



Graduate Student Handbook

Fall 2015

Clinical Mental Health Counseling and School Counseling

14th edition (2015/16)

Department of Clinical and Professional Studies

Counselor Education Programs

M.Ed. (College Student Affairs, Clinical Mental Health
Counseling, School Counseling)

Ed.S. (Professional Counseling)

*Ed.D. (Professional Counseling & Supervision)



***M.Ed. in College Student Affairs, the EdS, and the Ed.D. Program in Professional Counseling & Supervision are detailed in separate handbooks.**

This Handbook is designed to provide graduate students enrolled in the clinical mental health and school counseling programs with helpful information. It is not intended to be a comprehensive listing of policy statements or to supersede University policy.

TABLE OF CONTENTS

Introduction and Welcome	p. 2
Overview of Department	
Vision and Mission	p. 6
Accreditations	
CACREP	p. 7
Other Accreditations	p. 7
Counselor Education Program	
Program Faculty and Staff	pp. 8-9
Degree Programs	p. 10
Mission Statement	p. 10
Program Goals	p. 10
Core Student Learning Outcomes	pp. 10-11
Clinical Mental Health Counseling Program	
Mission Statement	p. 11
CMHC Student Learning Outcomes	p. 11
School Counseling	
Mission Statement	p. 12
SC Student Learning Outcomes	p. 12
Program Evaluation	
Assessment of Student Learning Outcomes	p. 12
Course Evaluations	p. 12
Other Evaluations	p. 13
Advisement	p. 13
Transfer Credits	p. 13
Plan of Study	p. 13
Change of Specialty Area	p. 13
Course Syllabi	p. 13
Registration	
The Scoop	p. 14
Class Bulletin	p. 14
Selection of Courses	p. 14
New Student Orientation and Registration	p. 14
Continuing Students	p. 14
Class Schedules and Mode of Delivery	p. 14
Fees and Fee Payment	p. 14
Drop/Add and Withdrawal	p. 14

Financial Aid, Scholarships and Awards

Financial Aid	p. 15
CEP Scholarships	p. 15
CEP Awards	p. 15

Graduate Research Assistantships	p. 15
---	-------

Clinical Experiences	p. 15
-----------------------------	-------

Grades

Academic Standing and Retention	p. 16
Grading Policy	p. 16
Academic Standards	p. 16
Academic Appeals	p. 16
Assignment of Incomplete	p. 16
Courses with a Clinical Component	p. 16

Academic and Ethical Expectations

Faculty Expectations of Students	p. 17
Class Attendance	p. 17
Academic Honesty	p. 17
Style Manual	p. 17
Ethical Standards	p. 17
On-line Social Networks	p. 17
Exit Exam	p. 18
Technical Competencies	p. 18

Systematic Review of Students	p. 18-20
--------------------------------------	----------

Graduation Requirements and Information

General Requirements	p. 21
Exit Exam	p. 21
Application for Admission to Candidacy	p. 21
Plan of Studies	p. 21
Application for Graduation	p. 21
Graduation Regalia and Supplies	p. 21
CSI Honor Cords	p. 21

Professional Endorsement	p. 22
---------------------------------	-------

General Information

Address/Phone Number Changes	p. 22
I.D. Cards	p. 22
myUWG	p. 22
myUWG Email	p. 23
CEP Listserv	p. 23
Parking and Vehicle Registration	p. 23
Weather/Emergency Closings	p. 23

Student Support Services

Personal Counseling	p. 23
Accessibility Services	p. 23
Career Services	p. 24

Other Resources

UWG Bookstore	p. 24
CourseDen	p. 24
Ingram Library	p. 24
TecHub	p. 24
Technology Resources	p. 24

Professional Organizations

p. 25

Appendices

Appendix A	pp. 26-29
------------	-----------

Introduction and Welcome

Welcome to the Counselor Education Program (CEP) in the Department of Clinical and Professional Studies (CPS). The faculty and staff are pleased that you have selected the University of West Georgia (UWG) for the pursuit of your graduate education. We are committed to helping make this a positive educational, personal, and professional growth experience.



Overview of the Department

The Department of Clinical and Professional Studies (CPS) is housed in the College of Education (COE) at the University of West Georgia and is home to graduate degree programs in Counseling as well as undergraduate and graduate degree programs in Speech Language Pathology.

It is the policy of CPS to actively recruit students from a variety of backgrounds, experiences, and cultural influences. Our faculty and students have diverse backgrounds and the program strives to maintain multicultural awareness and appreciation. The department is committed to recruiting even more students and faculty from diverse backgrounds.

Vision and Mission Statement

To view the vision and mission statement for CPS please visit http://www.westga.edu/coecps/college_of_education_maps_115.htm

Accreditations

CACREP

The School Counseling (SC) and Clinical Mental Health Counseling (CMHC) programs have been continuously accredited by the [Council for Accreditation of Counseling and Educational Related Programs \(CACREP\)](#) since March 2001, and are accredited under the 2009 standards through October 31, 2023.

OTHER ACCREDITATIONS

- UWG is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- COE is accredited by the National Council for Accreditation of Teacher Education (NCATE).



Counselor Education Program

Program Faculty and Staff



BOES, SUSAN R., PH.D.

Professor

Ph.D. (Auburn University), M.Ed. (Auburn University), A.B. (Mary Manse College)

Office: Ed Annex 253

Phone: 678-839-6122

sboes@westga.edu



BRONKEMA, RYAN, PH.D.

Assistant Professor

Ph.D. (Bowling Green State University), M.S. (University of Wisconsin), B.B.A. (Western Michigan University)

Office: Education Annex 247

Phone: 678-839-6069

rbronkem@westga.edu



CHIBBARO, JULIA, PH.D.

Professor and Program Co-Coordinator

Ph.D. (University of South Carolina), Ed.S. (University of South Carolina), M.Ed. (The Citadel), B.A. (Randolph-Macon Women's College)

Office: Ed Annex 225

Phone: 678-839-6110

jchibbar@westga.edu

LAND, CHRISTY, PH.D.

Assistant Professor

Ph.D. (University of Georgia), Ed.S. (University of Georgia), B.A. (Lynchburg College)

Office: Ed Annex 227

Phone: 678-839-6084

cland@westga.edu



PARRISH, MARK S., PH.D.

Chair and Associate Professor

Ph.D. (Auburn University), Ed.S. (University of West Georgia), M.Ed. (University of West Georgia), B.B.A. (Armstrong State College)

Office: Education Annex 243

Phone: 678-839-6117

mparrish@westga.edu



PERJESSY, CAROLINE, PH.D.

