Augusta University
Counselor Education Program

Information for Prospective Students (Ed.S.)

The Education Specialist (Ed.S.) Degree Program in Counselor Education is designed for individuals who already hold a Master’s degree in counseling or a related field. The program objectives are to assist practicing counselors to develop greater expertise and leadership skills in their current counseling field and to gain knowledge and practice in the supervision of counselors. The program will build upon the knowledge, skills, and dispositions counseling professionals have acquired from pursuing the Master’s degree and being employed in the profession.

The Ed.S. Program will provide a venue for practicing counselors in clinical mental health or school settings to learn more about advancing client/student achievement and clarifying their professional identity. Additionally, the Ed.S. Program will provide opportunities for counselors to further develop their clinical counseling and group skills, their professional identity, their theoretical orientations, and ability to supervise others. Throughout the program, counseling professionals will become more self-aware, more knowledgeable about current counseling policies and practices, more skilled at collaborating with other professionals to effect change, and more responsive to the particular needs of students and clients.

The Ed.S. Program is designed to meet the needs of non-traditional students. Courses are offered during evening hours, on Saturdays, or in hybrid or online formats to accommodate those who may already be working in clinical mental health or school settings. Applicants who hold either current state counseling licensure or school counselor certification, and who have a history of professional counseling work and service to others will be considered more highly during the admissions process. Although the student body at Augusta is quite varied, we are committed to increasing the numbers of diverse students in our program to be more representative of the surrounding community.

All of the full-time Counselor Education Program faculty hold doctoral degrees and have professional experience in their particular subject areas. Several hold professional licensure (LPC) and certifications, and they are actively involved in the counseling profession. Faculty members frequently present at state, regional, and national conferences, quite often in collaboration with counseling students, reporting on descriptive or experimental research which has been conducted during the program courses.

Admissions Procedures and Requirements

Admission to the program is competitive and based on several criteria. For entry to the Ed.S. Program in Counselor Education, applicants must exhibit those personal qualities or characteristics which, in the judgment of the faculty, are necessary for effective functioning in the role of an advanced counselor. Applicants may obtain an application packet and more detailed admissions criteria from the Dean’s office in the College of

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Education or refer to the Counselor Education Program website for forms and information for prospective students.

In order for an individual to be considered and then invited for an interview, the online application and all materials must be received on or before the deadlines below.

**Fall deadline:** April 2 (or February 28th for Early-Bird admission)
**Spring deadline:** November 2

The completed application should be submitted via the application web-portal. Any supporting documentations can be sent to the College of Education Dean’s office. The application process includes several requirements, the last of which is a formal interview with program faculty. These requirements include:

1. **Complete application via the College of Education application web-portal.**
   You can begin the application process by visiting the web-portal at [https://www.applyweb.com/mcg/menu.html](https://www.applyweb.com/mcg/menu.html). Any accompanying materials can be sent to the College of Education (COE) Dean’s Office.

2. **Master’s degree in Counselor Education or a closely-related counseling field (e.g., MFT or psychology) from an accredited graduate institution.**

3. **3.25 or higher GPA on all graduate work attempted, as shown on graduate level transcripts, including courses in programs that were not completed.**

4. **Three Recommendation Forms**
   Applicants will include at least three professional recommendations. It is preferable for these letters of recommendation to be submitted by current or former supervisors, employers, or faculty members.

5. **Personal Autobiographical Essay**
   Applicants will write a letter of intent describing their experience in counseling or closely-related field, explaining their interest in pursuing advanced graduate study and a career in counseling, and clarifying how admission into the program relates to the applicant’s professional aspirations. It is important that the letter of intent demonstrate writing quality and professional presentation. The letter of intent should be double-spaced and three pages in length.

