Graduate Student Handbook

Ed.S. in Professional Counseling

Department of Counseling, Higher Education, and Speech Language Pathology

Counselor Education Programs

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

Ed.S. (Professional Counseling)

Ed.D. (Professional Counseling & Supervision)

*The M.Ed. in Professional Program and Ed.D. in Professional Counseling and Supervision Program are detailed in separate handbooks.

This Handbook is designed to provide graduate students enrolled in the Ed.S. in Professional Counseling with helpful information. It is not intended to be a comprehensive listing of policy statements or to supersede University policy. Nor is it to be interpreted as a contract.

Table of Contents

Introduction and Welcome

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

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.*

Accreditations

CACREP
CACREP does not accredit Ed.S. programs and, as such, the Ed.S. in Professional Counseling is not accredited by CACREP. The purpose of the Ed.S. is to prepare candidates with advanced skills and knowledge related to the field of professional counseling.

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 Council for the Accreditation of Educator Preparation.

Professional Counseling Programs

Ed.S. Mission Statement
The mission of the Ed.S. in Professional Counseling program is to provide professional counselors with advanced skills and knowledge to be exemplary practitioners and supervisors.

Program Goals
Candidates will demonstrate:
- the ability to apply advanced theories of individual and group counseling in practice.
- the ability to apply research methods to counseling interventions and/or program evaluation and use the information to improve programming
- the ability to provide quality clinical supervision

- an understanding of current issues in counseling and supervision
- advanced skills in specialty area of interest
- knowledge, skills, and dispositions relevant to practice in a multicultural society

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 CourseDen/D2L or Qualtrics.

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 communicate directly with their faculty regarding neEd.S., observations, or appraisal.

Other evaluations include
- Near Completer Surveys
- Graduate Surveys

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

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 and 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 students keep in contact with their advisor. Because changes do occur, it the student's responsibility to check their official UWG email account 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. 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; and
- Transfer courses must meet the student learning objectives for the courses they replace.
- A transfer credit request form must be completed and signed by the appropriate parties.

Plan of Studies

Current plans of studies may be found on the Ed.S. program webpage.

Additionally, the Ed.S. plan of study is located in Appendix A.

Course Syllabi

Course syllabi contain descriptions of course objectives, activities, evaluation criteria, and other general information and are available at https://www.westga.edu/academics/courses.php. They may also be accessed via individual faculty profiles.

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 under Academics titled: "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 after admission during the first semester and at regular intervals thereafter.

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 through myUWG. 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
The Ed.S. in Professional counseling is a fully online degree, which means all the classes are provided fully online for students through the online learning management system CourseDen.

Fees and Fee Payment
Please visit the UWG Office of Student Accounts and Billing for information tuition, fees, and university policies regarding payments.

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 for open drop/add. After that time period, withdrawal policies are in effect, including a grade of "W" on the transcript and no refund of tuition or fees. See www.westga.edu/registrar/ for policies and procedures.

Financial Aid, Scholarships and Awards

Financial Aid
Please visit the Financial Aid office www.westga.edu/finaid/ for information regarding financial aid, scholarships, and grants.

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 https://www.westga.edu/academics/education/coe-scholarships.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.

Grades

Academic Good 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 class 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 Catalogue located at https://www.westga.edu/student-services/registrar/course-catalogs.php

Academic Standards
Academic Standards are described in the Graduate Catalog located at https://www.westga.edu/student-services/registrar/course-catalogs.php

Academic Appeals
Students have the right to appeal a course grade. Policy for grade appeals may be found in the Graduate Catalog at https://www.westga.edu/student-services/registrar/course-catalogs.php

Assignment of Incomplete
An incomplete (I) indicates that a student was doing satisfactory work but, for non-academic reasons beyond their 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 or otherwise noted by the faculty member if there is a desire to resolve the (I) earlier than the one calendar year limit; otherwise, the Incomplete (I) becomes a Failure (F).

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.

Online Class Engagement
Class engagement policies are outlined in the syllabus. Students are expected to engage in the online platform as required by the faculty member. Failure to adhere to attendance and/or engagement 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, which is outlined in the Graduate Catalog. All work completed in this program must be original work. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs, but is not limited to, when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person, regardless of intentionality. Unauthorized use of generative artificial intelligence may also be considered plagiarism or academic dishonesty. 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 latest Student Handbook and the Graduate Catalog.

