

THE UNIVERSITY OF NORTH GEORGIA
College of Health & Wellness
Department of Counseling

Student Handbook

Department of Counseling

University of North Georgia

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INTRODUCTION

Welcome to the master of science program in Counseling at the University of North Georgia. We are pleased that you selected UNG to pursue your graduate education, and we are committed to helping you make this a positive educational and professional growth experience. We hope to engage you in a professional preparation program that will be challenging and rewarding - challenging in the new knowledge and skills you will develop and rewarding as you become a competent counseling professional.

This is the Student Handbook for the Counseling Program. It has been prepared to assist you in your program planning. You are responsible for comprehending and abiding by the policies contained in this handbook. We urge you to discuss questions you may have with your advisor or with other members of the counseling faculty. The information in this handbook is specific to the master **of science** program in counseling. It includes course and clinical requirements, course sequencing, curriculum planning, procedures, comprehensive examination process, forms and policies.

Again, welcome to the program. We look forward to working with you.

GENERAL INFORMATION

The Master of Science degree in Counseling is one of many graduate degree programs offered at University of North Georgia. The department is housed within the College of Health & Wellness.

Students who successfully complete the Counseling degree are eligible to enter a variety of occupations within the professional counseling field. Graduates are prepared to apply for licensure in the state of Georgia, which is often required to function as counselors in mental health centers, community agencies, governmental agencies, employee assistance programs, prisons, psychiatric hospitals, drug and alcohol abuse treatment programs, college and university counseling centers, student affairs offices, religious settings, and private practice. The curriculum addresses theories of counseling and psychotherapy; individual and group counseling; career theory and counseling; human development; counseling ethics, assessment & diagnosis; and the mental health and wellness needs of individuals from diverse backgrounds.

Utilizing problem-based learning and incorporating practicum and internships that are required for licensure, the program provides students with both academic and practical professional experience and training. The Counseling program also is designed to meet the state and national criteria to be eligible to apply for licensure and certification as professional counselors. Graduates are eligible to apply for these credentials after successfully passing the appropriate exams and completing required coursework.

All three tracks in the department (Clinical Mental Health Counseling, College Counseling & Student Affairs, and Addictions Counseling) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Post-secondary Accreditation (COPA).

About CACREP

The following information about CACREP is taken directly from its website at: <http://www.cacrep.org/>. For more information the reader is invited to visit this website.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was formed in 1981. Often, as with CACREP, the specialized accrediting bodies have been organized by professional associations. The history of commitment to accreditation has been long and substantive by the American Counseling Association (ACA) and its respective divisions. Accreditation is viewed as a means of proactively strengthening our profession. Formed as a corporate affiliate of ACA, CACREP's mission coincides with that of ACA – to promote the advancement of quality educational program offerings.

In the United States, both the process and the condition of accreditation have a unique structure since accreditation is extended through nongovernmental, voluntary institutional agencies or professional associations. Therefore, the criteria for evaluation utilized by CACREP are the result of extensive input from educators, practitioners, and the public-at-large.

Department of Counseling Mission Statement

We are a collaborative and relationally-based department that strives to engage students to become empathic, ethical, and multiculturally-competent counselors with a strong professional identity. We challenge students to enter into a process of self-exploration in order to become life-long learners who continuously evolve their personal and professional growth. Our graduates are caring, reflective practitioners with, and advocates for, all populations, including those underserved, in clinical mental health, college and university, and addiction settings.

Objectives of the Program

The objectives of the Counseling Program are based on current knowledge concerning the counseling and human development needs of a multicultural society. Developed in collaboration with current and former students, personnel from cooperating agencies, various accrediting agencies, and colleagues in this and other university settings, the counseling faculty identify objectives for the program. Students in the Counseling Program will gain and demonstrate the following knowledge and skills:

1. Students will gain the requisite knowledge needed to become successful professional counselors.
2. Students can apply counseling skills necessary to build therapeutic relationships that are culturally competent, ethical, and developmentally appropriate.
3. Students will demonstrate professional and personal attitudes and behaviors necessary to be effective counselors such as openness, flexibility, appropriate expression of feelings, and ethical decision-making.

4. The program will admit students from under-represented backgrounds.
5. Addictions track students will apply relevant theories of addiction in their interventions related to a broad range of mental health and addictive issues.
6. CC/SA track students will apply relevant student development theories in their interventions related to a broad range of mental health issues for individuals in higher education settings.
7. CMHC track students will apply the full range of tasks needed for clinical mental health counseling including interventions for prevention and treatment of a broad range of mental health issues.

Tracks

All students who complete their studies earn a Master of Science Degree in Counseling with a specialization in one of the following three tracks.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling track prepares students to enter a variety of occupations in the counseling and mental health field. Students in this track will be trained to help individuals, groups, and families with mental health, relational, and crisis issues (among others).

Students in this track will find jobs in a variety of settings including:

- mental health centers
- employee assistance programs
- psychiatric hospitals
- private practice
- sexual assault agencies
- criminal justice settings
- and more...

College Counseling & Student Affairs

The College Counseling and Student Affairs area of study prepares counseling professionals who want to provide meaningful support to college students as they seek to maximize their personal and educational development. Graduates will be prepared to work both with students experiencing normal developmental issues and students in crisis, at an individual, group, and programmatic level (among others).

The College Counseling and Student Affairs track is first and foremost a counseling curriculum emphasizing the preparation of counselors for student affairs settings. Thus, our program follows CACREP standards primarily. The counseling perspective and approach has a long and enduring tradition in student affairs work. This perspective includes the focus on the “whole student,” the “developmental perspective,” and the importance of the “affective domain.” Thus, our primary focus will be reflecting upon how our training as counselors is best suited to facilitate college students’ growth and development as we perform as counselors and/or as student affairs professionals.

Students in this track will work towards careers in counseling and/or student affairs including:

- college and university counseling
- private practice
- academic advising
- disability services
- multicultural affairs
- career services
- college/university leadership
- orientation
- residence life
- student activities

Addictions Counseling

The Addictions Counseling Track prepares counselors to work with individuals and families affected by substance abuse and other addictive behaviors in education, prevention and intervention settings. The study of this track focuses on assessment, treatment, and relapse prevention as well as models of prevention and intervention for addiction (among others). Graduates of the Addiction Counseling track may choose to work in private practice or in a variety of community agencies offering counseling services for addictions.

Students in this track will find jobs in a variety of settings including:

- drug or alcohol treatment centers
- community service boards
- community agencies with county court partnerships
- hospitals

ADMISSION INTO THE COUNSELING PROGRAM

For admission to the Counseling Program, applicants must hold at least a bachelor's degree from an accredited college or university and must meet other admissions requirements as described below. In addition, applicants must submit official transcripts from all institutions previously attended.

Recruitment Policy

Students are recruited and selected for admission to University of North Georgia Counseling Program on the basis of scholastic achievement, aptitude for the study of counseling, and other personal qualifications. Because success in the Counseling program depends on a number of related factors in a student's development, of which scholastic accomplishments are only a part, the Counseling Program Admissions Committee also gives consideration to professional experience, personal background, interpersonal qualities, and motivation. The UNG Counseling Program recognizes the value of diversity and is committed to recruiting and admitting students who represent the cultural make-up of the region and state

Admission Requirements

Admission and continued ability to register for courses in the Counseling program is based on the candidate's potential for graduate study, previous preparation and experience, and the possession of personal qualities that contribute to success as a counselor. Although no specific undergraduate major is required for admission to the program, students with backgrounds in related fields such as psychology, education, sociology, human services, criminal justice, biology, and communications are the most common upon entering the discipline.

