



**COLLEGE OF ARTS AND HUMANITIES
DEPARTMENT OF COUNSELING & PSYCHOLOGY**

Master of Education in School Counseling

STUDENT HANDBOOK

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WELCOME!!

Welcome to the School Counseling Program in the Department of Counseling and Psychology. The School Counseling M.Ed. program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as meeting national standards for counselor preparation programs and by the State of Georgia as a certified school counselor. We believe that the school counseling program will offer you a broad base of standards-based experiences which prepare you for professional practice in a school setting. Your experience as a graduate student in this department should be challenging, enjoyable, and rewarding.

The purpose of this handbook is to provide a detailed explanation of what the Albany State University School Counseling program offers. Each student is expected to be familiar with the applicable sections of the university catalog and the material presented in this handbook. Additional information can be obtained from your faculty advisor. Students are required to contact their assigned faculty advisor at least once each semester throughout their enrollment in the program. The student is responsible for knowing required deadlines and meeting these deadlines. They are also required to assuring that course and graduation requirements are fulfilled. This handbook provides information that will help to fulfill these responsibilities.

Students who successfully complete this program earn the M.Ed. in School Counseling and are eligible for Georgia Certification in School Counseling. It is the student's responsibility to complete the appropriate forms and apply for Georgia Certification. Certification requires that student also pass the GACE I (General) and GACE II School Counseling Exams. All program graduates are encouraged to complete a professional internship during their first two years of practice, as prescribed by the *Regents' 2003 Principles and Actions for the Preparation of Educators for the Schools*. This internship provides mentoring by a licensed school counselor and portfolio review to help you assess your effectiveness as a professional school counselor and target specific professional development needs.

The ASU School Counseling Program Guarantee

Albany State University ensures that any candidate recommended for certification as a school counselor will be able to:

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

Further, Albany State University will provide additional training to any counselor recommended for certification by Albany State University who, within four years of their completion of the School Counseling program and within the first two years of practice as a school counselor in Georgia schools, does not meet the “guaranteed” performance outcomes. When necessary, the additional training will:

- a) Be provided at no expense to the counselor or the school.
- b) Consist of an individualized plan agreed upon between the school district and the university.

In cases of geographic inconvenience, training may be provided through distance technology or through arrangements mutually agreed to by a local institution.

Professional Education Unit – Conceptual Framework Statement



The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet Unit Performance Standards identified in the Conceptual Framework.

Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in Technology

Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner

Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.
Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.

UNIT PERFORMANCE STANDARDS

1. Reflective Practitioner:

- 1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- 1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
- 1c. Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

2. Transformative Practitioner:

- 2a. Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.
- 2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population
- 2c. Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

3. Culturally-responsive Practitioner:

- 3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.
- 3b. Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.
- 3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.
- 3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

4. Technologically-Competent Practitioner:

- 4a. Integration – The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.
- 4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.
- 4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

SCHOOL COUNSELING PROGRAM MISSION AND OBJECTIVES

The mission of the School Counseling Program at Albany State University is to produce professional School Counselors who are proactive in promoting student achievement, equity, and access for all students.

- Objective 1.** The program will prepare candidates who demonstrate a professional identity consistent with professional school counseling and is based on an understanding of historical, current, and emerging trends that shape the counseling profession.
- Objective 2.** The program will offer curricular and co-curricular opportunities that provide candidates opportunities to develop knowledge and skills that are meaningful and relevant in serving students in a multicultural pluralistic society and diverse P-12 settings.
- Objective 3.** The program will prepare reflective practitioners who integrate theory into practice through the application of counseling, learning, and motivational theories; data driven decision-making; and the infusion of technology.
- Objective 4.** Program candidates will identify systemic barriers that impede the development of a comprehensive school counseling program and students' ability to access educational opportunities and advocate for the removal of these barriers.
- Objective 5** Counseling faculty will develop professional growth and learning opportunities for practitioners in Southwest Georgia and beyond.

PROGRAM LOCATION

The Counseling Program faculty's offices are located in the Academic Building (ACAD), Suite 244. Faculty office telephone numbers may be dialed directly. Faculty receives telephone messages and mail through the College of Education office. Students seeking information or appointments with faculty members may e-mail or call faculty directly or call administration at 229-430-4896 between the hours of 8:00 a.m. and 5:00 p.m. The faculty members schedule and post regular office hours. Students are encouraged to schedule appointments as needed and each semester for academic and career planning. RAMMAIL is the official communication medium for the College of Arts and Humanities and should be used for all correspondence with faculty.

ACCREDITATION

The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Commission on Colleges of the Southern Association of Colleges and Schools (SACS), Council for the Accreditation of Educator Preparation (CAEP), and has "approved" status with the University System of Georgia Board of Regents.

ADMISSION

The school counseling program admits potential candidates for the summer and fall semesters only. **Applicants do not have to be certified teachers to gain admission to the program.**

Degree Seeking Candidates:

Regular admission to the Counseling Program requires:

- An undergraduate grade point average of 2.8 or better;
- A minimum score of 44 (405) on the Miller Analogies Test (MAT) or 151 (49 verbal; 48 quantitative) on the Graduate Record Examination (GRE);
- A passing score on the Georgia Assessment of Content for Educators (GACE) test of Basic Skills or documented exemption from this requirement as indicated by **one** of the following (1000 combined Math and Verbal score on the SAT; a combined Math and Verbal score of 44 on the ACT; a Master's degree from an accredited college or University as approved by the GAPSC; or the Licensed Professional Counselor or Licensed Clinical Social Worker credential granted by the Georgia Composite Board of Examiners);
- Three current letters of recommendation;
- A successful interview with the admissions committee, including completing a writing sample at the interview.

Provisional admission to the Counseling Program requires:

- An undergraduate degree from a regionally accredited institution with an undergraduate grade point average of 2.2 or higher;
- A minimum score of 32 (386) on the MAT or a minimum score of 145 (24 verbal; 23 quantitative) on the GRE;
- A passing score on the Georgia Assessment of Content for Educators (GACE) test of Basic Skills or documented exemption from this requirement as indicated by **one** of the following (1000 combined Math and Verbal score on the SAT; a combined Math and Verbal score of 44 on the ACT; a Master's degree from an accredited college or University as approved by the GAPSC; or the Licensed Professional Counselor or Licensed Clinical Social Worker credential granted by the Georgia Composite Board of Examiners);
- Three current letters of recommendation;
- A successful interview with the admissions committee, including completing a writing sample at the interview.

You may not enroll in Area C courses until you attain full admission status.

Certification (Non-Degree Seeking) Candidates:

Certification and non-degree seeking candidates must submit their Master's level transcript(s) and an Application for Evaluation for Teacher Certification to the Certification Office in the College of Education to receive a personalized transcript evaluation.

