similar to the Center for Counseling on campus and provides services to individuals and families within the Athens community. The Family Counseling Center provides you with opportunities to learn about assessment processes, individual and group counseling, and family/couples therapy while working with a wide range of client issues. Telephone: 706.549.7755

Juvenile Counseling and Assessment Program (J.C.A.P.)

The J.C.A.P team is a collaborative approach for court-referred youths and their families through the partnership of the Athens-Clarke County Juvenile Court, Department of

Children and Youth Services (DCYS), Department of Counseling and Human Development Services in the College of Education, The University of Georgia, and the Athens-Clarke County community. Staff members of J. C.A.P. provide comprehensive psychological services by combining the youth, family, school, and community perspective in assessing the needs of court-referred youths. At this site, you will work with adolescent women who are currently in the juvenile justice system or at risk. You will have the opportunity to work with groups, families, individuals, and learn the intricacies of working in school systems and the juvenile justice system. “The Girls Project”, a gender specific intervention for females, is a part of the JCAP program and provides psychoeducational group counseling for young women involved in the juvenile justice system. Program coordinators: Dr. Georgia Calhoun (gcalhoun@uga.edu) and Dr. Brian Glaser (bglaser@uga.edu).

Metro Atlanta Recovery Residences (M.A.R.R.)

M.A.R.R. is actually situated in Lawrenceville, Georgia, approximately 30 minutes from Athens. This is a newer site and is focused on Alcohol and Substance Abuse in Women. However, this site also works on other issues that exist in alcohol and substance abusers and has a facility for men. At this site you will learn different methods of treating alcohol and substance abuse (AA model and alternative methods) as well as work with a wide variety of clientele. You will get the opportunity to work with families and groups as well as individuals. Website: <http://www.marrinc.com/>

The Tree House, Inc.

The Tree House is a non-profit, outpatient counseling center located in Winder, Georgia. The goals of the Tree House programs are: 1. To enrich the family life and help to promote the healthy growth and development of children. 2. To provide families with current information, community resources and topics of interest to new parents. 3. To reduced the incidence of child abuse and neglect. 4. Identification of families needing extra support in developing quality parenting skills and referrals to appropriate community support services. Students at this site will work with both parents (biological and/or foster)) and children who have been victimized sexually or in other ways.

Training director: Ms. Cyndi M. White, LPC (cyndi_treehouse@alltel.net)

VIII. Certificate Programs

It is possible to pursue a specialized area of study and practice within the Community Counseling Program. The University of Georgia offers several such certificate programs. Students should note that participation in a certificate program is not expected or required. In addition, there may be extra course requirements (from the certificate program) that make it necessary to graduate later than the two years normally required for the master's degree in Community Counseling.

Graduate Certificate in Gerontology Program:

The curriculum for The University of Georgia Graduate Certificate in Gerontology program is designed to meet six goals: 1. Students are presented with a comprehensive theoretical overview of the field of gerontology. The interdisciplinary and integrative nature of gerontology is emphasized. 2. In addition to a broad, interdisciplinary perspective, students are required to acquire a basic foundation in the psychology, biology/physiology, and sociology of aging. 3. There are opportunities for students to have practical or hands-on experiences with older adults in the form of community service or course practica. 4. Students are exposed to gerontological research techniques and methodologies, permitting them to develop their own analytic and evaluative skills. 5. Students complete either a research project or field work placement practicum focused on some aspect of gerontology. 6. Students supplement their own disciplinary academic expertise with gerontological content and methods to advance their aging research and practice. Completion of the curriculum requires a total of eighteen semester hours of eligible graduate level courses. To apply for admission to the Graduate Certificate Program, students can choose one of following options: 1. Students may be admitted to the Graduate School and to an academic department as either a prospective candidate for a graduate degree or in a non-degree seeking status prior to applying to the Graduate Certificate Program. 2. Students may be admitted to the Graduate School as a prospective candidate or in a non-degree seeking status for the Graduate Certificate Program solely. For more information concerning the Graduate Certificate of Gerontology or to request a mailed copy of the brochure, please contact: Help Desk Coordinator, Institute of Gerontology Help Desk, 255 E. Hancock Avenue, The University of Georgia, Athens, GA 30602-5775, Phone: (706) 425-3222

Certificate Program in Marriage and Family Therapy:

The University of Georgia has a Pre-Professional Graduate Certificate Program in Marriage and Family Therapy. This interdisciplinary certificate program (Child and Family development, and Counseling and Human development Services) can help a student to begin to prepare for state licensure as a Marriage and Family Therapist or for clinical membership in the American Association for Marriage and Family Therapy (although neither of these goals can be completely met by the certificate program, since there are extensive supervised practice requirements).