Factors related to the admission process for the M.S. degree in Counseling include:

- Academic potential as measured by undergraduate GPA.
- Professional and/or service experience in the helping professions. A resume is required.

- Non-Academic experiences, which add breadth in understanding the human condition (e.g., experiences with special populations and life experiences showing excellent coping skills)
- Recommendations from persons able to address the student in the areas listed above
- A personal statement showing insight, awareness, and commitment to entering the counseling profession
 - o Brief personal history
 - o Description of your reasons for wanting to become a counselor
 - o Attributes you possess which would contribute to your effectiveness as a counselor
 - o Personal characteristics which may inhibit your relationships with clients and what you are doing to resolve those issues
- Personal interview with Counseling Faculty

Counseling Student Admissions Standings

Regular Admissions

Regular admission requires a minimum cumulative undergraduate grade point average (GPA) of at least 2.75 (4.0 scale).

Provisional Standing

Provisional admission standing requires a minimum cumulative grade point average of between 2.50 and 2.74 (4.0 scale). Students who are provisionally accepted are not eligible for financial aid of Graduate Assistantships.

Post-Graduate Admission (Non-Degree)

Individuals holding a graduate degree from an accredited college or university may be admitted as a post-graduate student. Post-graduate students must apply for admission, pay an application fee, send an official transcript showing the graduate degree, and provide a certificate of immunization.

Transient

Transient admission may be granted to students in good standing at another institution who wish to enroll for one semester. The applicant must provide an application for graduate admission, application fee, certificate of immunization, and a letter of good standing (enclosed in an application packet).

Transfer hours

Students may transfer up to six semester hours of appropriate graduate credit earned at another institution into the Counseling program. These credits must be acceptable to the Programs Admissions Committee. The rationale for this requirement is to maintain program integrity and ensure that students are receiving training in counseling that the degree implies.

Master of Science in Counseling Degree Requirements

Graduation requirements for the Master of Science in Counseling include:

1. Completion of at least 60 designated semester hours of study with a cumulative GPA of 3.0 or higher, with no grade of less than a B.
2. Successful passing of the comprehensive examination.
3. Satisfactory completion of practicum and internship requirements.
4. Completion of at least 54 hours of graduate degree requirements in residence, with no more than six hours of transfer credit.
5. Completion of all degree-related course requirements, including transfer credit, within a **six-year** period of admission semester.

CURRICULUM FOR CLINICAL MENTAL HEALTH COUNSELING TRACK

Professional Core (27 Semester Hours)

COUN 6000	Counseling Foundations and Ethics	3 Hours
COUN 6030	Human Growth & Development	3 Hours
COUN 6100	Counseling Techniques	3 Hours
COUN 6200	Counseling Theories	3 Hours
COUN 6300	Group Counseling	3 Hours
COUN 6400	Career &. Lifestyle Counseling	3 Hours
COUN 6500	Multicultural Counseling	3 Hours
COUN 6600	Clinical Assessment	3 Hours
COUN 6700	Research Methods	3 Hours

Major Course Work (12 Semester Hours)

COUN 7000	Family Counseling	3 Hours
COUN 7100	Psychopathology	3 Hours
COUN 7200	Foundations of Addictions Counseling	3 Hours
COUN 7300	Crisis & Trauma Counseling	3 Hours

Clinical Labs (6 Semester Hours)

COUN 6110	Counseling Techniques Lab	1 Hour
COUN 6210	Counseling Theories Lab	1 Hour

COUN 6310	Group Counseling Lab	1 Hour
COUN 6410	Career & Lifestyle Counseling Lab	1 Hour
COUN 6510	Multicultural Counseling Lab	1 Hour
COUN 6610	Clinical Assessment Lab	1 Hour

Clinical Practice Sequence (9 Semester Hours)

COUN 7500	Counseling Practicum	3 Hours
COUN 7510	Counseling Internship I	3 Hours
COUN 7520	Counseling Internship II	3 Hours

Elective Coursework (6 Semester Hours)

Option I

Choose at least two elective courses with advisor approval

COUN 7010	Special Topics in Counseling		
	IPV/Sexual Assault	3 Hours	
	Couples Counseling		3 Hours
	Child and Adolescent Counseling	3 Hours	
COUN 7011	Sexuality in Counseling	3 Hours	
COUN 7012	Spirituality in Counseling	3 Hours	
COUN 7013	Grief Counseling	3 Hours	
COUN 7014	Counseling Veterans & Military Families	3 Hours	

Or another course approved by advisor

Option II

COUN 7020	Thesis I	2 Hours
COUN 7021	Thesis II	2 Hours
COUN 7022	Thesis III	2 Hours

TOTAL: MINIMUM OF 60 SEMESTER HOURS

CURRICULUM FOR COLLEGE COUNSELING & STUDENT AFFAIRS TRACK

Professional Core (27 Semester Hours)

COUN 6000	Counseling Foundations and Ethics	3 Hours
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COUN 6030	Human Growth & Development	3 Hours
COUN 6100	Counseling Techniques	3 Hours
COUN 6200	Counseling Theories	3 Hours
COUN 6300	Group Counseling	3 Hours
COUN 6400	Career & Lifestyle Counseling	3 Hours
COUN 6500	Multicultural Counseling	3 Hours
COUN 6600	Clinical Assessment	3 Hours
COUN 6700	Research Methods	3 Hours

Major Course Work (15 Semester Hours)

COUN 7100	Psychopathology	3 Hours
COUN 7200	Foundations of Addictions Counseling	3 Hours
COUN 7410	Student Development Theories	3 Hours
COUN 7420	College Student Populations & Issues	3 Hours
COUN 7430	Student Affairs Leadership & Practice	3 Hours

Clinical Labs (6 Semester Hours)

COUN 6110	Counseling Techniques Lab	1 Hour
COUN 6210	Counseling Theories Lab	1 Hour
COUN 6310	Group Counseling Lab	1 Hour
COUN 6410	Career & Lifestyle Counseling Lab	1 Hour
COUN 6510	Multicultural Counseling Lab	1 Hour
COUN 6610	Clinical Assessment Lab	1 Hour

Clinical Practice Sequence (9 Semester Hours)

COUN 7500	Counseling Practicum	3 Hours
COUN 7510	Counseling Internship I	3 Hours
COUN 7520	Counseling Internship II	3 Hours

Elective Coursework (minimum of 3 Semester Hours)

Option I

Choose at least one elective course with advisor approval

COUN 7010	Special Topics in Counseling	3 Hours
COUN 7011	Sexuality in Counseling	3 Hours
COUN 7012	Spirituality in Counseling	3 Hours
COUN 7013	Grief Counseling	3 Hours
COUN 7014	Counseling Veterans & Military Families	3 Hours

Or another course approved by advisor

Option II

COUN 7020	Thesis I	2 Hours
COUN 7021	Thesis II	2 Hours
COUN 7022	Thesis III	2 Hours

TOTAL: MINIMUM OF 60 SEMESTER HOURS

CURRICULUM FOR ADDICTIONS COUNSELING TRACK

Professional Core (27 Semester Hours)

COUN 6000	Counseling Foundations and Ethics	3 Hours
COUN 6030	Human Growth & Development	3 Hours
COUN 6100	Counseling Techniques	3 Hours
COUN 6200	Counseling Theories	3 Hours
COUN 6300	Group Counseling	3 Hours
COUN 6400	Career &. Lifestyle Counseling	3 Hours
COUN 6500	Multicultural Counseling	3 Hours
COUN 6600	Clinical Assessment	3 Hours
COUN 6700	Research Methods	3 Hours