Style Manual
Students in the Counselor Education Programs 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 (UWG Outfitters) 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.

Professional and Ethical Conduct
The Department of Counseling, Higher Education, and Speech-Language Pathology (CHS) is committed to fostering an educational environment that supports all students. As such, all students in the Ed.S. in Professional Counseling at UWG must be willing and able to endorse the ethical standards of the American Counseling Association.

Technology Competencies
The Ed.S. in Professional Counseling is fully online. As such, students are expected to possess basic computer skills upon entering CEP and to acquire more skills as they progress through the program. Adequate technological competency is necessary for program matriculation, and it is the student's responsibility to ensure that they possess or acquire technological competency.

Summary of Student Review Process

There are incidences when faculty may have specific concerns regarding students. In such instances, the following procedure will occur.

It is important to note that this is a case by case review process to assess any dispositions deemed problematic by faculty.

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.

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

Step 4: A Professional Development Plan may be initiated. Faculty will create this plan. The Professional Development plan includes the following:
The student review committee 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 if there is a failure to remedy the problem within the specified timeline, 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 and provided to the student, program coordinator, department head, and/or Director of Graduate Studies.

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. The Student Review Committee will make a recommendation based on input from the student and the student's advisor.

If the recommendation is made to dismiss the student from the program, the Student Review Committee 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 https://www.westga.edu/student-services/registrar/course-catalogs.php and https://www.westga.edu/student-services/registrar/graduation.php for university policy related to graduation requirements.

Plan of Study
In order to graduate, all course requirements must be met, which are identified for the Ed.S. plan of study. Those students who were admitted with additional prerequisite course requirements are required to complete all identified prerequisite courses prior to approval for graduation, regardless of completion of the standard Ed.S. curriculum. Faculty monitor the courses taken by students and once all courses have been completed with a passing grade, the student has passed the Exit Exam, and the student is in the final semester, faculty will approve the student for graduation. Please see Appendix A for the Ed.S. Plan of Study.

Exit Exam
Students are required to take an Exit Exam in their final semester of the Ed.S. Program. Students may take the Exit Exam early, if there are extenuating circumstances. Students are provided the Exit Exam procedures by the Program Coordinator via email. The due date for the semester is communicated via email to all students and is typically due the month prior to graduation. Please see Appendix B for the full procedures.

The Exit Exam rubric consists of five questions, each of which is associated to a program outcome. The rubric is provided in Appendix C. Each committee member scores the responses from the Oral Presentation (i.e. Oral Exam), which are averaged together for a final score. Students must earn an average score of 3.0 or better to pass the exit exam.

Application for Graduation
A student is required to make application for the graduation with the Registrar's Office. There is a minimal fee. The deadline for submission of the graduation application is during the semester prior to graduation. Specific information for graduation should be obtained from the Registrar's website:
https://www.westga.edu/graduation/

Spring Graduation	Fall Graduation	Summer Graduation
October 1st	August 1st	March 1st

Graduation Regalia and Supplies
Graduation supplies may be ordered on-line through the University Bookstore (UWG Outfitters) website. Ed.S. students should purchase the Ed.S./Master's Gown and the Specialist Education Hood, Light Blue.

Professional Endorsement and GA PSC Upgrades

For certificate upgrades only, please work through your school system's central office to submit the necessary paperwork to GaPSC. The only documentation you will need from UWG is your official transcript to be ordered for delivery directly to GaPSC, or to your school system if they plan to upload to GaPSC on your behalf.

For endorsements, please contact Kathy Jones, kjones@westga.edu.

General Information

Name/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 process any change of address or phone number via your MyUWG profile as soon as possible.

I.D. Cards
Student ID cards are made in the [Wolves Card Office](#). 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, Banweb, CourseDen and more. It provides a central login and URL for access to most everything a student neEd.S. at UWG. To access myUWG go to http://myuwg.westga.edu/.

MyUWG email account
Upon admission to the university, every student is automatically provided with a free UWG email account and free personal webspace through Microsoft 365. 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 their email. For information regarding your email account visit https://www.westga.edu/isap/activate-my-uwg-account.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, exit exams, 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. Students should be familiar with the UWG Parking Code found at the Parking Services webpage https://www.westga.edu/campus-life/parking/index.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. Announcements are made through local and Atlanta media and posted on the UWG 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. To learn more about services or to learn how to make an appointment visit http://www.westga.edu/counseling/.