If students in the Community Counseling program take all their electives to meet the requirements of the certificate program they can then obtain a M.Ed. in Community

Counseling and a Certificate in Marriage and Family Therapy simultaneously. When this is done, students generally will have to take more than 54 hours of coursework to meet the requirements of both programs. Students interested in this certificate program must file a separate application to be admitted to this program once they are admitted into the Community Counseling Program. Students are expected to take courses in the following areas in order to meet the requirements of this certificate program: Professional Studies, Marriage and Family Therapy, Therapeutic Skills, Human development and Practicum in Marriage and Family Therapy.

Students who are interested in this track should contact Dr. Brian Glaser (bglaser@uqa.edu).

IX. Student Evaluation Procedures

Grades

Students' progress in the Community Counseling Program is evaluated in two ways. First students receive grades for the courses, practicum, and internship experiences that they complete. With the exception of practicum and internships, which are graded Satisfactory or Unsatisfactory, all students receive letter grades in their courses that reflect their levels of mastery and performance. Students are expected to maintain a high grade point average. If a student receives a course-related grade with which she or he disagrees, the student's first response should be to schedule a meeting with the course instructor to discuss the matter and to achieve a workable solution.

Conduct

The second way in which students will be evaluated pertains to their general attitudes, behaviors, and responses as these contribute to and reflect professional development as a community counselor. The faculty evaluates these characteristics as students attend their classes, practicum and internship. The characteristics that the faculty focuses upon include but are not limited to:

1. Positive and open attitude towards learning. Students are expected to enjoy learning for the sake of learning and to approach the learning experiences in the Program with an open mind. In the ideal situation, students will become scholars within community counseling. At a minimum, students should find ways to become interested and engaged in the program's learning experiences. Coming to classes, practicum, or supervisory meetings prepared, interested, and enthused will go far in creating a rewarding learning environment.
2. Respect for and celebration of diverse people and cultures. Students are expected to become aware of and open to the areas in which they need to grow and develop as professional counselors with respect to diversity, as this term is broadly conceived. Students are expected to examine their own attitudes about people who are different from themselves and to behave in a manner that reflects

this understanding of self and the appreciation of others who are different. Intentionally disparaging language (e. g., humor, epithets) or other offensive behaviors will not be tolerated and could result in dismissal from the program.

3. Punctuality and regularity in Program participation. Students are expected to attend all classes and to come sufficiently ahead of the class starting time so that they are ready to work when the class begins. The Community Counseling program is not a part-time program and is not geared to be a self-paced, come-at-your-leisure correspondence program. Class meetings are important and students are expected not only to attend but to actively participate. Students are also expected to submit assignments on the assigned due-dates and to be diligent with respect to meeting other program deadlines. Absences from classes, missed assignment deadlines, and other forms of non-participation or procrastination will be cause for negative evaluation.
4. Openness to growth. Students are expected to demonstrate an openness and eagerness for growth along cognate, emotional, behavioral, and professional dimensions. Knowledge of self and how the self can be used as a tool for helping others is very important. Students are expected to take advantage of opportunities to further their growth. Such growth might take the form of personal counseling to deal with issues or concerns that will affect their ability to become a competent, effective counselor. Negative or hesitating attitudes and behaviors with respect to self-awareness and growth will limit students' abilities to benefit from the program.
5. Responsiveness to faculty feedback. Students are expected to respond in a timely and effective manner when working with Program faculty or supervisors of their practicum and internship experiences. This means answering email or phone messages, implementing behavioral changes or other interventions in students' counseling sessions, producing reports or other documentations in a timely manner following faculty feedback, and so forth. In a larger sense, students should respond in a timely manner in implementing any Program or faculty-related suggestions for their professional work. All students must obtain and use their University of Georgia email accounts. Program information will not be sent to non-UGA accounts. The failure to implement faculty or program recommendations regarding class, practicum, or internship work will be the cause of negative evaluation.
6. Interpersonal adequacy. Students are expected to possess the interpersonal characteristics that are necessary for initiating, maintaining, and successfully ending a professional helping relationship with their clients. Although some of the Community Counseling Program classes are geared towards helping students further develop their abilities to use the helping relationship effectively, this presumes a certain, minimal amount of interpersonal skills and competencies that exist in the student prior to enrolling in the program. A representative listing of such skills includes: knowing about ones' feelings and being able to express them in a socially appropriate manner; being able understand other peoples' emotions and to appreciate their perspectives and situations. Students are also expected to know how to interact in group settings and to constructively and