Add-On Certification

Applicants must:

- Show evidence of Georgia educator certification
- Have a Master's degree in an educational field with a cumulative graduate grade point average of at least a 3.0
- Have a passing scores on the Georgia Assessment of Content for Educators (GACE) test of Basic Skills or documented exemption from this requirement as indicated by **one** of the following (1000 combined Math and Verbal score on the SAT; a combined Math and Verbal score of 44 on the ACT; a Master's degree from an accredited college or University as approved by the GAPSC; or the Licensed Professional Counselor or Licensed Clinical Social Worker credential granted by the Georgia Composite Board of Examiners).
- Submit three current letters of recommendation;
- Complete a successful interview with the admissions committee, including completing a writing sample at the interview.

Initial Certification

Applicants must:

- Have a Master's degree in counseling or a closely related field with a cumulative graduate grade point average of at least a 3.0
- Have a passing scores on the Georgia Assessment of Content for Educators (GACE) test of Basic Skills or documented exemption from this requirement as indicated by **one** of the following (1000 combined Math and Verbal score on the SAT; a combined Math and Verbal score of 44 on the ACT; a Master's degree from an accredited college or University as approved by the GAPSC; or the Licensed Professional Counselor or Licensed Clinical Social Worker credential granted by the Georgia Composite Board of Examiners).
- Submit three current letters of recommendation;
- Complete a successful interview with the admissions committee, including completing a writing sample at the interview.

Readmission

- Candidates who have not been in attendance in the School Counseling Program for one or more semesters must apply through the graduate admissions office for readmission.
- Candidates who have been out of the School Counseling Program for three or more semesters must also complete a successful interview with the admissions committee, including completing a writing sample at the interview.

Provisional and Non Degree Students

Only nine (9) semester hours taken in provisional or non-degree status may be applied towards a Master's degree at Albany State University.

A student remains in the provisional academic status until notified in writing of the approval of a change in status by the department chair. For admission to the School Counseling Program, students must also complete all of the School Counseling prerequisites. You may not enroll in Area C courses until you attain full admission status.

ADVISING

Upon admission to the Counseling Program, each candidate is assigned a faculty advisor. The advisor assists the student with program planning and approval; collaborates with the student to monitor the student's progress; assists in the preparation and maintenance of a portfolio; approves selection of courses each semester; determine readiness for practicum and internship; and completes the students' course audit for graduation. A copy of the program of study can be found in Appendix A. The program's clinical coordinator must approve all sites for practicum and internship. Please note that a **criminal background check** and **proof of professional liability insurance** should be obtained during the first semester of enrollment in the program. You must complete a criminal background check each semester you are engaging in fieldwork. The university's police department conducts background checks free of cost.

Finding Your Faculty Advisor		
<i>Student's Last Name Begins With</i>	<i>Your Faculty Advisor Is</i>	<i>Advisor's Contact Info</i>
A-G	Dr. Carolyn Rollins	229-430-2793 carolyn.rollins@asurams.edu
H-Q	Dr. Quiteya Walker	229-430-4783 quiteya.walker@asurams.edu
R-Z	Dr. Arline Edwards-Joseph	229-430-4621 aej@asurams.edu

Faculty office hours and telephone numbers are posted beside their respective offices. Faculty are available for consultation during their office hours; however, as faculty perform numerous duties, appointments are strongly recommended. **RAMMAIL** is the official communication medium. The department secretary can be reached at 229-430-4896.

Students are encouraged to schedule appointments as needed and each semester for academic advising and career planning. Students will not be able to register prior to meeting with their academic advisor. It is important for program accreditation that the counseling program faculty establish faculty establishes and maintains contact with students and graduates. Please be sure to provide your advisor with your current address and phone number. *If you change your name, address, or phone number* during the year, please do the following: **update** your personal data in Banner Web and email the changes to the department secretary and your advisor. When you graduate or relocate, we do not want to lose contact with you. We are always interested in your accomplishments. Therefore, please keep us informed about your activities and achievements. Although you may inform other departments at the University, we do not necessarily receive information about your address changes. Please let us know where to contact you. A survey will be sent to you 1 and 3 years after graduation. Please respond to the survey to let us know how you are, what you are doing, and how your School Counseling education at ASU has impacted your life and profession, as well as how to do so more effectively.

REGISTRATION

Students are **strongly advised** to pre-register for their courses every semester. Some high demand courses become filled during pre-registration, and are subsequently unavailable. **Prior to**

registration all students are encouraged to consult the degree plan in DegreeWorks; they are also expected to meet with their faculty advisors to gain approval for the courses selected and to release advising holds.

Before registering for fieldwork, all students must submit an application. They must have passed GACE 103 and have an approved Practicum application on file with the clinical coordinator. The **Practicum Application** should be submitted the semester before you plan to enroll in Practicum. **Students must submit documentation of having passed GACE 104 before registering for internship.** The application for internship must be submitted for approval the semester before you plan to enroll in the internship course.

COURSE LOADS

A student who enrolls for a minimum course load of 9 semester hours is classified as a full-time student. For graduate students, the maximum course load is 12 semester hours.

COURSE SEQUENCING

Not all courses are offered each semester. For the table of course offerings by term students may refer the Appendix E. While some flexibility is allowed in the sequence of courses taken as a student progresses through the program, however, certain courses are prerequisites for other courses. The Table of Prerequisites for courses are located in Appendix B. Students are referred to the university catalog for descriptions of the courses.

COURSE OFFERINGS

Sample plan of studies for students are located in Appendix C. For course planning students may refer to the three year course offerings located in Appendix D. Each student is required to develop a plan of study in DegreeWorks. Your advisor will review this plan with you each semester and will assist you with adjustments to your Plan if a change is needed.

FIELD EXPERIENCE

It is suggested that students become familiar with the **Fieldwork Handbook** early in their program tenure. Seven hundred (700) hours of clinical field work experiences are required. Pre-practicum and practicum experiences provide students with the opportunity to put the skills developed in the classroom into practice.

Students who enroll in field experience classes (COUN 5570 and COUN 5595) are assessed a clinical supervision fee of \$125.00 per class in addition to tuition. Students must **provide evidence of passing GACE 103** before enrolling in Practicum **and GACE 104** before enrolling in Internship. **Both the Application for Practicum and the placement site(s) must be approved by the Counseling Clinical Coordinator, before the student approaches a potential site supervisor regarding the practicum or starts accumulating hours at the site. Potential supervisors must be appropriately credentialed counselors and must be licensed for at least two years prior to the placement. Both a criminal background check and proof of professional liability insurance are required to enroll in Practicum.** Both the American

Counseling Association and the American School Counseling Association provide professional liability insurance for student members at no cost. Eligibility for fieldwork is contingent upon successful clearance of a criminal background that would prevent a candidate from receiving a clear renewable certificate based on the moral turpitude policy of the Georgia Professional Standards Commission. Failure to pass the criminal background check will result in a review of eligibility for School Counseling.

PROFESSIONAL DISPOSITIONS

Counseling students are expected to exhibit the dispositions of professional school counselors at all times. ***Students who fail to demonstrate appropriate professional dispositions or acceptable professional development may be dismissed from the Program, regardless of grade point average.*** Appropriate professional dispositions are defined by the Code of Ethics of the American Counseling Association and the Standards of the American School Counseling Association. Students who manifest these dispositions realize the value not only of the material covered in class, but also of interaction with colleagues in the classroom setting and mentors in professional settings. The student is expected to be familiar with the attendance policies described in the University Graduate Student Handbook. Faculty members establish the policy for specific classes in the course syllabus. The student is accountable and responsible to the instructor for any absences/work missed. Makeup work for unexcused absences is available at the discretion of the instructor. See Appendix F.

