



**Clinical Mental Health Counseling**  
**and**  
**School Counseling**

19th edition

Edited by Dr. Morgan Jenkins. Revised Summer 2026.  
Please contact Dr. Morgan Jenkins ([mjenkins@westga.edu](mailto:mjenkins@westga.edu)) with any comments, suggestions, or revisions.

# **Department of Counseling, Higher Education, and Speech-Language Pathology**

## **Counselor Education Programs**

### **M.Ed. in Clinical Mental Health Counseling & School Counseling**

**Note: The Ed.S. and the Ed.D. Programs 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

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

## **Financial Aid, Scholarships and Awards**

Financial Aid	p. 13
CEP Scholarships	p. 13
CEP Awards	p. 14

## **Clinical Experiences**

p. 14

## **Grades**

Academic Standing and Retention	p. 14
Grading Policy	p. 14
Academic Standards	p. 14
Academic Appeals	p. 14
Assignment of Incomplete	p. 14
Courses with a Clinical Component	p. 15

## **Academic and Ethical Expectations**

Faculty Expectations of Students	p. 15
Class Attendance	p. 15
Academic Honesty	p. 15
Style Manual	p. 16
Ethical Standards	p. 16
Notice of Expectation Regarding Professional and Ethical Conduct	p. 16
On-line Social Networks	p. 16
Exit Exam	p. 16
Technical Competencies	p. 16
Notice of Expectation Regarding Professional and Ethical Conduct	p. 17
Confidentiality and Protection of Client Information	p. 17

## **Systematic Review of Students**

pp. 18-20

## **Graduation Requirements and Information**

General Requirements	p. 20
Exit Exam	p. 20
Application for Admission to Candidacy	p. 20
Application for Graduation	p. 20
Graduation Regalia and Supplies	p. 20
CSI Honor Cords	p. 21

## **Professional Endorsement**

p. 21

## **General Information**

Address/Phone Number Changes	p. 21
I.D. Cards	p. 21
One Login	p. 21
myUWG Email	p. 22
CEP Listserv	p. 22
Parking and Vehicle Registration	p. 22
Weather/Emergency Closings	p. 22
Safety and Security of Minor-Children	pp. 22-23

**Student Support Services**

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

**Other Resources**

UWG Bookstore	p. 23
CourseDen (D2L)	p. 24
Ingram Library	p. 24
Innovation Lab	p. 24
Technology Resources	p. 24

<b>Professional Organizations</b>	p. 24
-----------------------------------	-------

## **Introduction and Welcome**

Welcome to the Counselor Education Program (CEP) in the Department of Counseling, Higher Education, and Speech-Language Pathology. 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 Counseling, Higher Education, and Speech-Language Pathology 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 Higher Education and Speech-Language Pathology.

### **Vision and Mission Statement**

The vision of the Department of Counseling, Higher Education, and Speech-Language Pathology is to prepare exemplary practitioners who make a meaningful difference in the community and in the lives of the individuals with whom they work.

The mission of the Department of Counseling, Higher Education, and Speech-Language Pathology is to: Prepare exemplary entry-level practitioners with the professional knowledge, skills, and disposition to deliver evidence-based practices to diverse individuals across the life span.

Prepare exemplary advanced-level practitioners with professional knowledge, skills, and dispositions to bring about systemic change through program evaluation, advocacy, and leadership.

Provide outreach to the community, including outreach through a comprehensive community clinic that delivers speech-language pathology, audiology, developmental reading instruction, special education, counseling, and related diagnostic and educational services.

Explore and communicate new knowledge through applied research.