Assistant Professor

Ph.D. (Kent State University), MSED (Youngstown State University), B.A. (Youngstown State University)

Office: Ed Annex 249

Phone: 678-839-6162

cperjess@westga.edu

RICKS, LACEY, PH.D.

Assistant Professor

Ph.D. (Auburn University), Ed.S. (Valdosta State University), M.Ed. (Georgia Southern University), B.S. (Georgia Southern University)

Office: Ed Annex 235

Phone: 678-839-6114

lricks@westga.edu

ROBINSON, REBECCA

Staff Member

Office: Education Annex 239

Phone: 678-839-6567

rebeccar@westga.edu

UWAMAHORO, OLIVIA, PH.D.

Assistant Professor

Ph.D. (University of Central Florida), M.S. (University of Memphis), B.A. (University of Tennessee)

Office: Ed Annex 229

Phone: 678-839-6127

oliviau@westga.edu



VARGA, MATT, PH.D.

Assistant Professor

Ph.D. (University of Tennessee, Knoxville), M.S. (University of Tennessee, Knoxville), B.A. (Christopher Newport University)

Office: Ed Annex 227

Phone: 678-839-6160

mvarga@westga.edu



WHISENHUNT, JULIA, PH.D.

Assistant Professor and Program Co-Coordinator

Ph.D. (Georgia State University), Ed.S. (University of West Georgia), M.A. (University of West Georgia), B.A. (State University of West Georgia)

Office: Ed Annex 241

Phone: 678-839-6166

jwhisenh@westga.edu

Degree Programs

The Counselor Education Program (CEP) offers graduate level course work leading to the following degrees:

- M.Ed. with specialties in:
 - Clinical Mental Health Counseling (60 semester hours)
 - School Counseling (48 semester hours)
 - College Student Affairs (information regarding the 42 hour M.Ed. in CSA is outlined in a separate handbook)
- Ed.S. degree in Professional Counseling (information regarding the 27 hour Ed.S. is outlined in a separate handbook)
- Ed.D. in Professional Counseling and Supervision (information regarding the Ed.D is outlined in a separate handbook)

Mission Statement

The CEP is committed to excellence in teaching in a caring and open student-focused environment. In accordance with this belief, the CEP is guided by the mission statement below:

The Counselor Education Program provides educational excellence in a personal environment through:

- challenging and supporting personal and professional development of students and faculty;
- promoting evidence based practice;
- teaching from a knowledge base grounded in research;
- affirming diversity of ideas, values and persons;
- upholding the highest ethical principles in professional conduct;
- communicating new knowledge and ideas through applied research; and
- engaging in collaborative relationships with colleagues, institutions and communities.

We are committed to the education of exemplary practitioners through adherence to the highest professional preparation standards.

Program Goals (CMHC and SC)

Candidates will demonstrate:

- An identity as a professional counselor;
- Understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
- Understanding of and compliance with codes of ethics and standards of practice of the counseling profession;
- Ability to use technology to enhance services delivered to clients/students;
- Understanding of and skills to work with and advocate for diverse client/student populations;
- Understanding and practical application of theories of individual and group counseling and human development;
- Ability to facilitate growth, development, success, and health with clients/students in individual and group settings;
- Understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities; AND
- Understanding of career development theories and ability to facilitate client/student career decision making and/or opportunities.

Core Student Learning Outcomes (CMHC and SC)

1. Candidates will demonstrate professional dispositions consistent with the field of professional counseling, as measured by an average rating of “proficient” or higher on a summative administration of the Professional Dispositions and Behaviors Rubric.

2. Candidates will demonstrate professional skills consistent with the field of professional counseling, as measured by an average rating of “proficient” or higher on a summative administration of the Field Placement Evaluation.
3. Candidates will know the major concepts, theories, and practices articulated in current counselor preparation standards, as measured by a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

Clinical Mental Health Counseling Program

Mission Statement

The mission of the Clinical Mental Health Counseling program is to prepare skilled and knowledgeable professional counselors for careers in clinical mental health and community settings including hospitals, clinics, independent practice, managed behavioral care organizations, employee assistance programs, substance abuse treatment centers and other community agencies. Our program is designed to meet educational requirements for Georgia licensure as well as the 2009 standards of the Council for Accreditation of Counseling and Related Educational (CACREP) for Clinical Mental Health. Our graduates will be ethical, reflective practitioners competent in serving a diverse population. We are committed to the delivery of excellent client services, to understanding and respecting human diversity, to ethical and social responsibility, and to leadership in the counseling profession.

Graduates of the 60 hour M.Ed. Clinical Mental Health Counseling program meet all of the educational requirements for licensure as an LPC in Georgia. For additional rules and regulations related to licensure refer to the [Georgia Composite Board of Professional Counselors, social Workers, and Marriage and Family Therapists website](#) . Graduates are also eligible for certification as a NCC upon application and passing the National Counselor Exam (NCE). The post-master’s experience and supervision requirements generally required for certification are waived for graduates of CACREP accredited programs. For more information on national certification visit the [NBCC website](#).

Clinical Mental Health Counseling Student Learning Outcomes

- Develop and demonstrate an identity as a professional counselor;
- Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
- Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession;
- Demonstrate ability to use technology to enhance services delivered to clients/students;
- Demonstrate an understanding of and skills to work with and advocate for diverse client/student populations;
- Demonstrate an understanding and practical application of theories of individual and group counseling and human development;
- Demonstrate ability to facilitate growth, development, success, and health with clients/students in individual and group settings;
- Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities;
- Demonstrate an understanding of career development theories and ability to facilitate client/student career decision making and/or opportunities.

School Counseling Program

Mission Statement

The mission of the School Counseling program is to educate Professional School Counselors. Through leadership, advocacy, collaboration, use of data, and action, our graduates will be competent at identifying and removing barriers that impede equal access to educational and career opportunities for all students. We are committed to educating Professional School Counselors skilled in needs assessment who are effective counselors and advocates for providing equal resources and support for all students. We believe in and are dedicated to high academic achievement, career success, and personal/social development of all students.

Graduates of the 48-hour M.Ed. program in School Counseling meet the academic requirements established by the Georgia State Department of Education for certification as a school counselor in grades P-12. Students entering the program who have not acquired a teaching certificate will be required to take an additional course in special education that is mandatory for initial certification in Georgia. Upon successful completion of the school counseling concentration and meeting all state requirements (passing the GACE content and any other requirements in place at the time), graduates may apply and be recommended for certification as a school counselor by UWG's certification officer. Graduates of the M.Ed. program in School Counseling also meet the educational requirements for licensure in Georgia as a professional counselor (LPC).