EVALUATION AND RETENTION

Student's performance is continuously evaluated throughout the program. The student's academic and field work performance, portfolio assessment, and professional dispositions are considered in evaluation and retention decisions. The student review process has two purposes: (1) for you to reflect on where you are as a counselor-in-training, and (2) for the faculty to evaluate the effectiveness of the Counseling Program in training students.

The academic policies of Albany State University, the Ethical Standards, and Professional Conduct Codes of the American Counseling Association, American School Counseling Association, the Association for Counselor Education and Supervision, and the National Board for Certified Counselors, provide the foundation for the student review and retention policy. Student review is an item on the agenda on all regular Counseling faculty meetings. At that time, faculty may raise questions or share information about students' academic progress and/or professional dispositions. Once a year, a faculty meeting is set aside for student review. At this meeting, the progress of all students in the counseling program is assessed.

Faculty advisor conduct an informal review with students each semester during course planning. The faculty reviews students' progress each semester. Students who are making unsatisfactory progress are asked to make an appointment with a faculty advisor in order to facilitate appropriate program adjustment. The student and faculty advisor develop a remediation plan to support the student's success. Remediation may include more intrusive advising, limiting the number of credit hours in which the student can enroll, or prescribing courses to strengthen areas of weakness. Specific outcomes to be achieved are entered in DegreeWorks.

A school counseling candidate may be dropped from a course and/or the program if, in the judgment of the Counseling faculty, the welfare of the candidate, the candidate's client(s), or the efficiency of the University or the school/community partner is in jeopardy as a result of the candidate's behavior. The College of Arts and Humanities requires that in such cases, the student's rights to due process are respected.

GRADE REQUIREMENTS

Grades are transmitted to students by the University Registrar's Office.

Students can access their grades from BANNER Web. Go to

https://asurams.gabest.usg.edu/pls/B210/twbkwbis.P_GenMenu?name=homepage. Log in to the secure area using your PIN. Transfer credits must be approved upon enrollment or before the course is taken and must meet the required criteria of the program. Students must maintain cumulative grade point average of 3.0 or B or higher.

All grades received for graduate courses taken at Albany State University are used to calculate the cumulative grade point average. No grade below a C in Areas A, B, C, and E courses may be applied toward the degree. Any course with a grade of "D" or "F" must be retaken.

Failure to make satisfactory academic progress will result in the student's removal from the Program. Refer to the University catalog for more information. ***Students admitted conditionally (provisional or nondegree statuses) must meet the terms of your conditional status or be dismissed from the University.***

A remediation plan will be developed by the Counseling faculty for students who receive a grade of "C" in an Area C course. It is the policy of the Counseling Program for the Program Coordinator to recommend to the Dean of the College of Arts and Humanities that students earning two grades of "C" or lower in Area C courses be dismissed from the program.

TIME LIMITS

All course work applied toward the degree must be completed within **six years** of the date of graduation.

ePORTFOLIO ASSESSMENT

The College of Education uses LiveText to house ePortfolios and the rubrics for assessing the portfolio and each key assessment artifact. Students are expected to purchase a LiveText subscription and enroll in EDUC 5199 Orientation to Advanced Professional Education during their first semester in the Program. Course syllabi will identify artifacts to be placed in LiveText. Information about purchasing LiveText and enrolling in EDUC 5199 is available on the College of Education webpage. Click the LiveText link in the frame on the left side of the page or go to <http://www.asurams.edu/web/academics-college-of-education/orientation-to-advanced-professional-education>

If you have questions about LiveText and EDUC 5199 or need assistance with your account, please contact:

Ms. Teresa Walker - (229) 430-1718 or tdwalker@asurams.edu
Ms. Bonnie Chambers - (229) 430-4685 or bonnie.chambers@asurams.edu
Mr. Mike Mathis - (229) 430-4179 or mmathis@asurams.edu

STYLE FOR PAPERS & MANUSCRIPTS

Most publications in counseling and psychology employ the American Psychological Association (APA) publication style. Counseling students are **required** to use the APA style for writing papers and manuscripts. Each student is encouraged to purchase a copy of the **current** *Publication Manual of the American Psychological Association* (the APA Manual) (6th ed.). The campus library and many public libraries have copies of the latest edition of the APA Manual available for students' use. Faculty use **anti-plagiarism** software to assure that the works of other authors are appropriately credited.

GRIEVANCE PROCEDURES

The following procedures have been established to insure safeguards for those students contesting an assigned grade or charged with alleged violations of University or Program standards on scholarship or disposition.

1. The student and respective faculty member must meet to discuss the alleged violation or grievance and reconcile differences. The faculty member completes and submits copies of the ***Student Complaint*** form to Department Chair and to the Dean's Office.
2. If the difference persists, the student should request an appointment with the department chair in a further effort to reconcile the differences.
3. If the difference is not resolved with the department chair, the student should request an appointment with the Dean of the College. The Dean will hear the complaint, consider evidence, and make an administrative decision. If the Dean believes that suspension or expulsion from the University is warranted, the case is automatically referred to the Vice President for Academic Affairs.
4. Appeals of a decision of the Vice President for Academic Affairs are made in writing to the President of the University, who has final local authority. This appeal must be made in writing within 10 days after receiving notification from the Vice President for Academic Affairs.
5. Appeals of a decision of the President are made in writing to the Board of Regents. Appeals from the decisions of the President of the University shall be made within 10 days. Appeals to the Board of Regents shall be made through the Executive Secretary of the Board and shall recite all reasons for dissatisfaction with the previous decisions. The Board or a committee of the Board shall investigate the matter thoroughly and make its decision there on within 60 days which shall be final and binding for all purposes.

ACADEMIC INTEGRITY CODE

All Counseling students are expected to adhere to the University's rules and policies as described in *The Graduate Catalog*. Each Counseling student must maintain the highest level of academic honesty as described in the Ethical Standards of the American School Counseling Association and the Publications Manual of the American Psychological Association. All students are expected to understand and comply with this policy; ignorance of the rule is not a valid excuse for an act of academic dishonesty. A violation may result in faculty censure of the student and/or expulsion from the program. In addition to the breach of confidentiality prescribed by the profession's Ethical Standards, the following are violations of the academic integrity code: plagiarism, lying, stealing, cheating, and failure to report a violation. These violations are considered *unprofessional counselor behaviors*.

Plagiarism

The act of imitating, or presenting as new and original, an idea derived from an existing source. All pertinent material must be recognizably cited as the work of another author. Examples of plagiarism include submitting a paper, or retyped copy of it, developed for a previous academic requirement as if it were an original response to a current requirement. Further examples include "purchasing" a written document and presenting it as an original response to a current class assignment, developing an idea heard in another's speech into a written document without giving appropriate credit to the source, presenting the same written work for fulfillment of two concurrent academic requirements.