6. **Personal Interview**
   The personal interview with the Admissions Committee is the final requirement for admission into the program. The Admissions Committee is composed of counseling faculty. Applicants are selected for the interview based on the quality of the previous criteria. The interview is designed to assess applicants’ potential for maintaining effective interpersonal relationships in individual and group contexts; leadership potential; openness to self-examination as well as personal and professional growth; potential to develop knowledge, skills and
dispositions in the field; potential to work effectively with diverse populations; emotional stability; receptiveness to supervision; the degree to which the professional goals of applicants are consistent with the Program’s mission and goals; and the degree to which applicants display the potential for continued success in the counseling profession. Applicants are evaluated by the faculty with a rubric containing all of these factors, including both academic and non-academic issues.

The Admissions Committee determines an applicant’s probable success in the Ed.S. Program by considering the degree of congruence among the applicant, the applicant’s goals, the program, and the profession. Such congruence includes the ability to form trusting, constructive and ethical relationships with others in a professional setting, to master academic knowledge, and to learn advanced clinical and supervisory skills. Additionally, faculty members recognize the need for counselors to be sensitive and competent in working with diverse populations. In order to meet this need, they support multicultural perspectives throughout the program. Faculty are committed to admitting students who demonstrate an awareness of self and willingness to work with others regardless of race, religion/spirituality, ethnicity, age, disability, sexual orientation, gender, gender identity, marital status/partnership, socioeconomic status, or other forms of diversity. Evaluation of these characteristics begins with the admissions process and continues throughout the graduate program.

Our program values diversity and invites candidates of varying age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, and socioeconomic status to apply.

**Program Eligibility and Systematic Assessment of Students**

Students are expected to maintain an overall grade point average (GPA) of at least 3.25 across all courses attempted in the Ed.S. program. Any course in which a student earns a grade of D or F will need to be retaken. Also, the student may be placed on a remediation plan or may be dismissed from the program due to earning a grade of D or F. Student progress throughout the program is regularly monitored and assessed by program faculty. Students showing deficiencies in either academic or non-academic areas may be placed on probation and/or remediation status and may be either reinstated or dismissed based on subsequent academic or non-academic performance.
Consult the Counselor Education Program Student Handbook (https://www.augusta.edu/education/advanced-studies-innovation/documents/eds-ce_handbook.pdf) for more specific and updated information. Also, consult the College of Education Graduate Programs portion of the university catalog for information on retention and exit from programs, time limits for completion of degree, graduate appeals and financial aid.

**Ed.S. Degree Requirements**
- 30 semester hours of academic work
- At least 3 semesters of advanced practicum in counseling supervision
- Successful completion of a Professional Development Plan during the final semester

**Ed.S. in Counselor Education Program of Study**

**Foundation Courses (6 hours required)**
EDUC 7021 Conducting Educational Research 3 EDUC 7004 Philosophy of Education OR
EDUC 7005 History of American Education OR
EDUC 7006 Comparative Education 3

**Core Courses (18 hours required)**
COUN 7910 Prof. Identity and Development in Counseling 3
COUN 7930 Adv. Multicultural Awareness 3
COUN 7940 Adv. Counseling Theory 3
COUN 7960 Counseling Supervision 3
COUN 7965 Adv. Practicum in Counseling Supervision I 1
COUN 7966 Adv. Practicum in Counseling Supervision II 1
COUN 7967 Adv. Practicum in Counseling Supervision III 1
COUN 7970 Adv. Seminar in Group OR
COUN 7990 Prof. & Community Collaboration 3

**Elective Courses (6 hours required-select 2 courses)**
COUN 6700/7700 Marriage and Family Counseling
COUN 6780/7780 School Counseling
COUN 6790/7790 Clinical Mental Health Counseling (CMHC)
COUN 6800/7800 Assessment, Diagnosis, and Intervention
COUN 6840/7840 Introduction to Addictions Counseling
COUN 6850/7850 Treatment Planning in CMHC
COUN 6860/7860 Counseling Children and Adolescents
COUN 6870/7870 Gender Issues in Counseling
COUN 6950/7950 Problems in Issues in Counseling

*Elective courses that were taken at the 6000 level may not be taken again at the 7000 level.

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