School Counseling Student Learning Outcomes

- Develop and demonstrate an identity as a professional counselor;
- Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
- Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession;
- Demonstrate ability to use technology to enhance services delivered to clients/students;
- Demonstrate an understanding of and skills to work with and advocate for diverse client/student populations;
- Demonstrate an understanding and practical application of theories of individual and group counseling and human development;
- Demonstrate ability to facilitate growth, development, success, and health with clients/students in individual and group settings;
- Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities;
- Demonstrate an understanding of career development theories and ability to facilitate client/student career decision making and/or opportunities.

Program Evaluation

The CEP evaluates our programs in a number of ways including the following:

Assessment of Student Learning Outcomes:

An integral part of all of our degree programs is the ongoing assessment of student learning outcomes. In order to achieve this, key assessments across the curriculum are linked to learning outcomes. Data are entered into Tk20, the Assessment and Data Management System to which **all students must subscribe**. Students may subscribe directly on line at <https://westga.tk20.com> or may buy a subscription pack at the University bookstore.

Course Evaluations

At the end of each semester students are asked to anonymously evaluate each course and instructor. This is a University-wide evaluation process. The purpose of this evaluation is to provide the instructor with constructive feedback relative to future teaching of the course. Additionally, students may at any time

communicate to any faculty member their needs, observations, or appraisal.

Other evaluations include

- Graduate Surveys
- Employer Surveys
- Supervisor Surveys

The data collected from all evaluation methods are used by the faculty for continuous improvement of the program.

Advisement

Students are assigned an advisor upon admission to the program and receive initial advisement during orientation. Students must meet with their advisor during their first semester of course work to discuss program requirements as well as to develop their individual plans of study. Students also are recommended to schedule periodic meetings with their advisor to be sure program requirements are being met. It is imperative that you keep in contact with your advisor. Because changes do occur, it the responsibility of the student to check their official UWG email address and to visit the Counselor Education Program website http://www.westga.edu/coecsi/index_160.php for notice of change.

Transfer Credits

A maximum of 6 semester hours of appropriate graduate credit MAY be transferred from another academic institution upon approval of the advisor.

The following conditions must be met:

- Coursework credited toward awarding of another degree cannot be transferred.
- No course older than 7 years will be accepted for transfer credit
- Work must have been for graduate degree credit
- Transfer courses must meet the student learning objectives for the courses they replace

A transfer credit request form is available in the department office and must be completed and signed by the appropriate parties.

Plan of Studies

Current plans of studies may be found at http://www.westga.edu/coecps/index_160.php. Program sheets/plans of study are located on the right hand side of the page. Select the appropriate link to download the file. Also, see Appendix A for the Program Sheet and Plan of Study for the M.Ed. in Professional Counseling programs.

Change of Specialty Area

Students may request a transfer from one specialty area (CMHC, CSA, or SC) to another within the M.Ed. program. The student must meet all admission requirements in the newly selected specialty area. This process begins with a written statement describing the rationale for the request and a discussion with advisor. The advisor will make a recommendation regarding the request to the department chair who will notify the student regarding the request. If it is approved, the student must make an appointment with their advisor to determine a new plan of study.

Course Syllabi

Course syllabi contain descriptions of course objectives, activities, evaluation criteria, and other general information and are available at http://www.westga.edu/coecps/index_1160.php. They may also be accessed via individual faculty profiles. From the Counselor Education Program website http://www.westga.edu/coecsi/index_160.php, select "Directory" from menu on the left hand side of the page. Then select "view my profile" under the individual instructor's name. The courses taught by that instructor are listed by semester. Select "view syllabus" next to the course name and number. Syllabi for the

upcoming/current semester are posted on Course Den. Students are expected to print the course syllabus and bring it to the first class meeting.

Registration

The Scoop

The Scoop is an online resource published each semester. This indispensable guide contains essential information including the University calendar, general announcements, class periods, exam schedules, registration deadlines, financial aid information, a map of the campus, and other important details. Find The Scoop at www.westga.edu click "Current Students," then click "The Scoop."

Class Bulletin

A listing of courses offered during the current and, usually two semesters past, can be found at the UWG website. Click "Future Students" or "Current Students" on the homepage www.uwg.edu, then "Class Bulletin."

Selection of Courses

Selection of courses should be done in consultation with one's advisor. During advisement sessions, the academic advisor will go over the Plan of Study and discuss scheduling of classes. Be sure to make an appointment with your advisor soon after admission during the first semester and at regular intervals thereafter.

New Student Orientation and Registration:

Students who are newly admitted in the CEP program will receive an invitation to our mandatory New Student Orientation and have the opportunity to be initially advised and registered for courses. During this meeting, students and faculty will be introduced, important details relevant to the CEP will be shared, and students will have an opportunity to register for courses. The New Student Orientation is generally scheduled the Friday before classes begin.

Continuing Students

Registration dates are available online in the Scoop. After the first semester, continuing students may register for next semester courses during "early registration." Registration may be accomplished on-line at <http://banweb.westga.edu>, in person at the Registrar Office, or by mail. Registration during the "early registration" period is recommended because returning students are more likely to obtain a seat in the desired class.

Class Schedules and Mode of Delivery

Courses may be offered fully face-to-face, fully online (synchronous or asynchronous) or in a hybrid model. Most face-to-face course sessions are offered from 5:30 p.m.-8:00 p.m. during Fall and Spring semesters. Summer semester classes are spread across daytime and evening hours. Occasionally, courses are taught on Saturdays or weekends. Check the University Class Bulletin for course schedules at <http://banweb.westga.edu>. The CEP clinical courses will include on campus supervision that often requires time before or after class or a return to campus another day.

Fees and Fee Payment

Tuition and fee payment may be made on-line <http://banweb.westga.edu> (recommended), in person at the Registrar's Office, or by mail. If payment is late, classes may be dropped and a late fee will be assessed. In addition to university fees, a fee of \$50 per credit hour is assessed for enrollment in clinical courses (Practicum and Internship).

Drop/Add and Withdrawal

If it is necessary to drop or add a course after registration, there is a one to three day opportunity at the beginning of each semester. After that time period, withdrawal policies are in effect, including a grade of "W" on the transcript and no refund of tuition. See www.westga.edu/registrar/ for policies and procedures.

Financial Aid, Scholarships and Awards

Financial Aid

Financial Aid is available in a variety of forms including federal, state and institutional loans, grants, scholarships and work programs. Please visit the Financial Aid office www.westga.edu/finaid/ for more information.