### 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 2024 standards through March 31, 2032.



#### **OTHER ACCREDITATIONS**

- UWG is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

## Counselor Education Program

### Program Faculty



**CRAWFORD, CAREY C., PH.D.**

**Assistant Professor & School Counseling Program Coordinator**

Ph.D. (University of Georgia), M.A. (University of South Florida), B.S. (Florida Southern College)

Office: Ed Annex 249

Phone: 678-839-5000

[ccrawford@westga.edu](mailto:ccrawford@westga.edu)



**JENKINS, MORGAN, PH.D., LPC, ACS**

**Clinical Associate Professor & MEd Program Coordinator**

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

Office: Ed Annex 227

Phone: 678-839-6161

[mjenkins@westga.edu](mailto:mjenkins@westga.edu)



**TARZIERS, KYNDEL, PH.D., LPC, NCC**

**Assistant Professor**

Ph.D. (Georgia State University), M.S. (University of South Alabama), B.A. (Auburn University)

Office: Ed Annex 229

Phone: 678-839-6127

[ktarziers@westga.edu](mailto:ktarziers@westga.edu)



**WHISENHUNT, JULIA, PH.D., LPC, NCC, CPCS**

**Professor and Director of the Ed.D. in Professional Counseling and Ed.S 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: 678-839-6116

[jwhisenh@westga.edu](mailto:jwhisenh@westga.edu)

## **Degree Programs**

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

- M.Ed. with specialties in the following concentrations:
  - Clinical Mental Health Counseling (60 semester hours)
  - School Counseling (60 semester hours)
- Ed.S. degree in Professional Counseling (information regarding the 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:

1. An identity as a professional counselor;
2. Understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
3. Understanding of and compliance with codes of ethics and standards of practice of the counseling profession;
4. Ability to use technology to enhance services delivered to clients/students;
5. Understanding of and skills to work with and advocate for diverse client/student populations;
6. Understanding and practical application of theories of individual and group counseling and human development;
7. Ability to facilitate growth, development, success, and health with clients/students in individual and group settings;
8. Understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of clients, students, and/or communities; and
9. 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 2024 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 academic requirements for licensure as an APC 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). For more information on national certification, visit the [NBCC website](#).

## **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 60-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.

## **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/key performance indicators (KPIs) across the curriculum are linked to learning objectives. Data are entered into CourseDen, the learning management system used by UWG.

### **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**

- Advisement satisfaction survey
- Graduating student (near-completer) survey
- Graduate (completer) survey
- Employer and site supervisor survey
- Professional Dispositions Rubric (to be completed by instructors and site supervisors in CEPD 6182 and 6188)

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 should meet with their advisor during their first semester of coursework 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](#) 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 and the Graduate School. The following conditions must be met but do not constitute an exhaustive list of all required conditions:

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

A [transfer credit request form](#) is available online and must be submitted for approval. No guarantee of approval can be offered by the academic department; all transfer credit requests must be reviewed by the Graduate School following review by the academic department.

## **Plan of Study**

Current plans of studies may be found on the [M.Ed. webpage](#).

## **Change of Specialty Area**

Students may request a transfer from one specialty area (CMHC or SC) to another within the M.Ed. program. The student must meet all admission requirements, and may have to interview again, in the newly selected specialty area. This process begins with a written statement describing the rationale for the request and a discussion with their advisor. The advisor will make a recommendation regarding the request to the department chair or assistant 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 [online](#). They may also be accessed via individual faculty profiles. From the Counselor Education Program website ([UWG | Counselor Education](#)) under the “Faculty” subpage. Syllabi for the upcoming/current semester are posted in CourseDen. Students are expected to review the course syllabus before 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 <https://www.westga.edu/student-services/registrar/the-scoop.php>.

### **Class Bulletin**

A listing of courses offered during the current and, usually two semesters past, can be found at the UWG website. Click “Academics” on the homepage [www.westga.edu](http://www.westga.edu), then “Schedule of Classes.”

### **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. Students should make an appointment with their advisor soon after to address any possible deviations from the established Plan of Study.

### **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 orientation, students and faculty will be introduced, important details relevant to the CEP will be shared, and students will be prepared to register for courses.