cooperatively engage others. Students are also expected to be able to tell (either by themselves or via cohort or faculty feedback) when they need to change or work on their attitudes, feelings, or behaviors so that they can benefit from the program. Beyond these more personal qualities students are expected to show promise in developing skills that pertain to their professional performance as counselors. These include: being able to hear both explicit and implicit meanings in clients' verbalizations, ability to identify and track client emotional expressions, ability to keep clients focused on their counseling-related issues, and awareness of how the counselor's self may be affecting the client and vice versa, among other minimal interpersonal competencies. If it becomes apparent that students do not possess the minimal interpersonal skills and have been unable to develop these skills or other professionally-needed client interpersonal skills through a combination of remedial study or work in their own personal counseling or therapy, students may be encouraged to consider other career choices outside of the counseling profession. Although students may be making satisfactory progress in their content-related counseling courses, the Program faculty cannot ethically recommend or certify students to become licensed for independent practice if they do not show evidence of a certain minimal level of interpersonal adequacy.

7. Professional demeanor and behavior. Especially during their practicum and internship experiences, students are expected to dress, groom, and comport themselves in a manner that is consistent with the counseling profession. This means that students should dress in a *business casual* or *professional casual* manner and also in a way that is in accord with what is expected at their practicum or internship agencies. As a general guide, students should neither over- nor under-dress with respect to the kinds of clients with whom they are working. Students should consider the extent to which their dressing and grooming style would be distracting or off-putting to their clients, cohort members, or faculty members. Students shall behave professionally at all times, remembering that they represent both the University of Georgia and the counseling profession in all of their client and supervisory relationships at training sites.
8. Adherence to Ethical Guidelines. Students in the Community Counseling Program should behave in a professionally-ethical manner at all times regarding their course-work, practicum and internship experiences, and any research projects that they undertake. The relevant ethical standards are the American Counseling Association's (1995) *Code of Ethics and Standards of Practice*. Knowingly violating this ethics code (e. g., dishonesty, cheating, sexual relationships with clients, etc.) will occasion the Program's review of the incident and the student's behavior. Remediation may be prescribed or, in extreme cases, students may be expelled from the program. Similarly, students are expected to observe local, state, and federal laws. Convictions of criminal offenses may be the grounds for students' dismissal from the program.

Review of Student Progress

Graduate degrees in the department of Counseling and Human Development are awarded in recognition of proficiency in research, breadth and soundness of scholarship, acquaintance with a specific body of knowledge, and proficiency as a professional practitioner, and not upon completion of a prescribed amount of work or semester hours of courses alone. The judgment of whether a student is making adequate academic progress and has demonstrated the potential to be an effective practitioner is at least partly a matter of subjective judgment informed by the faculty's experience as practitioners and teachers. The responsibility for making that judgment lies with the program faculty, and ultimately the department's Graduate Faculty.

Student's academic progress and conduct are informally discussed during the monthly faculty meetings of the Community Counseling Program. Students' progress will be formally reviewed and evaluated during the fall and spring semesters for the years that they are enrolled in the Program. That review will include examination of each student's academic and clinical progress and the extent to which they have conducted themselves in accord with the guidelines above. At each semester evaluation meeting the faculty will consider whether each student is making sufficient and satisfactory progress to warrant continuation in the program or whether a student should be dismissed. If necessary, a written summary of the evaluation will be placed in each student's file to document the student's challenges, progress or successes in the program.