CEP Scholarships

The CEP selects one candidate in the program each year for the John J. and Ann K. Pershing Memorial Scholarship. This scholarship was established in memory of the Pershings by family, friends, and former students. Dr. Pershing served as Dean of Student Services and also was a professor and acting chair of the Guidance and Counseling Department at West Georgia. The scholarship award is usually around \$200.00, though the availability of monies and the actual amount of the award will vary with the economy. CEP students may be eligible for other scholarships. Detailed information about all scholarships may be found at the COE homepage http://www.westga.edu/coe/index_766.php.

CEP Awards

CEP presents two awards each year at the COE Convocation. Criteria for the awards vary from year to year but consistently recognize those students who excel in academic performance, advocacy, leadership, professional development and service.

Graduate Research Assistantships

The CEP employs Graduate Research Assistants (GRA). The appointments are for 20 hours per week or less. GRAs must be full time students carrying 9 semester hours. Preference will be given to students enrolled full time in CEP course work. In addition to a set salary, students receive a tuition waiver each semester. GRAs are evaluated each semester by the faculty member(s) with whom they work. Responsibilities vary according to the needs within the department each semester. Assistantships introduce students to many opportunities to work with faculty. These opportunities include such assignments as library research, data input, statistical processing, writing, and professional development in the form of presentations with professors. Interested students should apply in the departmental office so that applications are on file when openings arise. The department chair will conduct interviews. Occasionally, professors are able to employ students for work because of research grant funding. If interested, be sure to share your interest with your advisor.

Clinical Experiences

All students enrolled in the CMHC and SC programs must complete the appropriate practicum and internship. Information regarding these clinical experiences is detailed in the most current edition of the Practicum and Internship Handbook located at http://www.westga.edu/coecps/index_588.php.

Grades

Academic Standing and Retention

Grades are letter grades of A, B, C, and F for graduate students. The Practicum and Internships are graded with S/U (satisfactory and unsatisfactory). All students enrolled in CEP programs must maintain a cumulative graduate-level GPA of 3.0 or higher to remain in good academic standing. Any student obtaining a grade lower than a B in a core course must retake the course, regardless of the cumulative GPA, and obtain a grade of B or higher. A grade lower than a B in a non-core course may not be included in the student's approved plan of studies. The student may retake the same course and obtain a grade of B or higher or substitute another graduate-level course (approved by the advisor) to include on the approved plan of studies. Receiving an F or two C's will result in suspension from the program for a minimum of one semester.

Grading Policy

Grading policies are outlined in the course syllabus and are in accordance with the Grading System for Graduate Students as outlined in the Graduate Student Handbook located at <http://www.westga.edu/assets/docs/catalogs/Grad-full-current/3859.htm> .

Academic Standards

Academic Standards are described in the Graduate Catalog located at <http://www.westga.edu/assets/docs/catalogs/Grad-full-current/18844.htm> .

Academic Appeals

Students have the right to appeal a course grade. Policy for grade appeals may be found in the Graduate Catalog at <http://www.westga.edu/assets/docs/catalogs/Grad-full-current/3878.htm> .

Assignment of Incomplete

An incomplete(I) indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. An incomplete will be given only for illness, death in the family, or other major emergencies. Approval for an incomplete must be made by student's instructor, Department Chair, and COE Dean. An incomplete must be removed by the completion of work within one calendar year; otherwise, the Incomplete (I) becomes a Failure (F).

Courses with a Clinical Component

The following statement represents the grading policy for courses with a clinical component (exclusive of practicum and internship).

This is a course concentrating on clinical performance. In order to successfully complete the course students must demonstrate clinical skills which in the assessment of the instructor meet at least 80% of the expected level of performance. Failure to meet this 80% criterion will result in the assignment of a grade of C or F for the course. No grade of A or B regardless of academic performance will be assigned to any individual who fails to perform at the 80% level clinically.

This grading policy pertains to the following courses: CEPD 6151 Assessment and Appraisal in Counseling, CEPD 6140 Basic Counseling Skills, and CEPD 6160 Group Counseling. This policy may pertain to other courses as well; refer to course syllabi.

Academic and Ethical Expectations

Faculty Expectations of Students

Faculty expectations of students' academic, professional, and personal development are explicit in admission and grade point policies, as well as in the course syllabi. Students are advised to plan their progress through the program at a pace that allows for meeting normal responsibilities to self and others. Students are responsible for knowing and following all college and departmental policies and procedures.

Class Attendance

Class attendance policies are outlined in the syllabus. Students are expected to attend each class session, to be on time, and be present for the full class session. Failure to adhere to attendance policy as outlined in the syllabus may result in a reduction of grade.

Academic Honesty

Students are expected to adhere to the highest standards of [academic honesty](#). Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. Additionally, students may not use a previously written paper for one course and present it as work in another course without the approval of the course instructor. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Graduate Catalog.

Style Manual

Students in the Counselor Education Program are expected to use the most recent edition of the Publication Manual of the American Psychological Association as the style manual for writing reports and papers. This manual is available in the University bookstore and other local bookstores. The APA publication manual addresses correct format, organization of the paper, and plagiarism. Grades may be lowered due to non-compliance to APA style. It is the student's responsibility to learn APA style outside the classroom and ensure papers comply.

Ethical Standards

Ethical standards of the profession (ACA Code of Ethics) guide and protect the client, the counselor, and the student. Ethical standards such as confidentiality, informed consent, and dual relationships will be introduced in CEPD 6140 Introduction to Counseling Practice and impressed upon the students throughout the program. The issues regarding confidentiality will be especially stressed and maintained in courses such as CEPD 6160 Group Counseling and CEPD 8140 Advanced Group Counseling. During the Practicum and Internship, students will directly adhere to the ethical standards as a part of the counseling experience. There are likely to be items on professional examinations (i.e., CEP exit exam, LPC licensure exam, etc.) specific to the ACA Code of Ethics. Students are expected to be familiar with the ACA Code of Ethics which can be found at www.counseling.org.

On-Line Social Networks

Students who participate in on-line social networks (such as Facebook, Twitter, Instagram etc.) should be mindful that as counselors-in-training, they represent the counseling profession. Carefully select "friends" who have access to your information and carefully screen the information about you that has public access. Restrict or remove access to any information (including pictures) that could be construed as unprofessional. Remember, your clients, their families, your peers, UWG faculty members, and others could be looking at your page. Do not "friend" or communicate with clients via social media.