## **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> or in person at the Registrar Office. Registration during the “early registration” period is recommended because returning students are more likely to obtain a seat in their 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. If multiple sessions of a class are needed, some daytime options may be available during Fall and Spring semesters. Summer semester classes are offered across daytime hours. Check the University Class Bulletin for course schedules at <http://banweb.westga.edu> for additional details. The CEP clinical courses may 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) or in person at the Registrar’s Office. If payment is late, classes may be dropped and a late fee will be assessed. In addition to university fees, a fee of \$150 is assessed for enrollment in CEPD 6182 (internship) and a fee of \$60 for enrollment in CEPD 6188 (practicum). Further, a \$30 education simulator fee is associated with the following courses: CEPD 6135, CEPD 6140, CEPD 6160, CEPD 6172, CEPD 7136, CEPD 7141, and CEPD 7153. The courses to which education simulator fees are attached may change.

## **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/](http://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/](http://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 ([UWG | College of Education](http://www.westga.edu/ce)).

## **CEP Awards**

CEP may present awards each year at the COE Hooding Ceremony and/or Graduation. Criteria for the awards vary from year to year but consistently recognize those students who excel in academics, advocacy, leadership, professional development, and service.

## **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 on the [CEP webpage](#).

## **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 earning a C in a core course must retake the course, regardless of the cumulative GPA, and earn a grade of B or higher. A C in a non-core course will not be included in the student's approved plan of studies. The student may retake the same course or substitute another graduate-level course (approved by the advisor) one time. The student must earn a B or higher in order for the grade to be included in the approved plan of study. The repeated course will not replace the grade for the original course; in other words, all grades will be calculated to comprise the cumulative GPA. Earning an Unsatisfactory, two C's, or an F in a core course will result in dismissal from the program.

### **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 [UWG | Academic Policies](#).

### **Academic Standards**

Academic Standards are described in the Graduate Catalog located at [UWG | Academic Policies](#).

### **Academic Appeals**

Students have the right to appeal a course grade. Policy for grade appeals may be found in the Graduate Catalog at [UWG | Academic Policies](#).

### **Assignment of Incomplete**

An incomplete (I) indicates that a student was doing satisfactory work but, for non-academic reasons beyond the student's 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**

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at UWG assume responsibility for upholding the Honor Code. UWG students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism\*, cheating\*, fabrications\*, aid of academic dishonesty, lying, bribery or threats, and stealing.

When a student chooses to enroll at the University of West Georgia students pledge the following:  
*Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

*I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the [Office of Community Standards](#).

## **APA 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 the 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 7141, Professional Orientation and Ethics. 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](http://www.counseling.org).

## **Online Social Networks**

Students who participate in on-line social networks (such as Facebook, X, 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 (CPCE) in order to be eligible for graduation. The CPCE is offered three times per year, during Fall, Spring, and Summer semesters. 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/D2L

## **Notice of Expectation Regarding Professional and Ethical Conduct**

The M.Ed. in Professional Counseling at University of West Georgia (UWG) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards. Accordingly, students within the M.Ed. in Professional Counseling at UWG must be willing and able to meet the accreditation standards as set forth by CACREP. These standards address students' knowledge, skill, and dispositions related to practice as a Professional Counselor. Further, as a CACREP-accredited program, the M.Ed. in Professional Counseling at UWG subscribes to the American Counseling Association's (ACA) Code of Ethics. Accordingly, students within the M.Ed. in Professional Counseling at UWG are required to uphold the standards of ethical practice as set forth by ACA. Students who are unable or unwilling to meet these requirements may be subject to remediation and/or dismissal from the program.

### **CACREP 2016 Standards:**

<https://www.cacrep.org/for-programs/2016-cacrep-standards/>

### **ACA Code of Ethics:**

<https://www.counseling.org/resources/ethics>

## **Confidentiality and Protection of Client Information**

Students enrolled in practicum and internship are expected to maintain the confidentiality of all client information in accordance with applicable federal and state laws, ethical standards of the counseling profession, site policies, and program requirements.