Lying

A false statement made with the conscious intent to mislead others from knowing the truth. For example, it is dishonest to pretend or neglect to contact a client for follow-up.

Stealing

Stealing is the wrongful taking of another's physical or intellectual property, either by force or secret. This also applies to library, laboratory, and class materials.

Cheating

Students are expected to follow rules set by a course instructor as presented on a syllabus or test. For example, it is cheating to either use or give others unauthorized assistance in the completion of academic work.

Failure to Report

The conscious failure to report a student who has committed any of the above actions is complicity in the other's breach of honor. In order to be an effective part of the community, individuals must understand and accept their responsibility for maintaining the well-being of the community and university.

Disruptive and Obstructive Behavior

The Board of Regents stipulates that any student, faculty member, administrator or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System

of Georgia, is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

SEXUAL HARASSMENT

It is Albany State University's policy, consistent with the Board of Regents' Policy on Sexual Harassment, to maintain an atmosphere free of pressure from sexual harassment for students, faculty, and staff. The Sexual Harassment policy is available in *The Graduate Catalog* and *Student Handbook*. Any person who believes he/she is the victim of sexual harassment, there is confidential advising available. If you cannot solve your problem of sexual harassment informally and directly, file a formal written complaint with ASU's Affirmative Action Officer, Ms. Nyota Tucker (229-430-4868 or email: Nyota.Tucker@asurams.edu).

NONDISCRIMINATION

Albany State University is committed to maintaining a community valuing human worth and dignity. Students may study and work free of discrimination--on the basis of race, color, religion, national origin, disability, or other protected status. Harassment is unacceptable conduct and will not be condoned. Questions regarding our policy and practices should be directed to ASU's Affirmative Action Officer, Ms. Nyota Tucker (229-430-4868 or email: Nyota.Tucker@asurams.edu).

GRADUATION

Candidates for graduation should submit an application to graduate to the Registrar's Office at least *one semester prior* to completion of degree requirements. The University Catalog provides detailed information concerning the requirements and procedures for graduation. Graduation ceremonies are held in May and December.

CERTIFICATION

The Georgia Professional Standards Commission (PSC) requires that all practicing school counselors be certified. In order to be certified in Georgia, individuals must pass the GACE I Exam (general), the GACE II Exam in School Counseling (content), and complete a course in the education of the exceptional child. Students who have passed content assessments in either Praxis II or the TCT testing program will not need to re-take these examinations. Upon nearing completion of their program, students should contact the department secretary in order to apply for state certification. GACE II preparation workshops are provided by the Program. Test dates for the GACE are available online (http://www.gace.nesinc.com/GA_testdates.asp).

PROGRAM ENDORSEMENT POLICY

Faculty members in the School Counseling Program have adopted endorsement guidelines as provided in the *American Counseling Association (ACA) Code of Ethics*. Section F.5.d. of the *Code of Ethics* (2005) states "Endorsement: Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they

believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement” (p. 14).

In university settings, endorsement includes, but is not limited to, such activities as:

- Completing graduation audits and approving graduation clearance for students who have completed the academic requirements of the School Counseling Program and who have not demonstrated impairment as defined by the ACA Code of Ethics;
- Preparing letters of reference for students for employment, a credential (e.g., CSC), a doctoral program, etc.
- Responding to oral, written, or digital requests from a potential employer, credentialing body, institution of higher learning, etc., regarding a student’s potential for success as a professional counselor.

Faculty members have an ethical responsibility to endorse only those students who possess the required skills, personal qualities, maturity, and mental capacities to engage in the requisite activities for their level of training and personal and professional development. Counseling faculty members retain the right to refuse to endorse a student or graduate of the School Counseling Program without cause or explanation. Further, the faculty has an ethical mandate to refuse to endorse any student for graduation clearance who meets the *ACA Code of Ethics*’ definition for student impairment (Section F.8.b.), regardless of qualifications (Section F.5.d.).

PROFESSIONAL AFFILIATION

ACA, ASCA, and GSCA

Affiliation with counseling professional organizations demonstrates professional identity, a professional disposition. Through membership in professional organizations, students gain awareness of the professional aspects of counseling.

Counseling students are strongly encouraged to become student members of the American Counseling Association (ACA). Through the publications and continuing education events of ACA and its divisions, students can become familiar with the counseling profession. Current issues affecting the future of the profession, as well as trends in theory and practice, are discussed in these publications. Professional affiliation increases awareness of educational and training events, and employment opportunities. Professional liability insurance is free to ACA student members.

School Counseling students are also strongly encouraged to become student members of the American School Counselor Association (ASCA), the division of ACA which addresses school counseling issues and Georgia School Counselor Association (GSCA) the state division of ASCA. ASCA provides student members with complementary professional liability insurance. Students should become familiar with all of ACA’s divisions. All divisions offer membership at

special rates to encourage student participation. Information about ACA and ASCA is available from Program faculty or online at www.counseling.org

SCHOOL COUNSELING ADVISORY COMMITTEE

The School Counseling Advisory Committee (SCAC) provides feedback regarding the planning and evaluation. It is composed of the School Counseling Program Coordinator and faculty, practicing school counselors in the community, and other stakeholders. The committee meets twice per year to assist with curriculum development and related program concerns.

RESOURCES

Library

The Albany State University Library offers numerous research resources for the Counseling student. The student is encouraged to become familiar with the Library's resources during his/her first term in the program. A handbook is available at the Circulation Desk. Workshops on various services are offered during the term and announced on ASUINFO.

The principal means for accessing the resources and materials in the library is through the worldwide web. The on-line library catalog is called GIL RAMCAT. It contains computerized records of the books, periodicals, electronic journals, and government documents in the Library. Students can utilize the GIL RAMCAT from any remote site (<https://gil.asurams.edu/>) and may renew books from any remote site by accessing the GIL On-line Catalog. The Library's webpage (<http://www.potentialrealized.org/admin/academic-affairs/library/index.dot>) provides access to a number of journal indexes, including PsycInfo (for psychology journals) and ERIC (for educational materials). Additionally, the library provides remote access to on-line databases, virtual reference services, on-line public access catalog, Ariel document delivery system, Galileo and Galileo Interconnected Libraries(GIL).

The virtual reference services available include:

1. *ERIC (Educational Resources Information Center)* is a national information system designed to provide ready access to an extensive body of education related literature. It is the largest education database in the world. It contains more than 980,999 bibliographic records of journals, articles, research reports, curriculum and teaching guides, conference papers and books.
2. *GALILEO*, the University System of Georgia's premier collection of over 100 electronic databases, some of which are full-text journal articles are available from any remote site through the GALILEO password. GALILEO is a world wide web-based virtual library which provides access to multiple information resources, including secured access to licensed databases and products. Participating institutions may access over 100 databases indexing thousands of periodicals and scholarly journals.
3. *ELECTRONIC JOURNALS* - Galileo provides access to over 2,000 journal titles provided in full-text for the learner.