Major Course Work (12 Semester Hours)

COUN 7100	Psychopathology	3 Hours
COUN 7200	Foundations of Addictions Counseling	3 Hours
COUN 7210	Theories of Addictions	3 Hours
COUN 7225	Psychopharmacology	3 Hours
COUN 7235	Addiction & Society	3 Hours

Clinical Labs (6 Semester Hours)

COUN 6110	Counseling Techniques Lab	1 Hour
COUN 6210	Counseling Theories Lab	1 Hour
COUN 6310	Group Counseling Lab	1 Hour
COUN 6410	Career & Lifestyle Counseling Lab	1 Hour
COUN 6510	Multicultural Counseling Lab	1 Hour
COUN 6610	Clinical Assessment Lab	1 Hour

Clinical Practice Sequence (9 Semester Hours)

COUN 7500	Counseling Practicum	3 Hours
COUN 7510	Counseling Internship I	3 Hours
COUN 7520	Counseling Internship II	3 Hours

Elective Coursework (minimum 3 Semester Hours)

Option I

Choose at least one elective course with advisor approval

COUN 7010	Special Topics in Counseling	3 Hours
COUN 7011	Sexuality in Counseling	3 Hours
COUN 7012	Spirituality in Counseling	3 Hours
COUN 7013	Grief Counseling	3 Hours
COUN 7014	Counseling Veterans & Military Families	3 Hours

Or another course approved by advisor

Option II

COUN 7020	Thesis I	2 Hours
COUN 7021	Thesis II	2 Hours
COUN 7022	Thesis III	2 Hours

TOTAL:

MINIMUM OF 60 SEMESTER HOURS

Master of Science in Counseling Courses

Professional Core (All Tracks: 27 semester hours)

COUN 6000 Counseling Foundations & Ethics (3)

This course provides an overview of the counseling profession including history, professional identity, and ethical/legal concerns. Students become familiar with multicultural diversity, research, and professional/organizational issues as they apply to the professional counselor.

COUN 6030 Human Growth & Development (3)

This course provides a framework of the theoretical understanding of human development from birth to later adulthood, including issues of gender, family and socialization. The course is intended to illustrate the normal developmental processes that occur over a life span and sensitize counselors to events that may lead to a disruption of events that may eventually lead a person to seek counseling.

COUN 6100 Counseling Techniques (3)

This is an introductory course for prospective counselors who seek to develop basic counseling skills and improve interpersonal effectiveness. The course is designed primarily as a personal experience in practicing newly acquired helping skills.

COUN 6200 Counseling Theories (3)

This course addresses current theories and emerging positions in counseling and psychotherapy with special emphasis on psychological change strategies and the techniques commonly used in implementing those strategies.

COUN 6300 Group Counseling (3)

This course provides the opportunity to learn and to apply various systems for group counseling, skills related to group leadership and member participation, goals of selected group systems, multi-cultural diversity issues affecting group systems, research relevant to group leadership and group systems, and ethical and legal issues related to group counseling. Prerequisite: Counseling Theory.

COUN 6400 Career & Lifestyle Counseling (3)

This course is a survey of career development theories and counseling with an emphasis on multi-cultural diversity issues affecting career counseling, research relevant to career counseling, and ethical and legal issues.

COUN 6500 Multicultural Counseling (3)

This course enhances and advances knowledge, skills, and sensitivity to diverse populations in the counseling process. The student learns about the effects of culture, ethnicity, race, and gender on the development and functioning of the client as well as the attitude of the therapist.

COUN 6600 Clinical Assessment (3)

This course covers the historical, ethical/legal, and professional/organizational issues related to appraisal for counseling professionals. Students are provided with direct laboratory experiences in the professional use and interpretation of assessment tools with required supervision of an appropriately trained and licensed professional.

COUN 6700 Research Methods In Counseling (3)

Students study research methods, procedures, and designs as appropriate to the field of counseling, understanding that it is important for students to conduct research and appreciate the research designs used by counselors in the field. Preparation of research abstract, proposal, and design are also included.

Clinical Labs (6 Semester Hours)**COUN 6110 Counseling Techniques Lab (1)**

The purpose of this lab is to practice beginning helping skills necessary to becoming an effective counselor. Each lab will require the student to be a helper, client and an observer. Co-requisite: COUN 6100

COUN 6210 Counseling Theories Lab (1)

This lab will allow students to practice counseling techniques that are consistent with current practice in the counseling field. Techniques will be introduced in the lecture course and students will have the opportunity to give and receive feedback to enhance skill development. Co-requisite: COUN 6200

COUN 6310 Group Counseling Lab (1)

This lab will allow students to participate in group process as well as facilitate a group. Techniques will be introduced in the lecture course and students will have the opportunity to give and receive feedback to enhance skill development. Co-requisite: COUN 6300

COUN 6410 Career & Lifestyle Counseling Lab (1)

This lab will allow students to practice administering and interpreting career assessments and interest inventories. Co-requisite: COUN 6400

COUN 6510 Multicultural Counseling Lab (1)

Students will engage in multicultural experiences to explore beliefs, attitudes, values and concerns in order to enhance self-awareness, multicultural counseling competencies and advocacy. Co-requisite: COUN 6500

COUN 6610 Clinical Assessment Lab (1)

The purpose of this lab is to practice administering and interpreting assessments. Each student will be responsible to provide a written interpretation that incorporates relevant client background information with the assessment results. Co-requisite: COUN 6600

Professional Adjunct Courses (All tracks: 6 semester hours)**COUN 7100 Psychopathology (3)**

This course is designed to assist students in the recognition and categorization of psychological and emotional patterns, which are considered dysfunctional, according to the classification system utilized by the American Psychiatric Association in their Diagnosis and Statistical Manual Disorders IV-TR (2000).

COUN 7200 Foundations of Addictions Counseling (3)

A study of behavioral and substance addictions, including an overview of differential treatment.

Option I or Option II (6 semester hours are required for CMHC track; 3 semester hours are required for Addictions and College tracks)

Option I

Electives

COUN 7010: Special Topics in Counseling (3)

Research and Discussion in Special Topics in Counseling. Analysis of the issues facing the professional counselor in contemporary society.

COUN 7011: Sexuality in Counseling (3)

This course is designed for counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexual behavior and sexuality. A lifespan developmental approach is applied to the study of human sexuality. Medical and physical, psychological, and social development; gender, sex-role orientation; sex therapy theories and techniques; current sexual life-styles; sexual dysfunction; relationship issues; sexual assault; and family dysfunction.

COUN 7012: Spirituality in Counseling (3)

In this course students will gain an understanding of spiritual development for diverse populations. Students also will learn counseling techniques designed to find and explore clients' core issues. The emphasis is on how spiritual practice influences your work as a counselor, and how in-session psycho-spiritual interventions and between-session spiritual practice may deepen the client's work beyond the analytic and recollected levels addressed by traditional talk therapies.

COUN 7013: Grief Counseling (3)

In this course, a myriad of losses are discussed, including but not limited to: death, divorce, disability, employment, war, and infertility. Differential grief responses are addressed, and a gamut of assessment and intervention strategies are identified, in order to assist the person who is grieving cope with the loss in a positive manner. What constitutes 'pathological grief' will be reviewed, as well as cultural responses to, and rituals in regard to the grieving process. Students will increase their own self-awareness as to their loss experiences and grieving mechanisms. Community resources related to grief, such as support groups and Hospice, will be discussed, as well as numerous online tools.