If it is determined that a problem exists in the academic or conduct areas, the student will have a conference with the Community Counseling Program Coordinator where the student will: 1. be given an opportunity to respond and/or explain his or her performance, and 2. to determine what (if any) actions are required to remedy the situation. Possible outcomes of the conference could include: 1. probation with specific actions required to be taken, 2. mandatory withdrawal from the program, or 3. development of a corrective plan of action.

Dismissal

If the student is recommended for mandatory withdrawal or if she/he is placed on probation and then fails to satisfactorily correct the deficiencies at the end of one semester, the student will be recommended to the Graduate Faculty of the department for dismissal. . According to The University of Georgia Graduate Bulletin, "Students may be dismissed by their department at the end of any semester if they have not made sufficient academic progress to warrant continuance of study. Termination of students will follow policies and procedures adopted by the department." See the full Bulletin at the following link:

http://www.gradsch.uga.edu/Bulletin/Bulletin_Academic_Regulations.html#probation

If the student wishes to contest the recommended dismissal, she or he may appear before the Graduate Faculty to present documents or oral arguments against her or his dismissal. The student will be notified by certified mail at least seven days prior to the date of the Graduate Faculty meeting. (The student may retain an attorney and have him/her present as an advisor, but the attorney may not participate in the proceedings in any manner.) The Graduate Faculty will then determine whether the student should be dismissed and will so recommend to the Dean of the Graduate School.

Medically-Related Absences from the Program

If a student has any newly-diagnosed or existing medical conditions that may require an absence of one full week (or more) during an academic term (Fall, Spring, or summer through session), the student should inform the Community Counseling Program Coordinator as soon as possible so that arrangements may be made for temporarily discontinuing academic and/or clinical work. If the medically-related absence is of short duration, the student may continue to make satisfactory progress by negotiating with the Community Counseling Program Coordinator and the student's individual course instructors to develop a mutually acceptable plan for completing missed in-class and assigned home work. In cases where absences are extended beyond one week or if over the course of the term episodes of absences total more than one week, the student may, in consultation with the Program Coordinator and course instructors, have to receive a grade of Incomplete (I) until such time as the work can be successfully completed. The particular circumstances of each case will be considered in planning and decision-making. Because many of the courses in the Community Counseling Curriculum possess a significant process component that relies upon actual class attendance and participation, extended absences may necessitate that the student drop a class and take it when it is offered in a subsequent academic term. Students should note that accruing incomplete grades or postponing course work that had to be dropped likely will delay their graduation dates beyond the nominal intervals of residency in the Program. Students are encouraged to discuss their individual situations with the Program Coordinator so that the necessary planning can occur to assure an outcome that is satisfactory to the student and that maintains the integrity of their education experiences.

X. General Information

APA Writing Style

The *Publication Manual of the American Psychological Association* (5th Edition) is the required resource manual for preparing papers for the Community Counseling Program. It is recommended that students purchase a manual at campus bookstores prior to beginning their program of study.

Expenses

Students should be aware that during graduate study they will incur additional expenses beyond tuition, room and board. Expenses such as: textbook purchases, parking, professional dues, copying of course materials and resources needed for class assignments, conference attendance costs, research instruments and liability insurance for practicum experiences are additional expenses that students can expect during their two year program.

Email

All students will be provided with a University of Georgia email account. Email is an important vehicle for communication among students, faculty, practicum/internship site supervisors and professional colleagues throughout the United States. **Students will receive important information via their University of Georgia email accounts.** The faculty assumes that students check their email regularly, that is, at least several times per week. Consequently, students are required to check and use their school email accounts and not to expect that important information will be sent or received at non-UGA accounts.

Mail Boxes

Each student is assigned a mailbox in 408 Aderhold Hall. Almost all hardcopy and paper communications from the Department of Counseling and Human Development with students will occur through these mailboxes. Students should check their boxes several times a week to assure that they do not miss important information.