Accessibility Services
The official UWG policy is contained in course syllabi. 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 neEd.S. course adaptations or accommodations because of a disability or chronic illness, or if the student neEd.S. to make special arrangements in case the building must be evacuated, the student should notify their instructor in writing and provide a copy of his/her 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 given. For more information, please contact

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
https://www.westga.edu/student-services/careerservices/index.php

Other Resources

Bookstore/UWG Outfitters
The University Bookstore (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. Search the bookstore homepage at
https://shopuwgoutfitters.westga.edu/home.

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 https://www.westga.edu/uwgonline/courseden-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 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.

Innovation Lab
The COE houses Innovation Lab, a free resource center for students and educators, located in the Education Center on the first floor. The Innovations Lab is designed to provide a space for university faculty, students, and local educators to learn, use, and innovate emerging technology for use in the classroom and the community. The Innovation Lab website can be found at
https://www.westga.edu/academics/education/innovations-lab.php

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
https://www.westga.edu/its/student-services.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 https://www.westga.edu/its/wireless.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

Plan of Study Worksheet
Ed.S. in Professional Counseling
Department of Counseling, Higher Education, and Speech Language Pathology
University of West Georgia

Revised 2024					
CORE CURRICULUM	**Seq**	**HRS**	**SEMESTER REQUIRED**	**GR**	**SEM/YR COMPLETED**
CEPD 8138 Advanced Multicultural Counseling	**1**	**3**	**FALL**		
CEPD 8185 Professional Writing	**2**	**3**	**FALL**		
CEPD 8153 Advanced Therapeutic Topics in Counseling	**3**	**3**	**FALL**		
CEPD 8194 Mixed Methods Analysis	**4**	**3**	**SPRING**		
CEPD 8152 Consultation, Collaboration and Program Development in Counseling	**5**	**3**	**SPRING**		
CEPD 8156 Designing Effective Programs	**6**	**3**	**SPRING**		
CEPD 8171 Current Issues in Counseling and Supervision	**7**	**3**	**SUMMER**		
CEPD 8141 Supervision in Counseling	**8**	**3**	**SUMMER**		
Advisor approved elective (pre-approved electives include CEPD 7158, CEPD 7163, and CEPD 7160)	**9**	**3**	**SUMMER**		
Total Hours		**27**			
Comments: • Students cannot deviant from this plan of study without prior permission from the Ed.S. program coordinator. • Students are to apply for graduation the semester <u>before</u> they are scheduled to graduate. • Students must <u>complete and pass the Ed.S. Oral Exit Exam</u> during the semester in which they are scheduled to graduate.					

Student signature: _____   **Date:** _____

Advisor signature: _____   **Date:** _____

Appendix B

Ed.S. Oral Examination Procedures and Questions

Procedures for Oral Examination Committee:

The Ed.S. in Professional Counseling at UWG utilizes an Oral Exit Exam as a capstone requirement; receiving a passing score on the Oral Exit Exam is a requirement for program completion. The Ed.S. Oral Exit Exam serves as your final capstone project, and as such, you are expected to demonstrate a high level of professionalism, intentionality, and conscientiousness as you complete this exam. You are asked to effectively communicate to faculty your successful integration of the knowledge and skills you have developed or enhanced during your enrollment in the Ed.S. program.

The Oral Exit Exam should be submitted in an online format; additional instructions are listed below. <u>You are not expected to form an Ed.S. Oral Exam committee; the program will assign your faculty committee.</u> If you have any questions/concerns, please email the Ed.S. Program Coordinator, Dr. Julia Whisenhunt (jwhisenh@westga.edu).

Procedures for Oral Examination:

There are **five questions below, all of which** you are expected to address. Creating a narrated PowerPoint video **of no more than 25 minutes,** please respond to all five questions thoroughly but succinctly. Please upload your video to **YouTube** using an **unlisted link.** Please provide that link via the provided submission form by the deadline established in the accompanying email notification. This video provides a tutorial for creating a narrated PPT video. Additionally, this Microsoft webpage explains the process. Please note that it is permissible to utilize professional presentation software other than PowerPoint, but you will be responsible for identifying the process of narrating and converting the file to a video. Some individuals choose to record a Zoom session of their presentation and allow Zoom to export the video file. Regardless of the software you choose to use, it is imperative that there is a professional presentation file, and, at a minimum, audio narration is overlaid.