Exit Exam

All M.Ed. students in CMHC and SC programs must pass the exit exam in order to be eligible for graduation. See full policy under Graduation Requirements and Information.

Technology Competencies

Students are expected to already possess basic computer skills upon entering CEP and to acquire more skills as they progress through the program. Below is a list of computer competencies that describe this

developmental expectation:

- Basic Computer Operation and Concepts
- Word Processing Skills
- Spreadsheet Skills
- Internet/Web Skills
- myuwg
- Library Skills
- Course Den
- TK20

Systematic Review of Students

In accordance with 2009 CACREP standards and best practices, CEP faculty systematically monitor and evaluate the academic, clinical, and intrapersonal/interpersonal functioning of all students enrolled in programs in Counselor Education and College Student Affairs at the University of West Georgia. It is our intent and responsibility to maintain rigorous academic and dispositional standards in the preparation of CMHC and SC students. As a result, the UWG CPS faculty strives for transparency when evaluating students throughout the program. As you know, ALL students undergo the systematic review process, which takes place after accruing 30 credits, and 40/48 credits (depending on concentration). Sometimes, however, students are struggling in courses, or are showing dispositional concerns that require immediate attention between the systematic review processes. The following outline illustrates the process that faculty adhere to when evaluating and remediating students throughout their matriculation in the program, inclusive of the systematic student review process and student reviews that are situation-specific. To provide context, the following information includes examples, but is not exclusive, of behaviors expected of students in three critical areas of functioning and are usually reasons for evaluation and intervention.

Academic: Maintain 3.0 GPA and earn no more than one grade of C; complete program in timely manner in compliance with all program, college, and university requirements, and university policies and procedures; maintain contact with advisor and take appropriate sequencing of coursework; make consistent progress in thesis/dissertation; demonstrate creative problem solving, critical thinking and intellectual flexibility; progress in career role by developing an area of specialization and practice.

Examples of problem behaviors include failure to maintain academic standards, [academic dishonesty](#), and inconsistency in academic performance, failure to respond to and incorporate feedback regarding academic performance across courses and assignments.

Clinical: Integrate theory and research to guide clinical practice; demonstrate consistent progress in ability to work with clients including: assessment, conceptualization, selection, implementation, and evaluation of counseling interventions; demonstrate development of change agent skills; integrate multicultural

awareness, knowledge, and skills into professional interactions; establish professional interactions with clients and supervisors; and, uphold professional ethics.

Examples of problem behaviors include unsatisfactory performance and/or progress in counseling practice courses; failure to maintain security of client records or assessment instruments; engagement in exploitive relationship with clients; failure to recognize limits of competence and/or working outside boundaries of competence; and failure to accurately disclose one's professional status.

Intrapersonal and Interpersonal Functioning: Is aware of and manages emotions and behavior in a way that facilitates interpersonal interactions; is sensitive to issues of diversity and demonstrates respect for individual differences; establishes and maintains effective working relationships with peers and clients; understands and demonstrates professional and personal boundaries within role and context; actively practices wellness activities; and, recognizes and responds appropriately to personal limitations, values, and traits that impede counselor development

Examples of problem behaviors include those that obstruct the training process and/or threaten the welfare of the individual student, peers, colleagues, and clients (e.g., active substance abuse); failure to maintain academic commitments (i.e. contribute to group work); relationships with peers, supervisors, faculty, and/or clients characterized by conflict, dishonesty, harassment, discrimination, and/or exploitation.

STEP BY STEP SUMMARY OF SYSTEMATIC STUDENT REVIEW PROCESS

Step 1: Student completes 30 and 40/48 credit hours, depending on program.

Step 2: Student is notified by advisor to complete progress reporting form in TK20.

Step 3: Faculty will complete Performance Monitoring Rubric for each student in collaboration with program faculty. Results will be available to students as soon as the review has been completed.

Step 4a: Acceptable progress at the first review (30 credits) is determined by rubric scores of 2 or higher in all categories. Any scores of 1 (unacceptable) will immediately result in a professional development plan developed jointly by the student and his/her advisor. The goal of the plan is remediation of problem areas when possible. Students who are making unsatisfactory progress in more than one area may be referred to the student review committee.

Step 4b (2nd review; after 40/48 credits): Acceptable progress at the second review is determined by rubric scores of 3 or higher in all categories. Any scores of 1 (unacceptable), or more than one score of 2 (developing), will immediately result in a referral to the student review committee and may result in suspension or expulsion from the program.

STEP BY STEP SUMMARY OF STUDENT REVIEW PROCESS, SITUATION-SPECIFIC

Step 1: Student is notified by program faculty that they are under review, and are given information as to the nature of the review (e.g., clinical, dispositional, and/or inter/intra-personal)

Step 2: A student review committee is formed, which includes 2 faculty members from the CPS department

Step 3: Student attends review and has opportunity to express concerns and opinions. Student is given evidence of reasons for review.

Step 4: Following the outcome of this meeting, a Professional Development Plan may be initiated. This

plan will be created by faculty. The Professional Development plan includes the following:

a. The student's advisor and at least one other faculty member of the student's selection will meet with a student to discuss the noted deficiencies and suggest the steps necessary for remediation. The remediation plan must include, but is not limited to, the following:

1. Specific measures to be taken;
2. Time line for completing the plan;
3. The means for determining whether the measures taken have resulted in remediation;
4. The consequences to the student if there is a failure to remedy the problem within the specified time line, which may include being dropped from the program;
5. Notification of the student's rights in this process

A copy of the plan for remediation and a summary of the committee meeting will be developed by the advisor and provided to the student, program coordinator, department head, and Director of Graduate Studies.

If the student's committee, at the end of the designated time line, determines that the remediation efforts have been successful, all of the individuals listed above will be formally notified of that determination.

If the student's committee determines that the conditions for remediation have not been met in the time designated, the student will be given time to prepare and present his/her case to the Student Review Committee (SRC). The SRC will make a recommendation based on input from the student and the student's advisor.

If the recommendation is made to drop the student from the program, the SRC will prepare a statement reiterating the deficiencies and the outcome of the original professional development plan and forward it to the same individuals listed in "a" above.

Student Rights

- Students have a right to review this policy
- Students have a right to receive written description of the faculty concerns prior to any meetings to discuss progress or remediation
- Students have a right to respond to concerns raised about their progress and have their responses considered and integrated, when feasible, into professional development plans
- Students whose progress review results in recommendations for suspension or dismissal have the right to appeal that decision beginning with the department head.