COUN 7014: Counseling Veterans & Military Families (3)

Other courses may be taken as electives with advisor approval.

Option II

COUN 7020, 7021, & 7022 Thesis (6)

These courses requires the student to complete an original research project in the professional counseling field with the guidance and direction of the student's major advisor. The student will defend the thesis to their advisor and advisory committee. **Prerequisites: Research Methods in Counseling, completion of at least 33 semester hours within the counseling program, and consent of instructor.**

Clinical Practice Sequence (All Tracks: 9 semester hours)

COUN 7500 Counseling Practicum (3) (100 Clock Hours)

The purpose of the counseling practicum is to introduce graduate counseling students to the practice of counseling with actual clients at a site commensurate with the student's professional interests. **Prerequisites: COUN 6000, COUN 6100, COUN 6110, COUN 6200, COUN 6210, COUN 6300, COUN 6500, COUN 6510, COUN 6600, COUN 6610, COUN 7100, and COUN 7200**

COUN 7510 Counseling Internship (3) (300 Clock Hours)

The internship is designed to enable students to practice their skills at their internship sites and to carry out all of the activities and functions that employed counselors perform. **Prerequisites: COUN 7500**

COUN 7520 Counseling Internship (3) (300 Clock Hours)

The internship is designed to enable students to practice their skills at their internship sites and to carry out all of the activities and functions that employed counselors perform. **Prerequisites: COUN 7500**

Track-Specific Required Courses

Clinical Mental Health Counseling Track

COUN 7000 Family Counseling (3)

This course provides a comprehensive exploration of the current theories/techniques of marriage, family, and couples counseling.

COUN 7300 Crisis & Trauma Counseling (3)

This course offers an examination of diverse crisis, trauma, & disaster situations and the assessment and treatment strategies used by counselors to assist individuals, groups and organizations manage and resolve those crises. Pre-requisites: COUN 6000, COUN 6100, COUN 6300, COUN 6700 and COUN 7100

Addictions Counseling Track

COUN 7210: Theories of Addictions (3)

This course is designed to introduce students to the theoretical, philosophical, and historical influences that facilitate conceptualization, treatment, and prevention of addictive disorders. Students will learn biological, psychological, and sociological models of addiction as well as application of theoretical concepts and techniques in the treatment of addiction.

COUN 7225: Psychopharmacology

This course provides a comprehensive overview of the neuroscience of addiction and the biopsychological processes of illicit and prescript drug use. Students will gain understanding of the various drug classifications, their impact of neurological functioning, and the role of the brain in addictive processes.

COUN 7235: Addiction & Society

This course is designed to introduce students to the cultural and sociological factors that influence addiction in specific populations, groups, and cultures. Students will learn cultural factors related to how addiction is perceived across various societies and how these perceptions impact the development and maintenance of addiction. Students will learn prevention and advocacy strategies.

College Counseling & Student Affairs Track

COUN 7410: Student Development Theories

This course examines various college student developmental theories as they pertain to college students, student development approaches, environmental assessments, and the development of intervention strategies.

COUN 7420: College Populations & Issues

Characteristics of contemporary college students and the issues they face. This course will examine counseling and student affairs practices designed to promote the wellness of diverse college students.

COUN 7430: Student Affairs Practice & Leadership

This course provides an overview of student affairs practice. Students will learn roles and settings of college counselors and student affairs professionals as well as organizational, management, and leadership theories relevant in higher education settings. Students will learn about professional organizations and legal and ethical considerations specific to higher education environments.

Course Rotation Schedule

Fall Semester:

6000	Counseling Foundations & Ethics
6100	Counseling Techniques
6110	Counseling Techniques Lab
6200	Counseling Theories
6210	Counseling Theories Lab
6700	Research Methods
7021	Thesis II
7100	Psychopathology
7210	Theories of Addiction
7300	Crisis & Trauma Counseling
7410	Student Development Theories
7510	Counseling Internship I
	Electives

Spring Semester:

6400	Career & Lifestyle Counseling
6410	Career & Lifestyle Counseling Lab
6200	Counseling Theories (if needed)
6210	Counseling Theories Lab (if needed)
6300	Group Counseling
6310	Group Counseling Lab
6500	Multicultural Counseling
6510	Multicultural Counseling Lab
6600	Clinical Assessment
6610	Clinical Assessment Lab
7000	Family Counseling
7022	Thesis III

7200	Foundations of Addictions Counseling
7430	Student Affairs Practice & Leadership
7520	Counseling Internship II
7010	Distance Counseling
	Electives

Summer Semester:

6030	Human Growth & Development
7020	Thesis I
7225	Psychopharmacology
7235	Addiction & Society
7420	College Populations & Issues
7500	Counseling Practicum
	Electives

Supervised Clinical Experiences

Three levels of supervised clinical work in the counseling program at UNG are required of students matriculating towards the M.S. degree: labs, practicum, and internships. The following is a brief description of what these components entail.

Labs

In conjunction with most core counseling courses, co-requisite lab experiences are offered. These lab activities allow students to directly apply knowledge from a specific course in a supervised clinical experience. For example, students in the Counseling Theories lab record themselves using several theory-based counseling interventions with a volunteer client.

Practicum

In counseling practicum, the primary focus is becoming oriented and integrated in a clinical placement and demonstrating individual counseling skills. Students complete a supervised practicum that totals a minimum of 100 clock hours. The experience provides for the development of counseling skills under the supervision of a faculty member and a chance to become familiar with professional activities other than direct service work.

Internship

During the counseling internship process, the focus shifts to the actual practice of the role of counselor as an entry-level counselor. A student completes 2 semesters of internship for a total of 600 clock hours, after successful completion of practicum. The internship provides (1) an opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform, (2) familiarity with professional activities other than direct service work, and (3) supervised experience in the use of professional resources (e.g., appraisal instruments, computers, print and non-print media, professional literature, and research).

Please review the UNG Department of Counseling Clinical Handbook for more information.

Academic Advising/Faculty Advisors

Academic advising is an integral part of the student's overall educational experience. A faculty member serves as an academic advisor who assists the students in choosing an academic major, as well as developing a program of study consistent with the student's life goals. Advisors provide students with up-to-date information concerning institutional policies, procedures and programs. In addition, advisors make referrals to other support services on campus.

Each student is encouraged to communicate with their advisor concerning contemplated changes in schedule, changes in educational or career plans, and academic problems or questions. Although advisors provide guidance and assistance to students, it is ultimately the responsibility of each student to be familiar with the requirements of their program of study and this document.

Advising

Each student is assigned a faculty advisor when admitted to the program. The advisor assists students in selecting a course of study and assists in on-going evaluation of the student's academic, personal, and professional development. Prior to completing the third semester, the student and advisor should plan the student's overall program, keeping in mind that the plan may be revised, as needed. The assistance of the advisor does not relieve the student of responsibility for completing required work and following program and university procedures. In situations where student grades and evaluations indicate a student's inappropriateness for the program, program faculty assists in facilitating the student's change to a more appropriate field.

Progressing through the Graduate Program

The Department of Counseling serves both traditional and non-traditional students, and it can be tailored to meet a student's individual needs. It may be helpful for a student to consider the following:

1. Become familiar with the procedures of the University (See UNG Student Catalog).
2. Know the academic year, both for the University and for the program.
3. Get to know your advisor. Meet personally with your advisor early in your course work, and use him/her for advice and counsel.
4. Course work frequently **requires** students to confront personal and professional issues, both situational and developmental in nature. Students' openness to self-examination and constructive feedback are integral parts of professional development. Moreover, as professionals who adhere to the American Counseling Association (ACA) Code of Ethics, the counseling faculty members are committed to an on-going screening process designed to assist students whose issues interfere significantly with their progress in the program (See Procedures for Reviewing Student Competency).