4. *GIL EXPRESS* - The GIL Universal Catalog is a joint catalog for all University System of Georgia colleges and universities. Students can use the universal catalog by logging on to GIL EXPRESS (<https://gil.asurams.edu>). Students can request books owned at any UGA library through GIL Express. This service is also available from any remote site. The UPS arrangement for delivery of items is within a two to three day delivery when books are borrowed from other University System colleges and universities.

5. *INTERLIBRARY LOAN* of books not owned by Albany State University or other USG libraries and journal articles not owned by ASU libraries may be borrowed from other lending institutions. The Ariel Document Delivery System gives easy access to materials that are not available at Albany State. It provides swift receipt of any periodicals ordered via Interlibrary Loan. Inter-Library Loan service is available for materials not available at the University. Although most materials are provided at no cost, the student is responsible if fees are incurred.

In addition to Galileo, the Library has several databases for in depth research. These databases include: Mental Measurement Yearbooks, JSTOR ARTS and SCIENCES, EBSCO HOST Full-Text Journals, and Net Library. For a full listing, please see Albany State's Galileo site@ <http://www.galileo.usg.edu/scholar/asurams/subjects/?Welcome>.

The Library's Home page is available for general library information. At the website, electronic links are available to access several resources. On-line Tutorials are available to help them in navigating the on-line resources. The On-line Library Learning Center, which is available from Galileo is a tutorial to help students use library resources for research. The RDN Virtual Training Site provides on-line tutorials designed to help students improve their internet information literacy and IT skills.

Computers

On-campus computer labs are available to students for word processing and research. There are two labs for student use in ACAD Building. **Counseling students are required to have an active ASU email account (RamMail) and, in addition, must be able to access their BANNER and Live Classroom (Moodle) accounts.** Email accounts are available through OIIT.

The Counseling listserv sends mail to your RamMail account. If you do not receive information via the listserv, please contact the department secretary and ask to be added to the Counseling listserv.

FINANCIAL AID

The University offers opportunities for financial assistance for promising students who, without such help, would be unable to attend. The University believes, however, that the student is, first and foremost, responsible for financing his or her education. The financial aid program is based on the financial need of the student. Need is the difference between the cost of education at Albany State University and the amount the applicant is expected to contribute toward the cost of education.

Most counseling coursework is scheduled after 4:00 PM; for students who are not already employed, such scheduling permits students to work at other times of the day. Students may submit an Albany State University Application for Financial Assistance to the Financial Aid Office, Albany State University. Forms of assistance include:

- **Graduate Assistantship**
The University offers a limited number of graduate assistantships worth \$7,000 per year. A graduate assistant works 19 hours a week and receives in return a stipend of \$3,500 per semester. The work performed should be of professional nature and involve research support of faculty as much as possible. Tuition and fees are deducted from the stipend and the balance is paid to the assistant in monthly installments. Application for all graduate assistantships should be made through the Graduate School Office.
- **Regents' Opportunity Scholarship**
This scholarship is made possible by the Board of Regents of the University System of Georgia. A limited number of awards are made by the institution each academic year to students who are residents of Georgia and are enrolled in a graduate degree program. These students must demonstrate financial need. Contact Financial Aid Office for more information about this scholarship.
- **Federal Perkins Loans**
Funds are provided to the University for the purpose of making low-interest, long-term loans available to students who demonstrate need. Loans are available to both graduate and undergraduate students. Repayment of Perkins loans begins nine months after the student leaves college, graduates or drops below halftime. The interest rate is 5 percent. A Free Application for Federal Student Aid Form (FAFSA) and Albany State University Financial Aid Application are required.
- **Federal Direct Subsidized Stafford/Ford Loans (Direct Subsidized Loans)**
The federal government will pay the interest on these loans while students are in school and during deferments (postponements of repayment). Students must demonstrate financial need to receive this type of loan. A Free Application for Federal Student Aid Form (FAFSA) is required.
- **Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans)**
Students can get these loans regardless of financial need but will have to pay all interest charges, including the interest that accumulates during deferments. A Free Application for Federal Student Aid Form (FAFSA) is required. The interest rates are variable and adjusted each July. The maximum rate for the Direct Subsidized and Unsubsidized Loan is 8.25 percent.
- **Veterans Assistance Program**
Veterans, active duty personnel and eligible dependents are encouraged to take full advantage of benefits available through the Veterans Administration. Those students eligible for benefits should apply for Admissions to the University and complete the Admissions process. An application for VA Educational Benefits should be completed prior to entering the institution.

The Financial Aid Office is located on the first floor of the ACAD Building. They can be contacted at (229) 430-4650 or by emailing ifinaid@asurams.edu. More information is available from their homepage at: <http://www.potentialrealized.org/admin/admissions/financial-aid/index.dot>.

INTERNATIONAL STUDENTS

The Office of International Programs assists international students with concerns or questions that may arise while enrolled at Albany State University. The office is open from 8:00 a.m. until 5:00 p.m., Monday through Friday.

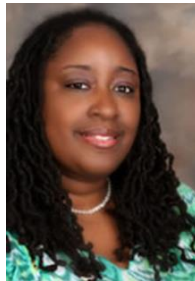
ALL ABOUT THE FACULTY



Dr. Carolyn W. Rollins

Dr. Carolyn W. Rollins is an associate professor of school counseling and interim chair of the Department of Counseling and Psychology. Dr. Rollins received her master's degree in counseling from the University of Illinois-Springfield and completed her doctorate in rehabilitation at Southern Illinois University-Carbondale. Dr. Rollins serves on the Commission for Rehabilitation Counselor Certification and chairs the American Counseling Association's Member Benefits Task Force. Dr. Rollins is past president of the American Rehabilitation Counseling Association and the National Council on Rehabilitation Education. She has served in a broad range of rehabilitation counseling and counseling professional organizations roles including ACA's Governing Council representative, the ARCA Executive Council, and accreditation team leader. Dr. Rollins' publications include articles in refereed journals, book chapters, and monographs. Her interests include advocacy and disability issues; diversity and multicultural issues; ethics; organizational and staff development; program evaluation, and the application of technology in education and training. One of her favorite roles is mentoring rehabilitation counseling students.

Dr. Arline Edwards-Joseph



Dr. Arline Edwards-Joseph is an assistant professor of school counseling and clinical coordinator. Dr. Arline Edwards-Joseph is from the twin island nation of Antigua and Barbuda in the West Indies. There she worked as a school counselor, an addiction counselor, and a college counselor. She earned a Bachelor of Arts in Psychology at North Carolina Central University and a Master of Education in School Counseling also from North Carolina Central University. She earned her doctorate degree in Counselor Education from North Carolina State University, in 2008. She was an Assistant Professor of Counselor Education at Georgia Southern University for five years before coming to Albany State University in the fall of 2013. Her research interests include international issues in both mental health and school counseling as well as counselor education. Her passion leads her to research issues such as international students studying in the United States, immigrant populations in the United States and counseling in the Caribbean. She is a certified school counselor and a National Certified Counselor. She currently serves on the international committee of the ACA. She is Master Trainer Mental Health Facilitator for the National Board for Certified Counselors International.