XI. M. Ed. Community Counseling Program Advisement Form

COURSE NUMBER, TITLE, AND # OF CREDITS	SEMESTER	GRADE
Counseling Core		
ECHD 7600 Foundations of Mental Health and Community Counseling (3)	Fall (1 st yr.)	_____
ECHD 7060 Cross-Cultural Counseling (3)	Fall (1 st yr.)	_____
ECHD 6020 Interpersonal Relations (3)	Fall (1 st yr.)	_____
ECHD 7040 Theories of Counseling and (3)	Fall (1 st yr.)	_____
ECHD 7010 Individual Appraisal (3)	Fall (1 st yr.)	_____
ECHD 7050 Lifestyle and Career Development (3)	Spring(1 st yr.)	_____
ECHD 7700 Individual Counseling Practicum (3)	Spring (1 st yr)	_____
ECHD 8030 Psychodiagnosis (3)	Spring (1 st yr)	_____
ECHD 7080 Introduction to Group Counseling (3)	Spring (1 st yr.)	_____
ECHD 7700 Individual Counseling Practicum (3)	Maymester (1 st yr.)	_____
ECHD 7700 Internship in Community Counseling (3)	Summer (1 st yr)	_____
ECHD 8110 Cognitive/Behavioral Psychotherapy (3)	Summer (1 st yr)	_____
ECHD 7920 Research Methods in Counseling (3)	Fall (2 nd yr.)	_____
ECHD 8180 Alcohol and Drug Therapy (3)	Fall (2 nd yr.)	_____
ECHD 7850 Internship in Community Counseling (3)	Fall (2 nd yr.)	_____
ECHD 7850 Internship in Community Counseling (3)	Spring (2 nd yr.)	_____
Guided Electives		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total Credit Hours Required for Degree: 48

Out of Class Expectations:

Access to the Internet and E-mail _____

Mentor an incoming 1st year graduate student during your second year _____

Successfully complete a comprehensive exam _____

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Note: Most students will complete the curriculum within two years' time. Because some students may be delayed in accruing the required number of internship hours during the second year, they may be delayed in graduating. The Community Counseling Program can make no guarantees that students will graduate within two years.

XII. Frequently Asked Questions

Will I be able to work and be in this program?

- During the first year of the program our students carry a full load of classes, most of which are held during the daytime and early evening hours. The summer and last year of the program students spend a lot of time at internship sites getting clinical counseling experience and logging their required amount of hours. Thus, the training model makes it very difficult for students to work full time while in the program. *Students are not encouraged or supported to take on employment obligations while in the program.*

Is this a full-time program?

- Yes—the program requires a full-time commitment. Students are actively engaged in classroom and internship learning experiences during the two-year program. Because of our strong belief in the cohort learning model, we do not allow students to enter the program on a part time basis.

Because I've had some of the required courses before or just because I want to, can I mix and match courses and create my own unique schedule of completing the program?

- No. Students are expected to take the required courses in the sequence that has been established by the Program. In some rare instances exceptions to this policy may be made after consideration by the Program Coordinator and/or the faculty of the Community Program, especially if the student is participating in a certificate program.

Are classes offered on the weekends?

- Usually no; however occasionally electives are offered or out-of-class expectations require weekend time commitments.

Where are courses taught? Are there any satellite or Internet courses?

- Currently no satellite or Internet courses are offered. All courses are taught at the main campus in Athens. Because of the interpersonal and experiential nature of the professional training in Community Counseling, it is unlikely that distance-learning modalities will be used for the core courses in the curriculum. Also, students are expected to attend all of their class meetings and to participate fully in the instructional activities that comprise the Community Counseling curriculum. The program is not a *correspondence* or *self-paced* curriculum that allows completion of the requirements by working alone or independently away from class meetings.

How many days per week are courses offered?

- Students are generally on campus Monday through Friday.

What is the cost of tuition?

- Tuition changes from year to year and depends on how many credits you are registered for. To find exact tuition for the year you are looking for, go to the [Bursar's Office](#) website and access the tuition for the college of education. Check the schedule for 12 or more credits as a full time student

Will I be able to complete this program in less than two years?

- No. Also, the Community Program does not make any promises, contracts or warranties that students will finish at the conclusion of two year's time. Although in the nominal case the program experiences are designed to allow for completion of the degree requirements at two years, this does not invariably occur. Some students may not be able to accrue the necessary practicum or internship hours within the allotted time frame such that the times for completion may be extended. In other cases, students may have to take additional courses should the Community Program deem that such remediation is necessary to meet the Program requirements. Some students also may pursue certificate-training programs (i. e., Marriage and Family Therapy or Gerontology) and this could add to their total in-residence time in the program. Other reasons for taking longer than two years to complete the program exist—the above examples are meant to be illustrative rather than exhaustive.