Student Assessment

Counselor educators and counselors-in-training are required to abide by all ethical standards set forth by the American Counseling Association ([ACA Code of Ethics 2014](#)). Specifically, Standards F.8 Student Responsibilities and F.9 Evaluation and Remediation of Students. There are two ways in which counselor educators assess student effectiveness, which include academic performance (grades) and professional and personal aptitude and behavior. Procedures for reviewing student competency in these two areas are outlined below under the headings, Academic Standing Policy and Professional and Personal Aptitude and Behavior.

Course Grading Policy

All Counseling lecture courses are graded on a 4.0 scale with the following values: A=90% or above, B= 80% - 89%, C=75% - 79%, D=70%-74%, and F = below 70%. A grade of A or B is required in all courses. Students must retake a course if they receive a grade of C in order to apply the course toward graduation. See policy below regarding grades of D or F.

Academic Standing Policy

Graduate Counseling students whose academic performance is unsatisfactory will be subject to the following:

1. Probation — A student will be placed on probation for any of the following reasons:
 - a. Student's cumulative grade point average falls below 3.0.
 - b. Student earns a C in any required or elective course.

No student may be a candidate for the degree or sit for the comprehensive examination while on probation. Probation will be removed when (a) the student's GPA reaches 3.0 or higher, or (b) when the course(s) is/are repeated and the grade is a B or greater, and the overall GPA is 3.0 or greater.

Core and Elective Courses: Students who earn a grade of C in a required/core or elective course must repeat the course and receive a grade of B or better on the second attempt or be expelled from the program. Students who are on probation should not register until advised.

Lab Courses: Students must also receive a grade of B or higher for all laboratory courses. Students who receive a grade of C for any laboratory course must complete both lab course and the corresponding co-requisite.

2. Repeating a Course – A student who is on probation for grades (they earned a C in a course) must repeat that course and earn an A or a B. To protect the integrity of the repeated course, the student may have 3 options for repeating the course:

- a. The student can take the same course again with the same instructor.
- b. The student can take the same course again with a different instructor (if possible).
- c. The student may take the same course as a transient student at another university. It is the student's responsibility to provide the Department of Counseling's Curriculum Committee with a syllabus from the course before taking said course. The curriculum committee will determine if the course is or is not equivalent to the UNG course.
- d. The student may contract with another Counseling faculty member to take the repeated course as an independent study.

The determination of which of these 3 options for how the student will repeat the course will be a joint decision between the student and the Department Chair. If the instructor is the Department Chair, then it will be a joint decision between the student and the Curriculum Committee.

3. Expulsion — A student will be expelled from the program for any of the following reasons:

1. Student earns two grades of C in any required or elective course(s). *However, if a student earns a C in a lecture class and a C in the corresponding lab course, this will be counted as 1 earned C, as lab courses are inherently connected to their lecture courses.
2. Student earns one grade of D or F in **any** course in the program (including electives).
3. If a student does not successfully meet the requirements to end their academic probation after three consecutive terms in which they are enrolled.

No student may enroll in graduate courses at UNG during the first 12 months of their expulsion. Courses taken at another institution during the period of expulsion will not be recognized for transfer credit by the Counseling program.

In order to be readmitted into the UNG Counseling program, any student who has been expelled for academic reasons would be required to reapply to the program by: (a) submitting a new application, (b) writing a letter to the Dean of the College of Health Sciences & Professions, after a period of at least 12 months from the date the student was removed, laying out a rationale for their readmission, and (c) attend the interview day with all other applicants (if the student is offered an interview). They will be readmitted only upon approval of the Dean and the Department of Counseling faculty.

Appeal of Grades Obtained in Graduate-Level Courses

The procedure for student complaints concerning faculty-grading practices will be as follows:

1. Students are encouraged to attempt to resolve grade complaints directly with the instructor. If this attempt fails, student complaints are directed through the program coordinator and, if necessary, through the appropriate academic dean to the faculty member involved.
2. In instances that cannot be resolved at the program or school level, the complaint will be forwarded to the Associate Vice President for Academic Affairs for consideration.
3. Students must notify the Office of Academic Affairs in writing of the intention to appeal grades. This notification must be received within 30 days of the issuance of the grade(s), or the right to appeal is forfeited.
4. The faculty pool for the Grade Appeal Committee will be chosen in the following manner.
5. Each year, a pool of faculty members with representation from each graduate program will be selected. When a student grade appeal is submitted to the Vice President for Academic Affairs, three faculty members will be selected to serve as a Student Grade Appeal Committee for that particular appeal. A committee chair and a recording secretary will be designated.
 - a. Faculty from the same program as the instructor(s) involved in the appeal will not serve on the committee. Faculty from the student's program will not serve on the committee.
 - b. Faculty who are potentially biased against or in favor of the student or the involved instructor(s) will not serve on the committee.
 - c. The aggrieved student and each involved instructor may strike one member from the panel without prejudice.
6. The committee functions in the following manner:
 - a. Prior to the hearing, the committee will investigate the circumstances of the appeal, allowing the student, the involved instructor(s), and the program coordinator to present their cases in writing. If the program has a grade-appeal process, the program committee will also submit, in writing, a summary or documentation from the program's hearing process.
 - b. The committee will schedule a hearing, making every conceivable effort to identify a date, time, and place when the student and instructor can attend.
 - c. During the committee hearing, both the student and the involved instructor(s) will be allowed to present their cases. The student and the instructor have the option of addressing the committee in person or providing the committee with a written statement of appeal in lieu of appearing in person. Both the student and the instructor(s) may name other individuals with relevant, first-hand information to address the panel in person or in writing.
 - d. If the student chooses to address the committee in person, they have the privilege of bringing one advisor, selected from the faculty, staff, or student body, to the meeting. The advisor is not allowed to address the committee or to ask questions of committee members during the meeting. The student is allowed to confer privately with the advisor during the meeting..
 - e. If the instructor (and, if applicable in clinical or internship situations, the clinical instructor or on-site supervisor) additionally chooses to address the committee in

person, they may bring one advisor, selected from the faculty or staff, to the meeting. The advisor is not allowed to address the committee or ask questions of committee members or any other attendee during the meeting. The instructor is allowed to confer privately with the advisor during the meeting.

- f. The student and the instructor(s) have the right to remain in the room while testimony is being given. All oral testimony will be tape-recorded.
- g. If the student chooses to provide the committee with a written statement of appeal in lieu of appearing in person, the student will be required to submit a signed statement indicating that they have chosen not to meet with the committee.
- h. If there are follow-up questions from the committee, they will be mailed to the student or instructor, along with a request that they be answered in writing and promptly submitted.
- i. After considering all information relating to the appeal, the committee will formulate recommendations based on the decision of the majority.
- j. The chair will forward a record of the hearing and a recommendation to the Office of the Vice President for Academic Affairs.
- k. The Vice President for Academic Affairs will review the recommendation. It will be the responsibility of the Vice President for Academic Affairs to render a decision in the case, whereupon the student, the program coordinator, and the faculty member shall be advised in writing. If circumstances warrant, the Vice President for Academic Affairs shall have the authority to change a student's grade upon recommendation of the committee.
- l. In the event the student wishes to appeal the decision of the Vice President for Academic Affairs (VPAA), they may direct their appeal *in writing* to the President within five business days from the receipt of the letter sent by the VPAA. The decision of the President shall be final and binding.