Question 1: Program Goal # 2:

Demonstrate the ability to apply research methods to counseling interventions/assessment and/or program evaluation and use the information to improve programming. You may choose to answer option A, B, or both A and B.

a) *Providing at least one example from your clinical practice, please discuss the ways in which you have developed advanced understanding of research throughout this program and used that advanced knowledge to improve your selection and implementation of appropriate counseling interventions.*
b) *Providing at least one illustrative example from your professional practice, please discuss the ways in which you have developed advanced understanding of program evaluation throughout this program and used that advanced knowledge to improve the programming in your place of work.*

Question 2: Program Goal # 3:

Demonstrate the ability to provide quality clinical supervision

a) Providing at least one illustrative example from your supervision practice, please discuss the ways in which you have developed advanced understanding of counseling supervision throughout this program. Further, please discuss your chosen model of supervision and how this model was executed during your supervision practice <u>or</u> will be executed when you undertake clinical supervision.

Question 3: Program Goal # 4:

Demonstrate an understanding of current issues in counseling and supervision

a) Please discuss two current issues in counseling and supervision about which you learned during this program. Then, providing at least one illustrative example, please discuss the ways in which you applied that knowledge to improve your counseling and/or supervision practices.

Question 4: Program Goal # 5:

Demonstrate advanced skills in specialty area of interest

a) Please identify your specialty area of interest – school counseling, school social work, or clinical mental health counseling. Then, providing an illustrative example from your clinical practice, please discuss the ways in which you have developed advanced skills in your specialty area throughout this program and used that advanced skill to improve your clinical practices.

Question 5: Program Goal # 6:

Demonstrate knowledge, skills, and dispositions relevant to practice in a multicultural society

a) Providing at least one illustrative example from your professional practice, please discuss the ways in which you have developed advanced understanding of, and skill in multicultural counseling, and used that advanced knowledge and skill to improve your professional practices.

Appendix C

Ed.S. in Professional Counseling and Supervision Oral Exam Interview Questions Evaluation Rubric

Revised 2024

<u>**Question 1:**</u>

Program Goal #2: Demonstrate the ability to apply research methods to counseling interventions/assessments and/or program evaluation and use the information to improve programming. You may choose to answer option A, B, or both A and B.

Key Assessment	Unacceptable (1)	Acceptable (2)	Proficient (3)	Exemplary (4)	N/A
Question 1 a. Providing at least one example from your clinical practice, please discuss the ways in which you have developed advanced understanding of research throughout this program and used that advanced knowledge to improve your selection and implementation of appropriate counseling interventions.	Candidate's response is not adequate. Response does not address aspects of newly acquired knowledge of research and application of that knowledge to the selection counseling interventions and/or assessments. Candidate does not provide examples to demonstrate utilization of a data-informed approach to selection of counseling interventions and/or assessments. And/or candidate does not discuss ways in which utilizing a data-informed approach to the selection of counseling interventions and/or assessments has improved their professional practice.	Candidate's response is adequate. Response addresses some aspects of newly acquired knowledge of research and application of that knowledge to the selection counseling interventions and/or assessments. However, candidate may not have provided examples to demonstrate utilization of a data-informed approach to selection of counseling interventions and/or assessments. And/or candidate does not discuss, in sufficient detail, ways in which utilizing a data-informed approach to the selection of counseling interventions and/or assessments has improved their professional practice.	Candidate's response is clear and concise. Response directly addresses newly acquired knowledge of research and application of that knowledge to the selection counseling interventions and/or assessments. Candidate may provide some examples to demonstrate utilization of a data-informed approach to selection of counseling interventions and/or assessments. However, candidate does not discuss, in great detail, ways in which utilizing a data-informed approach to the selection of counseling interventions and/or assessments has improved their professional practice.	Candidate's response is rich, clear, and concise. Response directly addresses newly acquired knowledge of research and application of that knowledge to the selection counseling interventions and/or assessments. Candidate provides examples to clearly demonstrate utilization of a data-informed approach to selection of counseling interventions and/or assessments. Candidate discusses ways in which utilizing a data-informed approach to the selection of counseling interventions and/or assessments has improved their professional practice.	