Dr. Quiteya Walker



Dr. Quiteya D. Walker is an assistant professor of school counseling and interim program coordinator. She is a graduate of South Carolina State University with both her Bachelor's and Master's Degrees in Criminal Justice and Rehabilitation Counseling, respectively. She earned her PhD in Counseling, Rehabilitation, and Student Development from The University of Iowa. Dr. Walker currently serves in several professional organizations, to include, The American Counseling Association, The American Rehabilitation Counseling Association (ARCA) where she is the 2014-2015 President-Elect, and Counselors for Social Justice, to

name a few. Certified as a Rehabilitation Counselor, Dr. Walker is committed to enhancing the lives of individuals with disabilities through research and educating professional counselors.

Dr. Rhonda Bryant

Dr. Rhonda M. Bryant is an associate professor of school counseling. She earned a Ph.D. in



Counselor Education from the University of Virginia and holds national and state credentials including licensure as a professional counselor, and certification as a school counselor, and clinical mental health counselor. With expertise in social justice and counseling, Dr. Bryant has presented at numerous local, state, and national counseling conventions on topics including systemic change and school counselors; school counselors and advocacy; mental health disparities and minority children; and establishing school to home partnerships that work. She is the member of several counseling organizations and holds leadership positions in the American Counseling Association division, Counselors for Social Justice (President, 2012-2013; President-Elect, 2011-2012), the Georgia School Counseling Association (Editor, Georgia School Counselors Association Journal, 2009-present), and serves on state and local committees charged with improving school counseling in the state of Georgia. Dr. Bryant has also published research in peer-refereed journals including the *Journal of Counseling and Development*, *Professional School Counseling*, and *Urban Education*. Passionate about closing the expectations gap, she has used her teaching, research, and service to improve educational outcomes for all students, but with special attention to disenfranchised and marginalized students and families.

APPENDICES

APPENDIX A

Program of Study

Program of Study for School Counseling
DEPARTMENT OF COUNSELING AND PSYCHOLOGY
 Albany State University
 Albany, Georgia 31705
 University System of Georgia

☐ Master's Degree w/ Certification ☐ Certification Only (already GA certified) ☐ Initial Certification

Name: _____ Advisor: _____ RAMID # _____

Address: _____ Phone/H: _____ Date Admitted: _____

City/State/Zip: _____ Phone H/O: _____ Email: _____

Required for Certification by the State of Georgia

Georgia Teacher Certification # _____ (Attach copy of certificate)

OR

		Grade	Hours
SPED 5501	Exceptional Children and Youth		3

Required for Provisional/Non-Degree Students (9 hours)

		Grade	Hours
COUN 5000	Introduction to Professional Counseling*		3
COUN 5001	Introduction to Professional Writing*		3
COUN 5002	Professional Issues in Counseling*		3
COUN 5003	Leadership and Advocacy*		3

Required for Certification and Degree Programs

Area A: Foundations (9 hours)

		Grade	Hours
COUN 5501	Lifespan Development*		3
COUN 5500	Theories of Counseling*		3
COUN 5600	Ethical and Legal Issues in Counseling		3
EDUC 5199	Graduate Orientation		0

Area B: Nature of the Learner (9 hours)

		Grade	Hours
COUN 5506	School Counseling Foundations*		3
COUN 5528	School Counseling in P-12 Settings		3
COUN 5520	Multicultural Counseling: Theory and Practice		3

Area C: Clinical Skills (24 hours)

		Grade	Hours
COUN 5512	Counseling Strategies and Techniques		3
COUN 5515	Group Counseling and Dynamics		3
COUN 5517	Family Counseling		3
COUN 5531	Career Counseling and Development		3
COUN 5540	Consultation		3
COUN 5570	Practicum		3
COUN 5595	Internship		3
COUN 5610	Crisis Counseling and Intervention		3

Area D: Research (6 hours)

		Grade	Hours
COUN 5510	Assessment and Appraisal		3
COUN 5620	Research and Program Evaluation for Counselors		3
COUN 5596	Thesis		3

Area E: Electives

		Grade	Hours
COUN 5575	Selected Topics in Counseling		3

The School Counseling Program requires completion of a minimum of 48 semester hours.

*These courses may be taken by Fully Admitted/Provisional/Non-Degree School Counseling students and non-majors.

APPENDIX B

Table of Prerequisites

TABLE OF PREREQUISITES

COUN 5000	Introduction to the Counseling Profession Required for students with provisional admission status
COUN 5001	Introduction to Professional Writing Required for students with provisional admission status
COUN 5002	Professional Issues in Counseling Required for students with provisional admission status
COUN 5003	Leadership and Advocacy Required for students with provisional admission status
COUN 5500	Theories of Counseling
COUN 5501	Lifespan Development
COUN 5506	School Counseling Foundations
COUN 5510	Assessment and Appraisal
COUN 5512	Counseling Strategies and Techniques Prerequisite: COUN 5500
COUN 5515	Group Counseling and Dynamics Prerequisite: COUN 5500; COUN 5512
COUN 5517	Family Counseling Prerequisite: COUN 5500; COUN 5512
COUN 5520	Multicultural Counseling Theory and Practice Prerequisite: COUN 5500
COUN 5528	Counseling in P-12 Settings Prerequisite: COUN 5506
COUN 5531	Career Development and Counseling
COUN 5540	Consultation Prerequisite: COUN 5528
COUN 5570	Practicum Prerequisite: COUN 5500; COUN 5501; COUN 5506; COUN 5512; COUN 5515; COUN 5520; COUN 5528; COUN 5531; and COUN 5600; or permission of Clinical Coordinator; pass GACE 103
COUN 5575	Selected Topics in Counseling Prerequisite: permission of Coordinator
COUN 5595	Internship Prerequisite: COUN 5500; COUN 5501; COUN 5506; COUN 5510; COUN 5512; COUN 5515; COUN 5517; COUN 5520; COUN 5528; COUN 5531; COUN 5540; COUN 5570; COUN 5600; and COUN 5610; or permission of Clinical Coordinator; pass GACE 104
COUN 5596	Thesis Prerequisite: COUN 5620 or permission of Coordinator
COUN 5600	Legal and Ethical Issues in Counseling Prerequisite: COUN 5500
COUN 5610	Crisis Counseling and Intervention Prerequisite: COUN 5500
COUN 5620	Research and Program Evaluation for Counselors Prerequisite: COUN 5510

APPENDIX C

SAMPLE PLAN OF STUDY

**Sample Plan of Study
Regular Admit Full Time Student
Summer 2015 – Spring 2017**

Summer 2015		Fall 2015		Spring 2016	
COUN 5500	Theories of Counseling	COUN 5506	School Counseling Foundations	COUN 5528	Counseling in P-12 Setting
COUN 5501	Lifespan Development	COUN 5610	Crisis Counseling and Intervention	COUN 5512	Counseling Strategies and Techniques
COUN 5531	Career Development and Counseling	COUN 5510	Assessment and Appraisal	COUN 5520	Multicultural Counseling Theory and Practice
Summer 2016		Fall 2016		Spring 2017	
COUN 5600	Legal and Ethical Issues in Counseling	COUN 5540	Consultation	COUN 5620	Research and Program Evaluation for Counselors
COUN 5515	Group Counseling and Dynamics	COUN 5517	Family Counseling	COUN 5595	Internship
SPED 5501	Exceptional Children and Youth (<i>If Needed</i>)	COUN 5570	Practicum		