Will I be able to do my internship and work at the same time?

- As mentioned earlier, the requirements of the internship generally do not allow for full time employment outside of the program. The Community Counseling faculty does not encourage or support students taking on outside employment during their enrollment in the Community Program as this may delay their completion of required course work and/or affect the quality of their academic work.

Can I use the activities required by an assistantship towards the completion of my practicum or internship?

- Generally, no. However, if: 1. a licensed professional counselor (LPC) is working full-time on-site at your assistantship and can supervise you as required and 2. the activities of your assistantship comprise bona fide practicum or internship experiences insofar as you provide professional counseling services, then the Community Counseling Program Coordinator and/or Community Program faculty may allow such an assistantship experience to apply towards practicum or

internship requirements of the Program. Approval of such arrangements must always go through the Program faculty and is not automatic.

Are there any assistantships or financial aid available for master's students?

- As a general rule masters students do not receive assistantships that the Department itself has discretion in awarding. Within the department, priority is given to providing assistantships to doctoral students in Counseling Psychology or College Student Affairs. *Occasionally*, master's students have obtained assistantships within the department or across campus, but not guarantees can be offered. Residence life offers live-in positions in housing. Financial aid information is available through the UGA Financial Aid Office. If Community Program faculty or the Community Counseling Program Coordinator learns of such assistantships that would be judged as appropriate for a Community Counseling student, then notification will be given so that students may pursue the opportunity. The Community faculty members do try to help students obtain assistantship funding when such opportunities exist and the faculty know of a students needs or interests to pursue an assistantship.
- There are several types of financial aid available. One type is the federal student loans that are available through filling out the Free Application for Federal Student Aid (FAFSA). To find out more information about this type of aid or to fill out the form online, visit the [FAFSA](#) website. Other types of aid are also available. These are available through the Graduate School, not the Community Counseling department. To learn more about these types of aid, visit the [Graduate School](#) website and click on the financial aid and awards button. If you have any additional questions, please contact the department.

What is CACREP?

- [CACREP](#) stands for the Council for the Accreditation of Counseling and Related Educational Programs. More information regarding accreditation requirements can be accessed through their website.

What are the licensure requirements and does completing the program mean I will get a license to practice counseling?

- Licensure requirements to become a Licensed Professional Counselor (LPC) vary by state. Our program is designed to meet the licensure requirements for the state of Georgia. Students should be aware, however, that obtaining the Master's Degree in Community Counseling is not *equivalent* to licensure. Further, students should be aware that the process for applying to practice as an LPC is separate and distinct from completing the Program requirements at the University of Georgia. Boards organized by state governments to regulate such professional practice and to assure its quality for the consuming public grants licenses to practice. States differ from each other with respect to the passing

scores on tests and practical experiences that are required beyond the earning of one's master's degree. Consequently, successful completion of the Community Counseling Program does not guarantee or warranty that one will be granted a license to practice in the state of Georgia or other in states. Additional information about licensure can be obtained through the [American Counseling Association](#) website.

Are there any other expected expenses in addition to tuition and books?

- Our program does required ACA student membership and the procurement of student malpractice insurance. Combined these expenses are generally no more than \$125 annually.

What is the cohort model?

- The cohort model is a unique learning model that encourages the development of relationships among members of the program. Students foster close relationships with one another and share experience and expertise in the learning process. Cohorts are generally made up of 12-15 individuals and students attend most of their classes with this group during the course of the program.

IX. Receipt of Handbook Verification

The following *Statement of Receipt* must be submitted to your advisor.

STATEMENT OF RECEIPT	
<p>I acknowledge receipt of the Graduate Handbook for the Department of Counseling and Human Development Services and CSAA-M program. I understand that I am responsible for the information, policies and procedures contained therein and that it is my responsibility to seek clarification for any information I do not understand.</p>	
_____	_____
Student Name (Print)	Student Signature
<u>Community Counseling</u>	_____
Program Name (Print)	Date

*** SIGN AND TURN IN UPON RECEIPT ***