Graduation Requirements and Information

General Requirements

Students must have successfully completed the appropriate plan of studies with a minimum GPA of 3.0 and receive a passing score on the department exit exam to be eligible for graduation. See <http://www.westga.edu/assets/docs/catalogs/Grad-full-current/3873.htm> for university policy related to graduation requirements.

Exit Exam

All M.Ed. students in CMHC and SC programs are required to take and pass the Counselor Preparation Comprehensive Exam (CPCE) in order to graduate. The CPCE is administered every semester including summer. The CPCE is a multiple choice exam testing the eight CACREP core areas. Additional information regarding the CPCE may be found at <http://www.cce-global.org/org/cpce>. Work with your advisor to determine your eligibility for the exam. In order to be eligible to take the exam students must:

- complete an application
- submit an unofficial transcript indicating that all required courses in their program of study have been completed (or be in their final semester of study)
- submit check with application made out to UWG

All of the above materials must be submitted to the CEP administrative assistant by the posted deadline. Passing score on the exam is at or equal to 1 standard deviation below the national mean of the exam. If a passing score is not obtained the student may take the exam the following semester. The exam may only be taken 3 times. If a student fails the exam 3 times he/she may graduate only if he/she takes and submits a passing score on the National Counselor Exam (NCE).

Application for Admission to Candidacy

The student must file for candidacy by midterm of the semester preceding graduation. When the student has filed for candidacy, the Graduate Studies Department of the COE will notify the CEP office so that appropriate signatures can be obtained.

Plan of Study

The official Proposed Plan of Study is to be filed with the Graduate Studies Department of the College of Education at the same time as the Admission to Candidacy. The planned program of study includes the following: program prerequisite curricular experiences, core curriculum requirements, specialized curricular experiences, supervised practicum and internship requirements, and appropriate elective curricular requirements. The student's advisor, Department Chair and the Dean of the Graduate School must sign the Plan of Study for the graduate school.

Application for Graduation

A student is required to make application for the graduation with the Graduate Office. There is a minimal fee. The deadline for submission of the graduation application is during the semester prior to graduation. Deadlines for completing and submitting the application for graduation are posted in the CEP office. A packet of the forms is also available in the CEP office.

Graduation Regalia and Supplies

Graduation supplies may be ordered on-line through the University Bookstore website <http://www.bookstore.westga.edu/>, Contact the bookstore for information about announcements, thank-you notes, and other supplies 678-839-6523.

Chi Sigma Iota Honor Cords

Chi Sigma Iota (CSI) members may purchase a CSI honor cord for minimal cost from a CSI faculty advisor (Dr. Julia Chibbaro or Dr. Julia Whisenhunt) or through the [CSI online store](#).

Professional Endorsement

The Clinical Mental Health and School Counseling programs are designed to prepare counselors who are competent to enter into appropriate work settings. Further specialization is necessary to become competent in specific areas of concentration. Therefore, endorsements for CEP graduates can be given only for professional positions and position levels specific to the program from which the respective student graduates and appropriate to the student's skill level.

Graduates from the Clinical Mental Health Counseling specialty must be licensed in order to practice in the State of Georgia. Clinical Mental Health Counseling students who successfully complete their planned programs of study will meet the educational requirements for professional counselor licensure in Georgia. Visit the [Georgia Secretary of State](#) for details. Graduates also meet the academic requirements to become an NCC. Visit the [NBCC](#) for details.

For purposes of School Counseling certification, the Office of Clinical Experiences for Teacher-Certification in the College of Education verifies the completion of the student's planned program at University of West Georgia. The office also provides information and assistance in completing the certification process. School Counseling students who successfully complete their planned programs of study also meet the educational requirements for professional counselor licensure in Georgia. Visit the [Georgia Secretary of State](#) for details. They also meet the academic requirements to become an NCC. Visit the NBCC for details.

General Information

Address /Phone Number Changes

For a variety of reasons, it is important that the department is able to reach students. Therefore, it is necessary to report any change of address or phone number to the CEP Administrative Assistant as soon as possible. In addition, changes in contact information also must be made at the Registrar's office. The CEP department does not make changes for the student to the Registrar's office. Likewise, the Registrar's Office is unable to provide the department with an address change for the student's record. It is the student's responsibility to make the appropriate changes to both the CEP Office and the Registrar. This may be easily done online through the [Enrollment Services Center](#)

I.D. Cards

Student ID cards are made in the Wolves Card Office located in the University Community Center (UCC), Top Floor, from 8 am until 5 pm, Monday through Friday. Student I. D. cards are free of charge for students enrolled in a University program. The same card is used throughout the entire enrollment period. It is validated as students pay fees each term and is non-transferable.

myUWG

MyUWG is an innovative tool designed to simplify the process of using email, Banner, WebCT and more. It provides a central login and url for access to most everything a student needs at UWG. To access myUWG go to <http://myuwg.westga.edu/>
To learn about myUWG services go to http://www.westga.edu/its/index_5390.php

MyUWG email account

Upon admission to the university every student is automatically provided with a free Google Apps account and free personal webspace. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email. For information regarding your email account visit http://www.westga.edu/its/index_12469.php.

CEP Listserv

The CEP maintains a student listserv. You are automatically enrolled in this listserv upon admission to the program. The listserv is moderated and used to communicate about important matters such as deadlines, course scheduling changes, job openings and other current news items.

Parking And Vehicle Registration

All vehicles parking on campus must be registered with Parking Services. Students must register their vehicles and obtain a hangtag in person at Parking Services in Row Hall (hours 7:30am to 4:30pm). Students have the first 5 class days after the beginning of their first semester to register their vehicles. Upon vehicle registration, a hangtag will be issued and is required for parking on campus. Failure to display a hangtag will result in a citation. Park only in the designated parking area that is depicted on your parking hangtag. It is important to pay all parking tickets promptly; unpaid parking tickets will result in an inability to register for classes until the fine is paid. Parking ticket appeals must be made within 5 days. Students should be familiar with the UWG Parking Code found at the Parking Services webpage http://www.westga.edu/parking/index_4289.php.

Weather/Emergency Closing

Classes may be canceled during times of inclement weather or an emergency. However, because of the difficulty in making up lost time, classes are canceled only in extreme circumstances. Final decision about University closings rests with the President. Notification of official closing or delayed opening of the University will be made by the Director of University Communications. Announcements are made through local and Atlanta media and posted on the University website www.westga.edu.