Recommended time for GACE based on course sequence

GACE 103 – Take after completing 5501, 5500, 5506, 5528, 5520, 5512, 5515, 5531

GACE 104 – Take after completing 5600, 5517, 5540, 5610, 5510, 5620

**Sample Plan of Study
Provisional Full Time Student
Summer 2015 – Spring 2017**

Summer 2015		Fall 2015		Spring 2016	
COUN 5500	Theories of Counseling	COUN 5506	School Counseling Foundations	COUN 5528	Counseling in P-12 Setting
COUN 5501	Lifespan Development	COUN 5510	Assessment and Appraisal	COUN 5512	Counseling Strategies and Techniques
COUN 5003	Leadership and Advocacy	COUN 5610	Crisis Counseling and Intervention	COUN 5520	Multicultural Counseling Theory and Practice
Summer 2016		Fall 2016		Spring 2017	
COUN 5515	Group Counseling and Dynamics	COUN 5540	Consultation	COUN 5620	Research and Program Evaluation for Counselors
COUN 5531	Career Development and Counseling	COUN 5517	Family Counseling	COUN 5595	Internship
COUN 5600	Legal and Ethical Issues in Counseling	COUN 5570	Practicum		
SPED 5501	Exceptional Children and Youth (<i>If Needed</i>)				

Recommended time for GACE based on course sequence

GACE 103 – Take after completing 5501, 5500, 5506, 5528, 5520, 5512, 5515, 5531

GACE 104 – Take after completing 5600, 5517, 5540, 5610, 5510, 5620

Sample Plan of Study
Regular/Provisional Full Time Students (Option A)
Fall 2015 – Spring 2017

		Fall 2015		Spring 2016	
		COUN 5506	School Counseling Foundations	COUN 5528	Counseling in P-12 Setting
		COUN 5500	Theories of Counseling	COUN 5512	Counseling Strategies and Techniques
		COUN 5501	Lifespan Development	COUN 5520	Multicultural Counseling Theory and Practice
		COUN 5510	Assessment and Appraisal		
Summer 2016		Fall 2016		Spring 2017	
COUN 5515	Group Counseling and Dynamics	COUN 5540	Consultation	COUN 5620	Research and Program Evaluation for Counselors
COUN 5531	Career Development and Counseling	COUN 5610	Crisis Counseling and Intervention	COUN 5595	Internship
COUN 5600	Legal and Ethical Issues in Counseling	COUN 5517	Family Counseling		
SPED 5501	Exceptional Children and Youth (<i>If Needed</i>)	COUN 5570	Practicum		

Recommended time for GACE based on course sequence

GACE 103 – Take after completing 5501, 5500, 5506, 5528, 5520, 5512, 5515, 5531

GACE 104 – Take after completing 5600, 5517, 5540, 5610, 5510, 5620

**Sample Plan of Study
Regular/Provisional Full Time Students (Option B)
Fall 2015 – Fall 2017**

		Fall 2015		Spring 2016	
		COUN 5506	School Counseling Foundations	COUN 5528	Counseling in P-12 Setting
		COUN 5500	Theories of Counseling	COUN 5512	Counseling Strategies and Techniques
		COUN 5501	Lifespan Development	COUN 5520	Multicultural Counseling Theory and Practice
Summer 2016		Fall 2016		Spring 2017	
COUN 5515	Group Counseling and Dynamics	COUN 5540	Consultation	COUN 5620	Research and Program Evaluation for Counselors
COUN 5531	Career Development and Counseling	COUN 5510	Assessment and Appraisal	COUN 5570	Practicum
COUN 5600	Legal and Ethical Issues in Counseling	COUN 5610	Crisis Counseling and Intervention		
Summer 2017		Fall 2017			
SPED 5501	Exceptional Children and Youth (<i>If Needed</i>)	COUN 5517	Family Counseling		
		COUN 5595	Internship		

Recommended time for GACE based on course sequence

GACE 103 – Take after completing 5501, 5500, 5506, 5528, 5520, 5512, 5515, 5531

GACE 104 – Take after completing 5600, 5517, 5540, 5610, 5510, 5620

APPENDIX D

Three Year Course Offerings

THREE YEAR COURSE OFFERINGS

Fall 2014	
COUN 5001	Introduction to Professional Writing
COUN 5003	Leadership and Advocacy
COUN 5500	Theories of Counseling
COUN 5501	Lifespan Development
COUN 5506	School Counseling Foundations
COUN 5517	Family Counseling
COUN 5531	Career Development and Counseling
COUN 5540	Consultation
COUN 5570	Practicum
COUN 5595	Internship
COUN 5610	Crisis Counseling and Intervention
Spring 2015	
COUN 5000	Introduction to Professional Counseling
COUN 5002	Professional Issues in Counseling
COUN 5500	Theories of Counseling
COUN 5510	Assessment and Appraisal
COUN 5512	Counseling Strategies and Techniques
COUN 5520	Multicultural Counseling Theory and Practice
COUN 5528	Counseling in P-12 Setting
COUN 5570	Practicum
COUN 5575	Selected Topics
COUN 5595	Internship
COUN 5620	Research and Program Evaluation for Counselors
Summer 2015	
COUN 5001	Introduction to Professional Writing
COUN 5003	Leadership and Advocacy
COUN 5500	Theories of Counseling
COUN 5501	Lifespan Development
COUN 5515	Group Counseling and Dynamics
COUN 5531	Career Development and Counseling
COUN 5600	Legal and Ethical Issues in Counseling
Fall 2015	
COUN 5001	Introduction to Professional Writing
COUN 5003	Leadership and Advocacy
COUN 5500	Theories of Counseling
COUN 5501	Lifespan Development
COUN 5506	School Counseling Foundations
COUN 5510	Assessment and Appraisal
COUN 5517	Family Counseling
COUN 5540	Consultation
COUN 5570	Practicum
COUN 5595	Internship
COUN 5610	Crisis Counseling and Intervention
Spring 2016	