| Question 1b: Providing at least one illustrative example from your professional practice, please discuss the ways in which you have developed advanced understanding of program evaluation throughout this program and used that advanced knowledge to improve the programming in your place of work. | Candidate's response is not adequate. Response does not address aspects of newly acquired knowledge of program evaluation and application of that knowledge to improve programming in their place of work. Candidate does not provide examples to demonstrate utilization of program evaluation strategies. And/or candidate does not discuss ways in which utilizing program evaluation strategies has improved their professional practice. | Candidate's response is adequate. Response addresses some aspects of newly acquired knowledge of program evaluation and application of that knowledge to improve programming in their place of work. However, candidate may not have provided examples to demonstrate utilization of program evaluation strategies. And/or candidate does not discuss, in sufficient detail, ways in which utilizing program evaluation strategies has improved their professional practice. | Candidate's response is clear and concise. Response directly addresses newly acquired knowledge of program evaluation and application of that knowledge to improve programming in their place of work. Candidate may provide some examples to demonstrate application of program evaluation strategies. However, candidate does not discuss, in great detail, ways in which utilizing program evaluation strategies has improved their professional practice. | Candidate's response is rich, clear, and concise. Response directly addresses newly acquired knowledge of program evaluation and application of that knowledge to improve programming in their place of work. Candidate provides examples to clearly demonstrate utilization of a program evaluation knowledge to create and/or improve programming. Candidate discusses ways in which application of program evaluation strategies has improved their professional practice. | N/A |

Question 2:

Program Goal #3: Demonstrate the knowledge and skills required to provide quality clinical supervision.

Key Assessment	Unacceptable (1)	Acceptable (2)	Proficient (3)	Exemplary (4)
Question 2: Providing at least one illustrative example from your supervision practice, please discuss the ways in which you have developed advanced understanding of counseling supervision throughout this program. Further, please discuss your chosen model of supervision and how this model was executed during your supervision practice <u>or</u> will be executed when you undertake clinical supervision.	Candidate's response and examples lack clarity and are not clearly connected. Language used does not reflect an acceptable level of respect for supervisees or concern for supervisee development. Client welfare is minimized addressed or ignored. Candidate did not provide a model of supervision in adequate detail.	Candidate's response is adequate and includes some reference to protection of client welfare and facilitation of counselor development. Example provided may be only arbitrarily related to these two purposes. Description of clients and supervisees is professional and respectful. Candidate articulates model of supervision in limited and may not adequately discuss this model was executed during supervision practice.	Candidate's response is clear and concise. Candidate's response includes specific reference to protection of client welfare and facilitation of counselor development. Example provided is clearly related to these two purposes. Description of clients and supervisees is respectful, professional, and connotes an understanding of the connection between monitoring client services and promoting supervisee development. Candidate articulates a model of supervision and adequately describes how this model was executed during supervision practice.	Candidate's response is rich, clear, and concise. Candidate's response includes specific reference to protection of client welfare and facilitation of counselor development. Examples provided are clearly related to these two purposes. Description of clients and supervisees is respectful, professional, and connotes an understanding of the connection between monitoring client services and promoting supervisee development. In rich detail, the candidate articulates a model of supervision and how this model was executed during supervision practice.

Question 3:

Program Goal # 4: Demonstrate an understanding of current issues in counseling and supervision supervision.