Because supervision may include audio recordings, video recordings, live observation, case presentations, and consultation, students must obtain appropriate informed consent from clients before recording or observing counseling sessions. Clients must be informed of the purpose of supervision and the limits of confidentiality associated with counselor training.

Students shall:

- Protect all client identifying information and discuss client cases only for educational, supervisory, or treatment purposes.
- Use only program- and site-approved methods for creating, storing, transmitting, and sharing recordings.
- Maintain recordings and clinical documentation in secure, password-protected, encrypted, or otherwise approved locations.
- Refrain from storing client information on personal devices or unapproved cloud-based platforms.
- Limit access to recordings and records to authorized supervisors, faculty, and personnel with a legitimate educational or clinical need.
- De-identify client information when used in class discussions, assignments, presentations, or supervision whenever possible.
- Follow site, university, state, federal, and applicable privacy regulations regarding the retention and destruction of recordings and records.
- Immediately report any actual or suspected breach of confidentiality to the site supervisor and faculty supervisor.

Failure to comply with confidentiality requirements may result in remediation, dismissal from the field placement, or other disciplinary action consistent with program policies.

## Systematic Review of Students

In accordance with 2024 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 CSC faculty strives for transparency when evaluating students throughout the program. As you know, ALL students undergo the systematic review process, which takes place during CEPD 6160: Group Counseling, and CEPD 6188: Professional Counseling Practicum. 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 use, medical impairment, psychological impairment); 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 enrolled in CEPD 6160 and CEPD 6188.

**Step 2:** Faculty will complete a review of each student in CEPD 6160 and CEPD 6188 during the Student Review faculty meeting during each corresponding semester.

**Step 3:** Any concerns from faculty will immediately result in an informal discussion with the student, followed by a professional development plan developed jointly by the student and their advisor, as needed. 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 3b** (2nd review; CEPD 6188): Acceptable progress at the second review is determined by faculty and advisor feedback. If sufficient progress from the first review was not made, referral to the student review committee will occur.

## **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 two faculty members from the CHS department.

**Step 3:** Student attends review and has the 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: The student's advisor and at least one other faculty member will meet with the 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. Timeline 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 timeline, which may include being dropped from the program; and
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, and department chair.

If the student's committee, at the end of the designated timeline, 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 their 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 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/chair.

## **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 the [UWG | Office of Graduate Admissions](#) 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>. Student should work with their advisor to determine their eligibility for the exam. In order to be eligible to take the exam students must:

- Complete an online application to indicate eligibility to sit for the exam
- Create a Pearson VUE account, per the instructions provided by CCE
- Submit payment through Pearson VUE

The program coordinator disseminates information via the UWG Counseling Student listserv regarding the CPCE each semester. All students should check their UWG email account to learn more about the CPCE application and registration processes. A passing score on the exam is at or equal to one standard deviation below the national mean of the exam (for the exit examination administration of the CPCE). If a passing score is not obtained, the student may take the exam the following semester. The exam may only be taken three times. If a student fails the exam three times, the student may graduate only if the student takes and submits a passing score on the National Counselor Exam (NCE).

### **Application for Graduation**

A student is required to complete an application for graduation with the Graduation Office. There is a minimal fee. The deadline for submission of the graduation application is during the semester prior to graduation. Deadlines and the graduation application are available [online](#).

### **Graduation Regalia and Supplies**

Graduation supplies may be ordered on-line through the [UWG Outfitters](#).

### **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 Whisenhunt or Dr. Morgan Jenkins) or through the [Chi Sigma Iota](#).

### **Professional Endorsement**

The M.Ed. in Professional Counseling is designed for graduate students preparing for employment as professional counselors in schools, community and clinical agencies, and colleges/universities. Two options of study, School Counseling and Clinical Mental Health Counseling, are available. The School Counseling program consists of a minimum of 60 semester hours (2 years or 6 semesters of full-time study). The Clinical Mental Health Counseling program consists of a minimum of 60 semester hours (2-1/2 years or 7 semesters of full-time study). A student will receive faculty endorsement only for the relevant option and plan of study completed.