COUN 5002	Professional Issues in Counseling
COUN 5512	Counseling Strategies and Techniques
COUN 5520	Multicultural Counseling Theory and Practice
COUN 5528	Counseling in P-12 Setting
COUN 5570	Practicum
COUN 5575	Selected Topics (Optional)
COUN 5595	Internship
COUN 5620	Research and Program Evaluation for Counselors
Summer 2016	
COUN 5001	Introduction to Professional Writing
COUN 5003	Leadership and Advocacy
COUN 5500	Theories of Counseling
COUN 5501	Lifespan Development
COUN 5515	Group Counseling and Dynamics
COUN 5531	Career Development and Counseling
COUN 5600	Legal and Ethical Issues in Counseling
Fall 2016	
COUN 5001	Introduction to Professional Writing
COUN 5003	Leadership and Advocacy
COUN 5500	Theories of Counseling
COUN 5501	Lifespan Development
COUN 5506	School Counseling Foundations
COUN 5510	Assessment and Appraisal
COUN 5517	Family Counseling
COUN 5540	Consultation
COUN 5570	Practicum
COUN 5595	Internship
COUN 5610	Crisis Counseling and Intervention
Spring 2017	
COUN 5002	Professional Issues in Counseling
COUN 5512	Counseling Strategies and Techniques
COUN 5520	Multicultural Counseling Theory and Practice
COUN 5528	Counseling in P-12 Setting
COUN 5570	Practicum
COUN 5575	Selected Topics (Optional)
COUN 5595	Internship
COUN 5620	Research and Program Evaluation for Counselors
Summer 2017	
COUN 5001	Introduction to Professional Writing
COUN 5003	Leadership and Advocacy
COUN 5500	Theories of Counseling
COUN 5501	Lifespan Development
COUN 5515	Group Counseling and Dynamics
COUN 5531	Career Development and Counseling
COUN 5600	Legal and Ethical Issues in Counseling

APPENDIX E

Table of Courses by Term

Table of Course Offerings by Term

	F14	SP15	SU15	F15	SP16	SU16	F16	SP17	SU17
COUN 5000 Introduction to Professional Counseling		X			X			X	
COUN 5001 Introduction to Professional Writing	X		X	X		X	X		X
COUN 5002 Professional Issues in Counseling		X							
COUN 5003 Leadership and Advocacy	X		X	X		X	X		X
COUN 5500 Theories of Counseling		X	X	X		X	X		X
COUN 5501 Lifespan Development	X		X	X		X	X		X
COUN 5506 School Counseling Foundations	X			X			X		
COUN 5510 Assessment and Appraisal		X		X			X		
COUN 5512 Counseling Strategies and Techniques		X			X			X	
COUN 5515 Group Counseling and Dynamics			X			X			X
COUN 5517 Family Counseling	X			X			X		
COUN 5520 Multicultural Counseling: Theory and Practice		X			X			X	
COUN 5528 School Counseling in P-12 Settings		X			X			X	
COUN 5531 Career Counseling and Development	X		X			X			X
COUN 5540 Consultation	X			X			X		
COUN 5570 Practicum	X	X		X	X		X	X	
COUN 5575 Selected Topics in Counseling		X			X			X	
COUN 5600 Ethical and Legal Issues in Counseling			X			X			X
COUN 5610 Crisis Counseling and Intervention	X			X			X		
COUN 5595 Internship	X	X		X	X		X	X	
COUN 5620 Research and Program Evaluation		X			X			X	

Appendix F

Counseling Professional Dispositions

Albany State University
Department of Counseling and Psychology
School Counseling Program
Professional Dispositions Evaluation Form

Attitudes and Attributes Scale – Part I.

Student: _____

Date: _____

Please rate the student according to the scale described below.

- 1 = I have observed behavior in student that indicates that the student possesses this attitude or attribute.
- 2 = I have not observed this attitude or attribute. Neither have I observed any problematic behaviors associated with these attitudes or attributes.
- 3 = I have observed specific behaviors that suggest that the student has a problem with this attitude or attribute. These behaviors are discussed on the reverse side.

	ATTITUDE OR ATTRIBUTE	RATING
1	Communicates personal enthusiasm <i>Comment:</i>	
2	Shows appropriate level of patience <i>Comment:</i>	
3	Demonstrates ability to work cooperatively <i>Comment:</i>	
4	Able to express feelings effectively and appropriately <i>Comment:</i>	
5	Able to deal with conflict <i>Comment:</i>	
6	Aware of impact of self on others <i>Comment:</i>	
7	Willing to articulate/demonstrate personal convictions <i>Comment:</i>	
8	Displays interest in personal and professional growth <i>Comment:</i>	
9	Uses feedback from others constructively <i>Comment:</i>	
10	Able to accept personal responsibility <i>Comment:</i>	
11	Demonstrates ethical behavior <i>Comment:</i>	
12	Demonstrates sensitivity to and respect for the needs and feelings of others <i>Comment:</i>	

13	Recognizes and understands the worth of all individuals and the opportunity that racial, cultural, sexual and religious diversity presents in the classroom. <i>Comment:</i>	
----	---	--

Attitudes and Attributes Scale – Part II.

TO BE COMPLETED BY INSTRUCTOR

Special strengths noted in student:

Areas in which improvements are needed:

Instructor's Signature

Instructor's Name (*please print*)

☐ *I have reviewed the completed A&A scale and the instructor's comments.*

Student's Signature

TO BE COMPLETED BY ADVISOR (*Required when a rating of 3 is noted on A&A Scale part 1*)

Plans for improvement:

☐ *I have consulted with the student regarding the above plan of improvement.*

Advisor's Signature

☐ *I have met with my advisor and understand the plans for improvement.*

Student's Signature

Student Telephone Number: _____ Date _____

POLICY ON EVALUATING STUDENTS' ATTITUDES AND ATTRIBUTES

Because of the special nature of a counseling relationship, it is critically important that students are relatively free from emotional distress or any psychological problems that may impair their effectiveness as counselors. People who request counseling are often in emotional crisis and need to make important decisions about their lives. They have a right to expect that their counselor is competent, ethical, and psychologically healthy.

Therefore, the school counseling faculty evaluates all students based on personal characteristics that are deemed essential to becoming effective counseling professionals. Instructors in COUN 5512, COUN 5515, COUN 5517, COUN 5600, and certain other courses at the prerogative of the professor, complete an *Attitudes and Attributes Survey* (A&A) on each student. The A&A becomes part of the student's file and is seen by the student's advisor prior to rendering a decision regarding admission into candidacy. It may also be used to assess a student's qualifications for continuing in a pre-professional program.

Research has shown that effective counselors possess characteristics that include: openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness of one's impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Additionally, effective counselors adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences.

No student is expected to be a perfect self-actualized human being. But it is important that students are motivated to grow personally and constantly evaluate their own needs, values and personality traits that may have a bearing on their counseling effectiveness. The counseling curriculum is designed to provide many opportunities for self-growth and self-awareness and the faculty is committed to working with students throughout their training program. The in COUN 5512 and COUN 5515 courses tend to be experiential in nature and may provide opportunities for student self-disclosure. Students are expected to monitor and appropriately limit their self-disclosure and to determine for themselves the extent to which they wish to participate in classroom group discussions and exercises.

No student is counted out of the program strictly on the basis of *Attitudes and Attributes Survey* results alone. When faculty has concerns about a student's readiness for entrance into the counseling profession, they work with the student to provide sufficient opportunity for improvement. In the rare instance where all efforts to remedy the situation have failed, the student is counseled to discontinue the program. In such an instance, the student is advised of her or his appellate rights.

I have read and understand the Counseling Program policy on evaluating students' personal attitudes and attributes.

Student's Signature

Date

Student's Name (*please print*)