Professional and Personal Aptitude and Behavior

Potential counseling effectiveness cannot be assessed in the same manner as academic performance in typical college classes. Students must communicate effectively, be open-minded, tolerate ambiguity, exhibit a high degree of patience, acceptance of diversity, and demonstrate emotional stability and self-acceptance. Counseling faculty at UNG will evaluate students' professional and personal aptitude at the end of every fall and spring semester. Students are required to meet with their assigned advisor to discuss feedback from faculty based on their experience with a student that semester. This process is designed to enhance communication and mentoring within the program.

Students are expected to be able to adhere to the following professional performance criteria:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations

10. Initiative and motivation

It is the objective of the University of North Georgia Counseling faculty to identify concerns regarding student competency as early as possible and to initiate remediation. Students with competency and impairment concerns can be identified both in and out of the classroom at **any time** during matriculation in the Counseling Program (including during your clinical experience). Students are assessed on counseling competencies at the end of the fall and spring semesters by the entire faculty. The focus will include the ten core competencies identified in the counseling profession.

While it is expected that students may at times experience ... in the program, some students may experience more significant issues that can impact their professional development. These issues may be related to professional competency (e.g., counseling skill development, professional behaviors, ethical behavior) and/or personal impairment issues (e.g., substance abuse, violent behavior, verbally abusive language). In such cases, faculty members are ethically required to bring attention to and support the student as they work toward improving in the identified impairment areas. This process is called gatekeeping. In addition to faculty's ethical obligation to serve as gatekeepers for the field, the remediation process aims to further facilitate students' growth and development as counselors, as well as protect the safety (emotional and physical) and well-being of classmates, faculty, supervisors, clients, and future clients. The following procedures were developed to address such issues:

1. When faculty have identified concerns that may indicate impairment and/or are outside of what is considered appropriate development for a counselor-in-training, the faculty member will initially address the concern(s) to the student's attention in a face-to-face meeting, which will be followed up by a summary email for documentation purposes.
2. The faculty will report the informal conversation at the next available faculty meeting under "Student Issues" on the agenda as documentation of the incident. The professor will seek consultation with other members of the Counseling faculty for suggestions or recommendations to address the issue. At this point, remediation may be considered or the student may be given time to address and rectify the issue on their own. Follow-up documentation will consist of end-of-semester evaluations.
3. When the professor believes a student is not making adequate progress after an informal intervention, the Gatekeeping Committee will consult and formally meet with the student to discuss lack of progress in the program. At that time, the student will be placed on probation and requirements for remediation presented. The Gatekeeping Committee will complete the Student Remediation Form, which will include expectations and the specified time period the student has to meet expectations. If the student feels remediation is unjust or unfair, the student can appeal the faculty decision by following the procedures listed below. The student will be referred to the UNG Office of Student Integrity.
4. All documentation will include appropriate department signatures, but minimally of those serving on the Gatekeeping Committee. These documents are kept in the student files located in a locked cabinet in the Department of Counseling and electronically in a secure, password protected cloud folder.

5. The Gatekeeping Committee will monitor students who are participating in remediation. The student's progress will be discussed during faculty meetings and faculty will collectively determine whether students are making progress. The Gatekeeping Committee will meet with students periodically to review progress of remediation. Minutes of these meetings will be kept on file.
6. Unsatisfactory progress occurs when either the student does not meet the expectations of the faculty, or behaviors worsen during the specified time period of remediation. The student will be notified by the Gatekeeping Committee that they have been dismissed from the program.
7. If the student believes the evaluation is inequitable, the student is allowed to appeal the decision of the faculty for dismissal.

Student Remediation Appeal Process

- o Deadline to appeal (date and time), which must include three full working days, will be given in writing to the student during the meeting.
- o Student must submit a formal appeal to the Dean of the College of Health & Wellness prior to the deadline.
- o If three days pass without notifying the Dean, the student forfeits the right to an appeal, and the program *requirements/decision* will stand.
- o Student will be withdrawn and a hold will be placed on registration.
- o In cases of appeal, the Dean will appoint an ad hoc Student Competency Review Committee of three faculty members, within three working days of receipt of the student's appeal.
- o The committee will consist of one faculty member from the Gatekeeping Committee of the Department of Counseling, one faculty member designated by the student, and one faculty member designated by the Dean who will serve as chair of the ad hoc committee.
- o Ad hoc Student Competency Review Committee will require a written statement and any accompanying documentation from the Gatekeeping Committee and student and then will hold an oral hearing where the views of the Gatekeeping Committee and the student will be heard. Oral arguments will be audio-recorded.
- o Student will be allowed to go first followed by the Gatekeeping Committee member.
- o Both the student and Gatekeeping Committee member are allowed to have one advisor of their choosing present; however, the advisor is not allowed to speak on behalf of the student or faculty member to the committee.
- o Both the student and the Gatekeeping Committee are allowed not more than 15 minutes to present their respective cases and time will be kept by the chair of the ad hoc committee.
- o Following the oral presentations, the student and Gatekeeping Committee member will be asked to leave and the committee will meet to discuss their recommendations. Only qualified counseling faculty/mental health professionals may determine whether or not a student is considered "impaired." Therefore, the ad hoc Student Competency Review Committee may only identify whether or not a student has received adequate notice of professional and personal aptitude and behavior, remediation and an appropriate amount

of time to meet expectations. Recommendations can address the method of notification of impairment, the reasonable nature of remediation with regards to the impairment or the amount of time the student has in which to show improvement.

- o Ad hoc Student Competency Review Committee will then make recommendations to the Dean of the College of Health Sciences and Professions within ten days of its appointment. The Dean will then send a letter to the student with copies to the student's file, Counseling Department Chair, and the Associate Vice President of Academic Affairs.

Dismissal of a Student from Graduate Studies

1. Students dismissed from the university and one of its graduate programs shall have the right to appeal.
2. Students are encouraged to attempt to resolve appeals through the program coordinator/director and, if necessary, through the appropriate academic dean.
3. In instances that cannot be resolved at the program or college level, the appeal will be forwarded to the Director, Graduate Studies, for consideration.
4. Students must notify Graduate Studies in writing of the intention to appeal the dismissal. This notification must be received within 30 days of the notification of dismissal, or the right to appeal is forfeited.
5. The appeal will be heard as soon as possible so that, if the appeal is successful, the student will be readmitted to the program with a minimum of interruption.
6. The members of the Dismissal Appeal Committee will be the Chair, who is also Director of Graduate Studies, and members of Graduate Council.
7. The committee functions in the following manner:
 - a. Prior to the hearing, the committee will investigate the circumstances of the appeal, allowing the student and the program coordinator/director to present their cases in writing. If the program has a dismissal-appeal process, the program committee will also submit, in writing, a summary or documentation from the program's hearing process.
 - b. The committee will schedule a hearing, making every conceivable effort to identify a date, time, and place when the student and instructor will be able to attend.
 - c. During the committee hearing, both the student and the program coordinator/director or faculty designee will be allowed to present their cases. The student and the program coordinator have the option of addressing the committee in person or providing the committee with a written statement of appeal in lieu of appearing in person. Both the student and the program coordinator/director may name other individuals with relevant, first-hand information to address the panel in person or in writing.
 - d. If the student chooses to address the committee in person, they have the privilege of bringing one advisor, selected from the faculty, staff, or student body, to the meeting. The advisor is not allowed to address the committee or to ask questions of committee members during the meeting. The student is allowed, during the meeting, to confer privately with the advisor.
 - e. If the department chair or faculty designee (and, if applicable in clinical or internship situations, the clinical instructor or on-site supervisor) additionally chooses to address

the committee in person, they may bring one advisor, selected from the faculty or staff, to the meeting. The advisor is not allowed to address the committee or ask questions of committee members or any other attendee during the meeting. The department chair or faculty designee is allowed to confer privately with the advisor during the meeting.