Student Support Services

Personal Counseling

Personal counseling for students is available at no cost through UWG Counseling Center. Students are encouraged to use this confidential service if the need should arise. Often when learning how to promote growth and change for clients, it becomes necessary to examine one's own change process. Faculty may suggest students seek counseling when personal issues appear to be interfering with the student's professional development or with the counseling process during Practicum or Internship. Neither CEP faculty nor counselors in training at the Counseling Center counsel students and any contact with UWG Counseling Center is confidential. To learn more about services or to learn how to make an appointment visit <http://www.westga.edu/counseling/>.

Accessibility Services

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. Students with a documented disability may work with the Office of Accessibility Services to receive essential services specific to their disability. Disabilities may be temporary or permanent and are categorized into three areas; physical, psychological and learning disorders. Students with documented special needs may expect

accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Accessibility Services at http://www.westga.edu/counseling/index_8884.php .

Career Services

UWG career services offers comprehensive resources for students including job search information, student employment and volunteer opportunities. Staff also provides help with resume and cover letter writing and mock interviews. To learn more about UWG career services visit <http://careerweb.westga.edu/> .

Other Resources

Bookstore

The University Bookstore is a campus resource for UWG textbooks, gear and supplies. The bookstore website enables students to buy or sell used and new textbooks; find official UWG gear; and purchase software, gifts, and graduation supplies on-line. Search the bookstore homepage at www.bookstore.westga.edu/.

CourseDen/D2L

CourseDen/D2L is the online course management system used by UWG. All or part of your course content for every course will be delivered using CourseDen. The log in page for CourseDen is at <https://westga.view.usg.edu/> Your login is your UWG ID and password. Help information is noted on the log in page as well as at <http://uwgonline.westga.edu/help.php> .

Ingram Library

The Ingram Library on the UWG campus houses a multitude of resources, including books, professional journals, government documents, and the Annie Belle Weaver Special Collections. Visit the library's website www.westga.edu/~library/ for complete information about the library holdings, reference resources, circulation, and other details. A useful service offered by the library is Ask-A-Librarian, an electronic connection to library the staff.

TecHub

The COE houses TechHUB, a free resource center for students and educators, located in the Education Center on the first floor. Many services are offered to COE students, such as reference materials, books, testing materials, technologically advanced curriculum resources, and materials that will let teachers enhance their classroom experience. Often material for use by students in individual courses is placed on reserve in TechHUB as well as in the Library on campus by CEP instructors. The TechHUB website can be found at <http://160.10.82.9/scripts/WebSafari.exe/start?Database=student>.

Technology Resources

The COE has computer labs available to students on the second floor of the Education Center in rooms 204 and 205. For information including hours of operation and available software visit

http://www.westga.edu/uwglabs/index_8833.php.

UWG also provides wireless access to students through connect West Wireless access. Coverage can be found throughout campus. To learn how to connect and for access points please visit

http://www.westga.edu/its/index_20293.php.

Professional Organizations

Professional organizations are vital to any profession. Such organizations foster standards, ethical principles, research, accreditation, and governance. Students are encouraged to join appropriate professional organizations. Most professional counseling organizations offer lowered rates for student membership.

Faculty members belong to professional organizations, attend and present at professional conferences, hold editorial positions for national and state journals, and hold office or chair committees in national and state organizations.

Students are encouraged to attend professional meetings and to offer proposals for presentations and manuscripts for publication. Some courses may require participation in professional development activities.

Following is a partial list of relevant national and state organizations with contact information. Students are encouraged to explore and join organizations of interest to them.

American Counseling Association (ACA)	http://www.counseling.org
American School Counselors' Association (ASCA)	http://schoolcounselor.org
American Mental Health Counselors Association (AMHCA)	http://amhca.org
Chi Sigma Iota (CSI)	http://www.csi-net.org
National Board of Certified Counselors (NBCC)	http://www.nbcc.org/
Licensed Professional Counselor Association of Georgia (LPCA)	http://www.lpcaga.org/
Georgia School Counselors Association (GSCA)	http://www.gaschoolcounselors.com/

Appendix A

Program Sheet and Plan of Study M.Ed. in Professional Counseling (Clinical Mental Health and School Counseling concentrations) Department of Clinical and Professional Studies University of West Georgia

The M.Ed. in Professional Counseling is designed for candidates preparing for employment as professional counselors in schools, mental health facilities, hospitals, community agencies, and colleges or universities or for careers in college student services in colleges and universities. Three options of study, Clinical Mental Health Counseling (CMHC), School Counseling (SC), and College Student Affairs (CSA) are available. The SC and CMHC programs are accredited by the [Council for Accreditation of Counseling and Educational Related Programs \(CACREP\)](#). Courses, listed in the eight core areas, satisfy the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). Candidates must complete the appropriate program of studies with a 3.0 GPA and make a passing score on the Counselor Preparation Comprehensive Examination (CPCE) in order to graduate. Completion of the M.Ed. degree in Professional Counseling (clinical mental health and school counseling tracks only) meet the educational requirements for licensure as a professional counselor in Georgia and as a nationally certified counselor (NCC). Graduates will receive faculty endorsement only for the relevant option and plan of study completed.

The master's degree in clinical mental health counseling concentration requires completion of a minimum of 60 semester hours of study while the school counseling concentration requires completion of a minimum of 48 hours of study. The completion of the master's degree in school counseling meets one of the requirements for recommendation by the University of West Georgia for initial certification in Georgia as a school counselor (S-5 level). School counseling candidates must also pass the required certification test in school counseling before a certification recommendation is given by the University of West Georgia.

Name: _____	Student ID #: _____
Address: _____ _____	Telephone: _____
Email: _____	Advisor: _____
Current Certification in Education (if any): _____	
Current licensure or certification in Counseling: LPC, LAPC, NCC, Other (if any): _____	

Completion Dates	
Initial Advising	GACE Content Assessment in School Counseling
SPED 6706*	
Tk20 Application for Practicum / Internship	GACE Basic Passed; or:
Application for Candidacy	Exempt: hold teaching certificate
Department written exam	Exempt: SAT, GRE, ACT Score
CPCE / NBCC National Counselors' Exam	Exempt: Master's Degree
Comments:	