Key Assessment	Unacceptable (1)	Acceptable (2)	Proficient (3)	Exemplary (4)
Question 3: Please discuss two current issues in counseling and supervision about which you learned during this program. Then, providing at least one illustrative example, please discuss the ways in which you applied that knowledge to improve your counseling and/or supervision practice.	Candidate response and examples lack clarity and are not clearly connected. Language used does not reflect an acceptable level of understanding of current issues in the field of counseling and supervision. Candidate did not provide an example of how the knowledge of current issues would potentially improve counseling or supervision practice.	Candidate's response is adequate. Candidate's response includes limited reference to current issues in the field of counseling and supervision. Candidate provided at least one example of how the knowledge of current issues improved counseling and supervision practice, but has done so in a limited manner, lacking detail. .	Candidate's response is clear and concise. Candidate's response includes specific reference to current issues in the field of counseling and supervision. Candidate clearly articulated a few current issues in the field of counseling and supervision. Candidate was able to provide one clear example of how the knowledge of current issues has improved their counseling practice and/or supervision practice.	Candidate's response is rich, clear, and concise. Candidate's response includes specific reference to current issues in the field of counseling and supervision. Candidate clearly articulates several current issues in the field of counseling and supervision. Candidate provided two clear examples of how their knowledge of current issues improved their counseling practice and supervision practice.

Question 4:

Program Goal #5: Demonstrate Advanced Skills in Specialty Area of Interest

Key Assessment	Unacceptable (1)	Acceptable (2)	Proficient (3)	Exemplary (4)
Questions 4: Please identify your specific specialty area of interest – school counseling, school social work, or clinical mental health counseling. Then, providing an illustrative example from your clinical practice, please discuss the ways in which you have developed advanced skills in your specialty area throughout this program and used that advanced skill to improve your clinical practices.	Candidate's response lacks clarity and does not demonstrate the ability to identify or articulate the advanced knowledge, skills and awareness acquired in the chosen specialty area. Candidate did not provide an example of the use of advanced skills to improve clinical practices.	In a limited manner, candidate identifies and articulates advanced skills, knowledge, and/or awareness developed in the specialty as a result of enrollment in the Ed. S. program. Candidate did not adequately discuss ways in which this advanced knowledge and skills has improved clinical practices in their specialty area.	Candidate clearly and concisely articulates the advanced skills, knowledge, and awareness developed in the specialty as a result of enrollment in the Ed.S. program. The candidate also discusses how the advanced competencies have been applied in counseling practice during the term of enrollment. Candidate provided at least two illustrative examples of advanced skill application in clinical practices.	In a rich, clear, and concise manner, the candidate articulates the advanced skills, knowledge, and awareness they developed in their specialty as a result of enrollment in the Ed. S. program. The candidate also discusses how they have applied these advanced competencies in counseling practice during the term of enrollment. The illustrative examples clearly articulate application and demonstrate how the candidate has integrated advanced skills, knowledge, and awareness into a coherent approach to work in the specialty area. This information is presented in rich detail.

Question 5:

Program Goal #6: Demonstrate knowledge, skills, and disposition relevant to practice in a multicultural society

Key Assessment	Unacceptable (1)	Acceptable (2)	Proficient (3)	Exemplary (4)
Questions 5: Providing at least one illustrative example from your professional practice, please discuss the ways in which you have developed advanced understanding of, and skills in multicultural counseling, and used that advanced knowledge and skill to improve your professional practices.	Candidate's response lacks clarity and does not demonstrate the ability to discuss an advanced understanding of multicultural counseling. Candidate did not provide an example of how these skills may improve professional practice.	In a limited manner, candidate identified and discussed how they have developed an advanced understanding of multicultural counseling skills. Candidate either did not provide an example of how these skills may improve professional practice or discussed examples in limited detail.	Candidate adequately articulates how the advanced knowledge and skill they have developed related to multicultural counseling have impacted their professional identity and professional development. The interface between professional identity, professional practices, and professional development is addressed in some detail. The candidate provided at least two illustrative examples of the ways in which advanced understanding of multicultural counseling has improved their professional practice.	Candidate clearly and concisely articulates how the advanced knowledge and skill they have developed related to multicultural counseling have impacted their professional identity and professional development. The interface between professional identity, professional practices, and professional development is clearly articulated. The candidate provided several illustrative examples of the ways in which advanced understanding of multicultural counseling has improved their professional practice.

Appendix D

Notice of Expectation Regarding Professional and Ethical Conduct

The Ed.S. in Professional Counseling at UWG subscribes to the [American Counseling Association's (ACA) Code of Ethics](). Accordingly, students within the Ed.S. 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.

ACA Code of Ethics:
https://www.counseling.org/resources/ethics

By signing this form, I acknowledge intent to uphold these requirements and understand that a lack of compliance may result in remediation and/or dismissal from the program.

_____
Printed Name

_____
Signature

_____
Date