- f. The student and the department chair or faculty designee have the right to remain in the room while testimony is being given. All oral testimony will be recorded.
- g. If the student chooses to provide the committee with a written statement of appeal in lieu of appearing in person, the student will be required to submit a signed statement indicating that they have chosen not to meet with the committee.
- h. If there are follow-up questions from the committee, they will be mailed to the student or program coordinator/director, along with a request that they be answered in writing and promptly submitted.
- i. After considering all information relating to the appeal, the committee will formulate recommendations based on the decision of the majority.
- j. The chair will forward a record of the hearing and a recommendation to the Office of Academic Affairs.
- k. The Associate Provost for Academic Administration will review the recommendation. It will be the responsibility of the Associate Provost for Academic Administration to render a decision in the case, whereupon the student, the program coordinator, and the appropriate dean shall be advised in writing.
- l. In the event the student wishes to appeal the decision of the Associate Provost for Academic Administration, they may direct their appeal in writing to the President within five business days from the receipt of the decision letter.
- m. If the student is not satisfied by the final decision of the President, they may apply to the Board of Regents for a review of the decision. The application for review must be submitted in writing to the Board's Office of Legal Affairs within a period of twenty days following the decision of the President. It shall state the decision complained of and the redress desired.

Comprehensive Exams

The Counseling Program is a competency-based degree program. Before students successfully complete work in the program, they are expected to demonstrate knowledge of theories of human development; knowledge of counseling theories and techniques; knowledge of social and cultural foundations; skills in individual and group counseling; a thorough understanding of ethics; understanding of the counseling needs of multicultural populations, career and lifestyle development, and professional orientation; understanding of assessment, research and evaluation in counseling; satisfactory performance during their clinical field placement; and demonstration of the personal and professional qualities expected of entry-level counselors.

Students enrolled in the Counseling Program are required to pass a comprehensive exam with a their year semester of enrollment. Comprehensive exams must be passed by the last day of classes of the graduating term. Each student will receive two opportunities to successfully pass the Comprehensive Exam. Report of successful completion is due in the Registrar's Office by the end of the final examination period. A student who cannot demonstrate the requisite knowledge by passing the comprehensive exam will not graduate from the Counseling program.

Time Limit to Complete Degree

All work offered for the Counseling master's degree, including accepted transfer or post-baccalaureate credit, must be completed within a **six-year** period. This period begins with the beginning date of the earliest course offered for the master's requirements and ends six years thereafter.

Endorsement Policy

The Counseling program was specifically and carefully designed to prepare counselors who are competent to enter work in professional settings. Concentrated preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for Counseling graduates can be given only for professional positions and position levels appropriate to the program. Furthermore, it is the discretion of the Counseling faculty to provide a professional reference or recommendation, which is based on the student's competency level and personal characteristics.

State Licensure & National Certification

Upon graduating from UNG's Counseling Master's program, students are eligible to apply for the Associate Professional Counselor credential in the state of Georgia. This credential can lead to licensure with the successful completion of 3000 hours of supervised practice. Other requirements for licensure include passing the National Counselor Examination and completing the application process for Licensed Professional Counselors.

Professional Organizations

Students and graduates are encouraged to join and become active in professional organizations (or associations). One method to remain current in the profession is by participating in professional organizations by presenting papers at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership.

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

1. Receive the publications.
2. Are entitled to reduced membership rates and reduced registration rates for professional meetings sponsored by the organization.
3. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.)
4. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to yours.
6. May remain current in the knowledge, practices, and research findings in the field.

The primary national organization to join is the American Counseling Association (ACA). The primary state organization is the Licensed Professional Counselors Association of Georgia (LPCAGA). There are also divisions within the organizations for counseling specialties (e.g., College Counselors, Specialists in Group Work, Career Counselors, International Association of Marriage and Family Counselors, International Association of Addictions and Offender Counselors, and Mental Health Counselors). Students are strongly encouraged to join Chi Sigma Iota, the professional counseling international honor society.

APPENDIX A
University of North Georgia
Master of Science in Counseling
Addictions Counseling Track Plan of Study (60 Hours)

Name: _____ ID #: 900 _____ Date: ____/____/_____
 Start Date: _____ Fall _____ Spring _____ Summer/20 _____
 Anticipated Graduation Date: _____ Fall _____ Spring _____ Summer/20 _____

Advisor (Print)

A. Professional Core (27 Hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 6000	Counseling Foundations & Ethics	__ F __ Sp __ Su/20 ____	3	
COUN 6030	Human Growth and Development	__ F __ Sp __ Su/20 ____	3	
COUN 6100	Counseling Techniques	__ F __ Sp __ Su/20 ____	3	
COUN 6200	Counseling Theories	__ F __ Sp __ Su/20 ____	3	
COUN 6300	Group Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6400	Career & Lifestyle Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6500	Multicultural Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6600	Clinical Assessment	__ F __ Sp __ Su/20 ____	3	
COUN 6700	Research Methods in Counseling	__ F __ Sp __ Su/20 ____	3	

B. Clinical Labs (6 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 6110	Counseling Techniques Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6210	Counseling Theories Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6310	Group Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6410	Career & Lifestyle Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6510	Multicultural Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6610	Clinical Assessment Lab	__ F __ Sp __ Su/20 ____	1	

C. Major Courses (15 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7100	Psychopathological Diagnosis	__F __Sp__Su/20__	3	
COUN 7200	Foundations of Addictions Counseling	__F __Sp__Su/20__	3	
COUN 7210	Theories of Addiction	__F __Sp__Su/20__	3	
COUN 7225	Psychopharmacology	__F __Sp__Su/20__	3	
COUN 7235	Addiction & Society	__F __Sp__Su/20__	3	

D. Elective Option (3 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7010	Special Topics in Counseling	__F __Sp__Su/20__	3	
COUN 7011	Sexuality in Counseling	__F __Sp__Su/20__	3	
COUN 7012	Spirituality in Counseling	__F __Sp__Su/20__	3	
COUN 7013	Grief Counseling	__F __Sp__Su/20__	3	
COUN 7014	Counseling Veterans and Military Families	__F __Sp__Su/20__	3	

E. Thesis Option (6 hours)

COUN 7020	Thesis I	Su/20__
COUN 7021	Thesis II	Proposal Date:
COUN 7022	Thesis III	Defense Date:

F. Applied Clinical Practice (9 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7500	Practicum (100 Hours)	__F __Sp__Su/20__	3	
COUN 7510	Internship I (300 Hours)	__F __Sp__Su/20__	3	
COUN 7520	Internship II (300 Hours)	__F __Sp__Su/20__	3	

APPENDIX B
University of North Georgia
Master of Science in Counseling
Clinical Mental Health Counseling Track Plan of Study

Name: _____ ID #: 900 _____ Date: ____/____/_____
 Start Date: _____ Fall _____ Spring _____ Summer/20_____
 Anticipated Graduation Date: _____ Fall _____ Spring _____ Summer/20_____

Advisor (Print)