PLAN OF STUDY

CORE CURRICULUM (<i>School & CMHC</i>)	HR S	G R	SEMESTE R	YEAR	SUB
I. HUMAN GROWTH AND DEVELOPMENT					
CEPD 7105 Counseling Across the Lifespan	3				
II. SOCIAL AND CULTURAL FOUNDATIONS					
CEPD 7138 Multicultural Counseling	3				
III. HELPING RELATIONSHIPS					
CEPD 6140 Basic Counseling Skills	3				
CEPD 6131 Counseling Theories	3				
IV. GROUP WORK					
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	3				
V. CAREER AND LIFESTYLE DEVELOPMENT					
CEPD 7112 Career Theory and Intervention	3				
VI. APPRAISAL					
CEPD 6151 Assessment and Appraisal in Counseling	3				
VII. RESEARCH					
CEPD 7152 Research and Program Evaluation	3				
VIII. PROFESSIONAL ORIENTATION					
CEPD 7141 Professional Orientation and Ethics in Counseling	3				
CEPD 7145 Advocacy and Leadership	3				
CLINICAL INSTRUCTION					
CEPD 6188 Practicum: (CEPD 6160, 6131, 6140, Prerequisites)	3				
CEPD 6182 Internship (CEPD 6188 Prerequisites)	6				
TOTAL CORE CURRICULUM HOURS	39				
CLINICAL MENTAL HEALTH COUNSELING (39 core + 21 specific=60 hours)					
CEPD 6135 Applied Counseling Theories	3				
CEPD 6141 Principles of Clinical Mental Health Counseling	3				
CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders	3				
CEPD 7134 Couples and Family Counseling	3				
CEPD 7153 Crisis Intervention	3				
CEPD 7155 Substance Abuse Counseling	3				
1 Elective: CEPD 6182 (Internship) or CEPD 7158 (Counseling in the Military Community), CEPD 7136 (Counseling Children and Adolescents), or other elective as approved by advisor	3				
SCHOOL COUNSELING (39 core + 9 specific*=48 hours)					
CEPD 6180 Principles of Professional School Counseling	3				
CEPD 7136 Counseling Children and Adolescents	3				
MEDT 6401 Instructional Technology**	3				

***Note:** If you have not previously completed a special education course which meets **Georgia Law HB 671**, in addition to the 48 total program hours and 6 specific school counseling hours that are required, you must take **SPED 6706: Special Education in the Regular Classroom**. This “3 hour course” **IS NOT INCLUDED** in the 48 hours for the school counseling program.

**** Note:** If this requirement has been met, an elective, preapproved by your advisor must be substituted

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

Plan of Study Worksheet
M.Ed. in Professional Counseling: *Clinical Mental Health Counseling*

Department of Clinical and Professional Studies
 University of West Georgia

Clinical Mental Health Counseling					
CORE CURRICULUM	SE Q	HR S	SEMESTER REQUIRED	GR	SEM/YR COMPLET ED
NOTE: COURSE SEQUENCE WILL BE STRICTLY ENFORCED. ANY DEVIATION FROM REQUIRED SEQUENCE MUST BE APPROVED BY THE ADVISOR					
CEPD 6140 Basic Counseling Skills	1	3	1 st FALL		
CEPD 6131 Counseling Theories	2	3	1 st FALL		
CEPD 6141 Principles of Clinical Mental Health Counseling	3	3	1 st FALL		
CEPD 7141 Professional Orientation and Ethics in Counseling	4	3	1 st SPRING		
CEPD 7134 Couples and Family Counseling	5	3	1 st SPRING		
CEPD 6160 Group Counseling (CEPD 6140, 6131 Prerequisite)	6	3	1 st SPRING		
CEPD 6151 Assessment & Appraisal in Counseling	7	3	1 st SUMMER		
CEPD 7138 Multicultural Counseling and Education	8	3	1 st SUMMER		
CEPD 7145 Advocacy and Leadership	9	3	1 st SUMMER		
CEPD 7111 Diagnosis and Treatment of Mental and Emotional Disorders	10	3	2 nd FALL		
CEPD 6135 Applied Counseling Theories	11	3	2 nd FALL		
CEPD 7153 Crisis Intervention	12	3	2 nd FALL		
CEPD 6188 Practicum: Professional Counseling	13	3	2 nd SPRING		
CEPD 7155 Substance Abuse Counseling	14	3	2 nd SPRING		
CEPD 7105 Counseling across the Lifespan	15	3	2 nd SPRING		
CEPD 7112 Career Theory and Intervention	16	3	2 nd SUMMER		
CEPD 7152 Research and Program Evaluation	17	3	2 nd SUMMER		
Elective (<i>only 1 elective required, CEPD 7158 Counseling in the Military Community or other elective</i>)	18	3	2 nd SUMMER		
CEPD 6182 Internship: Professional Counseling	19	6	3 rd FALL		
Elective (<i>only 1 elective required, CEPD 6182 300 hour internship; CEPD 7136 Counseling Children & Adolescents or other elective</i>)	20	3	3 rd FALL		
Total Required Hours			60		
COMMENTS:					

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

M.Ed. in Professional Counseling: *School Counseling*

Department of Clinical and Professional Studies
University of West Georgia

School Counseling					
CORE CURRICULUM	Seq	HR	SEMESTER	GR	SEM/YR
NOTE: COURSE SEQUENCE WILL BE STRICTLY ENFORCED. ANY DEVIATION FROM REQUIRED SEQUENCE MUST BE APPROVED BY THE ADVISOR		S	REQUIRED		COMPLET ED
CEPD 6140 Basic Counseling Skills	1	3	1st SUMMER		
CEPD 6131 Counseling Theories	2	3	1st SUMMER		
CEPD 6151 Assessment and Appraisal in Counseling	3	3	1st SUMMER		
CEPD 6160 Group Counseling	4	3	1st FALL		
CEPD 6180 Principles of Professional School Counseling	5	3	1st FALL		
CEPD 7152 Research and Program Evaluation	6	3	1st FALL		
CEPD 7141 Professional Orientation and Ethics in Counseling	7	3	1st SPRING		
MEDT 6401 Instructional Technology**	8	3	1st SPRING		
SPED 6706 Spec Educ in Regular Classroom	9	3*	1st SPRING		
CEPD 7105 Counseling Across the Lifespan	10	3	2nd SUMMER		
CEPD 7138 Multicultural Counseling and Education	11	3	2nd SUMMER		
CEPD 7145 Advocacy and Leadership	12	3	2nd SUMMER		
CEPD 7112 Career Counseling and Interventions	13	3	2nd FALL		
CEPD 6188 Practicum:	14	3	2nd FALL		
CEPD 7136 Counseling Children & Adolescents	15	3	2nd FALL		
CEPD 6182 Internship	16	6	2nd SPRING		
Total Hours (*3 hours in addition to the "48 hours")		48			
Comments:					

Student signature: _____

Date: _____

Advisor signature: _____

Date: _____

Note: This handbook is subject to change without notice.