Core courses in School and Clinical Mental Health Counseling include studies in theory and practice of counseling, lifespan and career development, individual and group counseling, multicultural counseling, assessment and appraisal, research crisis and trauma counseling, substance abuse counseling, and couples/family counseling. Supervised practicum and internship experience specific to the chosen option also are required.

The School Counseling program is preparatory for certification (S-5) in kindergarten, elementary, middle, and high school counseling. Completion of the M.Ed. in School Counseling meets one of the requirements for professional certification as a school counselor (S-5) in Georgia. Passing scores on the School Counseling GACE Content Assessment and verification of program completion from the University of West Georgia also are required.

The Clinical Mental Health Counseling program is preparatory for a wide variety of positions in community agencies, business, and institutions. The Clinical Mental Health Counseling option meets the current educational requirements for licensure as a professional counselor (LPC) in Georgia, and both the Clinical Mental Health and School Counseling options meet the educational requirements for national counselor certification (NCC) through the National Board for Certified Counselors.

### **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 university. This may be easily done online through the [UWG | 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.

#### **OneLogin**

The University of West Georgia utilizes [OneLogin](#) as our Single-Sign-On (SSO) Portal for all of our online applications. OneLogin provides a simple and seamless method for students, faculty, and staff to

access online resources where a UWG user account is required to access the resource.

### **MyUWG email account**

Upon admission to the university every student is automatically provided with a free Microsoft Outlook 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 email 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 their email. Information about UWG email can be found [online](#).

### **CEP Listserv**

The CEP maintains a student listserv. Students 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. If students do not believe they are included on the listserv, it is their responsibility to notify their advisor immediately.

### **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 should be familiar with the UWG Parking Code found at the Parking Services webpage [Online Registration](#).

### **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](http://www.westga.edu).

### **Safety and Security of Minor-Children**

Due to the safety and security of minor-children, potential distractions within the classroom/clinical settings, and the demanding and sometimes confidential nature of some information covered in our courses, it is not appropriate for our enrolled students to bring their children into classroom sessions and/or into the CCC during active class and/or clinical periods.

Please be aware that the Department of Counseling, Higher Education, and Speech-Language Pathology has the following policy:

- The "minor children of enrolled students" are not approved to be present in classrooms and/or in the CCC during active class/clinical meetings; and
- The "minor children of enrolled students" are not to be left unattended in any of the COE facilities while students attend class, clinical or advisement sessions.

We are sensitive to the fact that some of our students have childcare responsibilities, and we clearly support childcare as taking priority over a class and/or clinical meeting. Although such absences are not "excused" under the UWG attendance requirements, our faculty (instructors) will be cooperative in dealing with missed class meetings where there is a legitimate childcare conflict, and such situations will

be handled on a case-by-case basis between the student, the instructor and the Department Chair (if necessary).

If students have a class/clinical meeting conflict, related to a childcare, they should:

- Contact their instructor as early as possible (preferably in advance of the class meeting) in order to advise the instructor of the conflict;
- Request the relevant information/materials that they will miss (or have missed) during the class session from the instructor, and/or from their fellow classmates;
- Make arrangements with the instructor to make up the class absence (if appropriate).

## **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.

### **Accessibility Services**

The official UWG policy is contained in the link to the [UWG | Common Language for Course Syllabi](#) located on the Provost's website. 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. For more information, please contact [Accessibility Services](#) at the University of West Georgia.

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if the student needs to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of their Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be granted.

### **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.

## **Other Resources**

### **Bookstore/UWG Outfitters**

[UWG Outfitters](#) 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.

### **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 [UWG | CourseDen Help](#).

### **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/](http://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.

### **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 [UWG | Information Technology Services](#) 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 [UWG OneLogin -- UWG OneLogin SelfService Tools](#) .

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

*Note: This handbook is subject to change without notice*