A. Professional Core (27 Hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 6000	Counseling Foundations & Ethics	__ F __ Sp __ Su/20 ____	3	
COUN 6030	Human Growth and Development	__ F __ Sp __ Su/20 ____	3	
COUN 6100	Counseling Techniques	__ F __ Sp __ Su/20 ____	3	
COUN 6200	Counseling Theories	__ F __ Sp __ Su/20 ____	3	
COUN 6300	Group Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6400	Career and Lifestyle Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6500	Multicultural Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6600	Clinical Assessment	__ F __ Sp __ Su/20 ____	3	
COUN 6700	Research Methods in Counseling	__ F __ Sp __ Su/20 ____	3	

B. Clinical Labs (6 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 6110	Counseling Techniques Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6210	Counseling Theories Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6310	Group Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6410	Career and Lifestyle Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6510	Multicultural Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6610	Clinical Assessment Lab	__ F __ Sp __ Su/20 ____	1	

C. Major Courses (12 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7000	Family Counseling	__ F __ Sp __ Su/20 __	3	
COUN 7100	Psychopathology	__ F __ Sp __ Su/20 __	3	
COUN 7200	Foundations of Addictions Counseling	__ F __ Sp __ Su/20 __	3	
COUN 7300	Crisis and Trauma Counseling	__ F __ Sp __ Su/20 __	3	

D. Electives (6 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7010	Special Topics in Counseling	__ F __ Sp __ Su/20 __	3	
COUN 7011	Sexuality in Counseling	__ F __ Sp __ Su/20 __	3	
COUN 7012	Spirituality in Counseling	__ F __ Sp __ Su/20 __	3	
COUN 7013	Grief Counseling	__ F __ Sp __ Su/20 __	3	
COUN 7014	Counseling Veterans and Military Families	__ F __ Sp __ Su/20 __	3	

E. Thesis Option (6 hours)

COUN 7020	Thesis I	Date:
COUN 7021	Thesis II	Date:
COUN 7022	Thesis III	Date:

F. Applied Clinical Practice (9hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7500	Practicum (100-300 Hours)	__ F __ Sp __ Su/20 __	3	
COUN 7510	Internship I (300 Hours)	__ F __ Sp __ Su/20 __	3	
COUN 7520	Internship II (300 Hours)	__ F __ Sp __ Su/20 __	3	

APPENDIX C
University of North Georgia
Master of Science in Counseling
College Counseling & Student Affairs Track Plan of Study (60 Hours)

Name: _____ ID #: 900 _____ Date: ____/____/_____
 Start Date: _____ Fall _____ Spring _____ Summer/20 _____
 Anticipated Graduation Date: _____ Fall _____ Spring _____ Summer/20 _____

Advisor (Print)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 6000	Counseling Foundations & Ethics	__ F __ Sp __ Su/20 ____	3	
COUN 6030	Human Growth and Development	__ F __ Sp __ Su/20 ____	3	
COUN 6100	Counseling Techniques	__ F __ Sp __ Su/20 ____	3	
COUN 6200	Counseling Theories	__ F __ Sp __ Su/20 ____	3	
COUN 6300	Group Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6400	Career & Lifestyle Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6500	Multicultural Counseling	__ F __ Sp __ Su/20 ____	3	
COUN 6600	Clinical Assessment	__ F __ Sp __ Su/20 ____	3	
COUN 6700	Research Methods in Counseling	__ F __ Sp __ Su/20 ____	3	

A. Professional Core (27 Hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 6110	Counseling Techniques Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6210	Counseling Theories Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6310	Group Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6410	Career & Lifestyle Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6510	Multicultural Counseling Lab	__ F __ Sp __ Su/20 ____	1	
COUN 6610	Clinical Assessment Lab	__ F __ Sp __ Su/20 ____	1	

B. Clinical Labs (6 hours)

C. Major Courses (15 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7100	Psychopathology	__F __Sp__Su/20__	3	
COUN 7200	Foundations of Addictions Counseling	__F __Sp__Su/20__	3	
COUN 7410	Student Development Theories	__F __Sp__Su/20__	3	
COUN 7420	College Student Populations & Issues	__F __Sp__Su/20__	3	
COUN 7430	Student Affairs Practice & Leadership	__F __Sp__Su/20__	3	

D. Electives (6 hours)

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7010	Special Topics in Counseling	__F __Sp__Su/20__	3	
COUN 7011	Sexuality in Counseling	__F __Sp__Su/20__	3	
COUN 7012	Spirituality in Counseling	__F __Sp__Su/20__	3	
COUN 7013	Grief Counseling	__F __Sp__Su/20__	3	
COUN 7014	Counseling Veterans and Military Families	__F __Sp__Su/20__	3	

E. Thesis Option (6 hours)

COUN 7020	Thesis I	Date:
COUN 7021	Thesis II	Date:
COUN 7022	Thesis III	Date:

Prefix & Numbers	Course	Semester (Fall, Spring, Summer/Year)	Hours	Grade
COUN 7500	Practicum (100-300 Hours)	__F __Sp__Su/20__	3	
COUN 7510	Internship I (300 Hours)	__F __Sp__Su/20__	3	
COUN 7520	Internship II (300 Hours)	__F __Sp__Su/20__	3	

F. Applied Clinical Practice (9hours)

APPENDIX D
University of North Georgia
Department of Counseling
Student Remediation Report and Requirements

Student's Name _____

Student's ID# _____

Date _____

1. The following concerns regarding the above student's counseling competency have been noted. If the concerns involve the student's personal characteristics, a completed Personal Characteristics Checklist is attached.

2. The following constitute:
____ the requirements for the student to continue in this course and/or the counseling program. These requirements may change as the student's progress is assessed.
Or
____ the specification of student withdrawal from the program.

Instructor's Signature

Date of Conference with Student

Student: check all that apply:

- ____ I understand and have received a copy of this Competency Report and Requirements form.
____ I agree to the specified requirements or to withdrawal from the program, as specified above.

Student Signature

Department Head Signature

APPENDIX E
Department of Counseling
University of North Georgia

STUDENT REMEDIATION PROGRESS REPORT

Please indicate the level of effectiveness potential demonstrated in your class by the student named below.

Student _____ Student ID # _____

Date _____

LEVEL OF PROGRESS:

Satisfactory Progress _____

Unsatisfactory Progress _____

*Counseling faculty will recommend suspension with Unsatisfactory Progress at the end of the probationary period will

COMMENTS:

(Include strengths and/or weakness and recommendations regarding the student)

APPENDIX F
University of North Georgia
Department of Counseling
Professional Performance Review Form

To (notified student): _____

From (issuing faculty): _____ **Semester** _____

- I. This is to notify you that your professional performance has been reviewed by the Counseling faculty at UNG as described in the Professional Performance Review Process section of the Student Handbook. The following scale was used:

- 1 = well below expectations
- 2 = needs improvement
- 3 = meets expectations
- 4 = exceeds expectations
- 5 = outstanding

For scores below 3, strategies to improve performance will be implemented.

Criterion	Rating				
1. Openness to new ideas	1	2	3	4	5
2. Flexibility	1	2	3	4	5
3. Cooperativeness with others	1	2	3	4	5
4. Willingness to accept and use feedback	1	2	3	4	5
5. Awareness of own impact on others	1	2	3	4	5
6. Ability to deal with conflict	1	2	3	4	5
7. Ability to accept personal responsibility	1	2	3	4	5
8. Ability to express feelings effectively and appropriately	1	2	3	4	5
9. Attention to ethical and legal considerations	1	2	3	4	5
10. Initiative and motivation	1	2	3	4	5

Additional Comments:

Student Signature

Advisor Signature